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Inventory of the best and innovative training/learning/teaching practices

02-A2





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INTRODUCTION

This work is the deliverable of the O2/A2 activity of Good Herbs project with the aim of identifying the best practices and innovative models of learning in order to use them in teaching and training in the field of medicinal and aromatic plants processing.

Other objectives are:

- to develop an appropriate Curricula for teaching and training course of herbs processing;
- to establish a successful approach for Good Herbs project, based on understanding of the specificity of innovative learning and adult learners' needs;
- to identify the major challenges in creating/designing, maintaining and using the projected Good Herbs e-learning platform

METHODOLOGY

Innovative practices in teaching, training and learning could take many and different forms. They were defined as “initiatives, projects and activities that have a tangible impact on improving trainers and teacher’s skills, their professionalism and working environment” (Gray et al., 2004). But innovative practices focus on learners too, aiming to motivate, tutor, support and actively involve learners in learning process.

Using the electronic technology to deliver, support and enhance teaching and learning activities, actually resulted in significant changes in the relationship between teacher/trainer and learner. They both need new skills and competences to communicate, transfer and process the information, to transmit, negotiate and harvest the knowledge.

To create a virtual learning environment means not only to design and develop an e-learning platform, but also to edit digital materials, to manage the learning process at distance, to organise the communication between and among the learners and tutors, to verify/check if tools are available on desktop or via the internet, to analyse and upgrade continuously the performances of adopted educational/instructional design, to evaluate the students (learners who attained the course).

Computer assisted learning has started to develop at the beginning of years 1970s as a new form of transmitted knowledge using the web-sites (first text-based pages with hypertext links, then inclusion of graphics and video).

During the years 1990s, new media (e-mail, listservs and discussion forums) offered a mutual support and debate field for the process of learning. The result was the development of negotiated knowledge, meaning the existence of facilities not only for course materials management, but also for the interaction with students, via different communication tools.

A significant impact had during the last years the web development (million of papers, sites archives, a huge number of portals and database). That’s why Gaimster and Gray (2002) considered “ the future of



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teaching and learning will be not only the use of web to deliver knowledge, but to develop people research skills and capabilities for searching the web”, meaning to learn how to “harvest knowledge”.

Thus, e-Learning became a key issue for teacher and trainer training, while the most important innovative elements become not so much the modern and new technologies, but the cultural changes within the organisation itself.

The main objective of this work is the inventory of the curricula related to Good Herbs project and the best and innovative practices in teaching, training and learning already existing, in each participant countries. The inventory will take into consideration the innovative teaching and learning methods (ESB-UCP and UCAM) and innovative training (IBA, No Gravity and CTC) and it will include a collection of best practices that can support learning community and where partners will be able to find, exchange ideas and adapt innovative teaching and learning practices.

IBA had elaborated the methodology of information gathering/selection, based on literature review and study of certain relevant research projects developed in European countries.

The review of each country experience will help to take faster the decision about the strategy, methods and techniques that should be used for teaching, training and learning in Good Herbs project.

All participants should:

- identify the main sources of information;
- select the most relevant projects/actions implemented in their countries;
- gather useful data;
- define the specificity of the targeted learners;
- identify the best technical options and pedagogical strategies implemented in e-learning;
- describe the new skills and competences developed by implementing the innovative practices;
- concluding about the most appropriate learning model that can be used in Good Herbs project;
- describe the selected innovative elements that could be appropriate or easily adapted for Good Herbs project;
- evaluate the impact and potential of transfer and scalability of the innovative practices identified as adaptable to Good Herbs purpose;
- fulfil for each project/action detected the following template:

The following questions should be the basis for country inventory of the best curricula and innovative practices:

1. What is the existing experience of using innovative practices in teaching, training and learning in each country?
2. What innovative elements could be adapted to the specific of herbs processing in teaching and training courses?
3. What are the targeted skills and competences of learners?
4. What is the potential for sustainability, transfer and scalability of the selected practices?
5. How Good Herbs project will develop a successful approach in teaching, training and learning using the experience of all countries involved in the project?
6. What criteria for evaluation of performance/success will be used?

What the inventory should have taken into account:

1. The main sources of information should be considered:
 - different implemented projects and activities (such as seminars, workshops, academic courses, training programs);
 - literature review (scientific books, research reports, articles, short communications, conference proceedings related to the main objectives of Good Herbs project), other similar;
2. To select the most relevant projects/actions implemented in each country, some criteria of selection must be established:
 - topic - herbs, innovation in pedagogical methods, efficient instruments used in teaching and training, innovative strategies for adult motivation to learn, new skills and competences development, modern methods for performance evaluation, etc;
 - number of samples (minimum 5 study cases/each country);
 - period of search: maximum the last 10 years;
 - relevance for Good Herbs project - potential of the selected innovative elements to be adapted to the organizational facilities and opportunities for e-learning platform development, potential transfer and sustainability of the new approach;
3. Data gathering will be related to:
 - scale, type of the project/action and successful strategies already implemented in teaching, training or learning;
 - focusing on curricula, not only literature should be reviewed, but also interview schedules could be studied, when existing;
4. To define the specificity of the targeted learners will be analysed:
 - their specific needs and reasons for choosing e-learning - difficulties in attending conventional learning, dispersion over a wide geographical area, audience outside of the country, familiarity with ITC, reduced costs, etc;
 - different adult motivation factors to learn - analysis of the training course benefits, personal or social motivation;
5. Identifying the best learning strategies and implemented in each project/ action, suppose to inventory practices such as:
 - blended learning - combining self-learning, face to face interaction and human contact with virtual classroom, tele-teaching;
 - collaborative/cooperative learning - exchange of knowledge, learning new skills by following the examples of other people;
 - experimental learning -(teaching and supporting students by e-tutoring;
 - content and language integrated learning - education through construction, rather than instruction, focussing on topic but also on the foreign language, promoting in the mean time critical thinking, collaboration skills and language competence;
6. Identifying the best innovative methods used in general teaching and training means to look for and to analyse:
 - communication methods - critical lecture, debates; brainstorming; problem solving in classroom or conferences, chat, web-seminar mediated by PC in online learning;
 - action methods - study visit, study case; practical exercises, digital games in classroom or simulative activities, such as virtual workshop;
 - exploring methods - experiment, demonstration, modelling;
 - visual methods - projected and non-projected images, such as movies, graphics, slides, photos, audio-records, TV shows which ask for multimedia resources;



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7. The most appropriate learning model that can be successful used in Good Herbs project could include among the best teaching, training and learning practices, different methods to transfer new knowledge, instruments and exercises to develop new skills or to facilitate the evaluation assisted by PC;

The selected innovative elements that have to be described being adaptable for Good Herbs project should be classified in: new activities, new media, new approach, and so on;

They have to be defined by:

- scope - why have they been selected,
 - vision - how should they be implemented,
 - mission how will be put in practice, how will they contribute to the training/teaching innovation) and potential results (estimated success by using them;
8. The impact of innovative training/learning/teaching practices on education delivery, learning motivation, management activities, communication/ dissemination; evaluation; sustainable development; transfer and scalability will be evaluated at the end of inventory and the most important conclusions will be taken into account when the curricula and e-learning platform design will be established.

CTC designed the template based on the contributions of different Good Herbs partners and also on the following sources:

- Universal Design for Learning Project (UDLnet), Lifelong Learning Programme, European Commission. <http://www.udlnet-project.eu>
- Inventory of innovative practices in education for sustainable development. Order 31. DG Education and Culture. 2008. http://www.pedz.uni-mannheim.de/daten/edz-b/gdbk/08/inventory_innovative_pract_en.pdf
- TEACHING AND LEARNING METHODS FOR TEACHER TRAINING IN THE FRAMEWORK OF EUROPEAN HIGHER EDUCATION, Carmen Carpio de los Pinos, University of Castilla La Mancha (Spain), Year XXXIII - January/December 2008 – 2d Season. Number 18 (printed edition)
- <http://www.uclm.es/varios/revistas/docenciaeinvestigacion/numero8.asp>

TEMPLATE

This is the template that partners filled in for each innovative activity detected in their countries. Partners filled in one table per each innovative project/action detected.

		 Erasmus+	
Partner and Country			
Innovative teaching/learning/training action or project title			
Carried out by/Implemented by			
Period/year of implementation			
Key Characteristics of project/action			
Project scale (Please give the aprox number of learners participating in the project / action)			
Type of learning: formal or non-formal. Informal learning will be taken into account only in the case of informal/experimental activities of real interest due to its innovative approach ¹			
Targeted learners group: Group size, learners' age, sex, social status, level of education, rural/urban residence and so on			
Targeted competence and skills developed through the project/action			
Targeted motivation factors of learners			
Level of implementation: Regional, National or International. In the case of International projects/actions each partner will describe the innovative practices implemented in their country			
Funding: Governmental funds, European Social Funds, Private funds, companies, NGOs, others.			
Relevance of the selected project/ action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)			
Content of the selected projects/actions			
Short description of the project/ action			
Aims, objectives and strategies			
Explanation of the activity/Presentation of innovative methods used in the project/action or description of			

¹ Formal Learning: Learning that occurs within an organized and structured context (i.e. formal education institutions such as schools, colleges, vocational training institutes and universities), and follow a particular structured design. It typically leads to a formal recognition with a diploma or a certificate.

Non-formal Learning: Learning which is embedded in planned activities that are not explicitly designated as formal learning, but which contain an important learning element, such as vocational skills acquired on the workplace.

Informal Learning: Learning resulting from daily life activities related to work, leisure, free-time, etc. This type of learning is sometimes referred as experiential learning and generally does not lead to certification.

curriculum (content, number of hours), respectively
Type of evaluation and obtained feed-back. What and how was evaluated the innovative method before and after piloting, how the students were evaluated after the teaching/training course to obtain the certification
Selected Innovative elements to be used in Erasmus project (Please explain your answers)
Description of the specific innovative elements chosen to be used in Good Herbs Project ² (If there are not innovative, they must not be selected for inventory; we should select for description only those elements that can be adapted to be used in Good Herbs project)
At content level? ³
At institutional level? ⁴
In delivering education (innovative teaching and training) or/and in “harvesting” the knowledge (innovative learning)? ⁵
In management activities? Regarding continuously update of the analysis needs and the instructional design of e-learning platform; how to mix between classroom and distance learning; what teaching strategies, technologies and tutoring techniques have to be used, additional skills to be developed, etc...
In dissemination? Marketing issues and promotion of the e-learning platform could be also innovative
In other ways of addressing the “Good Herbs issue”?
Innovative partnerships and networks? ⁶

²Multiple means of representation: Present information in different ways.

Multiple means of action and expression: Allow students to approach tasks in different ways and show what they know in different ways.

Multiple means of engagement: Offer different options that make and keep students interested and motivated.

³Includes innovative topics being addressed which range from issues linked to globalization, including human and social rights and east-west relations, to healthier lifestyles, including healthy eating, to efficient energy consumption and promotion of renewable energy

⁴With “Good Herbs” being mainstreamed in the curriculum for education or with activities aimed at raising awareness on the necessity to implement education for “Good Herbs”

⁵Includes innovative ways to forge multi-stakeholder approaches and to create a sense of ownership among pupils, families, teachers, decision-makers and experts, and innovative ways of delivering the educational process by promoting participatory and interactive learning approaches and the use of new technology such as the internet, websites, electronic communication platforms and blogs. Some examples are:

Flipped Classroom: Flipped classroom is a form of blended learning in which students learn content online by watching video lectures, usually at home, and homework is done in class with teachers and students discussing and solving questions. Teacher interaction with students is more personalized - guidance instead of lecturing. This is also known as backwards classroom, inverted classroom, reverse teaching, and the Thayer Method.

Design Thinking: Based in using real cases and solving them working in groups by mean of analysis, brainstorming, innovation and creative ideas. Self-learning, Games, Commented lecture, etc.

⁶ With the aim of sharing knowledge and experience, fostering communication and exchange of experiences

Innovation in addressing sustainable development ⁷
Key successes
Outputs
Impact
Potential for transferability and scalability
Evaluation
Special highlights
Particularly innovative elements of interest to be used in Good herbs project
Where to find further information

BEST AND INNOVATIVE PRACTICES IN PORTUGAL: 3 cases

Portugal: study case 1

Partner and Country: UCP1	UCP, Portugal
Innovative teaching/ learning/ training action or project title	Port Wine Diploma
Carried out by/Implemented by	IVP and UCP
Period/year of implementation	2005
Key Characteristics of project/action	
Project scale	2 international courses 60 participants in Brazil
Type of learning ¹	Non-formal
Targeted learners group	Professionals in the wine distribution and consuming in Brazil, including: commercial staff, sommeliers, marketers, and so on
Targeted competence and skills developed through the project/action	
Targeted motivation factors of learners	
Level of implementation	International Innovations: platform to support teaching and learning, video conferences for master classes and for shared guided tasting.
Funding	Private funds: IVP
Relevance of the selected project/action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)	Collaborative teaching and learning based in an e-learning platform. Distance based tasting of food products. Emphasis on the sensorial relevance of food products.

⁷ With a focus on ensuring a strong interdisciplinary approach in addressing the interrelated social, economic and environmental dimensions of sustainable development

Content of the selected projects/actions	
Short description of the project/action	Port Wine Diploma
Aims, objectives and strategies	Training Professionals in the wine distribution and consuming in Brazil, including: commercial staff, sommeliers, marketers,...of Port Wine.
Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively	Collaborative teaching and learning based in an e-learning platform (24 hours). Distance based master classes (3 hours) and tasting of food products (3 hours).
Type of evaluation and obtained feed-back. What and how was evaluated the innovative method before and after piloting, how the students were evaluated after the teaching/training course to obtain the certification	Satisfaction Questionnaires to Students. Content based Questionnaires to Students.
Selected Innovative elements to be used in Erasmus project	
Description of the specific innovative elements chosen to be used in Good Herbs Project ²	Collaborative teaching and learning based in an e-learning platform. Distance based tasting of food products. Emphasis on the sensorial relevance of food products.
At content level? ³	Emphasis on the sensorial relevance of food products.
At institutional level? ⁴	Training for Internationalization
In delivering education (innovative teaching and training) or/and in “harvesting” the knowledge (innovative learning)? ⁵	Distance learning and training. Involving the industry sector on the content development.
In management activities?	Blended learning. Collaborative teaching and learning based in an e-learning platform. Distance based tasting of food products.
In dissemination?	Partnership with the target groups.
In other ways of addressing the “Good Herbs issue”?	Emphasis on the sensorial aspects of herbs as food products, supplements or ingredients.
Innovative partnerships and networks? ⁶	Stakeholders in the Herbs Sub sector, if existing in each country.
Innovation in addressing sustainable development ⁷	Distance and open access of contents.
Key successes	
Outputs	Learns satisfaction.
Impact	Support of exports
Potential for transferability and scalability	Yes.
Evaluation	Very good.
Special highlights	
Particularly innovative elements of interest to be used in Good herbs project	Blended learning. Collaborative teaching and learning based in an e-learning platform. Distance based tasting of food products. Emphasis on the sensorial relevance of food products.
Where to find further information	Not available.

Portugal: study case 2

			
Partner and Country: UCP2		UCP Portugal	
Innovative teaching/ learning/ training action or project title		Collaboration in Business Development - BioEconomy	
Carried out by/Implemented by		UCP	
Period/year of implementation		2014	
Key Characteristics of project/action			
Project scale	2 Month Module 30 Participants		
Type of learning: ¹	Formal A Module in the context of a Master Course in Bio Engineering		
Targeted learners group	Young students, Junior staff, Young scientists, Young entrepreneurs (21-26 years old)		
Targeted competence and skills developed through the project/action	<p>Collaboration in the development of business models</p> <p>Providing participants with tools to support correct and realistic structure of a business and thus contribute to the success of new business activities.</p> <p>Elaborate, refine, analyze and evaluate one's own ideas.</p> <p>Self-manage and reflect critically on learning processes, objects and purposes.</p> <p>Find where and how to contribute, and place abilities at the service of a common objective.</p> <p>Access and evaluate information critically and effectively</p> <p>Manage information from a variety of sources</p> <p>Apply a fundamental understanding of the ethical and legal issues.</p> <p>Know how to use the information by creating or using the structure created in the wiki environment.</p>		
Targeted motivation factors of learners	Entrepreneurship as a key competence with an associated set of additional wikiskills for improved employability and career.		
Level of implementation	National		
Funding.	LLP – Lifelong Learning Program co-financed the development of the Module OpenCourse Material		
Relevance of the selected project/action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)	Innovative pedagogical methodology, using free-culture and wiki methodologies and technologies including openware courses, e-learning based approaches, and a focus on the Bio-economy area.		
Content of the selected projects/actions			
Short description of the project/action	Module based on Seminars on Collaboration in Business Development, supported by an e-learning platform to support collaboration and knowledge sharing.		
Aims, objectives and strategies	<p>Collaboration in the development of business models</p> <p>Providing participants with tools to support correct and realistic structure of a business and thus contribute to the success of new business activities.</p> <p>Elaborate, refine, analyze and evaluate one's own ideas.</p> <p>Self-manage and reflect critically on learning processes, objects and purposes.</p>		

	<p>Find where and how to contribute, and place abilities at the service of a common objective.</p> <p>Access and evaluate information critically and effectively</p> <p>Manage information from a variety of sources</p> <p>Apply a fundamental understanding of the ethical and legal issues.</p> <p>Know how to use the information by creating or using the structure created in the wiki environment.</p>
<p>Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively</p>	<p>Collaboration in the development of business models (Total: 25 hours):</p> <ul style="list-style-type: none"> - Providing participants with tools to support correct and realistic structure of a business and thus contribute to the success of new business activities. - Elaborate, refine, analyze and evaluate one's own ideas. - Self-manage and reflect critically on learning processes, objects and purposes. - Find where and how to contribute, and place abilities at the service of a common objective. - Access and evaluate information critically and effectively - Manage information from a variety of sources - Apply a fundamental understanding of the ethical and legal issues. - Know how to use the information by creating or using the structure created in the wiki environment.
<p>Type of evaluation and obtained feed-back. What and how was evaluated the innovative method before and after piloting, how the students were evaluated after the teaching/training course to obtain the certification</p>	<p>The participants filled satisfaction questionnaires and also developed reflective journals.</p>
<p>Selected Innovative elements to be used in Erasmus project</p>	
<p>Description of the specific innovative elements chosen to be used in Good Herbs Project²</p>	<p>This training approach identifies a set of key competences that are promoted through the use of wiki environments in educational settings</p>
<p>At content level?³</p>	<p>Collaboration</p> <p>Creativity and innovation</p> <p>Critical thinking, problem solving, decision making</p> <p>Learning to learn</p> <p>Communication</p> <p>Information literacy</p> <p>ICT literacy</p>
<p>At institutional level?⁴</p>	
<p>In delivering education (innovative teaching and training) or/and in "harvesting" the knowledge (innovative learning)?⁵</p>	<p>Innovative teaching/learning methodology, based on wiki tools and free culture</p>
<p>In management activities?</p>	<p>Promoting:</p> <ul style="list-style-type: none"> • communication through current resources: e-mail, social networks, rss • the use of collaborative tools, such as wikis, blogs, networks
<p>In dissemination?</p>	<p>The association of the development of soft skills with entrepreneurship.</p>
<p>In other ways of addressing the "Good Herbs issue"?</p>	<p>Integrating the entrepreneurship structured topic as an approach to foreseen new market applications, innovation in product and processes, and value for the Herbs Value Chain.</p>
<p>Innovative partnerships and</p>	<p>Involving a specialized Incubator.</p>

networks? ⁶	
Innovation in addressing sustainable development ⁷	The open courseware approach contributes to the sustainability of the Module. The entrepreneurship emphasis looks forward to sustainable business thinking across the value chain.
Key successes	
Outputs	2 Courses in Portugal
Impact	40 Participants involved
Potential for transferability and scalability	Ready to share
Evaluation	4/5
Special highlights	
Particularly innovative elements of interest to be used in Good herbs project	Integrating the entrepreneurship structured topic as an approach to foreseen new market applications, innovation in product and processes, and value for the Herbs Value Chain
Where to find further information	http://www.wikinomics-project.eu/

Portugal: study case 3

	
Partner and Country: UCP3	UCP Portugal
Innovative teaching/ learning/ training action or project title	Consumer Training on Products with Denomination of Origine- Cheese PDOs from Portugal
Carried out by/Implemented by	UCP
Period/year of implementation	2013 -
Key Characteristics of project/action	
Project scale	2 Month 2 Modules 30 Participants
Type of learning: ¹	Formal Course in the context of a Program on Consumer Training
Targeted learners group	General Consumers (19- , years old)
Targeted competence and skills developed through the project/action	<p>Training on PDO products will provide participants with a multidisciplinary knowledge regarding areas of production and socioeconomic impact, manufacture and cultural aspects of products. But the innovative idea lies on the acquisition of sensory capacities by citizens which will let them to appraise quality, value and diversity of food PDO products.</p> <p>The foreseen methodology combines off-line and on-line approach. Training consists on an innovative concept of “guided tasting” of PDO products: participants will perform a real-time tasting while they can consult with guides and charts for a proper fulfillment. Furthermore, the on-line format provides a more attractive approach allowing participants to interact with other through the course platform.</p> <p>The main objective is that consumers gain the knowledge for the identification and valorisation of PDO products and specifically, their</p>

	<p>unique sensory characteristics.</p> <p>Secondary objectives are the promotion of PDO products and the preservation of traditional manufacture processes and the sustainable production.</p> <p>The structure of the course is the following:</p> <p>Introduction</p> <p>Module I: Introduction to PDO</p> <ul style="list-style-type: none"> - Topic I GIs products: an overview - Topic II EU framework-policies and legislation (PDO, PGI, TSG) - Topic III Authenticity - Topic IV Quality of PDO products - Topic V Sensory Evaluation of PDO products <p>Module II: PDO Cheeses From Portugal</p> <ul style="list-style-type: none"> - Topic I Introduction - Topic II Cheese: Serra da Estrela - Topic III Cheese: Serpa - Topic VI Cheese: Azeitão - Topic V Cheese: Nisa - Topic VI Cheese: S. Jorge - Topic VII Cheese: Beira Baixa - Topic VIII Sensory Evaluation of PDO Cheeses.
Targeted motivation factors of learners	Being Consumers interested in Food Products that have added value characteristics, they could find in the Course an opportunity to further develop their ability to taste, choose, and appreciate PDO.
Level of implementation	National
Funding	LLP – Lifelong Learning Program co-financed the design and development of the Course Materials and the Learning Platform, as well as the test and evaluation of the first run of the Course. GILearn Project: www.gilearn.eu
Relevance of the selected project/ action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)	Innovative pedagogical methodology, using technologies including openware courses and e-learning based approaches. The adoption of blended learning approaches and the inclusion of sensory analysis practices (both on line and off line) to improve the competence development and a focus on the the training on food products with a geographique indication associated seems relevant to the GoodHerbs initiative).
Content of the selected projects/actions	
Short description of the project/action	Course based in a distance learning approach, blended with one face to face session, in a Seminar format, taking place in a Sensory Analysis Laboratory where specific hands-on knowledge was developed.
Aims, objectives and strategies	<p>Training on PDO products will provide participants with a multidisciplinary knowledge regarding areas of production and socioeconomic impact, manufacture and cultural aspects of products. But the innovative idea lies on the acquisition of sensory capacities by citizens which will let them to appraise quality, value and diversity of food PDO products.</p> <p>The foreseen methodology combines off-line and on-line approach. Training consists on an innovative concept of “guided tasting” of PDO products: participants will perform a real-time tasting while they can consult with guides and charts for a proper fulfillment. Furthermore, the on-line format provides a more attractive approach allowing participants to interact with other through the course platform.</p>

	<p>The main objective is that consumers gain the knowledge for the identification and valorisation of PDO products and specifically, their unique sensory characteristics.</p> <p>Autonomous learning was proposed based on the reading of the key topics along the course. Self-testing of the knowledge developed in each topic of the course was available with immediate and automatic feedback.</p> <p>Learning strategies did also include collaboration and sharing across discussion forums. Self-manage and reflect critically on learning processes, objects and purposes was also devised through initial and final questionnaires.</p> <p>The face to face session was designed to offers a session based in a specialized resource (a Laboratory) and was focused on a key and transversal area of the whole course. So an overall impact on the course was devised. .</p>
<p>Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively</p>	<p>e-learning platform (2 months):</p> <ul style="list-style-type: none"> - Moodle open software system was exploited - A set of tools was selected according the strategies devised - Discussion Forum: for collaboration, sharing, support, feedback - Questionnaires and Tests: for autonomous and immediate feedback on level of the knowledge - Content presentation in multimedia formats: text, images, graphics, video - Exercises at distance, including some with technical abilities needed <p>Seminar face to face (2 to 4 hours):</p> <ul style="list-style-type: none"> - On a key topic for the course - An enhanced experience - Based on specialized resources - Able to motivate participants - Organizing element of the course
<p>Type of evaluation and obtained feed-back. What and how was evaluated the innovative method before and after piloting, how the students were evaluated after the teaching/training course to obtain the certification</p>	<p>Questionnaires and Tests: for autonomous and immediate feedback on level of the knowledge Exercises at distance, including some with technical abilities needed with feedback on the system. The participants filled satisfaction questionnaires and also progress questionnaires.</p>
<p>Selected Innovative elements to be used in Erasmus project</p>	
<p>Description of the specific innovative elements chosen to be used in Good Herbs Project?</p>	<p>e-learning platform:</p> <ul style="list-style-type: none"> -Moodle open software system -A set of Moodle tools selected according the strategies devised -Discussion Forum: for collaboration, sharing, support, feedback -Questionnaires and Tests: for autonomous and immediate feedback on level of the knowledge -Content presentation in multimedia formats: text, images, graphics, video -Exercises at distance, including some with technical abilities needed <p>Seminar face to face (2 to 4 hours):</p> <ul style="list-style-type: none"> - On a key topic for the course - An enhanced experience

	<ul style="list-style-type: none"> - Based on specialized resources - Able to motivate participants - Organizing element of the course
At content level? ³	Sensory evaluation of food products
At institutional level? ⁴	Offer of On-line courses in an Open Courseware format.
In delivering education (innovative teaching and training) or/and in “harvesting” the knowledge (innovative learning)? ⁵	Innovative teaching/learning methodology, based on elearning tools, blended with the exploitation of specific resources in face to face sessions
In management activities?	Promoting: <ul style="list-style-type: none"> - communication through current resources: e-mail, social networks, rss - the use of collaborative tools, such as discussion forums, lists, networks
In dissemination?	The association of PDO, with Consumers and with Sensory Evaluation.
In other ways of addressing the “Good Herbs issue”?	Integrating Sensory Evaluation structured topic as an approach to foreseen new market valorization, innovation in product and processes, and value for the Herbs Value Chain.
Innovative partnerships and networks? ⁶	Involving a specialized Laboratory and Association of the Sector and of PDO producers.
Innovation in addressing sustainable development ⁷	The open courseware approach contributes to the sustainability of the Module.
Key successes	
Outputs	2 Courses in Portugal
Impact	35 Participants involved
Potential for transferability and scalability	Ready to share
Evaluation	4/5
Special highlights	
Particularly innovative elements of interest to be used in Good herbs project	<p>e-learning platform:</p> <ul style="list-style-type: none"> - Moodle open software system - A set of Moodle tools selected according the strategies devised - Discussion Forum: for collaboration, sharing, support, feedback - Questionnaires and Tests: for autonomous and immediate feedback on level of the knowledge - Content presentation in multimedia formats: text, images, graphics, video - Exercises at distance, including some with technical abilities needed <p>Seminar face to face blended with the platform support:</p> <ul style="list-style-type: none"> - On a key topic for the course - An enhanced experience - Based on specialized resources - Able to motivate participants - Organizing element of the course
Where to find further information	http://www.wikinomics-project.eu/

BEST AND INNOVATIVE PRACTICES IN ROMANIA: 4 cases

Romania: study case 1

Partner and Country: IBA1	IBA, Romania		
Innovative teaching/ learning/ training action or project title	Create-Motivate-Learn CreMoLe 502374-LLP-1-2009-1-RO-GRUNDTVIG-GMP		
Carried out by/Implemented by	Reading and Writing for Critical Thinking Association RWCT-Romania - Coordinator Austria – IZ, Interkulturelles Zentrum Germany– TVV e.V., Thuringian Association of Adult Education Centres Germany – Iberika, Iberika Sprachschule Spain – IFI, Instituto de Formacion Integral S.L.U. Italy – CE.S.I.E., Centro Studi et Iniziative Europeo Latvia – EDC, Education Development Center Lithuania – MDC, Modern Didactics Center Slovakia – Orava ADE, Orava Association for Democratic Education Switzerland – ARIADNE Hess		
Period/year of implementation	2 years (2010-2011)		
Key Characteristics of project/action			
Project scale	Medium		
Type of learning ¹	Non-Formal		
Targeted learners group: Group size, learners' age, sex, social status, level of education, rural/urban residence and so on	Adults in general College students and youth Educators / teachers Workers Mixed Group size: Group of up to 5 learners Group of 5-10 learners Group of 10-20 learners Group over 20 learners Mixed grouping: males and females (70%) Age range between: 17 an over 55 years old Urban residences Social status, level of education: - a specific professions - from high school to university education (workers, , teachers, school psychologies, school inspectors, university professors)		
Targeted competence and skills developed through the project/action	Communication in the mother tongue Communication in foreign languages Learning to learn Social and civic competences Cultural awareness and expression		

	<p>Critical thinking Creativity Initiative Problem solving Risk assessment Decision taking Management of feelings</p>
Targeted motivation factors of learners	<p>Self-directedness Active engagement in learning Shared ownership of training organization Supportive emotional environment Immediate applicability of learning Recognition of learner achievement</p>
Level of implementation	<p>National – in Romania International, a wide partnership of 10 Eastern, Central and Western European adult education organizations</p>
Funding	<p>This project has been funded with support from the European Commission Project number: 502374-LLP-1-2009-RO-GRUNDTVIG-GMP</p>
Relevance of the selected project/action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)	<p>The project has provided adult educators a set of creative and critical thinking strategies to use in a variety of adult learning contexts. The strategies all have the potential to make learning more attractive for adults, and to motivate them to persist in lifelong learning.</p>
Content of the selected projects/actions	
Short description of the project/action	<p>CreMoLe aims to identify factors related to motivating adults' engagement and persistence in lifelong learning processes. Based on the identified factors, it plans to develop a set of creative and critical thinking strategies to be used by adult educators so that they may more successfully motivate adults to participate in lifelong learning.</p>
Aims, objectives and strategies	<p>Six objectives were set up in the application form:</p> <ul style="list-style-type: none"> - To improve teaching competences for adult-teachers/ tutors - To improve the content and delivery of adult education - To provide adult educators with a set of creative and critical thinking strategies to use in adult learning contexts - To improve the accessibility of learning opportunities for adults - To enhance the adults' motivation for lifelong learning - To provide trainers/ tutors the opportunity to share experiences and practices from the participating countries and to work together with European colleagues for improving adult participation in lifelong learning
Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively	<p>Biographic work, a personal approach, is an option to learn more about oneself, to identify and make connections between the past, the present and the future, between one's social surrounding and personal life, personal perspectives and goals. The strategy can be implemented in groups of 5-10 learners or 10-20 learners. It is flexible (up to one week) of training for its proper implementation.</p> <p>Online café in language learning is basically an online forum, developed as an innovative strategy to motivate its adult language learners to allocate an increased amount of time to practicing the language between classes and to there-fore learn more and better and - on the long term - persist longer in lifelong learning. The strategy can be implemented in groups of up to 5 learners, 5-10 learners or 10-20 learners. It takes up to 2 hours for its proper</p>

	<p>implementation.</p> <p>Community mapping is a strategy that uses maps to gain understanding of a local situation and to facilitate discussion within a diverse group, and provide the basis to build a common understanding of the boundaries and characteristics of a community or neighborhood, and of how all participants in the discussion get into it. It is very easy to use, and it takes no longer than 1 day of training for its proper implementation.</p> <p>Stepping in the picture - is a learning activity involving the use of a picture showing a real life, generally problematic situation. It requires active engagement of the participants to reveal their understanding of the particular theme or issue represented in the picture and to share their knowledge and experience related to the topic. The recommended number of learners is between 10 and 20. It takes up to 2 hours for its proper implementation.</p> <p>Reading with predictions is based on posing open questions to a group of readers who are reading the same text, stopping at specified points to discuss and reflect on the meanings of the text. Reading with Prediction helps to develop thoughtful, reflective readers. With a group of up to 12 participants, the activity can last 90 minutes, while bigger groups necessitate more time.</p> <p>Basic skills for group discussions the innovative strategy that provides support, scaffolding for the discussants (learners) so that they can effectively engage in a discussion or debate, thereby increasing their chances of acquiring rewarding experiences connected to such participation and learning, which may in turn become motivators for their future engagement. Mixed grouping and flexible time required.</p> <p>Benefits and costs - The aim in developing the innovative self-assessment strategy called Benefits and Costs was to collect feedback from trainees on what they consider useful or not useful in their learning experience. It requires about 15-30 minutes for application and about 15-45 minutes for interpretation of the collected information. The recommended size of the group to apply it in is 8-16 people.</p> <p>Film as a Tool of Motivation - innovative strategy to capitalize on the power of film as potential motivator for sustained participation in lifelong learning. The recommended number of learners is group of 5-10 learners, group of 10-20 learners or group over 20 learners. It takes up to 2 hours for its proper implementation.</p> <p>Active engagement in learning occupational safety and health. The goal was to motivate low-qualified workers to continue in further job-related training and enhance their engagement in learning. The strategy described below was tested on two different target groups: initially designed and first tested on construction workers participating in an occupational safety at work training; secondly, it was adapted for use in a training program for people whose job involves handling food.</p>
<p>Type of evaluation and obtained feedback. What and how was evaluated the innovative method before and after piloting, how the students were evaluated after the teaching/training</p>	<p>It was used both internal and external evaluation in the project, and there were evaluated products and processes equally. It was developed a monitoring and evaluation plan in which it laid out what was to be evaluated, with what purpose, when, using what approaches and instruments, and which organization would lead the</p>

<p>course to obtain the certification</p>	<p>evaluation of each item. Internal evaluation was done both in on-line communication within the partnership, and in direct contact, during the project meetings. External evaluation was done in project meetings when associated partners and beneficiaries of the project were invited, and also by means of using an external auditor. Internal and external evaluation in direct contact often took the form of group reflection. On-line evaluation took many forms:</p> <ul style="list-style-type: none"> - Self-evaluation - peer evaluation (tandems of organizations)
<p>Selected Innovative elements to be used in Erasmus project</p>	
<p>Description of the specific innovative elements chosen to be used in Good Herbs Project² (If there are not innovative, they must not be selected for inventory; we should select for description only those elements that can be adapted to be used in Good Herbs project)</p>	<p>1. Benefits and costs <i>Benefits and costs</i> was developed and first piloted in Romania on a group of highly educated persons, in a train-the-trainers course. The group had the following characteristics:</p> <ul style="list-style-type: none"> - All participants completed higher education and held a degree; - The represented professions included university professors, teachers, a school psychologist and a school inspector; - The group consisted of 14 persons, of whom two were men; - The age range was 25 years to over 55 years. <p>The training program was delivered using the blended learning approach: 48 hours of face to-face training, delivered in 4 workshops of 12 hours each, and 81 hours of learning activities through an e-learning platform (Moodle). The motivational model used to frame the Benefits and Costs strategy was John Keller's ARCS model for learner motivation, described in Motivational design of instruction (1983). In terms of this model, the use of this strategy contributes to adult motivation for learning in the following manner: Attention: it makes participants aware that learning is an investment, it motivates them to reflect on their "profit" gained out of learning; Relevance: by modeling this strategy to the learners, the trainer can trust that the learners will see the relevance of doing self-assessment (in terms of benefits and costs) in real-life situations as well. In addition, the trainer can give relevant examples of what may count as gain and what as loss in terms of the participants' investment in learning. Confidence: the essence of the strategy is to collect feedback from the participants about the perceived usefulness of their participation in learning, which is expected to convey to them a sense of control of their assessment of learning. Satisfaction: the "benefits" part of the strategy is meant to help develop in the learners a sense of achievement/ "profit" which can motivate them to further learn, relearn and/or unlearn.</p> <p>Evaluation: The piloting was carried out in Romania, while Cross-piloting was carried out in Spain. Both in the piloting phase, and in the cross-piloting context, after the use of the strategy, the participants and the trainers had a discussion. In the Romanian group the discussion revealed that the <i>Benefits and costs</i> strategy is good for collecting feedback, it gives participants a voice and it offers a view on the participants' motivation to enroll in the training. Especially the trainers found this technique very valuable and they stated they would definitely use it in the future for collecting feedback from their learners and also as a monitoring and internal evaluation</p>

	tool. Finally it highlights the problems that may arise in implementing the strategy and how these can be prevented.
At content level? ³	-
At institutional level? ⁴	-
In delivering education (innovative teaching and training) or/and in “harvesting” the knowledge (innovative learning)? ⁵	In delivering education : Innovative adult motivation strategies
In management activities?	
In dissemination?	
In other ways of addressing the “Good Herbs issue”?	- it can apply to any adult learner, - it is suitable for different levels of education and age range – could be efficient in the training of food business operators employees
Innovative partnerships and networks? ⁶	
Innovation in addressing sustainable development ⁷	Improve the communication between the food business operators, responsible authorities (notification procedures of herbal food supplements and R&D Institute/Universities Support the cooperation in international teams of trainers; develop intercultural competences
Description of the specific innovative elements chosen to be used in Good Herbs Project ² (If there are not innovative, they must not be selected for inventory; we should select for description only those elements that can be adapted to be used in Good Herbs project)	<p>2. Film as a Tool of Motivation – is an innovative strategy to capitalize on the power of film as potential motivator for sustained participation in lifelong learning. Therefore written text could be accompanied by moving images, which further facilitate comprehension. The strategy is useful for developing communication skills, critical thinking and the competence of learning to learn. It can be used with virtually any group of learners (except people with visual impairment), with the proper adjustments made to group management. It is essential to identify films that are appropriate for the learning point, and to identify the best stopping points to elicit predictions.</p> <p>Although the strategy may necessitate longer time for preparation, the returns make it worth for trainers to spend that extra time: the trainees will be engaged in deeper thinking, more lively discussions, and will gain highly pleasurable learning experiences that are a precondition for their voluntary search for new learning opportunities. The following advantages of the strategy were set-up: it allows the learners to look at the same thing from different perspectives, to see what was not seen before; it fosters engaging discussions, in the course of which the learners look at issues in depth; it models a different approach to film watching as such; it develops the learners’ imagination, creative thinking and reflection; it provides similar benefits to reading books; it stimulates thinking, concentration, and attention to details.</p> <p>Evaluation: The participants were very actively involved in the discussions at each stopping point. They were not only replying to the trainer’s questions, but also discussed among themselves, thus extending the interaction pattern. One of the fundamental types of thinking applied in the described strategy was predicting. In the course of the workshop the participants had to think what would happen next in the story. Predicting entails anticipation and hypothesizing, which are strong factors that affect motivation,</p>

	thinking, and comprehension.
At content level? ³	-
At institutional level? ⁴	-
In delivering education (innovative teaching and training) or/and in “harvesting” the knowledge (innovative learning)? ⁵	In delivering education: Innovative training
In management activities?	
In dissemination?	Movie is easily disseminated and used on website as well as in social media networks
In other ways of addressing the “Good Herbs issue”?	A video presentation is suitable for Good Herbs training course content (quality and safety requirements, HACCP principles are similar both for culinary herbs, herbal food supplements and natural ingredients used in food industries)
Innovative partnerships and networks? ⁶	Innovative partnership: Film as a Tool of Motivation is a good opportunity to develop the cooperation between multimedia producers, researchers, R&D institutes and economic sectors.
Innovation in addressing sustainable development ⁷	Film as a Tool of Motivation can be applied systematically with learners all ages and different education levels and can be adapted through multiple content.
Key successes	
Outputs	CreMoLe project output: Website; report on the survey about the best practices in terms of training methodologies and learning techniques in adult education; collection of best practices (guidebook; workshops; conference; training courses and dissemination materials: newsletter, Face book page, flyers, 2 video recording).
Impact	CreMoLe project impact: - over 300 adult education organizations received the publications produced within the project; - over 60,000 adult educators/ trainers / teachers were kept informed with the first year project’s activities and outcomes - the website has to date recorded over 33,000 visitors since its launch in May 2010.
Potential for transferability and scalability	High
Evaluation	Self –evaluation and cross-evaluation after piloting; workshops (discussions), collecting feed-back (questionnaires)
Special highlights	
Particularly innovative elements of interest to be used in Good herbs project	Targeted competences and skills: - learning to learn; - critical thinking; - risk assessment; - decision taking; - management of feelings. Targeted motivation factors: - active engagement in learning; - shared ownership of training organization
Where to find further information	www.cremole.eu

Romania: study case 2

	
Partner and Country: IBA2	IBA, Romania
Innovative teaching/ learning/ training action or project title	INTOOL (It is Never TOO Late learning to learn)
Carried out by/Implemented by	Soros Educational Center Foundation – Romania Enaip Toscana Formazione e Lavoro – Italy, Ländliche Erwachsenenbildung Thüringen e.V. – Germany, Soros Educational Center Foundation – Romania, Zemgale NGO Centre - Latvia, Hellenic Adult Education Association – Greece and Iniciativas de Proyectos de Formacion (I.P.F.) – Spain
Period/year of implementation	2 years (2012 – 2014)
Key Characteristics of project/action	
Project scale	Large (360 persons)
Type of learning ¹	Non-formal
Targeted learners group	<p>The training participants came from the following education sectors: : adult education providers, higher education institution offering outreach courses for adults; centers for guidance, counseling or accreditation; organizations working with migrant group/ethnic minorities; second chance or remedial education; adult education for disabled persons. Their social/professional status was: teacher training; career officers, educational guides and counselors; inspectors; head teachers/managers of schools/organizations offering adult education; other management staff in the institution/organization; non-teaching administrative staff; members of students/teachers councils in adult education.</p> <p>The targeted group of the training: 60 trainers and 300 adult trainees have participated in piloting course; 120 trainers were trained till the end of the project to be able to use the “Learning to Learn Tool Box” (the main output of the project).</p>
Targeted competence and skills developed through the project/action	<p>Where learning is directed towards particular work or career goals, the individual should know about competences, knowledge, skills and qualifications required. Learning to learn skills require firstly the acquisition of the fundamental basic skills (such as literacy, numeric and ICT skills) that are necessary for further learning.</p> <p>The project defines 8 key competences and describes the essential knowledge, skills and attitudes related to each of these:</p> <ul style="list-style-type: none"> - communication in the mother tongue; - communication in foreign languages; - mathematical competence and basic; competences in science and technology; - digital competence; - learning to learn; - Social and civic competences; - sense of initiative and entrepreneurship; - cultural awareness and expression.

	<p>Abilities related to own perspective:</p> <ul style="list-style-type: none"> - Ability to concentrate for extended periods and to reflect critically on the purposes and aims of learning; - Ability to gain, process and assimilate new knowledge and skills as well as to seek and make use of guidance and support; - Self-management competences (being self-motivated, acting with confidence, managing and evaluating own learning, demonstrating flexibility, initiating). <p>Abilities related to the others:</p> <ul style="list-style-type: none"> - Ability to work collaboratively as part of the learning process; - Improvement of social skills and communication competences; Interpersonal Competences (empathy, consensus building, negotiating, diplomacy, conflict management - resolving conflict, respecting others, being a team player); <p>Creative thinking, that is the ability to approach an issue or problem from different points of view leading to a deeper and more complete understanding of the situation and at the same time helping to identify alternative ways to face it;</p> <p>Analytic and reflective thinking (the processes of analyzing and making judgments about what has happened).</p> <p>Abilities related to practical/organizational aspects of learning:</p> <ul style="list-style-type: none"> - Organizational Competences (planning the work, organizing resources, dealing with crises and solve problems, getting the job done, measuring progress, taking calculated risks).
<p>Targeted motivation factors of learners</p>	<p>Building on these skills, an individual should be able to access, gain, process and assimilate new knowledge and skills. He/she also need the ability to persevere with learning, to concentrate for extended periods and to reflect critically on the purposes and aims of learning. Individuals should be able to organize their own learning, evaluate their own work and to seek advice, information and support when appropriate.</p> <p>They also must understand their preferred learning strategies, the strengths and weakness of their skills and qualifications, thus will be able to search for the education and training opportunities.</p> <p>A positive attitude included the motivation and confidence to pursue and succeed at learning throughout one's life.</p> <p>A problem-solving attitude supports both the learning process itself and an individual's ability to handle obstacles and charge. The desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and apply learning in a variety of life contexts are essential elements of a positive attitude.</p>
<p>Level of implementation</p>	<p>International National- Romania</p>
<p>Funding</p>	<p>This project has been funded with support from the European Commission Project number: 518524-LLP-1-2011-1-IT-GRUNDTVIG-GMP</p>
<p>Relevance of the selected project/action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)</p>	<p>The methods described in the Tool Box are applicable to Good Herbs too, due to the aim at helping adult learners to learn:</p> <ul style="list-style-type: none"> - to make learners understand the motivation of learn; - to improve their skills for understanding and recalling information; - to stay concentrated while engaged in learning activities; - to deal with the affective component of learning (dealing with

	<p>failure, cooperating and solving disputes with trainers/educators, etc.);</p> <p>- to get support by adult education personnel, etc.</p>
<p>Content of the selected projects/actions</p>	
<p>Short description of the project/action</p>	<p>INTOOL (It is Never TOO Late learning to learn) is a Multilateral project supported by European Commission in the Grundtvig Program.</p> <p>INTOOL Project intended to supply the stakeholders involved in Adult Education with proper tools and materials in order to answer the purpose "to develop an efficient adult learning system accessible to everyone".</p> <p>In case of learning by learn, the competence is basically to be able to participate in work and everyday life by being empowered to learn and update the constantly changing competence required to successfully manage of the life plans.</p> <p>The INTOOL Project, after searching the situation of adult education in the partners' home countries addressed the findings by using experienced trainers as multiplication agents. They were responsible for disseminating and putting into practice the techniques that were assembled in the Tool Box, which is actually a "set of materials Trainers/Educators can use with adult learners", with the objective to enable their trainees to master Learning to Learn competences.</p>
<p>Aims, objectives and strategies</p>	<p>This project had as main objective to develop a set of materials (a Tool Box) that trainers and adult educators can use to improve their activities with adult learners. The Tool Box contains about 30 exercises (each of them focused on a specific aspect of the learning to learn competences) and an explanation addressed to trainers and adult educators how to use it with learners. A blueprint of course to train trainers and educators to develop the learning to learn competence has been also produced.</p> <p>This way the project partners intended to make trainers and educators more effective to help citizens to maintain their full and continued participation in employment and civil society.</p>
<p>Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively</p>	<p>Action learning is an educational process whereby students work and learn together by tackling real issues and reflecting on their actions. Learners acquire knowledge through actual actions and practice rather than traditional teaching.</p> <p>The learning process is activated only when there is the awareness of the learning experience, in order to identify and interiorize exactly what is learnt and build action plans useful to face new learning situations/experiences.</p> <p>It is considered as particularly suitable for adults as it enables each person to reflect on and review the action they have taken.</p> <p>Blob Tree (Evolution task) is designed to help people think about and attribute their feelings about learning relationships in a specific context. The visual appeal and simplicity of the tree means that it can be used in a variety of situations in a fun and non threatening way. This method is used after "big tasks" or at the end of the day, first individually and then team support. It is based on open sharing and positive features.</p> <p>Cooperative learning is a learning methodology in which students with different abilities and skills are grouped together in order to interact and benefit from the evaluating the others ideas, monitoring</p>

one another's work, etc.

There are 5 elements which are essential for effective group learning:

- positive interdependence;
- individual accountability;
- face-to-face interaction;
- social skills;
- processing.

Describe your learning style – exercise - refers to the way a person prefers to learn and to study, to the actions or activities he/she does while learning. Each person learns and studies differently. The trainer must take into account the learning style of the students in order to adjust the teaching process and match it with the learning styles.

The Learning style contributes to engage the reflection on how each person learn and on which behavior he/she perform while learning and eventually which changes are needed to improve the learning efficacy.

Dialogic Teaching means using talk most effectively for carrying out teaching and learning. Dialogic Teaching involves ongoing talk between trainers and students, not just teacher presentation. Through dialogue, trainers can elicit students every day, common sense perspectives engage with their developing ideas and help them to overcome misunderstandings.

Dialogic Teaching is open-ended but structured. Dialogic Teaching methods emphasize intellectual complexity over simple answer. It fosters students' recognition of their intellectual assumptions as well as the limits of their knowledge. Trainers facilitating structured dialogue help students understand the significance of facts rather than simply learn facts by rote. When students are given opportunities to contribute to classroom dialogue in extended and varied ways, they can explore the limits of their own understanding. At the same time they practices new ways of using language as a tool for constructing knowledge. Based on the **Experiential Learning** Cycle, this method explicitly leads through the cycle of action-reflection and observation-generalization/theorizing-application, to enable them not only to grasp the practical and theoretical aspects of the intended objectives, but also to experience them in practice.

The Exploitation of Informal Learning Outcomes consists in exploiting students' knowledge previously acquired informally and let it becoming an essential part of the lesson. By asking questions and brainstorming the teacher finds out the available information learners know regarding the subject of the lesson. It will be visualized, clustered, discussed and supplemented by additional info and leads to a learning process.

Formative assessment: self assessment, Peer assessment and diaries. The three types of formative assessment push students to reflect on their learning experience with an emphasis on: the acquired knowledge (what I learned), feelings (how I felt during this learning procedure), the procedure of the acquisition of knowledge (how I proceeded to the different stages of learning) and the acquisition of social skills (mainly when students work in groups to carry out a

project).

Forum Theatre. This is a way through which adults explore their problematic situations/problems (in families, at school, in varied fields of education, in local communities, etc) and possible solutions by acting the problematic situation they feel and face. Forum theatre scenarios are designed to stimulate people's participation through discussion, interactive role-playing and shared experiences. It is a very powerful tool for learning and changing behaviors; it can be used not only for smaller (8-10) but also for bigger groups (up to 100 people) at a time.

The **Frog Challenge** is a problem solving activity for small and big teams. Challenge by choice. The activity is based on the idea that people and teams can learn better about themselves in challenging situation (out of comfort zone). It gives the opportunity to analyze and find out how they react and overcome obstacles. The most important focus is on finding similar reactions when people are in challenging situations and when they have to learn something difficult and complicated.

Johari Window. This is a visual presentation and an explanation of theory. It makes focus on personal learning approach and habits through a short into task-for example, in 7minutes learn some parts of a popular song, fill in squares with answers (in pairs), personal evaluation, presentation/summary and suggestions for further development.

Juggling for Recognition. This is a task that makes people think deeply on how they learn in groups; what works for them best-to learn individually or search for support and advice from others; does group support influence personal learning process and how? It is a tool that can be used in small group activity where people can learn in two ways-individual and/or group. Most important are the guiding questions and the focus on the way of learning.

Mind mapping is a simple technique for drawing information in diagrams, instead in writing in sentences, used to visually outline information. Mind mapping can be introductory step for any training topic or can be used for the whole session. It can also be used as different more visual way to collect the outcomes of different working groups' discussions. Mind maps can be drawn by hand, either as "rough notes" during the lecture or meeting, for example, or as higher quality pictures when more time is available.

Mix of Methods. The learning success depends on appropriate methods and strategies of learning and on the types of learners. The use of mix of methods simply means that trainer as moderator stays in the background while learners with different knowledge and competences learn from each other.

The aim is to fulfill different learning demands, to receive new competences and strengthen as many competences as possible to reach and include every participant and to take each way of learning into consideration. The competences of each participant are used and strengthened in terms of content and social aspects and creating new competences.

Mnemonics system are techniques or strategies consciously designed to improve memory, helping those who apply them to imply information already stored in long-term memory making memorization

an easier task. Some of the most widely known mnemonics are in the form of lists and in auditory form, such as short poems, acronyms, or memorable phrases, but mnemonics can also be for other types of information in visual or kinesthetic forms.

Open Space Technology. This is a method used to enable all kinds of people, in any kind of organization, to create inspired meetings and events. Open Space used as an intentional leadership practice, can create inspired organizations, where ordinary people work together to create extraordinary results with regularity.

Peer Education. This is an educational practice in which students interact with other students to attain educational goals. It promotes a collaborative way of learning, activating a spontaneous process of sharing knowledge, emotions and experiences within a group of peer (equal status), which also promotes further positive effects, like self-efficacy, social skills.

Place of Learning is connected with the objectives/content of learning. It implies the creation of a special kind of atmosphere referring to the learning objectives. It can support learning processes and learning to learn competence a lot. A supportive learning place is knowledge and learner centered organized. That means that first, the place of learning is connected with the objectives and the content of learning itself on one hand and it considers the previous knowledge, the skills and characteristics of learners on the other hand. Second it allows the creation of authentic situations, real problems, and authentic tasks. The value of Placing Learning Process out of the classroom is based on the theory of holistic learning.

Press Team. This method is suited for groups up to 20 learners. Participants interview each other to summarize the acquired knowledge. They do that as a role play pretending Press Team situation and recording each other by a camera. This will force them to be short and concrete. Repeating by reporting will support to keep the knowledge available.

Problem Based Learning (PBL) and adult education share many of the same learning elements, objectives, and outcomes that act to reciprocally enhance the benefits of the teaching and learning process for adult learners. This is an approach that challenges students to learn through engagement in a real problem. It is student-centered, makes a fundamental shift-from a focus on teaching to a focus on learning. The process aimed at using the power of authentic problem solving to engage students to enhance their learning and motivation.

Project Based Learning. This is built upon Authentic Learning Activities which engage interest and motivation. These activities are designed to answer a question or to solve a problem and generally reflect the types of learning and work people do in the everyday world outside the training room.

Running Dictation. This provides theoretic input information regarding a subject via small pieces of paper fixed outside of classroom in a way that learners have to discover them by searching. The paper contains each 2-3 short sentences/shortcuts. The learners group is split in teams of 2 people. One searches the info, reads it, goes back to the other and reports it. Than they change role. Finally the group collects all info by brainstorming.

Six Thinking Hats. This is a good technique for looking at the effects of a decision from a number of different points of view. This forces people to move outside their habitual thinking style and helps them to get more rounded view of a situation.

Study Circle. Learners share their knowledge (which can also be implemented through researches at home) and competences through discussion and activities chosen and done together. It's a sort of peer learning during which each participant can learn from what the others have to say (sharing knowledge) and experience and improve other main key competences, such as problem solving, communication, listening, initiative, in addition to learning to learn. The trainer act as facilitator contributing to focus on the main issue and encouraging the development and the correct use of the key competences.

The Cognitive Style – Exercise. “Thinking style” is a term used in cognitive psychology to describe the way individuals perceive, think and remember information. Actually, each individual perceives the environment around though the 5 senses, but generally a sense is prevalent; a person perceive, think and remember information using his/her preferred sensory channel (cognitive style). The three primary sensory learning models are: visual (eyes), auditory (ears) and kinesthetic (touch or hands-on). Investigating the cognitive style of the students may help a trainer to improve their learning efficacy.

The Pro and Con Grid. This is an analytical technique in which students are asked to write down or spot a list of pros and cons on a particular topic or issue. Therefore, they have to complete a list of advantages and disadvantages. To make their pros and cons more comparable and complex, it could be indicated a specific point of view they should adapt.

The Pyramid Groups Technique. This method uses group work to build student learning gradually in a way that they can exchange their ideas and feed from other's skills and knowledge as well as express their owns.

The Pyramid (also known as Snowball) it's a logical step by step process for learning a dense and complicated topic. The students learn in incremental steps pieces of information, while at the same time work independently, followed by a pair share technique, followed by groups working together. After a whole class discussion, the teacher can target next teaching points based on what the students learned and did not learn.

The World Café. This is an innovative yet simple methodology for hosting conversations about questions or issues that are most important in the students' life, work, and community. World café can evoke and make visible the collective intelligence of any group, thus increasing people's capacity for effective action to pursuit common aims. The method is suitable for facilitating autonomous learning; provoking peer learning, and idea generation, stimulates innovative thinking, contribution, discussions and sharing view points and knowledge related to real life situations.

Use of all Media. The tool is to awareness for using different media. Currently a lot of media are available. They differ mainly regarding the senses and the learning types they meet. More different media a teacher/trainer offers to the learners the higher is the probability that

	<p>each learner gets familiar with at least one which supports him/her to gain his/her learning aims. In this way the learning motivation will increase.</p> <p>Visible and Artful Thinking. This technique cultivates both critical and creative thinking by looking at art or really powerful images, literature, movies, etc. Visible and Artful Thinking Projects are dealing with a particular set of questions, called routines.</p> <p>4-Field Method. This is a moderation method to develop the problem solving competence. It supports problem solving in group work in a creative way. It is a tool to solve problems in team work.</p>
<p>Type of evaluation and obtained feedback. What and how was evaluated the innovative method before and after piloting, how the students were evaluated after the teaching/training course to obtain the certification</p>	<p>Some evaluation tools have been created to gather feedback from the trainers and adult learners involving in the application of the methods contained in the Tool Box.</p> <p>These evaluation tools aim also to assess the results of the training activities and the impact of the methods on the improvement of the “learning to learn” competence. They are just indicative, each trainer should adapt it to his/her learning environment and needs.</p> <ul style="list-style-type: none"> · A questionnaire addressed to the adult learners involved in the pilot · A focus group addressed to the trainers · A questionnaire addressed to the trainers on how to improve the learning to learn competence and use the Tool Box.
<p>Selected Innovative elements to be used in Erasmus project</p>	
<p>Description of the specific innovative elements chosen to be used in Good Herbs Project²</p>	<p>1. COOPERATIVE LEARNING</p> <p>Competences addressed:</p> <ul style="list-style-type: none"> - Social and civic competences; - Sense of initiative and entrepreneurship; - Cultural awareness and expression; - Communication in the mother tongue. <p>Aims and expected results:</p> <p>From the individual point of view, the Cooperative Learning:</p> <ul style="list-style-type: none"> - Allows students to work together to achieve common goals; - Circulates to give help and to monitor the activities and learning; - Allows students to make notes of what needs to be dealt after the group sessions have finished; - Encourage members of groups to manage minor problems by themselves and reinforce collaborative behaviors. - On the other hand, all group members: - Feel proud and celebrate when a group member is recognized for achievement. - Recognize that all group members share a common fate. - Gain from each other’s efforts. - Know that one’s performance is mutually caused by oneself and one’s team members. <p>Theoretical base:</p> <p>There are two major theoretical perspectives associated with Cooperative learning: motivational and cognitive. Basing on the first perspective, because students perceive that their success or failure is dependent upon their ability to work together as a group, students are likely to encourage each other to do whatever helps the group succeed. They are also more likely to help each other with the task(s) at hand.</p> <p>Therefore, cooperative learning increases student motivation to do</p>

	<p>academic work.</p> <p>On the other side, the second theory is based on the principle that cooperative learning helps students to acquire critical thinking skills. As Cooperative Learning creates a situation in which students must explain and discuss various perspectives, a greater understanding of the material is obtained and the elaborative thinking is promoted because students give and receive explanations more often. The use of Cooperative Learning (CL) also helps students clarify concepts and ideas through discussion and debate. Because the level of discussion within the group is significantly greater than in discussions led by a trainer/teacher, students receive immediate feedback, thus advancing the level of discussion. It is through this process of interaction among students with differing viewpoints that cognitive growth is stimulated. Emphasis is placed on learning how to cooperate in order to find the best possible solution to a problem. According to the constructivist approach, when students formulate their own solutions in this manner, they are truly thinking critically.</p> <p>Implementation:</p> <p>Cooperative Learning is a very successful teaching strategy, thanks to which small teams, each one with students of different level and with different abilities, use a variety of learning activities to improve their understanding of a concrete subject. Each member of a team is responsible not only for learning but also for helping his/her teammates to learn, creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand it and complete it. Cooperative (collaborative) Learning should always be a) engaging, b) exploratory, c) transforming, d) presentable and e) reflective. During the a) engagement stage, the teacher presents the students with a collaborative cooperative activity. The main goal of the activity at this point is to bring a sense of ownership to the learners. In the b) exploration stage would be: students start forming ideas, the teacher at this point decides how many information he is going to provide the students and how much will be left for students' resourcefulness. In the c) transformation of knowledge stage students are required to organize, clarify, elaborate and synthesize the information. At this stage, participation from all the group members is necessary. The d) presentation stage is when each group presents its finding to the rest of the classmates. The audience is required to provide feedback, through critical peer discussion. The last stage is e) reflection. Students are required to analyze what they have learned, identify strengths and weaknesses in the learning process and offer ideas on how their learning can be improved. Reflection should be done individually and also in groups.</p>
At content level? ³	
At institutional level? ⁴	
In delivering education (innovative teaching and training) or/and in "harvesting" the knowledge (innovative learning)? ⁵	In "harvesting" the knowledge: innovative learning
In management activities?	
In dissemination?	

<p>In other ways of addressing the “Good Herbs issue”?</p>	<p>Efficient method to be used in adult training, good opportunity to share previous experience and knowledge</p>
<p>Innovative partnerships and networks? ⁶</p>	
<p>Innovation in addressing sustainable development ⁷</p>	
<p>Description of the specific innovative elements chosen to be used in Good Herbs Project²</p>	<p>2. FORUM THEATRE Competences addressed:</p> <ul style="list-style-type: none"> - Problem solving; - Critical thinking; - Creative thinking; - Social skills and communication competences - Meta-cognitive skills; - Self-efficacy and engagement. <p>Aims and expected results The Forum Theatre scenarios: Stimulates adults participation through discussion, interactive role playing and shared experiences in order to identify possible solutions to their problematic situation.</p> <ul style="list-style-type: none"> - Improves creativity, participation to the problem solving that the community is interested in, development of critical thinking, behavioral change in problematic situations, improvement of social skills and communication competences, development of meta-cognitive skills. - Increased self-efficacy and engagement. - Besides, Forum Theatre as a tool for learning has many benefits: - -Turns a problem into a solution - Provides a means to test tools and techniques in a safe environment - Gives an opportunity to try out various approaches to a single issue - Interacts at a level that suits you - Allows for group consensus to determine what works for them - Empowers individual creative thinking - Facilitates behavioral change - Challenges working frameworks to assess their validity <p>Theoretical base: The method is called Forum Theatre because participants play; they reconstruct a certain problematic situation. During the process several serious and practical solutions can be found to the problem in case. Because the participants play, it is easier for them to discuss delicate or sensitive situations. The method brings several positive results. It gives a clear solution, builds up cooperation among the group members, improves relationship, gives output to emotions, and builds self-confidence through practicing new behavior in problematic situations. Theatre explicitly draws on theories about the theatre and education. It also draws on theories about policy-making and management of change too. When encountered in reality with a similar situation they've rehearsed in theatre, Forum Theatre evokes a desire in people to be proactive since they feel much more prepared and confident in resolving the conflict. It is used to engage participants and open up debate in a non-threatening way.</p>

	<p>Participants have the opportunity to observe and redirect a scene that is designed to resonate for them on specific issues. Through Forum Theatre it is easy to raise awareness of choice and responsibility because cause and effect can be explored in the safety of a fiction.</p> <p>Implementation: The strategy breaks through the barrier between performers and audience, putting them on an equal footing. It enables participants to try out courses of action which could be applicable to their everyday lives.</p>
At content level? ³	
At institutional level? ⁴	
In delivering education (innovative teaching and training) or/and in “harvesting” the knowledge (innovative learning)? ⁵	In “harvesting” the knowledge: innovative learning as well as in adult motivation for long life learning
In management activities?	
In dissemination?	
In other ways of addressing the “Good Herbs issue”?	Suitable for big groups of trainees
Innovative partnerships and networks? ⁶	
Innovation in addressing sustainable development ⁷	
<p>Description of the specific innovative elements chosen to be used in Good Herbs Project² (If there are not innovative, they must not be selected for inventory; we should select for description only those elements that can be adapted to be used in Good Herbs project)</p>	<p>3. PROBLEM BASED LEARNING Competences addressed:</p> <ul style="list-style-type: none"> - Problem solving; - Communication; - Interpersonal competences - Analytical thinking - Strategic thinking - Organizational competences <p>Aims and expected results: The Problem-Based Learning allows to:</p> <ul style="list-style-type: none"> - Determine whether a problem exists; - Create an exact statement of the problem; - Identify information needed to understand the problem; - Identify resources to be used to gather information; - Generate possible solutions; - Analyze the solutions and present it, orally and/or in writing. <p>Theoretical base: In adult education, learners take on an active role in the learning process and must use their prior skills, knowledge, and experiences to construct, design, and develop solutions to problems typically encountered in real world scenarios.</p> <p>Implementation: How does PBL work? Problems are usually given to a team of students; students then become responsible for defining the problem, finding out what they do know already and recognizing what additional information they need problem. All this is done under the guidance of a facilitator and within a given framework:</p> <ul style="list-style-type: none"> - Explore the problem.

	<ul style="list-style-type: none"> - Try to solve the problem with what you currently know. - Identify what you do not know, and therefore what you need to know. - Draw up a research plan. - Self-study and prepare. - Share the new knowledge in the group. - Apply the knowledge to solve the problem - Reflect on the problem-solving process. <p>Role of Adult educators in PBL In Problem-Based Learning, the instructor acts as a facilitator and provides guidance and direction for learners. The responsibility of the instructor is to assist learners in developing their own problem-solving strategies that provide the learner with a continuously growing skill set that has applications to solving real-world problems. Consequently, adult learners will become more and more confident and motivated in solving problems that they encounter in their own lives.</p> <p>Benefits of PBL in AE Problem-Based Learning caters for adult education by enhancing analytical and critical skills of learners and actively engaging the minds of adults by solving real-world problems that learners may face on a day to day basis.</p>
At content level? ³	
At institutional level? ⁴	
In delivering education (innovative teaching and training) or/and in “harvesting” the knowledge (innovative learning)? ⁵	In “harvesting” the knowledge: innovative learning as well as in adult motivation for long life learning
In management activities? Regarding continuously update of the analysis needs and the instructional design of e-learning platform; how to mix between classroom and distance learning; what teaching strategies, technologies and tutoring techniques have to be used, additional skills to be developed, etc...	
In dissemination? Marketing issues and promotion of the e-learning platform could be also innovative	
In other ways of addressing the “Good Herbs issue”?	Suitable method when food safety and HACCP principles are discussed during the training course
Innovative partnerships and networks? ⁶	
Innovation in addressing sustainable development ⁷	
Description of the specific innovative elements chosen to be used in Good Herbs Project ² (If there are not innovative, they must not be selected for inventory; we should select for description only those	<p>4. THE PRO AND CON GRID</p> <p>Competences addressed:</p> <ul style="list-style-type: none"> - Analytical competence - Sense of initiative and entrepreneurship - Ability to organize own learning - Critical thinking

<p>elements that can be adapted to be used in Good Herbs project)</p>	<p>Step by step implementation:</p> <p>Function in the class</p> <p>Consider using the pros and cons as the basis for a debate. It can also be used for a discussion/lecture structured around the evaluation of course material. Another way to use this is as a ‘check for knowledge’ activity at the beginning of the class to find out what students already think about a topic – the good and the negative</p> <p>Theoretical base:</p> <p>The grid is an important tool as it gives you a quick overview of a class’s analysis of the pros and cons, costs and benefits, or advantages and disadvantages on an issue of mutual concern. This assessment forces students to go beyond their preconceptions, to search for at least two sides to the issue, and to weigh the value of competing items. The implementation of this technique provides valuable information on the students’ depth, on the breadth of their analyses, and on their capacity for objectivity. It can also be used in order to evaluate students’ awareness of costs and benefits or to evaluate student’s capability to find alternate technical solutions to the same problem.</p> <p>This technique help students develop analytical and evaluative skills and it also makes students to go beyond their initial preconceptions forcing them</p> <p>To search for at least two sides to the issue thus promoting critical thinking skills.</p> <p>The pros and cons can be weighted based on importance of a stated argument, and a resultant score calculated on each column of the grid.</p> <p>The activity can be performed individually and then the results shared with the rest of the class.</p> <p>More than two sides of the issue may be explored.</p> <p>The pros and cons of the same issue can be considered from different, even opposite perspectives.</p> <p>The activity can be performed from the perspective of stakeholders on both sides of the issue. This can be facilitated as an individual exercise or in groups.</p> <p>It can be used in any discipline: students can evaluate the pros and cons of a procedure, technique, conclusion, action of a fictional character, political decision, etc.</p>
<p>At content level? ³</p>	
<p>At institutional level? ⁴</p>	
<p>In delivering education (innovative teaching and training) or/and in “harvesting” the knowledge (innovative learning)? ⁵</p>	<p>In “harvesting” the knowledge: innovative learning as well as in adult motivation for long life learning</p>
<p>In management activities?</p>	
<p>In dissemination?</p>	
<p>In other ways of addressing the “Good Herbs issue”?</p>	<p>Complementarily to innovative method Costs and Benefits selected from CreMoLe , a good way to arrive to the motivation of adults to learn</p>
<p>Innovative partnerships and networks? ⁶</p>	
<p>Innovation in addressing sustainable development ⁷</p>	

<p>Description of the specific innovative elements chosen to be used in Good Herbs Project²</p>	<p>5. USE OF ALL MEDIA</p> <p>Competences addressed:</p> <ul style="list-style-type: none"> - Critical thinking regarding social media - Ability to access, gain, process and assimilate new knowledge and skills - Effective management of learning - Ability to persevere with learning - Ability to concentrate for extended periods - Ability to work collaboratively as part of the learning process, - Ability to draw the benefits from a heterogeneous group. <p>Aims and expected results:</p> <p>The Use of All Media allows the learners to:</p> <ul style="list-style-type: none"> - Find out which media is suited to aim which target. - Learn that it's not the media themselves that are suited or not but the way they are used. - Learn about the variety of learning media and experience that they find some of them really funny. - Learn that learning media often are easily available and even free of charge. - Acquire the competence to make use of different media depending from the learning target and the own learning style <p>Theoretical base:</p> <p>One of the main learning aspects is further the connection of learning issues to the everyday live, which is practiced by us of different media as well.</p> <p>By using all media the learning process is steered by both a conscious and unconscious processes. All senses are addressed. All Learning types find a suitable access. Learning isn't adequate to learning something by heart but to experiencing. A positive learning experience produces dopamine and that way a source for further learning.</p> <p>Case study description</p> <p>Mathematic is a learning field that often is estimated as "dry" and hardly to learn.</p> <p>But you can make the learners liking it by</p> <ul style="list-style-type: none"> - facing them with newspapers/ internet games as "TIC TAC TOE" - sending them out of the classroom with a camera to discover different forms, parables; - analyzing with them proportions of e.g. paintings or historic buildings; - providing tasks as manufacturing/ makings corps (e.g. pyramids). <p>You will be surprised how easy they get knowledge.</p>
<p>At content level? ³</p>	
<p>At institutional level? ⁴</p>	
<p>In delivering education (innovative teaching and training) or/and in "harvesting" the knowledge (innovative learning)? ⁵</p>	<p>In "harvesting" the knowledge: innovative learning</p>
<p>In management activities?</p>	<p>The new skills developed could be very helpful in mixing classroom and distance learning;</p>
<p>In dissemination?</p>	
<p>In other ways of addressing the "Good</p>	<p>The subject of course training is suitable for a lot of media (film as</p>

Herbs issue”?	demonstration; photos and articles in reviews; slide presentation; social media access; TV shows; etc)
Innovative partnerships and networks? ⁶	A new partnership will be developed between media producers, researchers and food business operators
Innovation in addressing sustainable development ⁷	
Key successes	
Outputs	Web-site; e-book; leaflets; Tool Box;
Impact	600 stakeholders (80/ each county + 120 EU) and 5000 persons got information about the project by dissemination activities (data base + mailing list in electronic format; news releases; leaflets, access to web-site)
Potential for transferability and scalability	Large
Evaluation	Feed-back was collected by questionnaires addressed to trainers and to students/learners; seminars/round tables;
Special highlights	
Particularly innovative elements of interest to be used in Good herbs project	Five methods from the Tool Box are of high interest for Good herbs project, due to their potential to be successfully applied during training courses that will be organized for stakeholders (food business operators). They all support the adults to learn (Problem based learning) and to get motivation for long life learning (Pro and Con Grid). Using all media the trainers will to be more efficient in knowledge transfer, while PBL and forum theatre will offer solutions to develop learners abilities/competences (such as critical and creative thinking, communication competences, problem solving, initiative and strategic thinking, ability to work collaborative, organizational competences).
Where to find further information	http://www.intool-grundtvig.eu/en/content/intool-project

Romania: study case 3

	
Partner and Country: IBA3	IBA, Romania
Innovative teaching/ learning/ training action or project title	MOVE-IT (Innovation tools and models for vocational education and training in Central and Western Romania)
Carried out by/Implemented by	“Petru Maior” University of Targu-Mures, Romania; Sor-Trondelag University College Trondheim, Norway
Period/year of implementation	3 years (2009 – 2011)
Key Characteristics of project/action	
Project scale	Large, (470 participants)
Type of learning ¹	Non-formal Vocational training course
Targeted learners group	The targeted group of the training: instructors/trainers (training organizations); technical personnel; students; business operators (staff in companies, in-company instructors). The targeted group belong to: “Mircea Eliade” National College, Sighisoara; Agora University of Oradea; “1 Decembrie 1918” University Alba Iulia (students); Chamber of Commerce Industry (20 companies).

	A number of 450 students and 20 adults (business operators) have participated in training course
Targeted competence and skills developed through the project/action	<p>The project focused on: specification of the technical infrastructure, the required knowledge transfer and the practical organization of training courses, delivery a set of state-of-the art training courses for trainers and teachers. The skills/abilities/ competences related to these:</p> <ul style="list-style-type: none"> - competences in ICT and video technologies; - digital competence; - technical basis and practical approach in using videoconference in education; - quality assurance for maintenance of the infrastructure; - ability to gain, process and assimilate new knowledge and skills; - organization abilities for delivery in distance learning; - improvement of social skills and communication competences.
Targeted motivation factors of learners	<ul style="list-style-type: none"> - targeting the ambition level for the new users who will utilize the new ICT and video technologies and tools; - creating guidelines and finding examples on how to implement the new pedagogical training principles in education (further applications); - sharing the interesting experience of Norway in the field and validation of the infrastructure by delivering new vocational training courses
Level of implementation	<p>National (Romania) Regional (Central and Western Regions)</p>
Funding	This project has been funded by a grant from Iceland, Liechtenstein and Norway through the EEA Financial Mechanism
Relevance of the selected project/action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)	<p>The new ICT and video technologies and tools described in the MOVE-IT project are applicable to Good Herbs too, due to the specific of the topic:</p> <ol style="list-style-type: none"> 1. Courses support for delivery in distance learning: <ul style="list-style-type: none"> - Courses in Lotus Learning Space Technology (Legislation and standardization; Quality audit; Methods of analysis and quality assessment; modern methods of quality control system manufacturing; compliance certification); - Course in Moodle Technology (quality management systems; quality in marketing; organization and lead of quality management systems) 2. Vocational training courses in quality management through Lotus Learning Space distance technology; 3. Vocational training courses in environment management 4. Questioning students on e-learning platform, Lotus Learning Space
Content of the selected projects/actions	
Short description of the project/action	<p>MOVE-IT project aimed to renovate the teaching infrastructure used by specialists in vocational education, improve vocational training quality and making it more adaptable to the Romanian labor market by arranging a new distance teaching program in Central and Western parts of Romania.</p> <p>The project addressed to human resource development, promotion of education and training, enhancing attractiveness, access to and participation in vocational education and training. Thus:</p> <ul style="list-style-type: none"> - it was modernized the existing ICT infrastructure at "Petru Maior" University of Targu Mures, organizing a digital classroom and a

	<p>video laboratory;</p> <ul style="list-style-type: none"> - it was organized an instructor training course with target use of technology and new pedagogical methods; - it was delivered a vocational training in all 3 remote sites ("Mircea Eliade" National College, Sighisoara; Agora University of Oradea; "1 Decembrie 1918" University Alba Iulia); - there were developed new pedagogical methods which utilize face-to-face training, e-learning solutions, simulations and high quality video; - it was improved and simplified the administration of training activities by extending existing Learning Management Solutions for effective deliverance of educational material from teachers to students; - there were organized seminars, conferences and exhibitions for transfer of knowledge to stakeholders in Romania and Europe
<p>Aims, objectives and strategies</p>	<p>This project had as objectives:</p> <ul style="list-style-type: none"> - to identify the current status for education and skill transfer, to recommend tools and services to be used in the project and how to organize the training delivery for the knowledge transfer; - to develop, construct and provide quality assurance for maintenance of the infrastructure in order to be able to utilize the ICT and video technologies; - to deliver a set of training courses which enables the vocational schools to offer and validate state of the art of vocational education and training to staff from Industry in Central and Western parts of Romania; - pedagogical methods during start up phase of the course were performed from Norway through video; - to obtain continuous evaluation of the project results in order to carry out corrective actions when needed; - to maximize the usability, acceptability, accessibility and value added to the vocational, education and training process; - to promote the new vocational education and training services.
<p>Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively</p>	<p>The innovative tools used in the projects were:</p> <ul style="list-style-type: none"> - use of ict and video in education - use of videoconferencing in education - use of smartboard in didactical process - use of smart notebook in didactical process - best practices, tips and tricks in videoconferences <p>All these were subjects for training sessions (of one up to three days), the trainers were from both partners organizations and the location of the training course was Romania (5 training courses) as well as Norway (1 training course).</p>
<p>Type of evaluation and obtained feed-back. What and how was evaluated the innovative method before and after piloting, how the students were evaluated after the teaching/training course to obtain the certification</p>	<p>To evaluate the project results, specific evaluation measures and indicators were used; it was also generated a feedback on project outputs and processes through external valorization. Internal validation was pursued through the identification of milestones and periodic communication including all partners.</p>
<p>Selected Innovative elements to be used in Erasmus project</p>	
<p>Description of the specific innovative elements chosen to be used in Good Herbs</p>	<p>USE OF ICT AND VIDEO IN EDUCATION Using the constructed ICT and video infrastructure (video laboratory,</p>

Project ²	computer laboratories, and digital classroom) there were developed a high number of video clips for training of instructors (20 video clips) as well as for training students (48 video-clips). Some of them are of interest for Good Herbs project too: - How the teacher may use a Smartboard; Experiences with use of video in skills upgrading; Eye contact; Presentation techniques; Preparation of educational content; - Product packaging; Product conformity internal certification; Product external inspection; Non conforming product control; Storage; Identification and traceability; Quality department organization; Complaints handling; Collection of products defects; Optimization of production flow by eliminating losses; Health and Safety Panel; 7 Steps problem solving.
At content level? ³	Some tools such as “smart board” or “smart note book” that could be used in didactical process seemed to be innovative
At institutional level? ⁴	
In delivering education (innovative teaching and training) or/and in “harvesting” the knowledge (innovative learning)? ⁵	In delivering education: innovative teaching/training methods, new ICT and video instruments
In management activities?	A balanced mix between classroom and on distance learning was succeeded (knowledge transfer by e-platform was combined with face-to-face evaluation of the students)
In dissemination?	Visiting a number of educational organizations and industrial companies was an efficient way to promote the new vocational education and training services developed during the project.
In other ways of addressing the “Good Herbs issue”?	
Innovative partnerships and networks? ⁶	The way in which the two partners of the project have chosen certain “remote sites” ensured the success of vocational training courses and a high number of participants
Innovation in addressing sustainable development ⁷	
Key successes	
Outputs	Important results and deliverables were obtained: new ICT and video equipment acquisition and testing; construction of the ICT and video structure (design and execution of rooms for video laboratory, Computer laboratories, Digital classroom); trainer to train program; 6 courses support; 68 video clips; project web-site; e-learning platform (Lotus Learning Space); 2 assessment questionnaires (one for instructor training session; one for distance learning sessions); 4 project implementation reports
Impact	Dissemination and valorization to external user groups ensured a significant impact for the central and Western regions of Romania at different levels: 1 college; 3 universities; 20 industrial companies; 1 Chambers of Commerce and Industries. On the other side, the involvement of the partner from Norway helped the project to be promoted in other EU state members
Potential for transferability and scalability	Large
Evaluation	Continuous feed-back obtained by specific internal and external evaluation measures
Special highlights	
Particularly innovative elements of interest	Video clips will have a high impact in training courses (for knowledge

to be used in Good herbs project	transfer in a short time); the companies which are processing medicinal plants could use the same tool for their own promotion (quality and safety demonstration; plant cultivation and harvesting).
Where to find further information	http://move-it.upm.ro/ro/

Romania: study case 4

Partner and Country: IBA4	IBA, Romania
Innovative teaching/ learning/ training action or project title	MOVE IT (Innovation tools and models for vocational education and training in Central and Western Romania)
Carried out by/Implemented by	<ul style="list-style-type: none"> - Myerscough College, Myerscough, United Kingdom - Central Ostrobothnia Rural Institute Kannus, Finland - IPC Groene Ruimte, The Netherlands - The Galicia Supercomputing Centre (CESGA), Spain - The Association for Lifelong Learning in Rural Areas (AEPMR), Romania
Period/year of implementation	2012-2014
Key Characteristics of project/action	
Project scale (Please give the approx number of learners participating in the project/action)	Medium (80 participants)
Type of learning: formal or non-formal. Informal learning will be taken into account only in the case of informal/experimental activities of real interest due to its innovative approach ¹	Non-formal Vocational training course
Targeted learners group: Group size, learners' age, sex, social status, level of education, rural/urban residence, so on	Pilot the delivery model and learning packages/technologies and virtual learner network with a group of 80 learners from 4 countries (UK, Holland, Finland and Romania).
Targeted competence and skills developed through the project/action	This project addresses the LLP priority of Encouragement of cooperation between VET and the world of work through transfer of an innovative model of work based training. It also develops the skills of trainers and tackles the embedding of functional skills in the delivery of distance learning.
Targeted motivation factors of learners	European Union's Education and Training 2020 Strategy recognizes the need to improve vocational education and training help to provide the skills, knowledge and competences needed in the labor market. There is a need to improve the capacity of VET to respond to the changing requirements of the labor market. There should be more flexible modes of delivery and tailored training offers with ICT having the potential to enhance VET through distance/work based learning models.
Level of implementation: Regional, National or International. In the case of International projects/actions each partner will describe the innovative practices implemented in their country	Regional (Central and Western Regions)
Funding: Governmental funds, European Social Funds, Private funds, companies, NGOs, others.	European Social Funds

<p>Relevance of the selected project/action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)</p>	<p>The Work Based Learning Methodology described in the MOVE IT project is applicable to Good Herbs too. Transfer of methodology within the project is informed by the pedagogy of work related learning which seeks to improve and accredit the relationship between learning taking place in the classroom and workplace. This blended approach will help learners build and share their own learning experiences, gain specialist knowledge pertinent to individual needs, engage in peer learning and learn how to apply and adapt skills within a broad range of work related contexts.</p>
<p>Content of the selected projects/actions</p>	
<p>Short description of the project/action</p>	<p>The MOVE IT project will adapt and transfer an innovative, effective work based delivery methodology incorporating e-learning and mobile technology for 16-24 year olds learning in the workplace. The project will facilitate a shift in teaching, learning and assessment from a more traditional 'transmission' method of delivery, associated primarily with specialist tutor led knowledge, towards a more facilitative method of learning that combines both experiential and constructivist pedagogies that can be applied within associated communities of practice both within the workplace and between learner peer groups. This blended approach will help learners build and share their own learning experiences, gain specialist knowledge pertinent to individual needs, engage in peer learning and learn how to apply and adapt skills within abroad range of work related contexts.</p>
<p>Aims, objectives and strategies</p>	<p>This project aims to adapt an innovative work based delivery model that will include a template for developing interactive learning packages and a framework for a virtual learner support network.</p> <p>This will be tested and modified by the project partners in the UK, Holland, Finland and Romania. Expertise in e-learning technology solutions was provided by the project partner in Spain. Trainers will be trained in the delivery model, application of technology, monitoring learner performance and assessment, before testing the 16-24 year old work based learners in the land based sectors.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To explore the suitability of and refine a blended learning methodology for work based learning that can be implemented in partner countries. - Identify e-learning technologies that can be used to enhance text based materials and include interactivity - Identify a solution for communication with learners and between learners to create a virtual learner network and improved mechanism for supporting learners in the workplace - Pilot the delivery model and learning packages/technologies and virtual learner network with a group of learners; 80 learners from 4 countries - Evaluate the quality of the products and the impact on the target group - The delivery model will be developed to provide cost effective methods of work based delivery that is in keeping with learner and employer expectations through the use of blended learning methodologies.
<p>Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively</p>	<p>The innovative tools used in the projects were:</p> <p>In agreeing the model of transfer and adaptation as part of the MOVE IT project there are 3 fundamental elements underpinning the choice of methodology. These are: work based pedagogy, model efficiency and administrative compliance. The report considers partner requirements gains each of these elements and makes recommendations accordingly.</p>

	<p>Analysis of partner delivery models identifies discrete differences in the existing methods and context of work based learning, for example; the Association for Lifelong Learning in Rural Areas and Rural Institute Kannus Unit apply extended periods of work experience to full time, college or school based education programs, whereas IPC Groene Ruimte operate as a specialist training centre delivering ‘off the job’ technical training as part of a structure of short courses and longer term work based programs.</p>
<p>Type of evaluation and obtained feedback. What and how was evaluated the innovative method before and after piloting, how the students were evaluated after the teaching/training course to obtain the certification</p>	<p>Learner and Employer Feedback – all partners recognize the importance of gaining timely and evaluative feedback from both learners and employers to improve the quality of provision whilst supporting course promotion. There is a requirement to formalize this process as part of the project and embed a range of formal and informal review and feedback mechanisms utilizing a range of available technologies.</p>
<p>Selected Innovative elements to be used in Erasmus project</p>	
<p>Description of the specific innovative elements chosen to be used in Good Herbs Project² (If there are not innovative, they must not be selected for inventory; we should select for description only those elements that can be adapted to be used in Good Herbs project)</p>	<p>Pedagogical Approach - The strategy will facilitate a shift in teaching, learning and assessment from a more traditional ‘transmission’ method of delivery, associated primarily with specialist tutor led knowledge, towards a more facilitative method of learning that combines both experiential and constructivist pedagogies that can be applied within associated communities of practice both within the workplace and between learner peer groups.</p>
<p>At content level?³</p>	<p>The following aspects will be transferred and adapted to improve the model of work related learning within each partner organization:</p> <ol style="list-style-type: none"> 1. Initial Assessment & Induction – all partners have identified a need to improve and formalize this process. Enabling clarity between Tutor, Learner and Employer roles and responsibilities, and effectively using outcomes of initial assessments to influence and support the individual learner journey and methods of program delivery. 2. Blended Learning Delivery Model – a fundamental part of the Myerscough College work based methodology and an area seen as high priority for adaptation and implementation by all partners, from both a pedagogy and cost efficiency perspective. In support of this each partner is asked to identify a curriculum module or topic area that facilitates periods of workplace learning and adapt the existing methods of delivery to ensure a blended approach which includes the use of; “e”-teaching, learning and assessment via mobile technology and e-assessment portfolio, ‘off the job’ training (e.g. technical workshops), peer learning and workplace assessment activities. 3. Learner and Employer Feedback – all partners recognize the importance of gaining timely and evaluative feedback from both learners and employers to improve the quality of provision whilst supporting course promotion. There is a requirement to formalize this process as part of the project and embed a range of formal and informal review and feedback mechanisms utilizing a range of available technologies. 4. The Effective Use and Implementation of e-Portfolio – seen as a priority by all partners and a fundamental aspect of the blended learning model. As part of the MOVE IT project the expertise and consultative support to embed e portfolio usage within work based delivery models will be transferred, supporting partners to understand the effectiveness of e portfolios in; facilitating the assessment of learning and skills, tracking learner and cohort progress, providing management reports on all

	aspects of the learner journey and enabling administrative and legislative compliance monitoring. The project will also support the development of an e assessment portfolio linked to the blended learning model and learning packages being created.
At institutional level? ⁴	
In delivering education (innovative teaching and training) or/and in “harvesting” the knowledge (innovative learning)? ⁵	Open and distance learning
In management activities? Regarding continuously update of the analysis needs and the instructional design of e-learning platform; how to mix between classroom and distance learning; what teaching strategies, technologies and tutoring techniques have to be used, additional skills to be developed, etc...	A balanced mix between workplace learning and on distance learning was succeeded (knowledge transfer by e-platform was combined with face-to-face evaluation of the students)
In dissemination? Marketing issues and promotion of the e-learning platform could be also innovative	The "Move it" project uses an original dissemination plan that enables partners to reach different target groups and stakeholders at national and European level in view of informing about the stage of the project and deliverables for exploitation purposes.
In other ways of addressing the “Good Herbs issue”?	
Innovative partnerships and networks? ⁶	On the website’s page, the consortium will present the dissemination toolkit of the project with materials developed in all partners’ languages.
Innovation in addressing sustainable development ⁷	
Key successes	
Outputs	Materials for open learning; website; teaching materials; trainers guidelines (manuals and screen casts); interactive learning packages
Impact	Improvement of communication with other learners; by blended learning package was improved the learning and understanding
Potential for transferability and scalability	Medium
Evaluation	Continuous feed-back obtained by specific internal and external evaluation measures (post pilot questionnaires to provided quantitative evidence of the impact; post pilot feed back analysis show how to improve the learning and understanding of a subject)
Special highlights	
Particularly innovative elements of interest to be used in Good herbs project	Effective use and implementation of e-portfolio for learners at their workplace; effective work based delivery methodology incorporating e-learning and mobile technology
Where to find further information	www.moveit-project.eu - Work Based Methodology - Needs Analysis Report - Management Guidelines - Work based Delivery - Interactive Learning Packages - Trainers’ guideline

BEST AND INNOVATIVE PRACTICES IN SLOVAKIA: 2 cases

Slovakia: study case 1

		 Erasmus+	
Partner and Country: No Gravity1	No Gravity, SLOVAKIA		
Innovative teaching/ learning/ training action or project title	Herbs Cultivation Workshop and Seasonal Training 2014 HerbAid Project		
Carried out by/Implemented by	No Gravity, Slovakia University of West Hungary/Faculty of agriculture and horticulture, Hungary		
Period/year of implementation	2014		
Key Characteristics of project/action			
Project scale (Please give the aprox number of learners participating in the project / action)	50		
Type of learning	Non-formal learning		
Targeted learners group:	The workshop and next on-site training was focused on all types of adult learners with special focus on marginal groups.		
Targeted competence and skills developed through the project/action	<p>Both sides formatted workshop in order to exchange information on the cultivation of herbs – recognition of herbs, details on cultivation, processing and utilization. The herbal experts brought expertise on wide range of medicinal and aromatic plants while local growers' practical information on selected types of herbs.</p> <p>Seasonal training at the communal garden in Lubietova, mentored by No Gravity experts</p>		
Targeted motivation factors of learners	Self-employment within the HerbFairTradeNetwork		
Level of implementation	Regional in partnership with the Hungarian partner		
Funding	Co-funded by the Norway Funds and NGO funds /HerbAid, AO-1-02		
Relevance of the selected project/action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)	The project HerbAid brought the innovative approach to the adult learners from marginal groups in order to develop their skills in the herbs cultivation and processing in order to help them with the self-employment, production of the final products in the processing centre (fruit-herbal jams, syrups, soft drinks, tea, fresh/frozen herbs, etc.) and with the distribution of the final products to the final customers through the HerbFairTradeNet.		
Content of the selected projects/actions			
Short description of the project/action	HerbAid		
Aims, objectives and strategies	<p>Aim: Contribution to the self-employment of various types of marginal groups through the herbal cultivation and processing. Social inclusion of marginal groups.</p> <p>Strategy:</p>		

	<p>Education of the adult learners/growers and potential group leaders in the herb cultivation and processing followed by the seasonal training at the communal herbal farm in Lubietova with the support of experts and distribution of the seeds and small plants for other communal gardens/farms.</p> <p>The newly established processing centre by No Gravity invented new final herbal products with utilization of the herbs from the growers with the expansion of new network of partners – the HerbFairTradeNet involving the HORECA sector, on-line sale and retail stores.</p>
Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively	<p>Workshop – collaborative exchange of information involving experts and local growers – 6 hours</p> <p>Seasonal training – training of the trainers and growers with the personal mentoring approach, 5 months</p>
Type of evaluation and obtained feed-back. What and how was evaluated the innovative method before and after piloting, how the students were evaluated after the teaching/training course to obtain the certification	<p>Peer evaluation of the groups after the season – upon the seasonal results.</p> <p>All the growers became the suppliers/partners of the HerbFairTradeNet.</p>
Selected Innovative elements to be used in Erasmus project	
Description of the specific innovative elements chosen to be used in Good Herbs Project ²	<p>Multiple means of representation: Present information in different ways-from experts and from locally known persons/group leaders.</p> <p>Multiple means of action and expression: Allow students to approach tasks in different ways and show what they know in different ways at the communal farms/gardens.</p> <p>Multiple means of engagement: Offer different options that make and keep students interested and motivated – under common innovative brand and through unique network.</p>
At content level? ³	Includes innovative topics being addressed which range from issues linked to healthier lifestyles, including healthy eating to social inclusion of marginal groups.
At institutional level? ⁴	Networking with other relevant stakeholders on national/international level.
In delivering education (innovative teaching and training) or/and in “harvesting” the knowledge (innovative learning)? ⁵	Innovative ways to forge multi-stakeholder approaches and to create a sense of ownership among marginal groups and innovative ways of delivering the educational process by promoting on-site learning approaches and the use of new technology such as the internet, websites, electronic communication platforms and blogs.
In management activities?	Combination of practical blended learning and training.
In dissemination? Marketing issues and promotion of the e-learning platform could be also innovative	Dissemination of the approach, promotion of common products under unique and common brand, using partners contacts and networks
In other ways of addressing the “Good Herbs issue”?	Preparation of similar approach and organize awareness raising campaign
Innovative partnerships and networks? ⁶	Different international partners with their nationally recognized stakeholders/channels

Innovation in addressing sustainable development ⁷	With a focus on ensuring a strong socially addressed approach with marketable products
Key successes	
Outputs	Skilled learners/growers, unique brand and approach
Impact	Social inclusion, Self-employment
Potential for transferability and scalability	Yes
Evaluation	Very good.
Special highlights	
Particularly innovative elements of interest to be used in Good herbs project	Blended both sides learning On-site training Social approach Unique brand Unique network
Where to find further information	www.herbaid.eu

Slovakia: study case 2

			
Partner and Country: No Gravity2		No Gravity, SLOVAKIA	
Innovative teaching/ learning/ training action or project title		INQUIRY BASED SCIENCE EDUCATION The ESTABLISH project	
Carried out by/Implemented by		University of Kosice, Slovakia	
Period/year of implementation		2010 - 2014	
Key Characteristics of project/action			
Project scale (Please give the aprox number of learners participating in the project / action)	550		
Type of learning: formal or non-formal. Informal learning will be taken into account only in the case of informal/experimental activities of real interest due to its innovative approach ¹	formal learning		
Targeted learners group: Group size, learners' age, sex, social status, level of education, rural/urban residence and so on	<ul style="list-style-type: none"> - The second level students (age 12-18 years) across Europe by bringing together, within a collaborative environment, the key stakeholders in science education to generate a suite of substantial teaching and learning materials (Units) as well as a series of educational supports for both in-service and pre-service teachers. - Teachers who have little or no experience of IBSE and require information on how they can incorporate aspects into their teaching practice. 		
Targeted competence and skills developed through the project/action	To create enriched learning environments for science education by bringing together and involving all the key communities in second level science education, including science teachers and educators (academic communities), the scientific and industrial communities (industrial communities) , the young people and their parents (social communities), the policy makers responsible for science curriculum and assessment (governance communities)		

	<p>and the science education research community (research communities). Each community has informed, directly and indirectly, the development of ESTABLISH's work.</p> <p>The outcomes of ESTABLISH have been shown to result in:</p> <ul style="list-style-type: none"> - greater implementation of IBSE methodologies by teachers; - greater understanding, attitude and ability to use IBSE in their teaching; - increased student's motivation and communication during science lessons; - greater student attitude towards science and taking up careers in science or technology; - increased interaction between those teaching and learning about science and those using science.
Targeted motivation factors of learners	Inquiry Based Science Education model (IBSE)
Level of implementation: Regional, National or International. In the case of International projects/actions each partner will describe the innovative practices implemented in their country	International Support the increased use and sharing of information about Inquiry Based Science Education (IBSE) across Europe.
Funding: Governmental funds, European Social Funds, Private funds, companies, NGOs, others.	Co-funded by the Framework Programme 7
Relevance of the selected project/action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)	Implementation of a series of models adopted by ESTABLISH beneficiary partners to engage and involve stakeholders to support the dissemination of IBSE through the implementation of ESTABLISH Inquiry-based science education materials and resources in the participating countries.
Content of the selected projects/actions	
Short description of the project/action	Establish – teaching and learning modules, Web based IBSE materials
Aims, objectives and strategies	<p>Aim: The process of development and access mechanism for the web-based materials selected and adapted by the beneficiaries of ESTABLISH to facilitate online teacher education in Inquiry Based Science Education (IBSE). As the materials are applicable to both in-service and pre-service teacher education, this report will focus on the web-based Teacher Education Programme as it will be the main starting point for both pre-service teachers or those with little or no prior experience with IBSE. A parallel report, D4.4, will focus on the web-based materials which are more appropriate for in-service teachers and those with at least some experience of IBSE. It is noted though, that all web-based materials and resources are made freely available for all teachers without distinction.</p> <p>Objectives: The provision of teacher education in IBSE is the core objective in order to promote and extend the implementation of this teaching methodology across Europe. The delivery of teacher education has mainly been facilitated by all ESTABLISH partners through face-to-face interactive sessions (workshops, summer-schools, etc.) which align with the criteria for ESTABLISH IBSE education programmes. It is acknowledged that this criteria represents the minimum, albeit realistic, rather than an optimum, number of hours</p>

	<p>recommended for engagement in teacher education, to effect change in the classroom. Thus, in order to support and extend the implementation of IBSE as a teaching methodology, both at pre-service and in-service level, the consortium agreed it was desirable and necessary to create online support and web-based materials. In this way, this web-based teacher education programme can extend the use and dissemination of IBSE, both at national and international level, during and after the lifetime of the ESTABLISH project. The main objective of these web-based materials is to provide a self-instructive online resource that teachers can access at their own convenience and at their own pace. An e-platform constructed in Moodle was determined to be the appropriate place to facilitate these web-based materials.</p> <p>Strategy:</p> <p>The web-based materials were categorised resulting in two major sections on the ESTABLISH e-platform; a section which focused on presenting Teacher Education Programme Elements, appropriate to support those with lesser experience of IBSE, and a section which focused on presenting teaching and learning materials (IBSE Units) on particular scientific topics, appropriate for those with some experience of IBSE. As pre-service teachers also tend to have no or lesser experience of IBSE, this section of the e-platform will be addressed, focusing on the web-based materials (IBSE units). It is noted though, that both sections of the e-platform will be made available for both cohorts of teachers without distinction.</p>
<p>Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively</p>	<p>E-platform focusing on the web-based materials (IBSE units)</p>
<p>Type of evaluation and obtained feed-back. What and how was evaluated the innovative method before and after piloting, how the students were evaluated after the teaching/training course to obtain the certification</p>	<p>Peer evaluation.</p>
<p>Selected Innovative elements to be used in Erasmus project</p>	
<p>Description of the specific innovative elements chosen to be used in Good Herbs Project² (If there are not innovative, they must not be selected for inventory; we should select for description only those elements that can be adapted to be used in Good Herbs project)</p>	<p>Multiple means of representation: Teaching and Learning Units serves as exemplary materials for Science Teachers and Instructors of Teacher Professional Development Programmes to experience benefits of Inquiry Based Science Education approach.</p> <p>Multiple means of action and expression: The Units focus on particular scientific topics, explore pedagogy, industrial contexts, applications, and offer ready-to-go students learning activities for use in the classroom.</p> <p>Multiple means of engagement: Support of teachers across Europe, ESTABLISH has designed a number of educational programmes to introduce and develop certain teaching skills useful for teaching by inquiry.</p>
<p>At content level?³</p>	<p>Includes innovative educational environment and approach.</p>
<p>At institutional level?⁴</p>	<p>Networking with other relevant stakeholders on</p>

	national/international level.
In delivering education (innovative teaching and training) or/and in “harvesting” the knowledge (innovative learning)? ⁵	Innovative ways of approaches and innovative ways of delivering the educational process by promoting on-site learning approaches and the use of new technology such as the internet, websites.
In management activities?	Combination of practical learning and teaching, innovative teaching strategies, technologies and tutoring techniques.
In dissemination?	Marketing issues and promotion of the e-learning platform
In other ways of addressing the “Good Herbs issue”?	Preparation of similar approach and usage of similar techniques for teachers / document storage
Innovative partnerships and networks? ⁶	Different international partners with their nationally recognized stakeholders/channels
Innovation in addressing sustainable development ⁷	With a focus on sustainable education of teachers
Key successes	
Outputs	Educational programmes, teaching and learning units.
Impact	Upgrading of teaching skills
Potential for transferability and scalability	Yes
Evaluation	Very good.
Special highlights	
Particularly innovative elements of interest to be used in Good herbs project	e-learning innovative model Unique network
Where to find further information	http://ibse.establish-fp7.eu/index.php

BEST AND INNOVATIVE PRACTICES IN SPAIN (UCAM): 5 cases

Spain, UCAM: study case 1

	
Partner and Country: UCAM1	UCAM Spain
Innovative teaching/ learning/ training action or project title	Wild culinary herbs
Carried out by/Implemented by	ACADEMIA TÉCNICA UNIVERSITARIA (Emagister.com, de la mano de Cenproex)
Period/year of implementation	On line
Key Characteristics of project/action	
Project scale	On line Course
Type of learning: ¹	Formal
Targeted learners group	Participants, all ages, sex, social status, level of education and provenance. Aimed at professionals interested in knowing the properties of medicinal plants and their drug interactions
Targeted competence and skills developed through the project/action	Specialized knowledge in the area of alternative therapies in the field of herbal medicine training, description, treatment and similar relationship and interaction of pharmacological principles
Targeted motivation factors of learners	Possibility of apply wild herbs in health applications
Level of implementation	This course is held in Spain but its participants come from all over Europe
Funding	Private funds. Companies may use Governmental funds (Social Health Care system) for paying the registration fees
Relevance of the selected project/action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)	Innovation includes knowledge about medicinal plants interactions with drugs. These interactions may result in serious clinical consequences patient medicated
Content of the selected projects/actions	
Short description of the project/action	
Aims, objectives and strategies	Offer professionals specialized in the area of alternative therapies in the field of physiotherapy training, their description, and use the same relationship as well as the pharmacological interaction which can lead. Official Accreditation: - DUE - (Nursing and herbal drugs interaction versus 0.6 cr 75 h...) Accreditation by the Ministry of Health and Social Policies and payable by the Tripartite Foundation Course (Free course for worker)
Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively	Program: 1. Description, use and relationship. 2. Interactions medicinal / herbal products.
Type of evaluation and obtained feedback. What and how was evaluated the	Professional certificates, regulated by Royal Decree 34/2008 of 18 January, are the instrument of formal accreditation of professional

<p>innovative method before and after piloting, how the students were evaluated after the teaching/training course to obtain the certification</p>	<p>qualifications in the National Catalogue of Professional Qualifications in the field of labor administration. Credited the set of skills that enable the development of an identifiable work activity in the productive system without thereby regulating the profession. They have official and valid throughout the national territory and are issued by the Public Service of Employment and bodies of the Autonomous Communities. Are obtained in two ways:</p> <ul style="list-style-type: none"> • Overcoming all modules that make up the professional certificate. • Following the procedures established for the evaluation and accreditation of skills acquired through work experience or non-formal training.
<p>Selected Innovative elements to be used in Erasmus project</p>	
<p>Description of the specific innovative elements chosen to be used in Good Herbs Project²</p>	<p>A course that include the interactions of drugs with medicinal plants.</p>
<p>At content level?³</p>	
<p>At institutional level?⁴</p>	<p>The TECHNICAL COLLEGE ACADEMY SL, is one of the leading companies in the field of training. Specialist companies and individuals.</p>
<p>In delivering education (innovative teaching and training) or/and in “harvesting” the knowledge (innovative learning)?⁵</p>	<p>Online course involves 20 hours of study to be overcome</p>
<p>In management activities?</p>	
<p>In dissemination?</p>	
<p>In other ways of addressing the “Good Herbs issue”?</p>	
<p>Innovative partnerships and networks?⁶</p>	<p>TECHNICAL COLLEGE ACADEMY SL, is one of the leading companies in the sector of education in the community of Castilla y León. Founded over 30 years ago in the city of Burgos, professional throughout this quarter-century career, he has evolved favorably becoming one of the leading companies in training. Its expansion has developed in parallel while brings different frameworks for action. The beginnings of this company are located in this province, and the activity was developed primarily to support college students and prepare future officers. But today comes as a multidisciplinary company, which includes several different areas of Consulting and Training.</p>
<p>Innovation in addressing sustainable development⁷</p>	
<p>Key successes</p>	
<p>Outputs</p>	
<p>Impact</p>	<p>After the course students can make practices.</p>
<p>Potential for transferability and scalability</p>	
<p>Evaluation</p>	
<p>Special highlights</p>	
<p>Particularly innovative elements to be used in Good herbs project</p>	
<p>Where to find further information</p>	<p>http://www.emagister.com/aprender-distancia-usos-plantas-para-curaciones-cursos-2741632.htm</p>

Spain, UCAM: study case 2

			
Partner and Country: UCAM2	UCAM Spain		
Innovative teaching/ learning/ training action or project title	Course of locomotor Care with medicinal plants - Online		
Carried out by/Implemented by	Faculty of Gastronomic Sciences: TRAINING OFFER Basque Culinary Centre University of Mondragon, Spain		
Period/year of implementation	2015		
Key Characteristics of project/action			
Project scale	Being an online training there is no specific number of students who can take the course		
Type of learning ¹	Non-formal		
Targeted learners group	Participants, all ages, sex, social status, level of education and provenance. Aimed at professionals from all areas of the restoration		
Targeted competence and skills developed through the project/action	It is aimed at all people who want to deepen self-health care based on current knowledge of medicinal plants. In addition to health professionals from different fields who wish to complete their training rigorously		
Targeted motivation factors of learners	It may be interesting to herbalists workers and workers in the health area		
Level of implementation	This course is held in Spain but its participants come from all over Europe		
Funding	Private funds		
Relevance of the selected project/ action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)	This course offers the possibility of approaching knowledge of medicinal plants and assume use in the treatment and / or prevention of diseases affecting the musculoskeletal system		
Content of the selected projects/actions			
Short description of the project/ action			
Aims, objectives and strategies	To expand knowledge about the use of medicinal plants and treatment of musculoskeletal disorders		
Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively	Program <ul style="list-style-type: none"> - 1. Locomotor system: Components and main functions - 2. The most common pathologies: Osteoporosis, arthritis and muscle spasms - 3. Medicinal Plants in the locomotor system: Properties, side effects and possible interactions with drugs - 4. Practical applications of plants in therapeutic - 5. Accompanying measures: Food, nutritional supplements and life style and 		
Type of evaluation and obtained feedback. What and how was evaluated the innovative method before and after	On-line		

piloting, how the students were evaluated after the teaching/training course to obtain the certification	
Selected Innovative elements to be used in Erasmus project	
Description of the specific innovative elements chosen to be used in Good Herbs Project ²	It is a short course and affordability that can approach the general population and health professionals in particular the use of good herbs for the prevention and or treatment of disorders of the musculoskeletal system with patients or their own
At content level? ³	
At institutional level? ⁴	In 1981 born LECI Studies Center, which soon added LECI Computer Studies Center and became a benchmark for training in Gijón and Asturias. Over 25 years experience in organization, management and delivery of courses, entrance exams, testing, subsequently gave way to what is now iLabora born in 2011 as a company specializing in the organization, management and delivery of company training projects businesses and consumers in the Internet world
In delivering education (innovative teaching and training) or/and in “harvesting” the knowledge (innovative learning)? ⁵	Short course (15 hours) to address very specific thematic The best experts in the area e-learning platform Active methodologies The student will receive the diploma by iLabora
In management activities?	Open Source communities such as Moodle, are very dynamic communities that constantly offer solutions to small software bugs, new features, new tools and in general all the dynamism of a living community
In dissemination?	This course is offered through various web sites: Joblandtalent.com Cursosdesanidad.es Emagisterexpress.com
In other ways of addressing the “Good Herbs issue”?	Relationship with properties and applications of medicinal plants for the improvement and care of the bones, joints and muscles.
Innovative partnerships and networks? ⁶	iLabora owns an employment agency so that iLabora Training, SL publishes, disseminates and publicizes the job offers managed by associations, organizations, websites and other media and specialized media
Innovation in addressing sustainable development ⁷	
Key successes	
Outputs	Health professionals who complete their training using natural therapies
Impact	
Potential for transferability and scalability	
Evaluation	
Special highlights	
Particularly innovative elements of interest to be used in Good herbs project	Introduction of using good herbs to treat specific diseases
Where to find further information	http://ilabora.com/cursos-2/

Spain, UCAM: study case 3

			
Partner and Country: UCAM3		UCAM Spain	
Innovative teaching/ learning/ training action or project title		Professional Technical Course in Clinic Phytotherapy and Yemoterapia	
Carried out by/Implemented by		ASEMEH Professional Training School, Spain	
Period/year of implementation		2015	
Key Characteristics of project/action			
Project scale		Being an online training there is no specific number of students who can take the course	
Type of learning ¹		Informal	
Targeted learners group		Professionals in orthodox and heterodox medicine. Pharmacists, physicians, naturopaths, cosmeceuticals	
Targeted competence and skills developed through the project/action		It is aimed at all people who want to deepen self-health care based on current knowledge of medicinal plants. In addition to health professionals from different fields who wish to complete their training rigorously	
Targeted motivation factors of learners		It may be interesting to herbalists workers and health professionals interested in alternative therapies	
Level of implementation		This course is held in Spain but its participants come from all over Europe	
Funding		Private funds	
Relevance of the selected project/action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)		This course introduces the use of the tips of medicinal plants in the treatment of different pathologies	
Content of the selected projects/actions			
Short description of the project/action			
Aims, objectives and strategies		Expand knowledge about the use of medicinal plants in treatment of different pathologies	
Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively		Program MODULE I: Introduction to Phytotherapy and Young shoots therapy MODULE II: Herbal Medicines MODULE III: Young shoots therapy MODULE IV: Phytotherapy and Young shoots therapy in major clinical syndromes.	
Type of evaluation and obtained feedback. What and how was evaluated the innovative method before and after piloting, how the students were evaluated after the teaching/training course to obtain the certification		On-line	
Selected Innovative elements to be used in Erasmus project			
Description of the specific innovative elements chosen to be used in Good Herbs Project ²		specialized training in the area of alternative medicines using good herbs	

At content level? ³	This course introduces the use of the buds/young shoots of herbs in the treatment of different pathologies
At institutional level? ⁴	
In delivering education (innovative teaching and training) or/and in “harvesting” the knowledge (innovative learning)? ⁵	Large course (200 hours) to address very specific thematic This course introduces the use of the buds of herbs in the treatment of different pathologies e-learning platform After completing the course, students will receive the Professional Diploma in Phytotherapy and Gem (young shoots) Therapy Clinic issued by the European Academy of Naturopathy (ACENA).
In management activities?	Open Source communities such as Moodle, are very dynamic communities that constantly offer solutions to small software bugs, new features, new tools and in general all the dynamism of a living community
In dissemination?	This course is offered through various web sites: http://educabilia.com.co/ http://www.emagister.com/ http://www.lectiva.com/ http://www.aprendemas.com/
In other ways of addressing the “Good Herbs issue”?	The use of parts of the plant which usually are not studied
Innovative partnerships and networks? ⁶	
Innovation in addressing sustainable development ⁷	
Key successes	
Outputs	health professionals who complete their training using natural therapies
Impact	
Potential for transferability and scalability	
Evaluation	
Special highlights	
Particularly innovative elements of interest to be used in Good herbs project	introduction of using to good herbs to treat specific diseases
Where to find further information	http://www.asemeh.info/

Spain, UCAM: study case 4

	
Partner and Country: UCAM4	UCAM Spain
Innovative teaching/ learning/ training action or project title	Course botanical Out - Wild plants
Carried out by/Implemented by	Asociacion Blue Planet. Biodiversidad y Salud Urbana
Period/year of implementation	2015
Key Characteristics of project/action	
Project scale (Please give the aprox number of learners participating in the project / action)	
Type of learning: formal or non-formal. Informal learning will be taken into account only in the case of informal/experimental activities of real interest due to its innovative approach ¹	Informal
Targeted learners group: Group size, learners' age, sex, social status, level of education, rural/urban residence and so on	To all those who want to discover in the recognition of medicinal plants a way to improve their quality of life coming into direct contact with nature: People interested in increasing vitality and health through medicinal resources of wild plants. Students / students who wish to complete their learning process about herbal medicine - medicinal plants - To all those people who want to spend good moments in touch with nature while learning to improve their health. Just for plant lovers, who want to strengthen the knowledge through a connoisseur of this wonderful world
Targeted competence and skills developed through the project/action	Learning to recognize the medicinal wild plants around the vicinity of the city of Barcelona, so you can rely on medicinal resources to improve health and wellness in the day. Discover identification methods, differences between plants, useful parts, methods of collection and preservation, and how to preserve the biodiversity of the environment to always return to nature all that gives us generously
Targeted motivation factors of learners	People interested in increasing vitality and health through medicinal resources of wild plants.
Level of implementation: Regional, National or International. In the case of International projects/actions each partner will describe the innovative practices implemented in their country	This course is held in Spain but its participants come from all over Europe
Funding: Governmental funds, European Social Funds, Private funds, companies, NGOs, others.	Private funds
Relevance of the selected project/action in connection with the innovative	Discover the main varieties of wild plants Learning to collect, conserve and preserve wild medicinal plants.

practices or Good Herbs curriculum (for formal and non-formal)	Classify and identify aromatic and medicinal plants of Mediterranean origin. Ability to apply medicinal and therapeutic properties of plants discovered.
Content of the selected projects/actions	
Short description of the project/action	
Aims, objectives and strategies	This course provides training around the recognition of wild medicinal plants through theoretical and practical field trips
Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively	<p>First out the field botany March 20, 2015 - Beginning of spring - Introduction to medicinal wild plants. Recognition of seasonal plants: first blooms. Recognition of medicinal shrubs and trees I. Methods of collecting, preserving and drying plants.</p> <p>Second-out botany countryside April 17, 2015 - Rise of spring - Botanical classification: roots, leaves, stems, flowers and fruits. Recognition of seasonal plants: blooms booming. Recognition of medicinal shrubs and trees II. Preparations Herbal infusions, decoctions, teas, salves and ointments.</p> <p>Third-out botany countryside May 15, 2015 - Spring in all its glory - Edible botany: plants, flowers and fruits. Recognition of seasonal plants: flowering splendor. Recognition of medicinal shrubs and trees III. Medicinal preparations: maceration, tinctures, syrups, plasters and essential oils.</p> <p>Fourth Botanical out the field June 12, 2015 - Twilight of the spring, early summer - Magical plants and medicinal wines. Recognition of seasonal plants: Advanced flowering. Recognition of medicinal shrubs and trees IV. Therapeutic through wild medicinal plants</p>
Type of evaluation and obtained feedback. What and how was evaluated the innovative method before and after piloting, how the students were evaluated after the teaching/training course to obtain the certification	Active participation of students
Selected Innovative elements to be used in Erasmus project	
Description of the specific innovative elements chosen to be used in Good Herbs Project ²	Direct contact with nature
At content level? ³	Preparations Herbal infusions, decoctions, infusions, ointments, salves maceration, tinctures, syrups, salves and essential oils.
At institutional level? ⁴	The objectives of Blue Planet are rooted in the mission of teaching, help heal various social institutions: citizens, groups, movements, organizations, to achieve social change goals that provide improvements in the quality of life of people and ambient environment in which they live.
In delivering education or/and in	Short course (14 hours) to address very specific thematic

"harvesting" the knowledge ? ⁵	
In management activities?	
In dissemination?	
In other ways of addressing the "Good Herbs issue"?	
Innovative partnerships and networks? ⁶	
Innovation in addressing sustainable development ⁷	
Key successes	
Outputs	General public can prepare your own home remedies based on medicinal plants
Impact	
Potential for transferability and scalability	
Evaluation	
Special highlights	
Particularly innovative elements of interest to be used in Good herbs project	Learning to collect, conserve and preserve wild medicinal plants. Classify and identify aromatic and medicinal plants of Mediterranean origin and to know their therapeutic application.
Where to find further information	http://asociacionblueplanet.org/curso-salidas-botanicas-plantas-silvestres/

Spain, UCAM: study case 5

	
Partner and Country: UCAM 5	UCAM Spain
Innovative teaching/ learning/ training action or project title	Workshop on urban gardens and medicinal plants
Carried out by/Implemented by	Asociacion Blue Planet. Biodiversidad y Salud Urbana
Period/year of implementation	2012
Key Characteristics of project/action	
Project scale	
Type of learning ¹	Informal
Targeted learners group	This workshop is aimed at all types of adult audience that has no prior knowledge, or having a basic understanding, wants to participate in a fun and practical learning to acquire skills and knowledge that will enable you to obtain a more robust and reliable training pro about sustainable and effective results
Targeted competence and skills developed through the project/action	Enjoyable and practical workshop where students learn to design and cultivate their own urban garden organic and medicinal plants care by preparing natural remedies
Targeted motivation factors of learners	People interested in growing your own organic garden ad good herbs
Level of implementation	
Funding	Private funds
Relevance of the selected project/action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)	<ul style="list-style-type: none"> - To design and create an organic garden as urban space. - Ability to maximize the benefits of the garden and get positive returns.

Content of the selected projects/actions	
Short description of the project/action	
Aims, objectives and strategies	This course provides training around the recognition of wild medicinal plants through theoretical and practical field trips
Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively	<p>Learn to design and grow your organic garden</p> <p>1. Planning the garden: balconies, patios and terraces. 2. Practical workshop: design, elements, general configuration and risks! 3. Recognition and properties of the main varieties of Mediterranean vegetables. 4. Methods of organic farming I: planting date, crop cycles, water requirements and fertility. 5. Methods of organic farming II: rotations, associations and pest control. 6. Types of organic fertilizer (green manure): composting and vermicomposting. 7. Practical Workshop: Let's make our own campus - Creation of an association of crops!</p> <p>Heal your life with medicinal plants</p> <p>1. Recognition and properties of the main varieties of medicinal and aromatic plants. 2. Practical Workshop: Let infusions help us improve our health and wellbeing! 3. Methods of harvesting and drying of medicinal plants. 4. medicinal preparations: creams, tinctures, infusions, decoctions and essential oils. 5. Prevention and Cure for health: natural remedies for respiratory ailments and spring. 6. Other uses of plants: culinary, recreational and ornamental. 7. Practical Workshop: Preparing a therapeutic massage oil and herbal salt!</p>
Type of evaluation and obtained feedback. What and how was evaluated the innovative method before and after piloting, how the students were evaluated after the teaching/training course to obtain the certification	Active participation of students
Selected Innovative elements to be used in Erasmus project	
Description of the specific innovative elements chosen to be used in Good Herbs Project ²	Learn to design an organic garden
At content level? ³	Let infusions to improve the health and wellbeing!. Methods of harvesting and drying of medicinal plants. Medicinal preparations: creams, tinctures, infusions, decoctions and essential oils. Prevention and Cure for health: natural remedies for respiratory ailments and spring. Other uses of plants: culinary, recreational and ornamental. Practical Workshop: Preparing a therapeutic massage oil and herbal salt
At institutional level? ⁴	The objectives of Blue Planet are rooted in the mission of teaching, help heal various social institutions: citizens, groups, movements, organizations, to achieve social change goals that provide improvements in the quality of life of people and ambient environment in which they live.
In delivering education (innovative teaching and training) or/and in "harvesting" the knowledge (innovative learning)? ⁵	Short course (16 hours) to address very specific thematic
In management activities?	
In dissemination?	
In other ways of addressing the "Good	

Herbs issue”?	
Innovative partnerships and networks? 6	
Innovation in addressing sustainable development ⁷	In this course are studied the following aspects: To design an organic garden Methods of organic farming Types of organic fertilizer
Key successes	
Outputs	Learn how to design and cultivate an organic urban garden and prepare natural remedies with medicinal plants.
Impact	
Potential for transferability and scalability	
Evaluation	
Special highlights	
Particularly innovative elements of interest to be used in Good herbs project	organic cultivation of medicinal plants cultivation of medicinal plants at home
Where to find further information	http://www.canalsolidario.org/formacion/taller-huertos-urbanos-y-plantas-medicinales/5665

BEST AND INNOVATIVE PRACTICES IN SPAIN (CTC): 6 cases

Spain, CTC: study case 1

	
Partner and Country: CTC1	CTC Spain
Innovative teaching/ learning/ training action or project title	Wild culinary herbs
Carried out by/Implemented by	Faculty of Gastronomic Sciences: TRAINING OFFER Basque Culinary Centre University of Mondragon, Spain
Period/year of implementation	2015
Key Characteristics of project/action	
Project scale	25 participants per course
Type of learning ¹	Formal
Targeted learners group	25 participants, all ages, sex, social status, level of education and provenance. Aimed at professionals from all areas of the restoration
Targeted competence and skills developed through the project/action	Knowledge about the wild herbs/plants and their culinary application.
Targeted motivation factors of learners	Possibility of new jobs in restaurants, HORECA sector, etc
Level of implementation	This course is held in Spain but its participants come from all over Europe
Funding	Private funds. Companies may use Governmental funds for paying the registration fees (special chapter for training in the companies input to the Spanish Social Security System)
Relevance of the selected project/action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)	Culinary uses of herbs are an attractive career opportunity for Spanish people.
Content of the selected projects/actions	
Short description of the project/action	
Aims, objectives and strategies	Conducted by Evarist March, botanical working among others with the well-known Restaurant Celler de Can Roca and chef of BCC, participants learn the characteristics of some wild plants found in each season, and their use in kitchen, a trend in many innovative restaurants of the moment.
Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively	Program: - Introduction of wild herbs: Why use wild herbs? Sustainability, culinary trend. - Botanical Profile: Families or herbs, Types. - Organoleptic characteristics: Check herbs in the classroom, nutritional value, flavor profile, vertical tasting. - Uses: uses for parts of each herb, domestic uses, Modern uses. - Preparations: associated techniques, Preparation of modern dishes, tasting.
Type of evaluation and obtained feedback. What and how was evaluated the innovative method before and after	Active participation of students

piloting, how the students were evaluated after the teaching/training course to obtain the certification	
Selected Innovative elements to be used in Erasmus project	
Description of the specific innovative elements chosen to be used in Good Herbs Project ²	A demonstration course about forest herbs and their culinary uses, taught by an expert in raw materials together with a reference chef that will cook many specialties. Elaborations are tasted by attendees
At content level? ³	Depending on the weather an exit nearby to collect wild plants is performed.
At institutional level? ⁴	The aim of the Basque Culinary Center is training and research, innovation and knowledge and technology transfer in the different areas of the Gastronomic Sciences. The Faculty of Gastronomic Sciences, member of Mondragon University educational offer; The Degree in Gastronomy and Culinary Arts, the Masters' and the Continuing Training for professionals. The Degree in Gastronomy and Culinary Arts is the first official university degree in Gastronomy. A world of professional opportunities. An education that fulfills national and international needs of the sector.
In delivering education (innovative teaching and training) or/and in "harvesting" the knowledge (innovative learning)? ⁵	Short course (one day) to address very specific thematic The best experts in the area Small groups Active methodologies Certificate of Basque Culinary Center
In management activities?	
In dissemination?	
In other ways of addressing the "Good Herbs issue"?	Relationship between wild herbs and gastronomy are of great interest and are poorly treated in training /learning actions.
Innovative partnerships and networks? ⁶	In 2009, the Basque Culinary Center Foundation was created thanks to Mondragon University, the Basque chefs and the support of the public institutions. The Centre, which is located in San Sebastian, has a Faculty of Gastronomic Sciences and a Centre for Research and Innovation in Food and Gastronomy. The Basque Culinary Center Foundation is composed of: - Board represented by: Institutions, Leading chefs and National and international companies - International Advisory Council - Mondragon University
Innovation in addressing sustainable development ⁷	
Key successes	
Outputs	BCulinary Club A place to gather the gastronomy enthusiasts around the pleasures of cooking: learn, explore, discover, fun and disseminate gastronomic culture.
Impact	After the course students can follow in contact being part of the BCulinary Club.
Potential for transferability and scalability	
Evaluation	
Special highlights	
Particularly innovative elements of	

interest to be used in Good herbs project	
Where to find further information	http://www.bculinary.com/es/cursos-profesionales/cocina-producto-y-tecnica/hierbas-silvestres-gastronomicas

Spain, CTC: study case 2

	
Partner and Country: CTC2	CTC Spain
Innovative teaching/ learning/ training action or project title	Spices in the sweet world
Carried out by/Implemented by	Faculty of Gastronomic Sciences: TRAINING OFFER Basque Culinary Centre University of Mondragon, Spain
Period/year of implementation	2015
Key Characteristics of project/action	
Project scale	25 participants per course
Type of learning ¹	Formal
Targeted learners group	25 participants, all ages, sex, social status, level of education and provenance. Aimed at professionals from all areas of the restoration
Targeted competence and skills developed through the project/action	Knowledge about the wild herbs/plants and their culinary application.
Targeted motivation factors of learners	Possibility of new jobs in restaurants, HORECA sector, etc
Level of implementation	This course is held in Spain but its participants come from all over Europe
Funding	Private funds. Companies may use Governmental funds for paying the registration fees (special chapter for training in the companies input to the Spanish Social Security System)
Relevance of the selected project/action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)	Culinary uses of spices in confectionery are an attractive career opportunity for Spanish people.
Content of the selected projects/actions	
Short description of the project/action	
Aims, objectives and strategies	A course to enter the world of spices and their families. It will deepen into the different kinds of peppers, spicy and aromatic. Blind tasting of all the spices will be made and unknown families will be discovered: fenugreek, sumac, colombo, etc.
Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively	Program <ul style="list-style-type: none"> - Introduction to the world of spices. - Raising awareness of diversity. - Recognizing quality. - Sensory Blind tasting. - Analyze the families of more common and least known spices. - Taste combinations.

	- Culinary applications in the kitchen, especially in elaborations of pastry using different spices.
Type of evaluation and obtained feed-back. What and how was evaluated the innovative method before and after piloting, how the students were evaluated after the teaching/training course to obtain the certification	Active participation of students
Selected Innovative elements to be used in Erasmus project	
Description of the specific innovative elements chosen to be used in Good Herbs Project ²	A demonstration course about spices and their culinary uses in confectionery, taught by an expert in spices together with a reference chef that will cook many specialties. Elaborations are tasted by attendees
At content level? ³	
At institutional level? ⁴	The aim of the Basque Culinary Center is training and research, innovation and knowledge and technology transfer in the different areas of the Gastronomic Sciences. The Faculty of Gastronomic Sciences, member of Mondragon University educational offer; The Degree in Gastronomy and Culinary Arts, the Masters' and the Continuing Training for professionals. The Degree in Gastronomy and Culinary Arts is the first official university degree in Gastronomy. A world of professional opportunities. An education that fulfills national and international needs of the sector.
In delivering education (innovative teaching and training) or/and in "harvesting" the knowledge (innovative learning)? ⁵	Short course (one day) to address very specific thematic The best experts in the area Small groups Active methodologies Certificate of Basque Culinary Center
In management activities? Regarding continuously update of the analysis needs and the instructional design of e-learning platform; how to mix between classroom and distance learning; what teaching strategies, technologies and tutoring techniques have to be used, additional skills to be developed, etc...	
In dissemination? Marketing issues and promotion of the e-learning platform could be also innovative	
In other ways of addressing the "Good Herbs issue"?	Relationship between spices and confectionery are of great interest and are poorly treated in training /learning actions.
Innovative partnerships and networks? ⁶	In 2009, the Basque Culinary Center Foundation was created thanks to Mondragon University, the Basque chefs and the support of the public institutions. The Centre, which is located in San Sebastian, has a Faculty of Gastronomic Sciences and a Centre for Research and Innovation in Food and Gastronomy. The Basque Culinary Center Foundation is composed of: - Board represented by: Institutions, Leading chefs and National and

	international companies - International Advisory Council - Mondragon University
Innovation in addressing sustainable development ⁷	
Key successes	
Outputs	BCulinary Club A place to gather the gastronomy enthusiasts around the pleasures of cooking: learn, explore, discover, fun and disseminate gastronomic culture.
Impact	After the course students can follow in contact being part of the BCulinary Club.
Potential for transferability and scalability	
Evaluation	
Special highlights	
Particularly innovative elements of interest to be used in Good herbs project	
Where to find further information	http://www.bculinary.com/es/cursos-profesionales/cocina-producto-y-tecnica/las-especias-en-el-mundo-dulce

Spain CTC: study case 3

	
Partner and Country: CTC3	CTC Spain
Innovative teaching/ learning/ training action or project title	Industrial Use of Medicinal and Aromatic Plants
Carried out by/Implemented by	Department of Forest Engineering of the High Technical School of Mountains Madrid Polytechnic University UPM, Spain
Period/year of implementation	2008
Key Characteristics of project/action	
Project scale	No limit of participants
Type of learning ¹	Formal
Targeted learners group	No requirement or prior knowledge is required but it is useful to have some knowledge of botany.
Targeted competence and skills developed through the project/action	Industrial Use of Medicinal and Aromatic Plants
Targeted motivation factors of learners	3 credits in Engineering degree.
Level of implementation:	Online course. In Spanish.
Funding	Public Funds
Relevance of the selected project/action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)	Wide overview of all the industrial possibilities of the aromatic and medicinal plants
Content of the selected projects/actions	
Short description of the	Aromatic and Medicinal Plants are a plant group of great interest in their use in

<p>project/action</p>	<p>perfumery, food pharmaceutical, cosmetic , and are an alternative to traditional crops , species with high demand in today's global market . It aim is to provide students with basic knowledge of production and chemical characterization of essences and extracts varieties of indigenous medicinal and aromatic plants of the Iberian Peninsula, and their commercial and medicinal interest .</p>
<p>Aims, objectives and strategies</p>	<p>The aim of the course is that students learn about the economic and social importance of this type of plants, knowing their industrial uses, ways of production and cultivation of raw materials and techniques of chemical analysis and quality control. The objectives pursued in this course are:</p> <ul style="list-style-type: none"> - Distinguish the concepts of aromatic, medicinal and culinary plants. - Learn the methodology of cultivation of these plants. - Know the main techniques for processing and obtaining raw materials. - Know the different types of active ingredients of these plants. - Acquire knowledge about the applications of these plants in the food industry, cosmetics, perfume, liquor, herbal medicine and pharmaceuticals. - Acquire basic knowledge of chemical analysis and quality control - Knowing the law governing such plants at national, European and international level
<p>Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively</p>	<p>The teaching methodology consists of lectures, independent work and tutorials online.</p> <p>There is a video conference at the beginning of the course.</p> <p>The theoretical sessions will be taught using the means of tele teaching and based on basic books, scientific articles and accessible places in the global computer network. The necessary material will be available in the virtual classroom.</p> <p>Practical sessions to resolve issues will be carried out online (questionnaires and forums).</p> <p>Students will perform tasks, exercises, or questionnaires given by the teacher throughout the course.</p> <p>The tutorials consist on virtual meetings between teacher and student to help in the preparation of the work, concerns and issues related to the subject.</p> <p>Assessment will be continuous, based on questionnaires and work proposed by the teacher.</p>
<p>Type of evaluation and obtained feed-back. What and how was evaluated the innovative method before and after piloting, how the students were evaluated after the teaching/training course to obtain the certification</p>	<p>Evaluation is continuous.</p> <p>25% of the final mark will be obtained by participation in forums and proposed questionnaires, Conducting objective test in each module (test type). and Participation in forums or proposed tasks</p> <p>25% by conducting a work in individual or group and presenting it through an electronic document.</p> <p>The remaining 50 % will be achieved by an individual online questionnaire on content taught in the course.</p> <p>In the event that the student does not pass the subject, you must perform the exam of the second call and deliver the activities it has not delivered before.</p> <p>In no case the student will pass the course if he has not done any of the mandatory activities.</p>
<p>Selected Innovative elements to be used in Erasmus project</p>	
<p>Description of the specific innovative elements chosen to be used in Good Herbs Project²</p>	
<p>At content level?³</p>	
<p>At institutional level?⁴</p>	<p>Madrid Polytechnic University UPM is a partner sponsor of the Consortium OpenCourseWare OCW and has committed to "share knowledge" promoting</p>

	teachers who wish to "make visible" the teaching materials used to teach their subjects, thus it is offered to other teachers, students or professionals anywhere in the world free and open access to knowledge.
In delivering education (innovative teaching and training) or/and in "harvesting" the knowledge (innovative learning)? ⁵	<p>3 credits course</p> <p>The open publication of these highly educational materials created by teachers, is one of the contributions of the Polytechnic University of Madrid to the free dissemination of knowledge, as a facet of its commitment to the development of the knowledge society.</p> <p>Over 200 higher education institutions and associated organizations from around the world collaborate with the OpenCourseWare Consortium Consortium to create a broad and deep open educational content using a shared model body. The OpenCourseWare Consortium is partially supported by a grant from the William and Flora Hewlett Foundation</p> <p>http://ocw.mit.edu/index.htm</p> <p>Massachusetts Institute of Technology MIT OpenCourseWare (OCW) is a web-based publication of virtually all MIT course content. OCW is open and available to the world and is a permanent MIT activity.</p> <p>"The idea is simple: to publish all of our course materials online and make them widely available to everyone." Dick K.P. Yue, Professor, MIT School of Engineering</p> <p>Through OCW, educators improve courses and curricula, making their schools more effective; students find additional resources to help them succeed; and independent learners enrich their lives and use the content to tackle some of our world's most difficult challenges, including sustainable development, climate change, and cancer eradication.</p> <p>2150 courses with more than 125million visitors</p>
In management activities?	
In dissemination?	OCW disseminates the content of the course all over the world
In other ways of addressing the "Good Herbs issue"?	
Innovative partnerships and networks? ⁶	
Innovation in addressing sustainable development ⁷	
Key successes	
Outputs	
Impact	Many participants from all countries, mainly Spanish speaking countries
Potential for transferability and scalability	
Evaluation	
Special highlights	
Particularly innovative elements	
Where to find further information	<p>http://ocw.upm.es/ingenieria-agroforestal/uso-industrial-de-plantas-aromaticas-y-medicinales?set_language=es</p> <p>http://www.oiconsortium.org/courses/view/77d59ecd2fb2324fb001b39559478/</p>

Spain, CTC: study case 4

			
Partner and Country: CTC4	CTC Spain		
Innovative teaching/ learning/ training action or project title	Higher Course on Nutrition and Herb based Dietetics		
Carried out by/Implemented by	DEUSTO SALUD With the recognition of the International University of Valencia		
Period/year of implementation	2008		
Key Characteristics of project/action			
Project scale	No limit of participants		
Type of learning ¹	Formal		
Targeted learners group	It is aimed at: - People who want to direct their future to a sector that offers great job opportunities. - Healthcare professionals or natural therapies that want to specialize in this area.		
Targeted competence and skills developed through the project/action	You will know in depth the food, its characteristics and properties, nutritional composition, the advantages and disadvantages of their use, etc., as well as anatomy and physiology of the digestive system. You will acquire the knowledge necessary to develop therapeutic diets for people with specific diseases and conditions treatable by feeding. You will master the basics of herbal medicine and nutraceutical and properties of medicinal plants indicated for the treatment of common disorders		
Targeted motivation factors of learners	Expand your job opportunities in areas of alternative therapies and in naturist, alternative or dedicated to physical and mental wellbeing medicine centers. You will be taken to our job board, where you can check the latest job offers and choose the ones that best suit your profile. You will have access to a variety of complementary multimedia resources for your training as a guide to medicinal plants, and two modules of natural therapies and creating and managing a business. You can apply the concepts learned in your personal and family life to improve your physical and mental well-being and that of your family..		
Level of implementation	Online course. In Spanish.		
Funding	Private Funds		
Relevance of the selected project/action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)	Health aspects of the herb based products.		
Content of the selected projects/actions			
Short description of the project/action			
Aims, objectives and strategies	Our society is increasingly aware of the importance of a healthy diet. In fact, the sale of dietary products in our country has grown in recent years despite the current economic situation, and is expected to do even more in the next years, which certifies the good moment the sector. To this is added a greater role by natural foods		

Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively	The innovative teaching method of Deusto Health gives you the knowledge you need to grow professionally and help you implement this knowledge in the workplace. Whatever your initial level is, our model of progressive learning is perfectly suited to the circumstances of each student, as they and their dedication set the rhythm of learning.
Type of evaluation and obtained feedback. What and how was evaluated the innovative method before and after piloting, how the students were evaluated after the teaching/training course to obtain the certification	Evaluation will be continuous. Completion of this course culminates with a double diploma issued by Deusto Health and by IUUV. To get them, students have to overcome the evaluation tests on the program.
Selected Innovative elements to be used in Erasmus project	
Description of the specific innovative elements chosen to be used in Good Herbs Project ²	Online course dealing with composition, properties, effects, diets, healthcare, etc.
At content level? ³	
At institutional level? ⁴	Founded in 2008, the International University of Valencia VIU is a well-known and recognized by the Ministry of Education of Spain. Its offer includes educational degrees, graduate certificates, official masters, own masters and specialization courses. VIU uses new information and communication technologies to bring higher education to anyone, regardless of their circumstances or place of residence. endorsement of the International University of Valencia VIU's pedagogical model is based on the online and audiovisual teaching. Through a computer or mobile device, anywhere in the world, students receive classroom in real time through online interactive videoconferences and multiple methodologies. Classes are taught by the best international experts.
In delivering education (innovative teaching and training) or/and in "harvesting" the knowledge (innovative learning)? ⁵	Students have a complete multimedia material prepared by experts, including: 8 units of study The book on the table of food composition 1 guide to medicinal plants in the online campus 2 modules of e-learning: Creating and managing a business natural Therapies 1 CD-ROM with the table of food composition. Includes a handy software for making food tables made in collaboration with McGraw-Hill and the Centre d'Ensenyament Senior Nutrició i Dietetics (CESNID) 2 DVDs on: - Balanced diet. Practice compilation of videos about the Mediterranean diet and the food pyramid - Digestion and metabolism. Videos that discuss aspects of metabolism and digestive process and absorption 1 Study Guide
In management activities?	Free registration. The cost of the course is paid according to the student availability.
In dissemination?	
In other ways of addressing the "Good Herbs issue"?	Online Campus
Innovative partnerships and networks?	

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Innovation in addressing sustainable development ⁷	
Key successes	
Outputs	
Impact	
Potential for transferability and scalability	
Evaluation	
Special highlights	
Particularly innovative elements of interest to be used in Good herbs project	
Where to find further information	https://www.deustosalud.com/cursos/nutricion-y-herbodietetica/modelo-de-aprendizaje.html

Spain, CTC: study case 5

	
Partner and Country: CTC 5	CTC Spain
Innovative teaching/ learning/ training action or project title	Enhancing the Vocational Education and Training in the Area of Organic Herbal, Medicinal and Aromatic Plants. HERBAL MEDNET project (Leonardo da Vinci) Workshop: "Training needs in organic farming and processing of aromatic and medicinal plants"
Carried out by/Implemented by	Spanish partners. Spanish Society of Biological Agriculture SEAE University of Alcalá UAH (Spain).
Period/year of implementation	2013
Key Characteristics of project/action	
Project scale	Limited number of participants
Type of learning ¹	Informal
Targeted learners group	Persons or entities involved in the cultivation, processing and marketing of PAM (managers, owners and operators, technicians horticultural enterprises, private sector, technical advisors and private contractors). Others: Sectorial representatives, future professionals and associations involved in vocational and continuing training and researchers and teachers and institutions or institutions involved in preserving and promoting local flora or organic farming and environmental issues
Targeted competence and skills developed through the project/action	
Targeted motivation factors of learners	
Level of implementation	In Spanish.
Funding	Leonardo da Vinci
Relevance of the selected project/action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)	Organic farming and processing of aromatic and medicinal plants

Content of the selected projects/actions	
Short description of the project/action	Farmers training actions in Spain. Some courses are: Organic arable crops and MAPS Vegetable production and MAPS Introduction to biological agriculture and MAPS Organic inspection, Control and Certification Organic seeds production and MAP, Etc,
Aims, objectives and strategies	To meet the needs of knowledge of technical advisers, rural development agents and operators (processors and producers) on ecological aromatic and medicinal plants To identify problems and knowledge of other interested parties on the subject To define current gaps in skills training in the cultivation, processing and marketing of aromatic and medicinal plants.
Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively	Adapted and enhanced existing training methods and content from previous innovative initiatives such as Organic.Edunet, Organic.Mednet, Organic.Balkanet and others. Carried out a set of focused pilot trials to validate the proposed training scenarios and the transferred e-learning content.
Type of evaluation and obtained feed-back. What and how was evaluated the innovative method before and after piloting, how the students were evaluated after the teaching/training course to obtain the certification	
Selected Innovative elements to be used in Erasmus project	
Description of the specific innovative elements chosen to be used in Good Herbs Project ²	
At content level? ³	Herbal Mednet Leonardo project has developed a training curriculum to particularly enhance and address a number of competences for the advisors of organic herbs farmers to serve as trainers in adopting and applying organic herbal cultivations and producers / processors of extracts from organic medicinal and aromatic plants. Herbs have been used by local populations in traditional ways for many centuries. Their novelty is thus not related to their introduction to new areas but rather to the ways in which old and new uses are being re-addressed to meet today's needs.
At institutional level? ⁴	
In delivering education ? ⁵	The Information Engineering Research Unit of the University of Alcala will offer its expertise in the deployment of the project website and e-learning platform, as well learning objects repositories and web portals that will demonstrate the capabilities and potential of the project outcomes. Herbal.Mednet Courses Platform allows end users to search, locate, and retrieve educational resources to use to support their training needs.
In management activities?	SEAE Learning Management System AGRIMOODLE PLATFORM: - An open-source learning platform based on the Moodle 2x platform designed to

	<p>support green/agro education providing a great green/agro templates and themes</p> <ul style="list-style-type: none"> - Linked to interesting green/agro-information sources - With the ability to import resources from relevant repositories - Easy access to describe and export metadata to the resources - Providing references to useful material through various widgets - Promoting open access and re-use of resources
In dissemination?	
In other ways of addressing the “Good Herbs issue”?	
Innovative partnerships and networks? ⁶	
Innovation in addressing sustainable development ⁷	
Key successes	
Outputs	
Impact	
Potential for transferability and scalability	
Evaluation	
Special highlights	
Particularly innovative elements	
Where to find further information	http://www.herbalmednet.eu/ http://www.adam-europe.eu/adam/project/view.htm?prj=10753&page=FILES#.VMniQC7Vkr

Spain, CTC: study case 6

	
Partner and Country CTC6	CTC Spain
Innovative teaching/ learning/ training action or project title	ALL ABOUT MEDICINAL PLANTS IN ORGANIC GARDEN
Carried out by/Implemented by	Alkemila, herb cosmetics.
Period/year of implementation	2014/2015
Key Characteristics of project/action	
Project scale	Limited number of participants
Type of learning ¹	Informal
Targeted learners group	No requirements
Targeted competence and skills developed through the project/action	No requirements
Targeted motivation factors of learners	
Level of implementation	Regional
Funding	Private Funds. Aprox 150€/ 2 days course
Relevance of the selected project/action in connection with the innovative practices or Good Herbs curriculum (for formal and non-formal)	The unique training action found dealing with sacred herbs, ancient traditions, festivals and sacred celebrations, etc. This could be really interesting for promoting Rural Tourism

Content of the selected projects/actions	
Short description of the project/action	These courses are the result of the study and deep knowledge of Medicinal Herbs and Aromatherapy, emerging in a Pharmacy from a small town in West Madrid (Valdemaqueda). In 1992 was born this “home made” training project. Initial specialty is Plant Cosmetics, developing products made from plants, mainly aromatic and essential oils of the highest quality and purity products.
Aims, objectives and strategies	
Explanation of the activity/Presentation of innovative methods used in the project/action or description of curriculum (content, number of hours), respectively	
Type of evaluation and obtained feedback.	
Selected Innovative elements to be used in Erasmus project	
Description of the specific innovative elements chosen to be used in Good Herbs Project ²	
At content level? ³	<p>Winter Solstice Workshop, With excursion into the forest to observe nature in winter. Recognize medicinal plants and mistletoe. Phytomedicinal preparations around this season. Meaning of the Winter Solstice. Magical Plants, festivals and sacred celebrations.</p> <p>Spring Equinox Workshop. Traditional Festivals and Celebrations around the Spring. Celtic celebrations in Ostara and Beltane. Medicinal, magical and sacred plants of the Spring Equinox. Excursion for recognizing plants in spring.</p> <p>Summer Solstice Workshop. With excursion recognition and processing of preparations in relation to the Summer Solstice. The Hypericum, magical and medicinal plant in Saint John time (24th June). Other magical and medicinal plants: Verbena, Elder. Celebrations and traditions relating to Midsummer</p> <p>Others:</p> <p>Phyto Therapy Practical Workshop. Workshop entirely practical to develop prepared from medicinal plants and essential oils: Distillation, tinctures, syrups, oils, ointments.</p>
At institutional level? ⁴	
In delivering education? ⁵	Strong motivation of participant linking the contents to old traditions and celebrations.
In management activities?	
In dissemination?	
In other ways of addressing the “Good Herbs issue”?	
Innovative partnerships and networks? ⁶	
Innovation in addressing sustainable development ⁷	
Key successes	
Outputs	
Impact	
Potential for transferability and scalability	

Evaluation	
Special highlights	
Particularly innovative elements of interest to be used in Good herbs project	
Where to find further information	http://entornoescorial.blogspot.com.es/2013/02/todo-sobre-las-plantas-medicinales-en_8.html http://www.alkemila.com/

CONCLUSIONS

After the study of the best and innovative practices in teaching, training and learning already existing in each participant countries, here are highlighted the most important of them in order to adapt innovative teaching and learning practices:

- Blended Education
- Use of platforms like MOODLE
- Agile presentation of contents: many videos, slides, etc.
- Seasonal training: training when the herbs are growing or are collected.
- Training directed to specific sectors: wellness, cooking, etc.
- Importance of ancient traditions and religious celebrations

All the 5 Erasmus partners have reviewed projects which used innovative methods for teaching, training, learning or adult motivation.

Romania selected 4 interesting projects and more than 40 innovative methods, out of which 11 were described as appropriate for the aim of Good Herbs project. Film as a tool motivation; cooperative learning; problem based learning; use of all media; use of ITC and video in education; blended learning delivery model; learner and employer feed-back; implementation of e-portfolio, etc are some of the most relevant innovative elements useful in the Good herbs e-platform development and distance teaching delivery.

Portugal analyzed 3 study cases of formal (master course) and non-formal learning (platform to support teaching and learning). UCP-ESB identified as useful some innovative methods, such as: blended learning; collaborative teaching and learning based on on-line platform; critical thinking and problem solving; learning to learn; ICT literacy.

Slovakia selected 2 study cases which focussed on innovative topics (especially in the area of medicinal plants related to a healthier life style) and also found useful the blended learning in training. It was underlined the innovative elements of on-site learning in non-formal learning. No Gravity described technologies and tutoring techniques as well as innovative educational environment and approach, which were considered suitable for the topics of Good Herbs on-line course.

Spanish partners looked for formal and non-formal, but also for informal learning activities and have chosen 11 study cases to be analyzed. Some of them are on-line courses, some others are technical courses, workshops or intensive trainings. UCAM and CTC have considered innovation both in topics (very specific thematic) but also in active methodologies. A very interesting practical experience is shared, which include: independent work and tutorial on-line (virtual meetings); virtual classroom or tele-teaching. An useful Guide to medicinal plants in on-line campus was also identified. In the training field



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there were studied some specific training curriculum and SEAE modern learning management systems, such as AGRIMOODLE PLATFORM. One of the informal learning study case focussed exactly on medicinal and aromatic herbs. Bringing innovative elements in the topics (home made products; magical plants; festival and sacred celebration of different plant species), but also in practical workshop (plant preparation, aromatherapy).

The main conclusions resulted from this inventory are:

- all kind of learning (formal, informal and non-formal) were identified during the inventory of innovative methods considered by all Erasmus partners as useful for Good herbs project;
- all partners have found relevant and appropriate study cases, most of them being international projects or courses developed by well known university, but also workshops or short training courses;
- innovation was identified in: topics and pedagogical approach, methods and techniques for information delivery, but also in communication at the distance, learning management systems, demonstration and practical sessions out on-line or evaluation (learners and employers feed back);
- the level of implementation of the innovative methods/elements was not just local, but regional, national and even international; this means there is a valuable practical experience in project implementing in all countries and a potential contribution of each Erasmus partner in designing and experiencing Good Herbs e-platform;
- a common choice of almost all the partners was for: cooperative/ collaborative and blended learning/ training; use of ICT and video; independent work and tutorials on-line; study guides and handy software; on-line campus activities; distance based experiments (including the tasting of food products);
- medicinal plants and culinary herbs seems to be an important subject for training and teaching not only point of view of food industry or scientific approach, but also due to their cultural and traditional values in all countries, especially because they are suitable for practical applications. There is a huge interest in active involvement of different categories of learners in: preparation of natural remedies; culinary clubs to discover the pleasure of cooking; aromatherapy; how to design an aromatic garden; herbs organic farming; old and traditional uses re-addressed to meet today's needs, etc;
- a clear complementarity could be noticed between the partners' orientation when they have selected the study cases. Putting together all the national contributions, a promising perspective of the Good Herbs e-platform development arises: modern topics and pedagogical approach as well as innovative methods for information delivery and adult motivation could be successful combined with virtual campus activities, communication at the distance, demonstrative and practical sessions out on-line or even with business development opportunities (creating and managing an organic farm; exploitation of a herbs garden; manufacturing different home made local products, etc).



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