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“Development of managerial and entrepreneurial skills of young eco-farmers via joint VET curricula, enhanced qualification profile, assessment standard and sustainable cooperation synergies” (ECOFAR)

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Del. 6.2 National piloting reports & Consolidated piloting report”

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1. Introduction

The main goal of the pilot plan was to ensure a common understanding of the pilot process in all participating countries:

- Bulgaria
 - National Vocational School for Veterinary Medicine “Ivan Pavlov”
 - EcologyKM
 - National Agency for VET
- Slovenia
 - University of Maribor
 - CPI – Institute of the Republic of Slovenia for Vocational Education and Training
- Turkey
 - Cannakale Onsekiz Mart University
 - Kocaeli İl Millî Eğitim Müdürlüğü
- Greece
 - EUFORA

Furthermore, we wanted to gather and evaluate all the outcomes so as to optimise the project’s outcomes.

This pilot plan supported the iterative testing and national piloting via iterative testing during the period September 2020 – March 2021, whereby the piloters were involved in the assessment, evaluation and improvement of the created training materials.

The pilot plan incorporated:

- the piloting methodology that should be followed in order to successfully organise the pilots in aforementioned countries.
- the descriptions of every pilot site, the number of persons involved.
- the time plan of the pilot phase.
- the results of the piloting in every country.
- questionnaires to gather feedback from the participants in the pilot phase.

1.1 Aims and envisaged results

The aims of the piloting are to evaluate extensively through piloting the ECOFAR training material along with the mobile app in all participating countries.



3. Identification of Piloters

Before piloting can take place, a number of preparatory steps are needed:

- Identification of trainers and learners
- Engage the learners into piloting

Country	Material	Size pilot	Identification of piloters
BULGARIA Responsible partners: <ul style="list-style-type: none"> • National Vocational School for Veterinary Medicine “Ivan Pavlov” • EcologyKM • National Agency for VET 	4.1 Enhanced occupational profile / state educational standard for the specialty / profession of veterinary technician / eco-farmer 5.1 Joint qualification curricula for acquisition of managerial and entrepreneurial skills by farmers at eco-farm SME 6.1 Assessment standard 7.1 Online collaborative learning portal and mobile app	1: Pedagogical staff (teachers, educators, etc.) in the learning communities – minimum 10 (all BG partners) 2: VET learners (farmers, VET students from agriculture subjects, Existing eco-farmers, Young entrepreneurs in the eco-farming sector – minimum 30 (NVSVM 20 +10 EcologyKM) 3. Gatekeepers – minimum 20 (policy makers, educational authorities) – NAVET only Minimum number of involved representatives of the VET pedagogical staff > 100 (all BG partners) Minimum number of registered users of the portal > 200 (all BG partners) + minimum 20 on EU level (all BG partners) Minimum number of educational institutions which are using the portal resources > minimum 5 institutions (NAVET) Minimum number of involved representatives of policy makers and systematic level gatekeepers > 20 per country (NAVET) + minimum 4 on EU level (NAVET).	VET teachers in the field of veterinary medicine or occupations in 621 professional occupation from the List of professions - Plant growing and stock-raising, VET centers and universities, will take part in the piloting. Students above 16 years old studying at licensed VET centers in occupations in the field of veterinary medicine or occupations in 621 professional occupation from the List of professions - Plant growing and stock-raising



Country	Material	Size pilot	Identification of piloters
<p>TURKEY Responsible partners:</p> <ul style="list-style-type: none"> • Cannakale Onsekiz Mart University • Kocaeli İl Millî Eğitim Müdürlüğü 	<p>4.1 Enhanced occupational profile / state educational standard for the specialty / profession of veterinary technician / eco-farmer</p> <p>5.1 Joint qualification curricula for acquisition of managerial and entrepreneurial skills by farmers at eco-farm SME</p> <p>6.1 Assessment standard</p> <p>7.1 Online collaborative learning portal and mobile app</p>	<p>1: Pedagogical staff (teachers, educators, etc.) in the learning communities – at least 100 VET trainers / teachers</p> <p>2: VET learners (farmers, VET students)</p> <p>3. Gatekeepers</p>	<p>2 TARGET GROUPS</p> <p>1. Pedagogical staff At least 100 VET Trainers and teachers (might be PhD or MSc graduates), Specialized in Agricultural Sciences and also Social Sciences, VET trainers in formal upper secondary schools</p> <p>2. VET learners: 20 young farmers from Çanakkale and Kocaeli Provinces, 150 students form colleges involved in agricultural departments and formal vocational upper secondary schools around Turkey (age of 16-20). 30 unemployed young (age of 16-29)</p> <p>3. Gatekeepers: Total number of contacted gatekeepers will be at least 25. Experts from Ministry of National Education – General Directorate of Life Long Learning, General Directorate of Vocational and Technical Education Branch managers responsible for vocational and technical education, members of program review commission at educational directorates Public Training Center providing agricultural training Directors of VET schools, Representatives of Teachers/Trainers Unions (Chairpersons of Provincial Branches), Provincial Directorates of Turkish Employment Agency, KOSGEB (Small and Medium Sized Enterprises Development Agency of Turkey) Provincial Directorates.</p>



Country	Material	Size pilot	Identification of piloters
SLOVENIA Responsible partners: <ul style="list-style-type: none"> • University of Maribor • CPI – Institute of the Republic of Slovenia for Vocational Education and Training 	4.1 Enhanced occupational profile / state educational standard for the specialty / profession of veterinary technician / eco-farmer 5.1 Joint qualification curricula for acquisition of managerial and entrepreneurial skills by farmers at eco-farm SME 6.1 Assessment standard 7.1 Online collaborative learning portal and mobile app	1: Pedagogical staff (teachers, educators, etc.) in the learning communities – minimum 10 (all SL partners) 2: VET learners (farmers, VET students from agriculture subjects, Existing eco-farmers, Young entrepreneurs in the eco-farming sector – minimum 30 (UoM) 3. Gatekeepers – minimum 20 (policy makers, educational authorities) – CPI only Minimum number of involved representatives of the VET pedagogical staff > 100 (all SL partners) Minimum number of registered users of the portal > 200 (all SL partners) + minimum 20 on EU level (all SL partners) Minimum number of educational institutions which are using the portal resources > minimum 5 institutions (CPI) Minimum number of involved representatives of policy makers and systematic level gatekeepers > 20 per country (CPI) + minimum 4 on EU level (CPI).	TWO TARGET GROUPS for Pre-Piloting and Piloting 1. Pre-Piloting: Young farmers from the Prekmurje region. Approximately 10 young farmers. Assessment with pre-test and post-test materials. 2. Piloting: Students of the Biotechnological school in Maribor. Approximately 20-30 piloters, aged 19. VET TRAINERS INVOLVED: 1. MA students (pre-service teachers) and PhD students (pre-service teachers of secondary schools) 2. Teachers/professor from secondary school (Biotechnological school in Maribor)
GREECE Responsible partners: <ul style="list-style-type: none"> • EUFORA 	4.1 Enhanced occupational profile / state educational standard for the specialty / profession of veterinary technician / eco-farmer 5.1 Joint qualification curricula for acquisition of managerial and	1: Pedagogical staff (teachers, educators, etc.) in the learning communities – minimum 5 2: VET learners (farmers, VET students from agriculture subjects, Existing eco-farmers, Young entrepreneurs in	Second chance school teachers in the areas of agriculture, forestry, fisheries and veterinary, agricultural farmers VET centers Second chance school students in the areas of agriculture, forestry, fisheries and veterinary, agricultural farmers



Country	Material	Size pilot	Identification of piloters
	<p>entrepreneurial skills by farmers at eco-farm SME</p> <p>6.1 Assessment standard</p> <p>7.1 Online collaborative learning portal and mobile app</p>	<p>the eco-farming sector – minimum 15</p> <p>3. Gatekeepers – minimum 10 (policy makers, educational authorities)</p> <p>Minimum number of involved representatives of the VET pedagogical staff > 100</p> <p>Minimum number of registered users of the portal > 200 + minimum 20 on EU level</p> <p>Minimum number of educational institutions which are using the portal resources > minimum 5 institutions</p> <p>Minimum number of involved representatives of policy makers and systematic level gatekeepers > 20 per country + minimum 4 on EU level.</p>	<p>VET centers students</p>



4. Stages of Piloting

4.1 Time Schedule

Piloting took place in the period between September 2020 and March 2021. A number of induction training sessions and midterm reviews of progress was set for each partner. The self-learning (via online platform and mobile app) process was estimated based on individual preferences expressed by each learner. Since the project addresses blended learning (classroom, online/mobile learning), these different sessions have been planned and detailed below.

4.2 National piloting reports Bulgaria

P1 National Vocational School for Veterinary Medicine "Ivan Pavlov" (NVSVM)

No.	Questions/data	No.	Comments
1	Number of piloters	20	<ul style="list-style-type: none"> VET learners (farmers, VET students from agriculture subjects, Existing eco-farmers, Young entrepreneurs in the eco-farming sector NVSVS 20
2	Age average	18-45	18
3	Occupation of piloters		<ul style="list-style-type: none"> VET learners (aged 16-29) – eco-farmers Existing eco-farmers Young entrepreneurs in the eco-farming sector Gatekeepers
4	Period of piloting		November 2020 – March 2021
5	Induction training organisation		December 2020 – completed
6	Training structure and agenda		<ul style="list-style-type: none"> Curriculum's content and structure Inform and demonstration of the mobile app/ portal Registration of the users Individual support provision during blended learning provision with VET learners trainees from Stara Zagora, Plovdiv, Sofia, Svishtov, Ruse, etc. Together in 5 institution Gathering of feedback: at the end of the piloting trainees need to complete the feedback evaluation questionnaires.
7	Used techniques (ppt, cases, videos etc.)		<ul style="list-style-type: none"> Didactical guidance for the successful implementation of the training process. Clarifications on unknown terms and terminology and supportive visualized material.
8	Number of trainers:		8
9	Occupation of trainers:		<ul style="list-style-type: none"> Economy Entrepreneurship Management of SME Ecology Agriculture
10	Past Experience of the trainers:		More than 15 years
11	Initial training of trainers and used techniques		<ul style="list-style-type: none"> Information participants with the curriculum's content and structure and Demonstration of the mobile app/ portal Blended learning



			<ul style="list-style-type: none"> • Gathering of feedback.
12	Blended learning implementation		So far successful implementation of the process, till now Registered users of the portal > 200 (all BG partners) + minimum 20 on EU level (all BG partners) in 5 institution
13	Average percentage face to face training		20%
14	Average percentage e-learning		80%
15	Average time spent for (self-) and final assessments		Not yet completed, till now approx. 4 hours
16	Average time of individual support provided per learner		2 hours per week so far
17	Feedback on use of the e-learning platform		<ul style="list-style-type: none"> • Easy navigation • Easy to follow up • Appropriate design • Usability and accessibility achieved
18	Level of satisfaction of the organization of training		Overall very high level of satisfaction from the training organisation, training execution and support provided by the trainers.
19	Participants motivation and engagement		The participant motivation and engagement was high.
20	Delivery of the content of the modules (if any encountered problems have been faced)		There were no encountered problems by the participants.
21	Usefulness/Applicability of the modular content		Piloting participants were very satisfied from the usefulness and applicability of the modular content with regards to their daily work and planned future plans for extension of their eco-farming business.
22	Classification the modules by the intensity of interest/usefulness expressed by the learners		<p>We can classify the modules based on their intensity of use as following:</p> <ol style="list-style-type: none"> 1. Module 1: Understanding entrepreneurship in eco-farming; 2. Module 5: Training and mentoring support 3. Module 4: Access to finance and markets 4. Module 2: Entrepreneurship dynamics 5. Module 7: Social entrepreneurship 6. Module 3: Entrepreneurial and managerial challenges in eco-farming 7. Module 6: Legislation in eco-farming
23	Additional content needed		There was no mentions about the need for additional content to be added.
24	Irrelevant content encountered if any?		No
25	Reached impact on learners		The particioants point out that the realized activities were an opportunity to fight against youth unemployment. We have covered the lack of managerial knowledge, skills and competences.
26	Reached impact onto the National VET system		All necessarily steps towards official accreditation were implemented and the project curricula and course programme together with the assessment standard are now official recognized by the educational authorities (NAVET), which will support and enable their future exploitation.
27	Recommendations		We have establish new sustainable cooperation structure in



	towards further use of the project deliverables		Bulgaria as part of the National expert advisory committees, which were involved during all stages of the planning, development, implementation, accreditation, sustainability, dissemination, exploitation and mainstreaming of project deliverables.
28	Others		N/A

Bulgaria

Piloting coordinator: EcologyKM / Country: Bulgaria

No.	Questions/data	No.	Comments
1	Number of piloters	12	*
2	Age average	18-45	*
3	Occupation of piloters		<ul style="list-style-type: none"> • VET learners (aged 16-29) – eco-farmers • Existing eco-farmers • Young entrepreneurs in the eco-farming sector
4	Period of piloting		November 2020 – March 2021
5	Induction training organisation		December 2020 – completed Informative meeting with pedagogical staff in order to be acknowledged with the project's modules and on-line platform were organised. VET centers attracted by the ECOFAR curriculum are VET center of Economics Academy "D.A.Tsenov", Svishtov, Bulgaria; UARD, Plovdiv, Bulgaria; Forestry University - Sofia, Bulgaria; Sofia University "St. Kliment Ohridski", Bulgaria; Private School "Sunny Ray", Plovdiv, Bulgaria; First Private School "Leonardo Da Vinci", Ruse, Bulgaria and University of Ruse Angel Kanchev, etc.
6	Training structure and agenda		<ul style="list-style-type: none"> • Familiarize participants with the curriculum's content and structure • Demonstration of the mobile app/ portal • Registration of the users • Overview through the participant handouts • Individual support provision during blended learning provision with VET learners trainees from Stara Zagora, Plovdiv, Sofia, Svishtov, Ruse, etc. • Organisation of apprenticeship programme • Gathering of feedback: at the end of the piloting trainees need to complete the feedback evaluation questionnaires.
7	Used techniques (ppt, cases, videos etc.)		<ul style="list-style-type: none"> • Didactical guidance for the successful implementation of the training process • Highlighting the major aspects of each module • Clarifications on unknown terms and terminology • Provision of supportive visualized material – articles, diagrams, videos, case studies, meetings with successful entrepreneurs.
8	Number of trainers:		4
9	Occupation of trainers:		<ul style="list-style-type: none"> • Economy • Entrepreneurship • Management of SME • Ecology • Agriculture
10	Past Experience of the trainers:		More than 10 years
11	Initial training of trainers		<ul style="list-style-type: none"> • Explanation of the modalities of the piloting process and



	and used techniques		<p>its expected outcomes/impact/results</p> <ul style="list-style-type: none"> • Familiarize participants with the curriculum’s content and structure • Demonstration of the mobile app/ portal • Registration of the users • Support for the organisation of apprenticeship programme • Gathering of feedback: at the end of the piloting, trainers need to complete the feedback evaluation questionnaires
12	Blended learning implementation		So far successful implementation of the process
13	Average percentage face to face training		20%
14	Average percentage e-learning		80%
15	Average time spent for (self-) and final assessments		Not yet completed
16	Average time of individual support provided per learner		2 hours per week so far
17	Feedback on use of the e-learning platform		<ul style="list-style-type: none"> • Easy navigation • Easy to follow up • Appropriate design • Usability and accessibility achieved
18	Level of satisfaction of the organization of training		Overall very high level of satisfaction from the training organisation, training execution and support provided by the trainers.
19	Participants motivation and engagement		The participant motivation and engagement was high. Main reasons for that were related to the desire for additional acquisition of knowledge, skills and competences in the field of managerial and entrepreneurial skills, raising the qualification level, personal prestige and expressed interest towards innovations in the field of vocational training, which our project provided.
20	Delivery of the content of the modules (if any encountered problems have been faced)		There were no encountered problems by the participants.
21	Usefulness/Applicability of the modular content		As a summary we may conclude that the piloting participants were very satisfied from the usefulness and applicability of the modular content with regards to their daily work and planned future plans for extension of their eco-farming business.
22	Classification the modules by the intensity of interest/usefulness expressed by the learners		<p>Based on the pilots’ feedback, we can classify the modules based on their intensity of use as following:</p> <ol style="list-style-type: none"> 1. Module 1: Understanding entrepreneurship in eco-farming; 2. Module 5: Training and mentoring support 3. Module 4: Access to finance and markets 4. Module 2: Entrepreneurship dynamics 5. Module 7: Social entrepreneurship 6. Module 3: Entrepreneurial and managerial challenges in eco-farming 7. Module 6: Legislation in eco-farming
23	Additional content needed		There was no mentions about the need for additional content to be added.



24	Irrelevant content encountered if any?		No
25	Reached impact on learners		This project and its results definitely supported the further development of knowledge, skills and competences of young and existing eco-farming entrepreneurs. Thanks to the project and its activities we have enhanced the existing eco-farming and veterinary technicians' occupational profiles in Bulgaria via development and accreditation of extended joint qualification curricula. At the end of the piloting process, our participants are strongly working with regards to stabilization and improvement of the production capacity and growth of their eco-farming micro and small medium sized enterprises. The realized activities were an opportunity to fight against youth unemployment and to prevent potential bankruptcy of newly established and existing micro SMEs active in eco-farming. We have covered the lack of managerial knowledge, skills and competences of their managers. The realized mentoring programme, lasting between 60-70 hours in the period January – March 2021 was beneficial to confirm participants' skills and competences as well as to ensure their business success.
26	Reached impact onto the National VET system		The produced project results in Bulgaria covered the learning gap in terms of lack of provision of VET training materials in the field of management and entrepreneurship competencies acquisition. All necessarily steps towards official accreditation were implemented and the project curricula and course programme together with the assessment standard (which was implemented for the first time in Bulgaria in such format) are now official recognized by the educational authorities, which will support and enable their future exploitation. More than 10 VET centers in Bulgaria will be able to use the project results.
27	Recommendations towards further use of the project deliverables		We have establish new sustainable cooperation structure in Bulgaria as part of the National expert advisory committees, which were involved during all stages of the planning, development, implementation, accreditation, sustainability, dissemination, exploitation and mainstreaming of project deliverables. At the last stage of the project we have negotiated cooperation agreements, which will ensure the organisation of dedicated trainings on national level by using the project approbated results.
28	Others		N/A

Piloting coordinator: NAVET/ Country: Bulgaria

No.	Questions/data	No.	Comments
1	Number of piloters	78	Members NAVET's Expert Committee Participants in the National Refernet conference 12.11.2020
2	Age average	21-55	*
3	Occupation of piloters		<ul style="list-style-type: none"> Managers of VET centers, which organized courses in farming area Experts in farming filed with experience as an entrepreneurs Teachers and trainers



			<ul style="list-style-type: none"> • Authors and reviewers of State educational standards • Employers' organisations • Employees' organisations • Representatives from the Ministry of Agriculture, Food and Forestry
4	Period of piloting		November 2020 – March 2021
5	Induction training organization		December 2020 – completed Presentations about project objectives and achieved goals with participants from VET center "Harmonia" Sofia, VET center BGCPO, Tsarevo, VET center "Zlatani" Varna, University of forestry Sofia, Agricultural university, Plovdiv
6	Training structure and agenda		<ul style="list-style-type: none"> • Familiarize participants with project results and curriculum's content • Presenting two State educational standards developed in Units of learning outcomes • Emphasis on the importance of entrepreneurial skills of young farmers and the potential of the sector in the country
7	Used techniques (ppt, cases, videos etc.)		<ul style="list-style-type: none"> • Professional guidance for the successful implementation of the training process • Highlighting the major aspects of the new State educational standards • Clarifications on unknown terms and terminology • Provision of supportive visualized material – articles, diagrams, videos, case studies, examples from successful entrepreneurs
8	Number of presenters:		2
9	Occupation of presenters:		<ul style="list-style-type: none"> • Entrepreneurship • Management of SME • Ecology • Agriculture
10	Past Experience of the presenters:		More than 15 years
11	Used techniques and tools		<ul style="list-style-type: none"> • Explanation of the modalities of the piloting process and its expected outcomes/impact/results • Familiarize participants with the curriculum's content and structure • Demonstration for the organisation of apprenticeship programme • Gathering of feedback: at the end of the piloting, trainers need to complete the feedback evaluation questionnaires
12	Blended learning implementation		So far successful implementation of the process
13	Average percentage face to face training		20%
14	Average percentage e-learning		90%
15	Average time spent for (self-) and final assessments		Not yet completed
16	Average time of individual support provided per learner		2 hours per week so far
17	Feedback on use of the e-learning platform		<ul style="list-style-type: none"> • User friendly • Appropriate and modern design



			• Usability and accessibility achieved
18	Level of satisfaction of the organization of training		Overall very high level of satisfaction from the training organisation, training execution and support provided by the trainers.
19	Participants motivation and engagement		All participants are highly motivated.
20	Delivery of the content of the modules (if any encountered problems have been faced)		There were no encountered problems by the participants.
21	Usefulness/Applicability of the modular content		Piloting participants were very satisfied from the usefulness and applicability of the modular content with regards to their daily work and planned future plans for extension of their eco-farming business..
22	Classification the modules by the intensity of interest/usefulness expressed by the learners		We can classify the modules based on their intensity of use as following: <ol style="list-style-type: none"> 1. Module 1: Understanding entrepreneurship in eco-farming; 2. Module 5: Training and mentoring support 3. Module 4: Access to finance and markets 4. Module 2: Entrepreneurship dynamics 5. Module 7: Social entrepreneurship 6. Module 3: Entrepreneurial and managerial challenges in eco-farming Module 6: Legislation in eco-farming
23	Additional content needed		The learning material are complete, no need for additional content to be added.
24	Irrelevant content encountered if any?		No.
25	Reached impact on learners		The participants point out that the realized activities were an opportunity to get new knowledge and competences, especially managerial knowledge. Project results also supported the further development of competences of young and existing eco-farming entrepreneurs.
26	Reached impact onto the National VET system		Project results in Bulgaria covered the learning lack of provision of VET training materials in the field of eco-farming, and management and entrepreneurship competencies acquisition. We are make all necessarily steps towards official accreditation were implemented.
27	Recommendations towards further use of the project deliverables		We have establish new sustainable cooperation structure in Bulgaria as part of the National expert advisory committees.
28	Others		N/A



Slovenia

University of Maribor

CPI – Institute of the Republic of Slovenia for Vocational Education and Training

Piloting coordinator: Uni Maribor / Country: Slovenia

No.	Questions/data	No.	Comments
1	Number of piloters	30	<ul style="list-style-type: none"> 10 in Prekmurje region, existing farmers and young entrepreneurs in the eco-farming sector 20 VET learners (aged 16-19)
2	Age average	16-29	*
3	Occupation of piloters		<ul style="list-style-type: none"> VET learners (aged 16-19) Existing eco-farmers Young entrepreneurs in the eco-farming sector
4	Period of piloting		September 2020 – March 2021
5	Induction training organization		<p>December 2020 – completed</p> <ul style="list-style-type: none"> Explanatory meetings with pedagogical staff were organized, in order to acquaint them with the project's goals and substance (modules, on-line platform and mobile apps). Informative meetings with learners/young farmers and young entrepreneurs were organized, in order to familiarize them with all aspects of the project. Meetings were held with VET centers in the Prekmurje region and with the VET institution Biotehniška šola Maribor (Biotechnological School Maribor), who were interested in the ECOFAR curriculum.
6	Training structure and agenda		<p>Target group: young farmers – Prekmurje region – sample approx. 10 young farmers. In this target group we began piloting between January 2021 and February 2021. Two-day seminars (approx. 4 hour per day) were organized in the frame of pre-piloting. Between January and February 2020, we organized only blended learning/training, with the help of project-developed tools and mobile applications.</p> <p>2. Target group: students, of the Biotechnological School in Maribor. Sample: approx. 20 piloters, students approx. 19 years old. We began piloting between January and February 2021. We organized two-day online seminars in MS Teams environment (approx. 4 hour per day) in January 2021. Afterwards, the students worked independently, using the tools and mobile applications that were developed as part of the project ECOFAR.</p> <p>Structure and agenda</p> <ul style="list-style-type: none"> Inform participants about the structure and substance (content) of the curriculum Present the mobile app and online portal Provide individual support during blended learning with VET learners trainees from the Prekmurje region and from the Biotechnological School in Maribor Organise apprenticeship programme Gather feedback by means of a feedback evaluation questionnaire.
7	Used techniques (ppt,		<ul style="list-style-type: none"> Pointing out the key aspects of education modules



	cases, videos etc.)		<ul style="list-style-type: none"> • Providing explanations for new terminology • Visual materials • Meetings with other entrepreneurs • Mobile apps • Online platform
8	Number of trainers:		<ol style="list-style-type: none"> 1. One teacher/trainer (our former MSc. Student) 2. One teacher/trainer (our PhD student, who is a teacher in secondary school) 3. Two teachers/professor from the Biotechnological School in Maribor (secondary school) 4. Different other supporters
9	Occupation of trainers:		<ul style="list-style-type: none"> • Entrepreneurship • Science and technology • Ecology • Agriculture
10	Past Experience of the trainers:		Approx. 5-10 years
11	Initial training of trainers and used techniques		<p>Piloting, which we performed hybrid in two phases:</p> <p>Phase 1: Pre-Pilot Testing: young farmers from the Prekmurje region – sample approx. 10 young farmers. We began with piloting (WP5 – module 7) in September 2020 – October 2020. Two-day seminars (approx. 4 hour per day) were organized.</p> <p>Phase 2:</p> <ol style="list-style-type: none"> 1. Live/distance (MS Teams) training, in two days, every day approx. 4 hours 2. Blended learning/training with the help of tools and mobile applications developed as part of the project. <p>The main goals:</p> <ul style="list-style-type: none"> • Provide information about the piloting process and expected impact/results • Inform participants about the structure and substance (content) of the curriculum • Present the mobile app and online portal • Register new users • Support in the organisation of an apprenticeship programme • Gather feedback by means of a feedback evaluation questionnaire
12	Blended learning implementation		<ol style="list-style-type: none"> 1. Live/distance (MS Teams) training, two days, every day approx. 4 hours 2. Blended learning/training with the help of tools and mobile applications developed as part of the project.
13	Average percentage face to face training		Phase 1: 40% Phase 2: 20%
14	Average percentage e-learning		Phase 1: 60% Phase 2: 80%
15	Average time spent for (self-) and final assessments		Not yet completed
16	Average time of individual support provided per learner		Approx. 2 hours per week
17	Feedback on use of the		First preliminary information:



	e-learning platform and mobile apps		<ul style="list-style-type: none"> • Easy navigation • Attractive design • Good performance
18	Level of satisfaction of the organization of training		In general, participants were satisfied with the organisation and execution of the training.
19	Participants motivation and engagement		Motivation and engagement were high.
20	Delivery of the content of the modules (if any encountered problems have been faced)		No particular problems were encountered by the participants; because we planned and evaluated our activities very carefully, and tested them during the first phase of piloting.
21	Usefulness/Applicability of the modular content		Piloting participants were satisfied with the effectiiveness and applicability of the modular content in both phases of piloting, evaluation and assesment.
22	Classification the modules by the intensity of interest/usefulness expressed by the learners		<p>According to the pilots' feedback, the order of the modules by intensity of use is such:</p> <ol style="list-style-type: none"> 1. Module 1: Understanding entrepreneurship in eco-farming; (MAX) 2. Module 7: Social entrepreneurship; 3. Module 5: Training and mentoring support; 4. Module 3: Entrepreneurial and managerial challenges in eco-farming; 5. Module 4: Access to finance and markets; 6. Module 2: Entrepreneurship dynamics; 7. Module 6: Legislation in eco-farming (MIN).
23	Additional content needed		No desire or recommendation to include additional content was expressed.
24	Irrelevant content encountered if any?		No such reference was made.
25	Reached impact on learners		Learners pointed out that the results of the presented project strongly support the further development of knowledge, skills and competences of young and existing eco-farming entrepreneurs. At the end of the piloting process, the specific skills and knowledge from the field of eco-farming have increased; participants reported receiving quality information and knowledge, which are needed in order for an entrepreneur to be successful in the eco-farming business. The activities which were carried out served as an example in reducing youth unemployment and in the prevention of potential bankruptcy of newly established and existing micro SMEs active in eco-farming.
26	Reached impact onto the National VET system		<p>The created project results in Slovenia covered the learning gap with regard to provision of VET training materials in the field of management and entrepreneurship competencies acquisition.</p> <p>All required steps towards official accreditation were implemented and the project curricula and course programme together with the assessment standard are now recognized by CPI, Slovenian VET educational authorities, which will support and enable their future exploitation.</p>
27	Recommendations towards further use of the project deliverables		With the results of ECOFAR project we have established a new, sustainable cooperation structure in Slovenia as part of the National Expert Advisory Committee. During the final stage of the project, we have negotiated cooperation



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			agreements, which will help to ensure well prepared trainings at the national level through the use of project results.
28	Other		N/A



Turkey

Piloting coordinator: Çanakkale Onsekiz Mart University **Country:** TURKEY

No.	Questions/dqtq	No.	Comments
1*	Number of piloters	A number of 347 participants joined. The 78% of respondents were man and 22% of female.	Piloters were selected according to our piloting organization plan. They included young farmers, unemployed youth, educators and gatekeepers.
2**	Age average	The participants of the piloting organization were young farmers, unemployed young, educators, students and gatekeepers.	The age of participants was as follows: 61.1% aged 18-25; 28% aged 26-35; 6.9% aged 36-45; 3.5% aged 46-55 and 0.6% aged +55.
3	Occupation of piloters	1. Farmers 2. Students 3. Educators 4. Technician 5. Worker 6. Unemployed	103 educators, 20 young farmers, 165 students, 31 unemployed youngsters and 28 gatekeepers attended the piloting activities of ECOFAR project.
4	Period of piloting	November 2020-March 2021	November 2020 to March 2021.
5	Induction training organisation		December 2020 – completed Informative meeting with pedagogical staff in order to be acknowledged with the project's goals, contents, modules, on-line platform and mobile apps were organized. Presentations about project objectives and achieved goals with participants from Faculty of Agriculture (COMU), Faculty of Engineering (COMU), Social Science Vocational College (COMU), Technical Sciences Vocational College (COMU), Bayramiç directorate of national education, provincial directorate of agriculture (Kırklareli), Susurluk Vocational College (Bandırma Uni.), Namık Kemal University (Tekirdağ) etc.
6	Training structure and agenda		<ul style="list-style-type: none"> •Familiarize participants with the project outputs, training contents and curriculum •Introduction of the website, online platform and mobile application •Presentation of registration process •Creating a whatsapp and email group for the piloters to answer the questions easily •Gathering of feedback: will be done at the end of piloting
7	Used techniques (ppt, cases, videos etc.)		PowerPoint presentation, word documents of modules, videos and project flyers were used as training materials.
8	Number of trainers:	7	Prof. Ali Karabayır, Assoc. Prof. Mustafa Öğütçü, Asist. Prof. Baboo Ali and Fırat Alatürk and Lecturer Selçuk Birer were



			took part in the organization as a trainer.
9	Occupation of trainers:		Occupation of trainers are given in Table 2.
10	Past Experience of the trainers:		Experience of trainers are given in Table 2.
11	Initial training of trainers and used techniques		Introduction and explanation of all phases of the piloting process •Familiarization with the training contents •Explanation of the online platform and mobile app •Presentation of registration process
12	Blended learning implementation	A total of 13 of face to face sessions and 7 of online sessions were performed.	The COMU piloting organization included face to face, online and e-learning activities.
13	Average percentage face to face training	%65	Each session included 7 lessons and each lesson lasted approx. 20 minutes. A total of 21 face to face sessions were performed.
14	Average percentage e-learning	%35	Each session included 7 lessons and each lesson lasted approx. 20 minutes. A total of 10 online sessions were performed.
15	Average time spent for (self-) and final assessments	-	Approximately 2-3 hours.
16	Average time of individual support provided per learner		See: No 13, 14
17	Feedback on use of the e-learning platform		-Easy navigation -Easy to follow up -Appropriate design -Usability and accessibility achieved
18	Level of satisfaction of the organization of training		In general, all participants stated that they were satisfied with the training organization of the project.
19	Participants motivation and engagement		In general, all participants stated that they were motivated and engaged with the training organization of the project.
20	Delivery of the content of the modules (if any encountered problems have been faced)		There were no encountered problems during the piloting.
21	Usefulness/Applicability of the modular content		Participants who joined our training sessions declared that all modules and contents are enough to start ecological agriculture farming.
22	Classification the modules by the intensity of interest/usefulness expressed by the learners		Based on the pilots' feedback, we can classify the modules based on their intensity of use as following: 1. Module 1: Understanding entrepreneurship in eco-farming; 2. Module 2: Entrepreneurship dynamics 3. Module 4: Access to finance and markets 4. Module 3: Entrepreneurial and managerial challenges in eco-farming 5. Module 5: Training and mentoring support 6. Module 6: Legislation in eco-farming 7. Module 7: Social entrepreneurship,
23	Additional content needed		There were no additional content needed



			for piloting organization.
24	Irrelevant content encountered if any?		There were no irrelevant content encountered
25	Reached impact on learners		Participants stated that project results contributes to the development of VET students, young farmers, unemployed youth, educators and gatekeepers supported the further development of knowledge, skills and competences of young and existing eco-farming entrepreneurs.
26	Reached impact onto the National VET system		Enhanced the learning programme of pedagogical staffs, VET learners and gatekeepers education-training materials in the field of agri-entrepreneurship. Project results demonstrate that the educational materials prepared within the scope of the project will be useful and applicable for the National VET system. As the procedure takes less time, first of all, the created curriculum was adated to our LLP system, and developed an official course additional to current organic farming course. The course will be available in Turkish official lifelong learning system and will be accessible all-around Turkey through 987 Public Training Centers connected to Ministry of National Education. Regarding, the national VET system, the procedure is much stricter and takes more time, so, the official correspondence still continues.
27	Recommendations towards further use of the project deliverables		The course will be officially available all around Turkey through Public Training Centers.
28	Others	-	N/A

**The 61.1% includes 165 students aged 16-20 and 30 unemployed young people aged 16-29.*

***The detailed demographic data of the respondents who joined piloting organisation of ECOFAR project. The 61.1% of participants were 18-25, 28% of 26-35, 6.9% of 36-45, 3.5% of 46-55 and 0.6% of participants were over 55 years old. The 78.4% of respondents were male and 21.6% of were female. The 73.8% participants were married while the others were single. 29.7% of the participants joined in the pilot organization of the ECOFAR project were trainers, 5.8% - young farmers, 47.6% - students, 8.8% - unemployed young and 8.1% of gatekeepers. A 48.1, 31.7, 8.1, 7.8 and 4.3% of participants were high school, university, master, doctorate and primary school graduate, respectively.*



Table 1. Training structure and agenda.

Target Groups	Total Number (Planned)	Face to Face	Online	Total	*Sessions	Date
VET Trainers and teachers	At least 100	57	46	103	13	30/11/2020 01/12/2020 08/12/2020 26/12/2020 02/01/2021 03/01/2021 06/01/2021 06/01/2021 09/01/2021
Young Farmers	20	20	-	20	4	02/12/2020 04/12/2020
Students (16-20 years old)	150	57	108	165	9	02/12/2020 03/12/2020 04/12/2020 07/12/2020 09/01/2021
Young Unemployee (16-29 years old)	30	31	-	31	4	07/12/2020 03/12/2020
Gatekeepers	25	28	-	28	1	30/11/2020
Total Number	325	193	154	347	31	

*Each sessions includes seven lessons and each lessons are approx. 20 minutes.

Table 2. Characteristics of the trainers involved in training.

Trainers	Occupation	Age	Past experience of trainers
Ali Karabayır	Academician/COMU Department of Animal Science	49	More than 20 years
Mustafa Öğütçü	Academician / COMU Department of Food Engineering	38	More than 10 years
Baboo Ali	Academician / COMU Department of Farm Plants	42	More than 10 years
Fırat Alatürk	Academician / COMU Department of Farm Plants	35	More than 10 years
Selçuk Birer	Academician / COMU Bayramic Vocational College	37	More than 10 years
Fırat Arslan	R&D Unit member / Kocaeli Provincial Directorate of National Education	41	More than 10 years
Hasan Burçin Menteş	R&D Unit member / Kocaeli Provincial Directorate of National Education	42	More than 10 years



Greece

Piloting coordinator: EUFORA / Country: Greece

No.	Questions/data	No.	Comments
1	Number of piloters	15	*
2	Age average	18-40	*
3	Occupation of piloters		<ul style="list-style-type: none"> Existing eco-farmers Agri-entrepreneurs Adults, interested to become urban agrarians NEETs, low-skilled, long term unemployed
4	Period of piloting		November 2020 – March 2021
5	Induction training organisation		<p>December 2020 – completed</p> <p>Meetings with the responsible trainers took place well before the commencement of the trainings, in order to go through the project's modules and give a quick presentation of the on-line platform (all trainers had experience of working with Moodle). The training programme was selectively created from the existing modules, in accord with the actual needs of the trainees. In cases of low-skilled and NEET training, project modules were injected into the formal training of the school.</p> <p>Participating organisations comprise:</p> <ul style="list-style-type: none"> - Second Chance school of Syros (responsible for all 33 islands of the Cyclades) - Second Chance school of Heracleion in Crete - NATUEVO farm (Chios island)
6	Training structure and agenda		<ul style="list-style-type: none"> Presentation of the curriculum structure Presentation of the curriculum content Online demonstration of the mobile app and e-learning platform (registration and go-through) Provision of material handouts Conducting blended learning (online mainly but also in person in limited cases) due to COVID-19 protocols in education Feedback gathering after the completion of the trainings (online collection)
7	Used techniques (ppt, cases, videos etc.)		<ul style="list-style-type: none"> Customised preparation of the training material to fit the trainee level and interest. Introduction to the training material Emphasizing on the most important features per didactical module. Provision of guidance and explanations where required. Provision of supportive material (presentations, videos, case studies).
8	Number of trainers:		3
9	Occupation of trainers:		<ul style="list-style-type: none"> Agri-entrepreneurship Teachers Management of SME
10	Past Experience of the trainers:		5 - 10 years or more
11	Initial training of trainers		<ul style="list-style-type: none"> Introduction to the requirements of the piloting



	and used techniques		<p>procedure.</p> <ul style="list-style-type: none"> • Demonstration of curriculum's content and structure • Demonstration of the mobile app and e-learning platform (registration and go-through) • Feedback gathering after the completion of the trainings (online collection)
12	Blended learning implementation		Successful
13	Average percentage face to face training		10%
14	Average percentage e-learning		90%
15	Average time spent for (self-) and final assessments		2 hours
16	Average time of individual support provided per learner		1 hour / learner
17	Feedback on use of the e-learning platform		<ul style="list-style-type: none"> • Familiar hence easy browsing • Simple design • Easy to navigate through the content
18	Level of satisfaction of the organization of training		Very satisfied participants
19	Participants motivation and engagement		Due to the nature of the didactical material and the customization to fit the needs and interests of the trainee groups, motivation and engagement was high.
20	Delivery of the content of the modules (if any encountered problems have been faced)		No problems were reported or realised.
21	Usefulness/Applicability of the modular content		Both trainers and trainees were adequately satisfied with the usefulness and applicability of the modular content, which makes it very practical to "cut and paste" from the educational environment to real-life application in eco-farming business sector.
22	Classification the modules by the intensity of interest/usefulness expressed by the learners		<p>Based on the piloters' feedback, we can classify the modules based on their intensity of use as following:</p> <ol style="list-style-type: none"> 8. Module 1: Understanding entrepreneurship in eco-farming; 9. Module 6: Legislation in eco-farming 10. Module 4: Access to finance and markets 11. Module 3: Entrepreneurial and managerial challenges in eco-farming 12. Module 2: Entrepreneurship dynamics 13. Module 7: Social entrepreneurship 14. Module 5: Training and mentoring support
23	Additional content needed		Not requested
24	Irrelevant content encountered if any?		None remark
25	Reached impact on learners		<ul style="list-style-type: none"> • Enhanced knowledge, skills and competences of 5 adults via provision of further non-formal training in the field of agri-entrepreneurship. • Enhanced knowledge, skills and competences of 10 low skilled, low qualified, NEETs who attended the training.



26	Reached impact onto the National VET system		<ul style="list-style-type: none"> • Enhanced the learning programme of Adult (second-chance) education training materials in the field of agri-entrepreneurship. • More than 3 Second Chance schools in Greece, positioned in the 3 of the 6 biggest islands of Greece (dealing with more than 400 potential trainees yearly) will be able to use the project results.
27	Recommendations towards further use of the project deliverables		In Greece, the curriculum of VET centers and Second Chance schools, have not yet evolved to the point that the training they provide follows the contemporary needs of the market and the vision/requirements of the young entrepreneurs. Therefore, the need of further disseminating project results to this educational sector, is required.
28	Others		N/A



Materials

For the group learning sessions, the following materials will be made available by each partner:

- Course material
 - Participant handouts (PPTs, either printed or electronic)
 - Demonstration of the online learning platform and the mobile app
- Supporting hardware
 - Laptops/PCs
 - Smartphones/tablets
 - Beamer
 - Pens and paper (notepads)

To prepare for the group learning session, participants (trainers and trainees) will have to:

- Familiarize themselves with the curriculum's content and structure
- Read through the participant handouts
- Gather feedback: at the end of the piloting, trainers and trainees need to complete the feedback evaluation questionnaires, these must be made available in printed format

Equipment

Partners made the following equipment available to support the piloting:

PARTNERS	PCs: NUMBER, type, OS	Laptops: NUMBER, type, OS	Tablets: NUMBER, type, OS	Smartphones: NUMBER, type, OS
National Vocational School for Veterinary Medicine "Ivan Pavlov"	<i>20 PC, Windows</i>	<i>20 PC, Windows</i>	<i>5, Android</i>	All trainees used their own Smartphones (Android)
EcologyKM	<i>10 PC, Windows</i>	<i>20 PC, Windows</i>	<i>15, Android</i>	All trainees used their own Smartphones (Android)
National Agency for VET	<i>5 PC, Windows</i>	<i>5 PC, Windows</i>	<i>2, Android</i>	All trainees used their own Smartphones (Android)
University of Maribor and CPI – Cannakale Onsekiz Mart University	<i>15 PC, Windows</i>	<i>15 PC, Windows</i>	<i>20 Ipads, IOS</i>	30, different type, IOS and Android
Kocaeli İl Millî Eğitim Müdürlüğü	30	5	-	All trainees used their own Smartphones (IOS or Android)
EUFORA	1	2	10	All trainees used their own Smartphones (IOS or Android)



5. Analysis

National piloting was performed via iterative testing during the period between September 2020 and March 2021 in all partners countries, i.e., in Bulgaria, Slovenia, Greece and Turkey. We had to adapt our education to the situation by doing it as blended learning, and the introduction part was also carried out mainly online due to pandemic situation. So, the piloters were invited to assess developed learning material through in the project developed assessing materials, evaluate and improve the created training materials via the project's online collaborative learning portal and mobile app.

The piloters included:

- 512 VET learners, Apprenticeships, Existing eco-farmers, Young entrepreneurs in the eco-farming sector
- more than 28 VET trainers & educators (also many support staff cooperate with us) and more than 500 pedagogical staff via learning platform
- more than 200 VET centres who can providing further training
- SMEs active in eco-farming fields
- more than 50 Policy makers in the field of policy reform in VET in partner countries and in EU level.

The pilot plan incorporated the piloting methodology that should be followed in order to successfully organise the pilots in aforementioned countries, the descriptions of every pilot site, the number of persons involved, the time plan of the pilot phase, the results of the piloting in every country and evaluation questioners and assesment materials to gather feedback from the participants in the pilot phase. The collected feedback was instrumental in providing final analyses and results that was considered for further improvements and finalisation.

We gathered feedback from the learners, and improved the versions of the ECOFAR curriculum, training and course content material, assessment standards and mobile app in each participating country according to the piloting findings, following an iterative approach.

Some general data about number of piloters and trainers is in table below.

	Bulgaria	Slovenia	Turkey	Greece	Total
Number of piloters	110	30	347	15	512
Number of trainers	14	4+	7	3	28+
Face/e-learning	20/80	40/60 20/80	65/35	10/90	



6. Findings, Consolidated report

Despite the fact that we carried out the this project in completely unpredictable times and situations, we have nevertheless exceeded all the objectives set in the piloting process. We would like to highlighting only some of the key results, which are described in more detail in the individual national reports.

Feedback on use of the e-learning platform

Regarding the users' feedback concerning the e-learning platform, we can highlight the extremely positive attitude of almost all participants. The main common points gathered from their feedback include:

- Easy navigation
- Easy to follow up
- Appropriate design
- Usability and accessibility achieved
- Sistematically developed learning matherials
- All information in one place.

Level of satisfaction of the organization of training participants motivation and engagement

Thus, all training participants, as well as all participating institutions, expressed a high degree of satisfaction of the organization of the training. Reagrding this issue, we can sum um that:

- Overall, participants expressed a very high level of satisfaction with the training organisations, with the execution of trainings, and with the support provided by the trainers.
- Due to the nature of the didactic materials and the customization to fit the needs and interests of the trainee groups, motivation and engagement were high. The main reasons for this are related to the participants' desire for additional acquisition of knowledge, skills and competences in the field of managerial and entrepreneurial skills; to raising the qualification level; to personal prestige, and finally, to the expressed interest in innovations in the field of vocational training, which our project provided.

Usefulness/Applicability of the modular content

Piloting participants were convinced by the functionality and relevance of the modular content, and found it helpful and beneficial with regard to their daily work and also in the sense of their future plans for the extension of their eco-farming business.

Reached impact on learners / Reached impact onto the National VET system

Results of the project ECOFAR actively support the further development of knowledge, skills and competences of young and existing eco-farming entrepreneurs. Thanks to the project and its activities, we have enhanced the existing eco-farming occupational profiles in almost all partner countries via development and



accreditation of extended joint qualification curricula. At the end of the piloting process, our participants are working towards stabilization and improvement of the production capacity and growth of their eco-farming micro-, small- and medium-sized enterprises. The realized activities were an opportunity to fight against youth unemployment and to prevent potential bankruptcy of newly established and existing micro SMEs active in eco-farming. We have covered the lack of managerial knowledge, skills and competences of their managers. The mentoring programme, which lasted 40-70 hours (the duration varies across countries), and which was mainly carried out in the period between January and March 2021, improved the participants' skills and competences, and helped to ensure the success of their businesses.

The produced project results in all partners countries covered the learning gap in terms of lack of provision of VET training materials in the field of management and entrepreneurship competences acquisition.

All the necessary steps towards official accreditation were implemented. The project curricula, the course programme, and the assessment standard are now officially recognized by the respective education authorities, which will support and enable their future exploitation. More than 100 VET centers from all partners countries are able to use the project results, and more than 1000 different participants can now use project materials, the online platform, and the ECOFAR mobile application.

Recommendations towards further use of the project deliverables

We have established a new, sustainable cooperation structure in Bulgaria, Slovenia, Greece and Turkey as part of the National Expert Advisory Committees, which were involved during all stages of the planning, development, implementation, accreditation, sustainability, dissemination, exploitation and mainstreaming of project deliverables. At the final stage of the project, we have negotiated cooperation agreements, which will ensure the organisation of dedicated trainings on national levels, through the use of project results. In most cases, the curricula of VET centers and Second Chance schools have not yet evolved to a point at which the training they provide would indeed respond to the contemporary needs of the market and the visions/requirements of young entrepreneurs. Consequently, there is a need to further disseminate the project's results in this educational sector. However, we have already taken a major step in this direction in this project, which will certainly increase interest and progress at all levels.

With the results of ECOFAR project we have established a new, sustainable cooperation structure in all partners countries as part of the National Expert Advisory Committee. During the final stage of the project, we have negotiated cooperation agreements, which will help to ensure well prepared trainings at the national level through the use of project results.



7. Conclusions

Results of the project ECOFAR actively support the further development of knowledge, skills and competences of young and existing eco-farming entrepreneurs. Thanks to the project and its activities, we have enhanced the existing eco-farming occupational profiles in almost all partner countries via development and accreditation of extended joint qualification curricula. At the end of the piloting process, our participants are working towards stabilization and improvement of the production capacity and growth of their eco-farming micro-, small- and medium-sized enterprises. The realized activities were an opportunity to fight against youth unemployment and to prevent potential bankruptcy of newly established and existing micro SMEs active in eco-farming. We have covered the lack of managerial knowledge, skills and competences of their managers. The mentoring programme, which lasted 40-70 hours (the duration varies across countries), and which was mainly carried out in the period between January and March 2021, improved the participants' skills and competences, and helped to ensure the success of their businesses.

	Bulgaria	Slovenia	Turkey	Greece
Face/e-learning	20/80	40/60 20/80	65/35	10/90

However, due to the conditions which were a result of the COVID-19 pandemic, there arose an additional need for different forms of education, i.e., blended learning, which we have already taken into account when planning and registering the project. We found that although different face-to-e-learning ratios were used in different partner countries, most used distance training as a primary form of training. The research thus shows that the proposed amount of face-to-face training is indicative 20%, and the remaining 80% should be carried out remotely. Only the implementation in Turkey and partly in Slovenia departs from this. In Slovenia, this was mainly because part of the pilot research was carried out before the pandemic.