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Addressing the Regional Labour Market Needs through Development and Certification of New Programs for Adult Education

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Intellectual Output 3

Adult Education Programme for South East Region
in Republic of Macedonia

Use of ICT skills and knowledge in agriculture and organic production

Skopje, Bucharest, Bonn

2017



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Introduction

The Adult Education programme *Use of ICT skills and knowledge in agriculture and organic production* was developed as an intellectual output in the frame of the project Addressing the Regional Labour Market Needs (Adult – Reg) through Development and Certification of New Programmes for Adult Education, funded by the Erasmus+ Programme of the European Union. The project is part of the KA2 Strategic Partnership programme delivered through National Agency for European educational programmes and mobility.

The project is implemented by Lifelong Learning Center from Skopje Macedonia in partnership with Euro Adult Education Association from Bucharest Romania, DVV International from Bonn Germany, Community Development Institute from Tetovo Macedonia, Open Civic University Joska Svestarot from Strumica Macedonia, "Gheorghe Sincai" Bihor County Library from Oradea Romania, and Popular Art School from Ramnicu Valcea Romania.

The Adult Education programme *Use of ICT skills and knowledge in agriculture and organic production*, is one of eight Adult Education Programmes which were developed as a result to prior assessment of labour market needs in four regions in Macedonia and Romania including the South East Region, which this programme is aimed for. The assessment has provided on time and reliable inputs in identification of the Adult Education Programmes relevant to the specific requirements for the labour market needs in South East region.

Development of this Adult Education Programme is done by professionals from three countries Macedonia, Romania and Germany. Their role was to structure, develop, review and finalise the programme.

The programme is in piloting phase and certification process.

The expertise on ICT, Organic production and funding possibilities was provided from Vasil Grozdanoski, Prof. Biljana Atanasova PhD and MS. Maja Lazareska. The development of the final programme including reviews, improvements and completion was provided by the expertise on Adult Education from Lifelong Learning Center, Euro Adult Education Association and DVV International.

I	Programme Title		Use of ICT skills and knowledge in agriculture and organic production	
II	Description of the programme			
	<p>This programme is designed for persons who want to learn how to use ICT skills and knowledge for their agriculture production and make their everyday life easier and more productive. The programme will help agricultural workers to use ICT Technology, Applications and Networks and connect with Institutions. Users will also develop the following skills after they learn how to use the ICT skills necessary to understanding and identifying EU Funds for Rural Development - Instrument for Pre-Accession Assistance for Rural Development (IPARD).</p> <p>The program, as well refers to introduction to the management, main characteristics and implementation of available funds under the Instrument for Pre-Accession Assistance for Rural Development (IPARD) of the EU and its importance in the country. In addition, the program will enable the participants to identify successful project ideas in due time, be informed about the current calls for proposals and overcome any difficulties in developing and submitting their project applications. The participants will be able to understand and identify EU Funds for Rural Development (IPARD) and Introduction to the availability of IPARD 2 programme and EU programmes; The program will Introduce and practical application to formulate and develop project ideas and familiarization with the criteria for application for IPARD funds; Drafting the business plan and budget in compliance with the EU requirements and presentation of examples of best practices will be included as well.</p>			
III	Learning outcomes			
	Modules	Outcomes		
	1 General ICT knowledge	Users will learn how to: <ul style="list-style-type: none"> • Recognize the opportunities offered by the computer • Get familiar with the basic ICT skills • Know how to use Internet 		

- Know how to use e-mail
- Use search engines
- Enable the user to create the following, by using the tools of the MS Office package:
- Use social networks
- Word document (writing text, formatting, editing a table, picture)
- Excel tables (formatting, using formulas and functions for mathematical and other kind of calculations, inserting different types of graphs)
- Power Point presentation (selection of presentation elements, inserting animations, time setting of the slides in the presentation)
- Know how to use online forums
- Know how to register and fill online applications
- Use financial tools

2 ICT Tools and Applications for improvement of agriculture production

Users will learn how to:

- Know how to use smartphone
- Improved utilization of mobile applications
- Use 3G/4G on their mobile phones
- Use mobile applications to text and use messaging apps
- Know how to use mobile applications for weather
- Know how to use mobile applications for texting
- Know how to use GPS navigation
- Receive notifications and newsletters for latest Agriculture trends
- Understanding, knowledge and skills for application of the techniques for organic production.
- Acquire skills for the basic tenets of conversion, certification and organic production based on the law and current regulations in the country

- Soil Sampling (Collecting soil samples, using GPS and mapping software)
- Tracking Livestock (location of animals on a large farm can be monitored by GPS transmitters attached to the animals collar)
- Work during low visibility field conditions such as rain, dust, fog, and darkness.

3 Project design and application at EU funds

Users will learn how to:

- Visit websites which have the latest funding possibilities
- Join the EIP-AGRI network
- Receive newsletters with funding possibilities
- Join networks and forums for better understanding funding possibilities
- The new architecture of the 2014-2020 funding programmes;
- The IPARD 2 operating programme and rules for participation in the programmes;
- The project conception according to the requirements of the IPARD programme;
- Co-financing principle;
- The setting-up and preparation of application;
- The setting-up of an estimated eligible budget;
- Development of a business plan /Technical Project Proposal;
- The method and criteria of the selection process;
- The implementation of the grant application;
- Approval of payment and Ex post controls

IV

Target groups

- General public
- Cooperatives
- People who want to learn how to use computers in everyday life
- People who are planning to use advanced ICT Agriculture technologies (E-Agriculture)
- Cooperative and any legal entity which is registered in the Farm Registry established within MAFWE
- Individual agriculture producers,
- Agricultural holdings,
- Agriculture cooperatives,
- Food industry, rural economic operators,
- Rural entrepreneurs,
- Rural population as a whole
- Potential Recipients of IPARD Programme (Agriculture holding registered in the FARM register; Cooperative which is registered as such in the Central registry according to Law on cooperatives; Legal entities which are registered in the Central registry as legal entities according to Law on trade companies in the range of SMEs; rural municipalities; Public enterprise for management of forests; Public enterprise for management of pastures; Persons who are registered as living in rural area or have registered economic activity in the rural area Legal entities which are registered in the Central registry in the range of micro and small Enterprises)

V	Modules	
	1	Title of the module one
	<p>General ICT knowledge</p> <p>1.1 Learning outcomes (list)</p> <p>Users will be able to:</p> <ul style="list-style-type: none"> • Recognize the opportunities offered by the computer • Get familiar with the basic ICT skills • Know how to use Internet • Know how to use e-mail • Use search engines • Enable the user to create the following, by using the tools of the MS Office package: <ul style="list-style-type: none"> • Use social networks • Word document (writing text, formatting, editing a table, picture) • Excel tables (formatting, using formulas and functions for mathematical and other kind of calculations, inserting different types of graphs) • Power Point presentation (selection of presentation elements, inserting animations, time setting of the slides in the presentation) • Know how to use online forums • Know how to register and fill online applications • Use financial tools 	
	<p>1.2 Indicators (if necessary)</p> <p>Process, Outcome and Impact indicators are applicable to this module:</p> <p>Process indicators</p> <ol style="list-style-type: none"> 1. Number of farmers supplied with previous ICT courses 2. Number of community awareness meetings conducted 	

- 3. Number of advanced machines
- 4. Number of farmers enrolled in crop insurance

Outcome indicators

- 1. Proportion of use of ICT technology and mobile applications used (before/ after)
- 2. Percentage of E-Agriculture used as opposed to earlier

Impact indicators

- 1. Employment rates of the region
- 2. Prevalence of advanced machines for agriculture production

1.3 Time required

The time to implement the module is distributed in the following way:

Practical input	6 hours
Theoretical Input	12 hours
Evaluation	2 hours
Total Number of Hours:	20 hours

1.4 Compulsory

Presence of at least 3/4 of the lectures

Methodology:

- Lecture
- Exercises in small groups and pairs
- Practical problems solving
- Debate
- Individual lessons

- | | | | | |
|---------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------|
| <input checked="" type="checkbox"/> Presentations | <input checked="" type="checkbox"/> Individual work | <input type="checkbox"/> Exposition method | <input type="checkbox"/> Group discussions | <input checked="" type="checkbox"/> Home learning |
| <input checked="" type="checkbox"/> Visualisation | <input checked="" type="checkbox"/> Case studies | <input checked="" type="checkbox"/> Practical learning on the spot | <input type="checkbox"/> Classification exercises | <input type="checkbox"/> Production of essays |
| <input checked="" type="checkbox"/> Video Presentations | <input type="checkbox"/> Role play | <input type="checkbox"/> Workshops | <input type="checkbox"/> Identification exercises | <input type="checkbox"/> Laboratories |
| <input checked="" type="checkbox"/> Peer reviews | <input checked="" type="checkbox"/> Analyses of examples | <input type="checkbox"/> Testimonials of practitioners | <input type="checkbox"/> Mentoring provided by professionals | <input checked="" type="checkbox"/> Quiz |
| <input type="checkbox"/> Curriculum | <input checked="" type="checkbox"/> Interactive board | <input type="checkbox"/> Monitoring | <input checked="" type="checkbox"/> Simulations | <input checked="" type="checkbox"/> Self-directed learning |
| <input checked="" type="checkbox"/> Survey | <input checked="" type="checkbox"/> Electronic testing | | | |

Equipment:

- | | | | | |
|------------------------------------------------------------------|----------------------------------------------|---------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------|
| <input checked="" type="checkbox"/> LCD-projector | <input checked="" type="checkbox"/> Computer | <input checked="" type="checkbox"/> Tablets | <input checked="" type="checkbox"/> Internet connection | <input checked="" type="checkbox"/> Flipchart |
| <input checked="" type="checkbox"/> Markers in different colours | <input type="checkbox"/> A4 sheets | <input type="checkbox"/> Metaplans | <input type="checkbox"/> Pens | <input type="checkbox"/> Whiteboard |
| <input type="checkbox"/> Tape | <input type="checkbox"/> Folders | <input type="checkbox"/> Cards | <input type="checkbox"/> Interne | <input type="checkbox"/> Paper clips |
| <input type="checkbox"/> Pictures/ Drawings | <input type="checkbox"/> Textbooks | <input type="checkbox"/> Brochures | <input type="checkbox"/> Workbook/ diary | <input type="checkbox"/> teaching materials prepared by the trainer |
| <input type="checkbox"/> Magazines and brochures | <input type="checkbox"/> Interactive board | <input type="checkbox"/> Stickers | | |

Assessment:

- | | | |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Knowledge/ proficiency tests | <input checked="" type="checkbox"/> Electronic test | <input checked="" type="checkbox"/> Final test |
| <input checked="" type="checkbox"/> Problem solving | <input checked="" type="checkbox"/> Working in groups and simulations | |
| <input checked="" type="checkbox"/> Application of knowledge through practical examples | | |
| <input checked="" type="checkbox"/> Onsite skills testing | <input checked="" type="checkbox"/> Simulations | <input checked="" type="checkbox"/> Homework |
| <input checked="" type="checkbox"/> Group exercises | <input checked="" type="checkbox"/> Questionnaires | <input checked="" type="checkbox"/> Practical exercises |
| <input type="checkbox"/> Expert hearings | <input type="checkbox"/> Projects | <input type="checkbox"/> Spoken examination |
| <input type="checkbox"/> Role play | <input type="checkbox"/> Logs | <input checked="" type="checkbox"/> Quiz |
| <input type="checkbox"/> Teaching sheets | <input type="checkbox"/> Personal interviews | |
| <input checked="" type="checkbox"/> Check if learners know how to use the tools required | <input checked="" type="checkbox"/> Check if learners know how to use ICT tools and applications | <input checked="" type="checkbox"/> Check if learners know how to improve their agriculture production with help of ICT |

1.5 Topic 1

Basics of Operating Systems and Internet

Description:

- Basic computer terms
Users will be able to know what a computer is, learn about the Hardware organization of a computer, what is Microprocessor, what is the computer memory for, get familiar with communication units and peripheral devices
- Operating System (Windows and/ or Linux)
- Users will be able to know the usage and adjustment of the user interface, BASICS, Icons and objects, Windows, Control panels, Other adjustments, know what are folders and how to work with folders, Organization of the data system, using Internet Explorer, Working with external memories, Working with Folders, files and objects, Searching folders and files, Basic terms in working with networks, Definition of resources, Computer networks and Internet, System security maintenance, System maintenance, security regimes (Safe Mode), Programs for system maintenance, Data security, Windows programs- Notepad, WordPad, Paint, Clipboard, MS- DOS commands and programs
- Internet
Basics, What the Internet is? Why is it used?, Concept of the Internet, Internet/ Intranet, Internet access, Using Web browsers, working with WWW, Searching through the Internet (surfing)
- E- mail
Configuration of an e- mail client, Syntax of an e- mail address, Organization of e- mail messages in folders, Creation, sending, receiving, answering and forwarding e- mail, Using the address book, E- mail attachments, E- mail security, Digital signatures, Using the Internet e- mail, FTP server and FTP client
Programs for compression and de- compression, Danger of viruses

1.6 Topic 2

Office package: Word processing, Spreadsheet processing, Presentation software

Description:

I. Word processing:

Working area and opportunities of this program/ starting, opening and old document, saving and exiting from the program/ changing fonts, sizes and types/ paragraph, types, formatting paragraphs/ page numbering/ header and footer/ copying text, change/ choosing tools which will be displayed (quick selection tools)/ creating numbered and marked lists/ page formatting, size and margins/ bulleting and numbering/ inserting tables/ formatting tables in Word/ manipulation with table cells/ inserting images/ drawing in word/ printing a document/ page parameters/ reviewing documents before printing/ setting printing parameters.

II. Spreadsheet processing:

Starting and exiting the programme Excel/ Overlook of the working window/ Working with documents (book)/ formatting a working sheet/ inserting data into a working sheet/ selecting and movement of a working sheet/ cell selection/ rows and columns selection/ changing the size of the rows and columns/ copying, moving and deleting cells/ cell formatting (selection of font, style, size, colour, underlining, effects)/ defining of the format of different categories of data/ lining data (alignment)/ borders/ selection of cell background (pattern)/ using formulas and basic functions/ basic mathematical operations (summing- SUM, minimal value- MIN, maximal value- MAX, middle value- AVERAGE, crating graphs of the type pie, line, bar, column)

III. Presentation software:

Starting and exiting the program Power Point/ Overlook of the working window/ starting, opening and old document, saving and exiting from the program/ basic elements of a presentation (slide layout, slide design, slide transition)/ inserting slide animation. Time setting of the slides presentation.

2	Title of the module two	ICT Tools and Applications for improvement of agriculture production
2.1	Learning outcomes (list)	Users will be able to: <ul style="list-style-type: none"> • Know how to use smartphone • Improved utilization of mobile applications • Use 3G/4G on their mobile phones • Use mobile applications to text and use messaging apps • Know how to use mobile applications for weather • Know how to use mobile applications for texting • Know how to use GPS navigation • Receive notifications and newsletters for latest Agriculture trends • Understanding, knowledge and skills for application of the techniques for organic production. • Acquire skills for the basic tenets of conversion, certification and organic production based on the law and current regulations in the country • Soil Sampling (Collecting soil samples, using GPS and mapping software) • Tracking Livestock (location of animals on a large farm can be monitored by GPS transmitters attached to the animals collar) • Work during low visibility field conditions such as rain, dust, fog, and darkness.
2.2	Indicators (if necessary)	Process indicators <ol style="list-style-type: none"> 1. Number of farmers supplied with previous ICT courses 2. Number of community awareness meetings conducted 3. Users who want to use ICT skills in their everyday life and agriculture production
2.3	Time required	Lectures (theoretical teaching) – 24 hours; Practical work/ work in groups/ practical exercises – 12 hours.

Practical input	12 hours
Theoretical Input	24 hours
Evaluation	2 hours
Total Number of Hours:	38 hours

2.4 Compulsory

yes / Presence of at least 3/4 of the lectures

Methodology:

- | | | | | |
|---------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------|
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Exercises in small groups and pairs | <input checked="" type="checkbox"/> Practical problems solving | <input type="checkbox"/> Debate | <input type="checkbox"/> Individual lessons |
| <input checked="" type="checkbox"/> Presentations | <input checked="" type="checkbox"/> Individual work | <input type="checkbox"/> Exposition method | <input type="checkbox"/> Group discussions | <input checked="" type="checkbox"/> Home learning |
| <input checked="" type="checkbox"/> Visualisation | <input checked="" type="checkbox"/> Case studies | <input checked="" type="checkbox"/> Practical learning on the spot | <input type="checkbox"/> Classification exercises | <input type="checkbox"/> Production of essays |
| <input checked="" type="checkbox"/> Video Presentations | <input type="checkbox"/> Role play | <input type="checkbox"/> Workshops | <input type="checkbox"/> Identification exercises | <input type="checkbox"/> Laboratories |
| <input checked="" type="checkbox"/> Peer reviews | <input checked="" type="checkbox"/> Analyses of examples | <input type="checkbox"/> Testimonials of practitioners | <input type="checkbox"/> Mentoring provided by professionals | <input checked="" type="checkbox"/> Quiz |
| <input type="checkbox"/> Curriculum | <input checked="" type="checkbox"/> Interactive board | <input type="checkbox"/> Monitoring | <input checked="" type="checkbox"/> Simulations | <input checked="" type="checkbox"/> Self-directed learning |
| <input checked="" type="checkbox"/> Survey | <input checked="" type="checkbox"/> Electronic testing | | | |

Equipment:

- | | | | | |
|------------------------------------------------------------------|----------------------------------------------|---------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------|
| <input checked="" type="checkbox"/> LCD-projector | <input checked="" type="checkbox"/> Computer | <input checked="" type="checkbox"/> Tablets | <input checked="" type="checkbox"/> Internet connection | <input checked="" type="checkbox"/> Flipchart |
| <input checked="" type="checkbox"/> Markers in different colours | <input type="checkbox"/> A4 sheets | <input type="checkbox"/> Metaplans | <input type="checkbox"/> Pens | <input type="checkbox"/> Whiteboard |
| <input type="checkbox"/> Tape | <input type="checkbox"/> Folders | <input type="checkbox"/> Cards | <input type="checkbox"/> Interne | <input type="checkbox"/> Paper clips |
| <input type="checkbox"/> Pictures/ Drawings | <input type="checkbox"/> Textbooks | <input type="checkbox"/> Brochures | <input type="checkbox"/> Workbook/ diary | <input type="checkbox"/> teaching materials prepared by the trainer |
| <input type="checkbox"/> Magazines and brochures | <input type="checkbox"/> Interactive board | <input type="checkbox"/> Stickers | <input type="checkbox"/> | <input type="checkbox"/> |

Assessment:

- | | | |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> Knowledge/ proficiency tests | <input checked="" type="checkbox"/> Electronic test | <input checked="" type="checkbox"/> Final test |
| <input checked="" type="checkbox"/> Problem solving | <input checked="" type="checkbox"/> Working in groups and simulations | |
| <input checked="" type="checkbox"/> Application of knowledge through practical examples | | |
| <input checked="" type="checkbox"/> Onsite skills testing | <input checked="" type="checkbox"/> Simulations | <input checked="" type="checkbox"/> Homework |
| <input checked="" type="checkbox"/> Group exercises | <input checked="" type="checkbox"/> Questionnaires | <input checked="" type="checkbox"/> Practical exercises |
| <input type="checkbox"/> Expert hearings | <input type="checkbox"/> Projects | <input type="checkbox"/> Spoken examination |

- | | | |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Role play | <input type="checkbox"/> Logs | <input checked="" type="checkbox"/> Quiz |
| <input type="checkbox"/> Teaching sheets | <input type="checkbox"/> Personal interviews | |
| <input checked="" type="checkbox"/> Check if learners know how to use the tools required | <input checked="" type="checkbox"/> Check if learners know how to use ICT tools and applications | <input checked="" type="checkbox"/> Check if learners know how to improve their agriculture production with help of ICT |

2.5 Topic 1 title

Organic production

Description:

- Introduction to organic agriculture; Organic food and legislation. Versatility of organic agriculture; Standards and laws of organic food production.
- Step by step conversion to organic agriculture; Impact of organic production on the environment.
- Innovative methods for the management of agronomic practices and plant protection in organic production; Fertilizers allowed in organic production, pests, diseases and weeds, alternatives to copper fungicides, soil fertility
- Bio-pesticides - concept, role, significance and use in organic production; Secondary metabolites and natural defences of plants.
- Identification of new sources of organic fertilizers, adaptation of conservation agriculture techniques to organic systems, development of improved inter-sowing and under-sowing systems, development of more precise and easy-to-use forecasting tools.
- Certification of organic production; Developing marketing, allowances and consumers of organic production.

2.6 Topic 2 title

Mobile applications and automated systems in agriculture production

Description:

- What Are Mobile Applications?
- Wireless technologies,
- Global Positioning System (GPS),
- Geographic information systems,
- Computer-controlled devices (automated systems),
- Smartphone mobile apps in Agriculture,
- RFID (Radio-Frequency Identification)

3

Title of the module three

Project design and application at EU funds

2.1 Learning outcomes

Participants will:

- be enabled To have consistency in addressing and formulating the project ideas
- have General knowledge for availability of IPARD funds in the Country
- Know how to fulfil the application for IPARD funding
- Know how to develop a Business Plan for the proposed project.
- Know The new architecture of the 2014-2020 funding programmes;
- Able to understand The IPARD 2 operating programme and rules for participation in the programmes;
- know project conception according to the requirements of the IPARD programme;
- Understand Co-financing principle;
- Able to use setting-up and preparation of application;

- Understand the setting-up of an estimated eligible budget;
- Develop of a business plan /Technical Project Proposal;
- Know the method and criteria of the selection process;
- Know implementation of the grant application;
- Understand Approval of payment and Ex post controls

2.2 Indicators

- Number of projects supported
- Number of enterprises performing modernisation projects
- Number of jobs created

2.3 Time required

Time required for implementation of the module is

Practical input	8 school hours;
Theoretical Input	24 school hours
Evaluation	2 school hours
Total Number of Hours:	34 school hours

2.4 Compulsory

Presence of at least 3/4 of the lectures

Methodology:

- | | | | | |
|---------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------|
| <input checked="" type="checkbox"/> Lecture | <input checked="" type="checkbox"/> Exercises in small groups and pairs | <input checked="" type="checkbox"/> Practical problems solving | <input type="checkbox"/> Debate | <input type="checkbox"/> Individual lessons |
| <input checked="" type="checkbox"/> Presentations | <input checked="" type="checkbox"/> Individual work | <input type="checkbox"/> Exposition method | <input checked="" type="checkbox"/> Group discussions | <input checked="" type="checkbox"/> Home learning |
| <input type="checkbox"/> Visualisation | <input checked="" type="checkbox"/> Case studies | <input checked="" type="checkbox"/> Practical learning on the spot | <input type="checkbox"/> Classification exercises | <input type="checkbox"/> Production of essays |
| <input checked="" type="checkbox"/> Video Presentations | <input type="checkbox"/> Role play | <input type="checkbox"/> Workshops | <input type="checkbox"/> Identification exercises | <input type="checkbox"/> Laboratories |
| <input type="checkbox"/> Peer reviews | <input checked="" type="checkbox"/> Analyses of examples | <input type="checkbox"/> Testimonials of practitioners | <input type="checkbox"/> Mentoring provided by professionals | <input checked="" type="checkbox"/> Quiz |
| <input type="checkbox"/> Curriculum | <input checked="" type="checkbox"/> Interactive board | <input type="checkbox"/> Monitoring | <input checked="" type="checkbox"/> Simulations | <input checked="" type="checkbox"/> Self-directed learning |
| <input checked="" type="checkbox"/> Survey | <input checked="" type="checkbox"/> Electronic testing | | | |

Equipment and materials:

- | | | | | |
|------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------|
| <input checked="" type="checkbox"/> LCD-projector | <input checked="" type="checkbox"/> Computer | <input checked="" type="checkbox"/> Tablets | <input checked="" type="checkbox"/> Internet connection | <input checked="" type="checkbox"/> Flipchart |
| <input checked="" type="checkbox"/> Markers in different colours | <input type="checkbox"/> A4 sheets | <input type="checkbox"/> Metaplans | <input type="checkbox"/> Pens | <input type="checkbox"/> Whiteboard |
| <input type="checkbox"/> Tape | <input type="checkbox"/> Folders | <input type="checkbox"/> Cards | <input type="checkbox"/> Internet | <input type="checkbox"/> Paper clips |
| <input type="checkbox"/> Pictures/ Drawings | <input type="checkbox"/> Textbooks | <input checked="" type="checkbox"/> Brochures | <input type="checkbox"/> Workbook/ diary | <input type="checkbox"/> teaching materials prepared by the trainer |
| <input type="checkbox"/> Magazines and brochures | <input type="checkbox"/> Interactive board | <input checked="" type="checkbox"/> Stickers | | |

Assessment:

- | | | |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Knowledge/ proficiency tests | <input type="checkbox"/> Electronic test | <input checked="" type="checkbox"/> Final test |
| <input checked="" type="checkbox"/> Problem solving | <input checked="" type="checkbox"/> Working in groups and simulations | |
| <input checked="" type="checkbox"/> Application of knowledge through practical examples | | |
| <input checked="" type="checkbox"/> Onsite skills testing | <input type="checkbox"/> Simulations | <input type="checkbox"/> Homework |
| <input checked="" type="checkbox"/> Group exercises | <input checked="" type="checkbox"/> Questionnaires | <input checked="" type="checkbox"/> Practical exercises |
| <input type="checkbox"/> Expert hearings | <input checked="" type="checkbox"/> Projects | <input type="checkbox"/> Spoken examination |
| <input type="checkbox"/> Role play | <input type="checkbox"/> Logs | <input checked="" type="checkbox"/> Simulations |
| <input type="checkbox"/> Teaching sheets | <input type="checkbox"/> Personal interviews | <input checked="" type="checkbox"/> Quiz |
| <input type="checkbox"/> Check if learners know how to use the tools required | <input type="checkbox"/> Check if learners know how to use ICT tools and applications | <input type="checkbox"/> Check if learners know how to improve their agriculture production with help of ICT |

2.5 Topic 1 title

European legislation for implementation of the policy for rural development and objectives of IPARD

Description:

- Common Agricultural Policy of EU

- Regulation (EU) No 231/2014 for establishing an IPA II; Commission Implementing Regulation (EU) No 447/2014 on the specific rules for implementing Regulation (EU) No 231/2014
- IPARD Sectoral Agreement
- IPARD Programme
- General Objectives of IPARD
- To support economic, social and territorial development, with a view to a smart, sustainable and inclusive growth, through the development of physical capital.
- To support progressive alignment of the agriculture sector towards EU rules, standards policies and practices with a view to EU membership.
- To provide a framework to invest in individual projects on farms or in other activities in rural areas on the basis of economic, environmental or social priorities designed at national level
- To address the challenges of climate change by promoting resource efficiency and renewable energy

2.6 Topic 2 title

Description of the IPARD Measures and Common Eligibility Criteria and Measures

Description:

- Active IPARD 2 Measures- description:

Axis 1 - Improving Market Efficiency and Implementing Community Standards

- Measure: investments in physical assets of agricultural holdings
- Measure: investments in physical assets concerning processing and marketing of agricultural and fishery products

Axis 3 - Development of the Rural Economy

- Measure farm diversification and business development
- Technical assistance
- New Measures to be introduced in Macedonian IPARD 2:
 - Improvement and development of rural infrastructure

- Preparation and implementation of local rural development strategies
- Advisory Services
- General requirements for support
 - National and EU standards to be respected
 - Economic viability of the agriculture holding
 - Type of eligible investments
 - Eligibility criteria set out in the IPARD II programme, commitments and other obligations of the operation for which support is requested;
 - Priority sectors
 - Selection criteria
 - Aid intensity (Total public expenditure 75%EU-25% MK will not exceed a ceiling of 60% of the total eligible expenditure of the investment)
 - Indicative budget for IPARD

Topic 3 title

Description of Eligibility Criteria and Technical Project Proposal/ Develop a business plan and Project implementation

Description:

- The applicant must submit: Application Form; Business Plan / Technical Project Proposal; Technical documentation
- If the application under measure is approved, the applicant will have to complete that project before submit request for final payment
- The eligible investment activities have to take place after the signature of the contract with the IPARD Agency;
- EU Visibility requirements need to be respected
- Approval of payment (The payment of the public aid will be made on the base of payment claim and justifying documents, which prove the accomplishing of the activities and their eligibility)
- Ex-post controls (The ex-post checks shall be carried out within 5 years of the date of final payment to the recipient is made)

VI

Methodology

The methodology for implementation of the programme includes lectures in classroom including e- learning and practical learning. Methods that are going to be used during the implementation of the programme are defined according to the specificities of the Modules. They include: Presentations, Video Presentations, Paper literature, Tests, Practical work, Home learning, Consultations, Surveys.

VII

Equipment and materials

Concerning the specificity of the programme modern ICT equipment is required for implementation of the programme. It includes Computers, Projector, Tablets, and as a necessary pre-requirement internet connection. In addition there are materials required to complete the training such as: paper, markers, flipchart paper, stickers.

VIII

Assessment

The assessment of the knowledge is made by module. The ICT related modules involve assessment of obtained ICT skills both with practical exercises, simulations, and checks for obtaining the gained knowledge in ICT. It also involve practical exercises, projects, onsite skills testing and working groups.

The period for assessment is defined by module.

The assessment of the knowledge is done at the end of each of the modules.

Criteria for assessment of completed programme includes completion of the modules.

IX

Entry criteria for participants

Persons should be older than 17 years and do not need to be familiar with the ICT.

X

Timetable for implementation of the program

Module number	Module 1	Module 2	Module 3	Total number of hours
Theory	12	24	24	60
Practice	6	12	8	26
Evaluation	2	2	2	6
Total	20	38	34	92

References and literature:

Basic Concepts of Computers

Computer Basic Skills, Microsoft Windows PCs source: www.NetLiteracy.org

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