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**WINEVET** - European cooperation among VET providers, agricultural enterprises, sectoral/professional organisations, and relevant qualification authorities, to increase employability of youths and highly skilled, qualified and mobile workforce, by developing the joint VET qualification “Winemaker Specialist”

Erasmus+ EU Programme 2014-2020  
Key Action 3 – Support for Policy Reform - Joint Qualifications in Vocational Education and Training  
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## Work Package 9 – Dissemination and exploitation of project results

### Infopack 5

#### Deliverable 38

**Umbrian-Macedonian post-secondary joint VET qualification “Winemaker Specialist”: the joint guideline for learning outcomes assessment complementing the transnational qualification profile and curriculum**

*June 2020*

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### **Premise: main features of Work Package 6 and related Deliverable 13**

The self-evident title of the Work Package 6 "Defining the joint guideline for learning outcomes assessment complementing the transnational qualification profile and curriculum of the Umbrian-Macedonian post-secondary joint VET qualification Winemaker Specialist", it clearly introduces to the content of this fifth implementation step of the WINEVET project, following the preparatory researches about professional and learning field in wine production segment of agricultural sector in Macedonian NQF and in Umbrian RQF, and on relevant experiences and transferable good practices to support transnational joint VET qualifications based on ECVET (carried out within the Work Package 2), the design of the qualification profile of the Umbrian-Macedonian post-secondary joint VET qualification "Winemaker Specialist" (realised within the Work Package 3), the definition and formalisation of the Memorandum of Understanding - MoU ECVET establishing the transnational qualification profile for the post-secondary Umbrian-Macedonian joint VET qualification "Winemaker Specialist", and the cooperation structure to ensure transparency, comparability, quality, and mutual recognition of the qualification (carried out within the Work Package 4), as well as the design of the joint curriculum complementing the transnational qualification profile (achieved within the Work Package 5).

More in particular, in the context of the main objective of the project WINEVET (to prepare and set up the higher-level joint Umbrian-Macedonian VET qualification "Winemaker Specialist"), the Work Package 6 includes the activities aimed to design the joint guideline for learning outcomes assessment complementing the transnational qualification profile and curriculum of the Umbrian-Macedonian post-secondary joint VET qualification "Winemaker Specialist".

The definition of the joint guideline for learning outcomes assessment proceeded identifying the specific requirements the learners have to comply with to be successful, and providing methodological recommendation for the evaluation process.

The joint guideline identifies the specific requirements the learners have to comply with for demonstrating the achievement of learning outcomes and the acquisition of related competences, listing and defining them in strict relation with the units of learning outcomes (and unit parts) detailed in the qualification profile, and with the corresponding training units, modules and learning activities described in the curriculum.

The methodological recommendation for the evaluation process focuses both on specificities of formal and non-formal learning activities and contexts (in particular, work-based learning contexts and activities, and learning contexts and activities abroad), and on the integration in the evaluation process of the results of self-assessment and peer-evaluation performed by the learners within the learning activities, according to the joint curriculum.

Starting from the fifth Consortium meeting of the WINEVET project (Todi - Italy, 21 February 2020), the partnership - despite the difficulties linked to health situation due to the spread of Covid-19 -shared the set-up and the development of the curriculum design, collaborating at transnational level also through Skype meetings, under the management, coordination and scientific guidance of the applicant.

The joint guideline for learning outcomes assessment, designed with the contribution of each partner (included contributions relating to specific national and regional subsidiary factors), was assembled by the applicant in an integrated draft, discussed and validated by all the partners during the sixth Consortium meeting (Skopje - Republic of North Macedonia, ... July 2020), and then made accessible:

- in the working area open to key actors and users involved in project activities, and in the public open area of the project website ([www.winevet.eu](http://www.winevet.eu)), with interactive media and web 2.0, as well as social media and mobiles applications;

- as information package, i.e. synthetic version for dissemination, on paper and USB key (Info-Pack 5 - Umbrian and Macedonian post-secondary joint VET qualification Winemaker Specialist: the common guideline for assessment of learning outcomes, with methodological recommendation for the evaluation, and list of specific requirements the learners have to comply with to be successful), addressed to people attending to transnational and territorial multiplier events to be held during the project in Umbria and Republic of North Macedonia.

This Deliverable 13, self-evidently titled "Umbrian-Macedonian post-secondary joint VET qualification Winemaker Specialist: the joint guideline for learning outcomes assessment complementing the transnational qualification profile and curriculum", it provides a complete overview on results of the implementation activities realised within the Work Package 6 of the WINEVET project. The integral version of the product is published in English, while the synthetic version for dissemination (Info-pack 5) is published in the other languages of the partnership (Italian, and Macedonian).

## The joint guideline for learning outcomes assessment

### Section A: Assessment of learning outcomes for standard competence elements common to Republic of North Macedonia and Umbria Region

Competences / Learning Outcomes Units	Training Units	Training modules	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)
<p><b>1 (A) - To define the strategies of the winemaking enterprise</b></p>	<p><b>1 (A) - Definition of the strategies of the winemaking enterprise</b></p>	<p><b>1.1 (A) - How to analyse the wine market</b></p>	<p>Theoretical and practical demonstration of knowledge and skills required to identify and understand factors and dynamics influencing the market, in particular in the wine segment of the agri-food sector, to be verified against:</p> <ul style="list-style-type: none"> <li>a) Basic activities that take place on a market: <ul style="list-style-type: none"> <li>- To identify market activities</li> </ul> </li> <li>b) Agri-food and wine market: <ul style="list-style-type: none"> <li>- To identify main features and characteristics of wine market</li> </ul> </li> <li>c) Relations on a market <ul style="list-style-type: none"> <li>- To identify general trends and competition's actions in the market, and to explain how cultural changes have impact on market changes</li> </ul> </li> <li>d) Wine market trends and entrepreneurs' actions <ul style="list-style-type: none"> <li>- To identify market trends and entrepreneurs' actions in wine sector</li> </ul> </li> </ul>	<p>The performance for the identification and understanding of factors and dynamics influencing the market, in particular in wine segment of the agri-food sector, it is evaluated by the examiner verifying if the learner:</p> <ul style="list-style-type: none"> <li>a) - identifies market activities when it comes to economics such as demand, supply, exchange of goods and services, market balance</li> <li>b) - identifies domestic (national and local) and international (European and extra-European) features and characteristics of the business of producing wine, in particular trends in wine sector and food industry, sectoral macroeconomics, major operators and sector leaders' strategies, sectoral market dynamics, sectoral regulations</li> </ul>

						<p>and operational policies</p> <p>c) - identifies market trends and competitors, highlighting market relations such as B2B, and B2C, explaining differences and characteristics of them, and giving example of impact of cultural changes on market evolution (e.g., responsible drinking in alcoholic beverages market)</p> <p>d) - identifies specific market trends and entrepreneurs' actions in wine sector, giving examples (e.g., Alcohol in Moderation, Bubbles, Ageing, Fruit-driven, etc.)</p>
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<b>Competences / Learning Outcomes Units</b>	<b>Training Units</b>	<b>Training modules</b>	<b>Learning activities</b>	<b>Performance Indicators</b> (Requirements learners have to comply with to demonstrate learning outcomes)	<b>Performance acceptability indexes</b> (Minimum level of the requirements the learners have to comply)	<b>Methodological recommendation for the evaluation process</b>
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<b>1 (A) - To define the strategies of the winemaking enterprise</b>	<b>1 (A) - Definition of the strategies of the winemaking enterprise</b>	<b>1.1 (A) - How to analyse the wine market</b>	<b>2. Marketing management</b>	<p>Theoretical and practical demonstration of knowledge and skills required to understand marketing management process and marketing in running a company, to be verified against:</p> <p>a) Importance of marketing in running a company: - To identify marketing fundamentals, definitions and marketing management's concepts</p>	<p>The performance for the understanding of marketing management process and marketing in running a company, in particular in wine segment of the agri-food sector, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies marketing fundamentals and definitions - describes marketing management's concepts, indicating theories and examples of strategic approach to marketing</p> <p>b) - identifies general and specific features of marketing management (e.g. focus on clients' needs, constant product</p>	<p>Students, based on this training and their own experience have the task to define characteristics and competences of a person who is responsible for marketing management in a company. They present their thoughts then to the whole group and along with the trainer discuss, analyse and evaluate them. Then, the trainer inspire students to think (individually on their</p>
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			<p>b) Marketing management as one of possible management types:  - To explain marketing management general and specific features within business management</p> <p>c) Marketing management process:  - To explain the main phases of the marketing management process</p>	<p>development and improvement, strategic planning, capability of responding quickly to market changes, holistic approach to the whole process of selling products/services, etc.)</p> <p>c) - identifies and describes the main phases of the process of marketing management (analyses of marketing chances / possibilities; target markets analyses and decision making; definition of marketing strategies and marketing plans; organization, introduction, and control of marketing activities</p>	<p>own) on whether they as managerial personnel have such characteristics and competences, and if not, whether they know how to improve and are capable of self-improvement in this respect or if there is a person within their company who could be responsible for such processes.  For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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<b>Competences / Learning Outcomes Units</b>	<b>Training Units</b>	<b>Training modules</b>	<b>Learning activities</b>	<b>Performance Indicators</b> (Requirements learn)	<b>Performance acceptability indexes</b> (Minimum level of the requirements the learners have to comply)	<b>Methodological recommendation for the evaluation process</b>
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				ers have to comply with to demonstrate learning outcomes)		
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<b>1 (A) - To define the strategies of the winemaking enterprise</b>	<b>1 (A) - Definition of the strategies of the winemaking enterprise</b>	<b>1.1 (A) - How to analyse the wine market</b>	<b>3. Marketing analysis</b>	<p>Theoretical and practical demonstration of knowledge and skills required to carry out analyses of market, clients and competition, in particular in the wine segment of the agri-</p>	<p>The performance for carrying out of analyses of market, clients and competition, in particular in the wine segment of the agri-food sector, it is evaluated by the examiner verifying if the learner:</p> <ul style="list-style-type: none"> <li>a) - identifies, utilising the basic terminology of marketing analyses, the outside situation and the internal aspects of company's activities - identifies costs of marketing analyses, and risk associated with not doing the analyses</li> <li>b) - shows the application of professional methods and tools for compartmentalizing market (e.g. Lean Canvas - business plan, diagrams and charts)</li> <li>c) - identifies and describes the methods and tools for marketing analyses (analysis of competition websites, questionnaire type research, direct talks with clients, SWOT analysis, etc.)</li> <li>d) - identifies and describes approaches and methods for</li> </ul>	<p>Teams of two students prepare their SWOT analyses of a product defined by the trainer. They do not carry out the whole analysis, but every team works on a selected element of the analysis. For instance, a new company is in the process of introducing a kind of wine not currently available in the market. First team is to explain strengths; advantages of the project, second can work on weak points, third might try to predict chances and fourth may need to think about dangers. Finally, the whole group compare and evaluate decisions made by every team (for the sake of educational purposes, an existing company can be taken as an example, as long as all the students are familiar with that company). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the</p>
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				<p>food sector, to be verified against:</p> <p>a) Marketing analyses profitability: - To show</p>	<p>interpreting and processing the results of marketing analyses</p>	<p>learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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				w t h e n e e d t o t a k e m a r k e t i n g a n a l y s e s , a n d t o e x p l		
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				a i n  t h e i r  c h a r a c t e r i s t i c s  b e f o r e  m a k i n g  m a r k e t i n g		
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				d e c i s i o n s  b) C o m p a r t m e n t a l i z a t i o n  o f m a r k e t a n d c l		
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				i e n t s : -T o e x p l a i n t h e r e l a t i o n s a m o n g t y p o l o g i e s		
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				of wine products and different types of client		
				c) Method		

				ds of analysis: - To explain the methods for market i		
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				n g  a n a l y s e s  d) R e s u l t s  o f m a r k e t i n g  a n a l y s e s : - T o i		
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				interpret and process data from marketing analyse		
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
1 (A) - To define the strategies of the winemaking enterprise	1 (A) - Definition of the strategies of the winemaking enterprise	1.1 (A) - How to analyse the wine market	4. Marketing strategy	<p>Theoretical and practical demonstration of knowledge and skills required to define and implement a marketing strategy, in particular in a winemaking enterprise, to be verified against:</p> <p>a) Importance and types of marketing strategy</p> <ul style="list-style-type: none"> <li>- To explain essence, benefits and kinds and range type of marketing strategy</li> </ul> <p>b) Product strategies:</p> <ul style="list-style-type: none"> <li>- To explain the typology of possible product strategies</li> </ul> <p>c) Distribution strategies:</p> <ul style="list-style-type: none"> <li>- To explain the typology of possible distribution strategies</li> </ul>	<p>The performance for defining and implementing a marketing strategy in a winemaking enterprise, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies methods and procedures aimed at achieving basic market goals defined by a company's mission</p> <ul style="list-style-type: none"> <li>- identifies typical kinds of marketing strategy with different range, e.g. specialization focusing single target market, B2B and B2C consumer segment, niche, trend following, etc.</li> </ul> <p>b) - identifies and describe main current approaches to product strategies (e.g. single product, multi- product, etc.)</p> <p>c) - identifies and describes main current approaches to distribution strategies (e.g. single sale channels, multichannel, networks, etc.)</p> <p>d) - identifies and describes the typical steps of creating a marketing strategy (e.g. definition of goal and main tasks, etc.), the main questions to be faced (e.g. what effects are we interested in) and decision to be made during process of creation and introduction (e.g. selection of a target</p>	<p>Every participant individually or in a group prepares a short marketing strategy concept of a winemaking company, indicating tasks assignments when it comes to strategy, showing the recommended sequence of actions, defining which elements of a strategy will need more time and attention. Students and / or teams will present their observations to the whole group providing their reasoning. Additional exercise: every student will prepare an initial marketing strategy plan for the own company putting into practice all the subject matters, problems and issues presented during the training. For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>

				<p>d) Marketing strategy process and related decision-making:</p> <ul style="list-style-type: none"> <li>- To explain the process of definition and implementation of a marketing strategy, and the decisions to be made during the process</li> </ul>	market)	
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<b>1 (A) - To define the strategies of the winemaking enterprise</b>	<b>1 (A) - Definition of the strategies of the winemaking enterprise</b>	<b>1.1 (A) - How to analyse the wine market</b>	<b>5. Marketing activities and communication</b>	<p>Theoretical and practical demonstration of knowledge and skills required to carry out marketing and communication activities, in particular in wine segment of agri-food sector, to be verified against:</p> <p>a) marketing activities:</p> <ul style="list-style-type: none"> <li>- To explain typology and trends of marketing activities</li> </ul> <p>b) marketing communication and</p>	<p>The performance for carrying out marketing and communication activities, in particular in wine segment of agri-food sector, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies marketing activities trends and types (outbound and inbound marketing, analytical marketing, brand marketing, internet and mobile marketing, etc.)</p> <p>b) - identifies marketing communication and public relations types (ATL and BTL advertising, inside communication, etc.) and functions (e.g. informative advertising, sale support-</p>	<p>The participants receive the hypothetical scenario in relation to their company which is either positive or negative (for instance, a product is recognized and awarded at a competition, the company needs to change the location, there has been an emergency resulting in a negative impact on the quality of products, problems with personnel). Every student analyses a selected scenario/situation and prepares a diagram and a plan especially highlighting the aspect of communication activities. Then each learner present personal point of view and recommended solution in this respect to the whole group. The group along with the trainer analyses and evaluates all the solutions. For evaluation of learning outcomes,</p>
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				<p>public relations:</p> <ul style="list-style-type: none"> <li>- To explain typology and functions of marketing communication and public relations</li> </ul> <p>c) marketing communication plan:</p> <ul style="list-style-type: none"> <li>- To explain the process of planning marketing communication</li> </ul>	<p>persuading advertising, reminding advertising, educational advertising, competitive advertising, etc.)</p> <p>c) - identifies and describes main steps for marketing communication planning (identification of a target audience, definition of the aim of communication process, design of the message, choice of communication channel, advertisement budgeting, choice of promotion mix, evaluation of advertisement results)</p>	<p>self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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<b>Competences / Learning Outcomes Units</b>	<b>Training Units</b>	<b>Training modules</b>	<b>Learning activities</b>	<b>Performance Indicators</b> (Requirements learners have to comply with to demonstrate learning outcomes)	<b>Performance acceptability indexes</b> (Minimum level of the requirements the learners have to comply)	<b>Methodological recommendation for the evaluation process</b>
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<b>1 (A) - To define the strategies of the winemaking enterprise</b>	<b>1 (A) - Definition of the strategies of the winemaking enterprise</b>	<b>1.1 (A) - How to analyse the wine market</b>	<b>6. Online and social media marketing</b>	<p>Theoretical and practical demonstration of knowledge and skills required to create a company's image with the use of social media, to be verified against:</p> <p>a) web marketing:</p> <ul style="list-style-type: none"> <li>- To apply basic principles of efficient use and techniques for web marketing</li> </ul>	<p>The performance for creating a company's image with the use of social media, in particular in wine segment of the agri-food sector, it is evaluated by the examiner verifying if the learner:</p> <p>a) - describes efficiency and quality features of an internet website (clear and uncluttered, containing latest data, easy navigation through pages, comprising crucial information), and web marketing techniques (e.g. pay per click advertising, text link</p>	<p>Every student (on their own or in a group) finds and analyses a website or social networking portals run by a company. It is important to choose such companies who are active online (significant companies, corporations, etc.) such as for instance Coca Cola, Sony, Adidas, etc. Then each learner present personal analysis to the whole group. The group along with the trainer discuss and evaluates all the analyses. For evaluation of learning</p>
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				<p>b) social media: - To create and manage social media content utilising social media tools</p> <p>c) online and social marketing operational rules: - To explain rules of operations for online and social marketing</p>	<p>advertising, contextual text advertising, organic search engine optimization, participation in forums and communities, link popularity, etc.)</p> <p>b) - describes characteristics of social media tools (blogs, microblogs, Wikipedia and other databases, YouTube, social networking: Facebook, Instagram, Pinterest, LinkedIn, Twitter, etc.) - identifies and describes most diffused tools for creation and management of social media content (e.g. tools for graphics, photo edition, planning of publications, production of short animations and presentations, efficiency evaluation, for particular phrase checking, statistics analyses, etc.)</p> <p>c) - identifies and describes the set of rules to be followed by a company regarding content published on the internet.</p>	<p>outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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<b>Competences / Learning Outcomes Units</b>	<b>Training Units</b>	<b>Training modules</b>	<b>Learning activities</b>	<b>Performance Indicators</b> (Requirements learners have to comply with to demonstrate learning outcomes)	<b>Performance acceptability indexes</b> (Minimum level of the requirements the learners have to comply)	<b>Methodological recommendation for the evaluation process</b>
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<b>1 (A) - To define the strategies of the winemaking enterprise</b>	<b>1 (A) - Definition of the</b>	<b>1.1 (A) - How to analyse the wine market</b>	<b>7. Marketing monitoring</b>	Theoretical and practical demonstration of knowledge and skills	The performance for marketing monitoring, in particular in wine segment of the agri-food sector, it	Using selected tools presented during the training, every student analyses a brand. Then each
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	<b>strategies of the winemaking enterprise</b>			<p>required to monitor marketing activities, to be verified against:</p> <p>a) process of marketing monitoring: - To explain the course of action of marketing monitoring</p> <p>b) tools for marketing monitoring: - To explain function and utilisation features of marketing monitoring tools</p> <p>c) marketing monitoring indicators: - To explain function and utilisation features of marketing monitoring indicators</p>	<p>is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes the typical steps of marketing monitoring activities (listing of marketing activities' elements for inspection along with rationale/grounds, planning of marketing activities, monitoring implementation, analysis of monitoring results, introduction of conclusions from the analysis)</p> <p>b) - describes and utilises typical marketing monitoring tools (e.g. Google Analytics, Hootsuite, Google AdWords, Bitly, Freshmail, etc.)</p> <p>c) - identifies and describes function and utilisation features of key performance indicators (e.g. ROI Return Of Investment ratio of expenditures related to marketing activities to profits achieved) and of indicators relevant to marketing content (e.g. for a website: number of new and return unique users, number of visits, time spent on the website, positive and negative comments and opinions, etc.)</p>	<p>learner present personal analysis to the whole group. The group along with the trainer discuss and evaluates all the analyses. For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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