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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”

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Work Package 5 - Designing the joint curriculum complementing the transnational qualification profile of the Umbrian-Macedonian post-secondary joint VET qualification “Winemaker Specialist”

Deliverable 12

Umbrian-Macedonian post-secondary joint VET qualification “Winemaker Specialist”: the joint curriculum complementing the transnational qualification profile

February 2020

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MICEI - INTERNATIONAL



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Premise: main features of Work Package 5 and related Deliverable 12

The self-evident title "Designing the joint curriculum complementing the transnational qualification profile of the Umbrian-Macedonian post-secondary joint VET qualification Winemaker Specialist" of the Work Package 5, it clearly introduces to the content of this fourth 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).

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 5 includes the activities aimed to design the joint curriculum complementing the transnational qualification profile of the Umbrian-Macedonian post-secondary joint VET qualification "Winemaker Specialist".

The definition of the curriculum proceeded taking into account the perspective of the endorsement of the training standard within the concerned territorial contexts and learning systems (particularly, National and Regional Qualification Frameworks) in each participating country, i.e. considering both the standard competence elements common to all involved countries, and the subsidiary competence elements specific for each country established by the MoU ECVET (cfr. Work Package 4), as well as - considering that the curriculum is to be applied in diverse European countries characterised by significant differences among the learning systems in which the learning will take place - the diverse national/regional VET specificities about ways of accessing certificate, validation of formal, non-formal and informal learning, procedures and qualification bodies, included already existing in national/regional/sectoral contexts procedures for assessment, transfer, validation and accumulation of learning outcomes achieved in formal, informal and non-formal contexts, and also on flexible devices for validation, transfer and recognition of learning outcomes.

The joint curriculum clarifies the training strategy to reach the learning outcomes with a strong work-based learning component, and supporting learner mobility.

The joint curriculum is defined in terms of Training Units, having a 1:1 ratio with the Learning Outcomes Units detailed in the joint qualification profile previously designed (cfr. Work Package 3), and established at transnational level by MoU ECVET (cfr. Work Package 4).

For each training unit are designed the training modules and specified the training objectives, the minimum duration, the articulation between theoretical and practical learning, and the related ECVET credits (cfr. Part 1 - The design of the Training Units).

Learning activities of each training unit are also described (cfr. Part 2 - The detailed design of learning activities of each Training Unit) in detail in terms of specific tasks and exercises of the learners on field related topics, within both learning activities, and self-assessment and peer-evaluation, also including specification of training materials, teaching and learning methodological recommendations, and Open Educational Resources.

Two training units (in particular, "Communication in Macedonian", and Communication in Italian) are designed for application in learning mobility abroad (in Italian Umbria Region for the Macedonian VET learners, and in the Republic of North Macedonia for the Umbrian ones).

The curriculum foresees 480 hours of training, articulated in 164 hours of theoretical training, and 316 hours of practical training, included 80 hours of theoretical and practical training for applying the MoU ECVET provisions relating to the units of learning outcomes specific for Italian Umbria Region, and for the Republic of North Macedonia.

Starting from the fourth Consortium meeting of the WINEVET project (Skopje - Republic of North Macedonia, 24 October 2019), the partnership 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 curriculum, 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 fifth Consortium meeting (Todi - Italy, 21 February 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), 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 4 - Umbrian and Macedonian post-secondary joint VET qualification Winemaker Specialist: the joint curriculum and the training strategy to reach learning outcomes with strong work-based learning, and learner mobility), 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 12, self-evidently titled "Umbrian-Macedonian post-secondary joint VET qualification Winemaker Specialist: the joint curriculum complementing the transnational qualification profile", it provides a complete overview on results of the implementation activities realised within the Work Package 5 of the WINEVET project. The integral version of the product is published in English, while the synthetic version for dissemination (Info-pack 4) is published in the other languages of the partnership of the partnership (Italian, and Macedonian).

Part 1 - The design of the Training Units

Section A:

Training Units corresponding to standard competence elements common to Republic of North Macedonia and Umbria Region

<i>Training Units and related Training Modules</i>	<i>Training objectives</i>	<i>Minimum duration (theory and practice hours)</i>	<i>ECVET Credits</i>
1 (A) - Definition of the strategies of the winemaking enterprise	Acquisition of the Competence / Learning Outcomes Unit "To define the strategies of the winemaking enterprise"	40 (Theory 16 + Practice 24)	5
1.1 (A) - How to analyse the wine market	<p>Acquisition of the knowledge and skills needed to analyse the wine market.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Principles and tools for the market analysis (market segmentation, dimensions of market analysis, market size, market trends, market growth rate, market opportunity, market profitability, cost structure, distribution channels, success factors, competitive analysis, environmental analysis, target audience analysis, SWOT analysis, etc.) - Marketing in wine market: 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 and operational policies <p>Skills:</p> <ul style="list-style-type: none"> - To position the own enterprise with respect to reference competitive system, paying attention to the market trends: to evaluate the context in which operates the own winemaking enterprise, identifying and analysing the useful variables for comprehending the current state and the possible evolution of the market (market trends and size, competitors, target); to estimate the production capacity of the own enterprise, analysing the winery both from the point of view of the structure (institutional and organisational set-up) and from the available resources point of view (human, structural, and financial resources) 	16 (Theory 8 + Practice 8)	2
1.2 (A) – How to define the strategic plan of the winemaking enterprise	<p>Acquisition of the knowledge and skills needed to define the strategies of the winemaking enterprise.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Principles and tools for the definition of the strategic plan of the enterprise (strategic planning approaches and models e.g., Conventional Strategic Planning, Issues-Based Strategic Planning, Organic Strategic Planning, Real-Time Strategic Planning, Alignment Model of Strategic Planning, Inspirational Model of Strategic Planning, Balanced Score Card, etc.) <p>Skills:</p> <ul style="list-style-type: none"> - To participate in defining policies and strategies coherent with the carried-out analysis: to define the 	24 (Theory 8 + Practice 16)	3

	relation logics with the market demand, and the characteristics of the supply (type of products, of markets and clients, of marketing, promotion and relation policies, etc.); to define the investments in resources, and the needed development actions, evaluating their economic viability and sustainability		
2 (A) - Cellar management	Acquisition of the Competence / Learning Outcomes Unit "To manage the procurement and primary processing of grapes, the technological process of production, bottling, packaging and storage of white, rose, red and sparkling wine"	240 (Theory 80 + Practice 160)	30
2.1 (A) - How to manage the procurement and primary processing of grapes	Acquisition of the knowledge and skills needed to manage the procurement and primary processing of grapes. Knowledge: - Different grape varieties as raw material for processing of wine and health condition of the grapes. Skills: - To check the quantity and quality of the grapes for the production of quality wine. - To control the health of the grapes	40 (Theory 16 + Practice 24)	5
2.2 (A) – How to manage the technological process of production, bottling, packaging and storage of white, rose, red and sparkling wine	Acquisition of the knowledge and skills needed to define the technological process of production, bottling, packaging and storage of white, rose, red and sparkling wine. Knowledge: - Order for turning on and off the machines and equipment - Process control instruments - Procedures for maintaining the hygiene of the equipment and devices, before and after the completion of the work - Optimum temperature and pressure in the vessels - Process of alcohol fermentation, i.e. the transformation of sugars into alcohol and other parameters. - Process of preparation and hygiene of the vessels before filling - Meaning of the wine level in the vessels and the need for dropping or disembarking the level of the vessels - Prescribed procedures for the use and preparation of oenological resources - Organoleptic characteristics of the wine in the process of care and storage) Skills: - To monitor and control the hygiene and correctness of the vessels and equipment in the process of fermentation and distillation. - To control the correctness of the instruments and parameters in the production processes. - To identify separate defects in equipment and devices - To control the process of converting sugar into alcohol, or the process of alcoholic fermentation. - To control the organoleptic characteristics of the wine in the process of care and storage.	200 (Theory 80 + Practice 120)	25

	<ul style="list-style-type: none">- To control the use of oenological resources, in accordance with the prescribed procedures and procedures.- To control the parameters for the proper running of the procedure for obtaining a quality and safe product.- To provide optimum conditions for storing and storing wine according to type and style.		
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3 (A) - Implementation of OHS measures in the wine cellar	Acquisition of the Competence / Learning Outcomes Unit "To ensure the implementation of the measures for safety and health at work in the wine cellar"	32 (Theory 12 + Practice 20)	4
3.1 (A) - How to implement the measures for safety and health at work in the wine cellar	<p>Acquisition of the knowledge and skills needed to implement the measures for safety and health at work in the wine cellar.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Control of closed air-conditioned rooms (premises for care and storage of wine, grinder, warehouse); - Rooms with danger of alcohol poisoning in enclosed type fermentation units, constructed with hard construction, whether surface or underground (ventilation is required); - Safety outside in all weather conditions (reception and processing of grapes during harvesting, loading and unloading of wine). - Safety on vertical scales and height-oriented horizontal paths (a series of more connected tanks for fermentation or for storing wine). <p>Skills:</p> <ul style="list-style-type: none"> - To control the use of protective equipment and takes care of safety and health at work - To control the critical control points in the production process - To provide first aid in case of injuries or poisoning 	32 (Theory 12 + Practice 20)	4

4 (A) - Compliance management	Acquisition of the Competence / Learning Outcomes Unit "To manage compliance between physical stocks, and inventory data of the winemaking enterprise"	24 (Theory 8 + Practice 16)	3
3.1 (A) - How to manage compliance between physical stocks, and inventory data of the winemaking enterprise	<p>Acquisition of the knowledge and skills needed to manage compliance between physical stocks, and inventory data of the winemaking enterprise.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Principles of warehouse accounting - Regulatory framework on inventory issues - Regulatory framework on traceability of food products - Company procedures relating to warehouse accounting, inventory, and traceability of wine products - IT tools for storage management <p>Skills:</p> <ul style="list-style-type: none"> - To monitor the stock of products of the winemaking enterprise, and to carry out the wine production inventory, ensuring traceability of the products: to take over, in qualitative and quantitative terms, the production of both bulk and bottled wine, and the related movements and losses; to record on company database, utilising IT tools for storage management, the counts of bulk and bottled wine inventory, and of related movements and losses; to verify the compliance between the physical stock of wine production, and the inventory data, also identifying the cause of any discrepancy. - To monitor and carry out the inventory of the stock of wine packaging and cellar materials: to record on company database, utilising IT tools for storage management, the purchasing counts of wine packaging and cellar materials; to verify the compliance between the physical stock of wine packaging and cellar materials, and the inventory data, also identifying the cause of any discrepancy. 	24 (Theory 8 + Practice 16)	3

5 (A) - Staff management	Acquisition of the Competence / Learning Outcomes Unit "To manage the staff of the winery"	32 (Theory 12 + Practice 20)	4
5.1 (A) - How to manage the staff of the winery	<p>Acquisition of the knowledge and skills needed to manage the staff of the winery.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Management of available time and resources - Concept of group, position, role, individual and collective behaviours, group dynamics, organisational climate - Modalities for assigning tasks, transmission of orders, intervention in situations of non-compliance and conflict - Communication elements and techniques - Spontaneous behaviours in stress situations, and modalities for addressing and managing them - Elements of human resources management: selection process, development and evaluation, and staff training <p>Skills:</p> <ul style="list-style-type: none"> - To plan the working activities of the collaborators of the winery - To analyse the planned production activities and to evaluate the workloads - To plan the own working activities, considering total workload and priorities, and evaluating possible need of support provided by collaborators - To manage the available professional resources of the winery, identifying and assigning tasks and responsibilities taking account of skills and workloads of collaborators, supporting them in carrying out of assigned tasks, controlling the completion of assigned tasks and evaluating the professional performances, and the quality of production process - To facilitate the relation with and among the collaborators of the winery, favouring exchange of opinions and communication - To identify the professional and skills needs of the winery, supporting both finding and selection of professional resources, and planning and realisation of training addressed to staff 	32 (Theory 12 + Practice 20)	4

6 (A) - Quality system management	Acquisition of the Competence / Learning Outcomes Unit "To manage the quality system of the winery"	32 (Theory 12 + Practice 20)	4
3.1 (A) - How to manage the quality system of the winery	<p>Acquisition of the knowledge and skills needed to manage the quality system of the winery.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Quality management issues within a production process, particularly within winemaking - Concept of promised, provided, expected, and perceived quality, particularly in winemaking - Operational conditions for the evaluation of the quality of a production process and related products, particularly of winemaking and wine - Regulatory framework on quality issues, in particular about winemaking production process and wine products - Principles and techniques for the evaluation of economic efficiency and cost-effectiveness <p>Skills:</p> <ul style="list-style-type: none"> - To evaluate the quality of the winemaking production process and of wine products - To interpret and to apply the regulatory framework on quality issues within the own specific context - To check that the obligations laid down by the law about winemaking production process and wine products are observed - To analyse the product, the production process, and its organisation - To check that the quality procedures of the winemaking enterprise are applied - To control compliance with minimum parameters of economic efficiency and cost-effectiveness (cost containment, financial balance, cash flow management) - To gather information on customer satisfaction - To identify critical situations, and to define improvement interventions 	32 (Theory 12 + Practice 20)	4

Section B.1:

Training Units corresponding to standard competence elements specific to Republic of North Macedonia

<i>Training Units and related Training Modules</i>	<i>Training objectives</i>	<i>Minimum duration (theory and practice hours)</i>	<i>ECVET Credits</i>
1 (B.1) - Definition and management of work activities in compliance with the Macedonian labour law and knowledge of the provisions of laws and regulations governing the production and trade of wine	Acquisition of the Competence / Learning Outcomes Unit "To work as an employed or self-employed worker and to operate in accordance with the laws and other regulations with the professional activity of a Winemaker Specialist in the Republic of North Macedonia"	48 (Theory 16 + Practice 32)	6
1.1 (B.1) – How to manage work activities in compliance with the Macedonian labour law and knowledge of the provisions of laws and regulations governing the production and trade of wine	<p>Acquisition of the knowledge and skills needed to work as an employed or self-employed worker and to operate in accordance with the laws and other regulations with the professional activity of a Winemaker Specialist in the Republic of North Macedonia</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Provisions of the Labour Law, namely, the characteristics of the most commonly used employment contracts for the work activities of employees and self-employed. - Provisions of the Law on Safety and Health at Work - Civil and criminal liability related to the activity of a Winemaker Specialist. Ethical and deontological aspects. <p>Skills:</p> <ul style="list-style-type: none"> - To define the contractual aspects of the work activity: to be able to confirm the relevance and accuracy of the employment contract compared to the work required - To apply the provisions of the Law on Safety and Health at Work in the production of wine - To know the rules and regulations governing the production and marketing of wine - To know and understand the specifications of the different professional roles that work in the agricultural sector and winemaking operations (reference activities, levels of responsibility, etc.), paying particular attention to his/hers own roles - To be able to identify his or her own strategy of sustainable professional activity as a Winemaker Specialist 	48 (Theory 16 + Practice 32)	6

2 (B.1) - Communication in Macedonian	Acquisition of the Competence / Learning Outcomes Unit "To communicate in Macedonian (min. level B2 CEFR - Common European Framework of Reference for Languages)"	32 (Theory 8 + Practice 24)	4
2.1 (B.1) - Communication in Macedonian	<p>Acquisition of the knowledge and skills needed to communicate in Macedonian (min. level B2 CEFR - Common European Framework of Reference for Languages)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Knowledge of Macedonian language corresponding to level B2 CEFR (Common European Framework of Reference for Languages) <p>Skills:</p> <ul style="list-style-type: none"> - To use skills in Macedonian language corresponding to level B2 CEFR (Common European Framework of Reference for Languages) whilst exercising the professional activity 	32 (Theory 8 + Practice 24)	4

Section B.2:

Training Units corresponding to standard competence elements specific to Umbria Region

<i>Training Units and related Training Modules</i>	<i>Training objectives</i>	<i>Minimum duration (theory and practice hours)</i>	<i>ECVET Credits</i>
Classroom welcoming and level placing	Presentation of the training course, integration among the participants, also considering the different professional experience and background	2 (Theory 1 + Practice 1)	/
1 (B.2) - Practice of a profession as employed or self-employed worker	Acquisition of the Competence / Learning Outcomes Unit "To practise a profession as employed or self-employed worker in Italy"	24 (Theory 8 + Practice 16)	3
1.1 (B.2) - How to practise a profession as employed or self-employed worker	<p>Acquisition of the knowledge and skills needed to practise a profession as employed or self-employed worker.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Labour law, namely for the characteristics of most frequently used employment contracts for employed and self-employed work activities. - Principles on civil and criminal liability of the workers. - Elements of tax regulations, namely for the self-employed workers - Contractual, fiscal and social security aspects. Liability on accounting, according to the type of work practice. <p>Skills:</p> <ul style="list-style-type: none"> - To define the contractual aspects of a work activity: to verify the pertinence and the accuracy of the employment contract compared to the required work activity - To understand the fulfilments required for the proper enforcement of an employment contract for self-employed workers: to manage the compulsory procedures for the start-up of a work activity as self-employed worker; to manage the compulsory fiscal and social security fulfilment according to the type of work activity 	24 (Theory 8 + Practice 16)	3

2 (B.2) - Management of the professional activity of Winemaker Specialist	Acquisition of the Competence / Learning Outcomes Unit "To manage the professional activity of Winemaker Specialist in Italy"	24 (Theory 8 + Practice 16)	3
2.1 (B.2) - How to manage the professional activity of Winemaker Specialist	<p>Acquisition of the knowledge and skills needed to manage the professional activity of Winemaker Specialist.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Characteristics and features of the geographical, socio-cultural-economical, legislative context of the Italian country, with particular reference to the agriculture sector and winery operations field - Laws and standards for professional qualifications, such as Winemaker Specialist, and their long-lasting retention, with reference to regional and national regulations and to the overall panorama in Italy and European countries. - Reference National Labour Agreements. - Civil and criminal liability related to the activity of Winemaker Specialist. Ethical and deontological aspects. <p>Skills:</p> <ul style="list-style-type: none"> - To know and understand the characteristics and features of the geographical, socio-cultural-economical, legislative context of the Italian country, with particular reference to the agriculture sector and winery operations field - To know and understand the specifications for professional practice as Winemaker Specialist. - To fulfil the regulatory obligations and operate in full compliance with the deontological codes of reference: to know and manage the obligations of the professional activity of Winemaker Specialist; to negotiate the conditions of the professional activity, beginning with the applicable contractual system and economic incentives available to the customer; to know and apply the deontological codes – including those identified by common practice – during professional activity. - To know and understand the specifications of the various professional roles operating in agriculture sector and winery operations (reference activities, levels of responsibility, etc.), paying special attention to his own. - To identify his own strategy of sustainable professional activity as Winemaker Specialist. 	24 (Theory 8 + Practice 16)	3

3 (B.2) - Communication in Italian	Acquisition of the Competence / Learning Outcomes Unit "To communicate in Italian (min. level B2 CEFR - Common European Framework of Reference for Languages)"	32 (Theory 8 + Practice 24)	4
3.1 (B.2) - Communication in Italian	<p>Acquisition of the knowledge and skills needed to communicate in Italian (min. level B2 CEFR - Common European Framework of Reference for Languages)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Knowledge of Italian language corresponding to level B2 CEFR (Common European Framework of Reference for Languages) <p>Skills:</p> <ul style="list-style-type: none"> - To use skills in Italian language corresponding to level B2 CEFR (Common European Framework of Reference for Languages) whilst exercising the professional activity 	32 (Theory 8 + Practice 24)	4

Part 2 - Detailed design of learning activities of the Training Units

Training Unit 1 (A):

Definition of the strategies of the winemaking enterprise (40 hours)

Training Unit not designed for learning mobility

Module 1.1 (A) - How to analyse the wine market (16 hours)

List of learning activities

Activity 1: *Market and its dynamics* (120 minutes, of which 60 for practical activities)

Activity 2: *Marketing management* (180 minutes, of which 90 for practical activities)

Activity 3: *Marketing analyses* (180 minutes, of which 90 for practical activities)

Activity 4: *Marketing strategy* (120 minutes, of which 60 for practical activities)

Activity 5: *Marketing activities and communication* (120 minutes, of which 60 for practical activities)

Activity 6: *Online and social media marketing* (120 minutes, of which 60 for practical activities)

Activity 7: *Marketing monitoring* (120 minutes, of which 60 for practical activities)

Activity 1: Market and its dynamics

Duration: 120 minutes, of which 60 for practical activities.

Short description: In this activity, the trainer introduces the learners to market fundamentals, and describes market phenomena and processes, supporting them in a collective learning experience to enable participants to identify and understand factors and dynamics influencing the market, in particular in the wine segment of the agri-food sector.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Basic activities that take place on a market: Showing changes that have been taking place for years (starting with traditional, up to online market). Familiarizing students with market activities when it comes to economics such as demand, supply, exchange of goods and services, market balance. Explaining trends related to the use of local market. Indicating the importance of a market environment for a market entity's actions. Highlighting market relations such as B2B, B2C (explaining differences and characteristics of the above, for instance B2B as a network type relation, creating partnerships, long-term cooperation).
 - Agri-food and wine market characteristics: showing the current market situation of a country from where the students come from (agri and food market in Italy is different from Northern Macedonia's) taking into consideration particular region and its distinctive features (e.g., a region very famous for wine production, or a region without renowned wine product – both cases need separate and different analyses).
 - Relations on a market: a very important element of this part of the training is to show students that companies and their management bodies should take into consideration general trends and competition's actions when making their decisions. Herbert Marshall McLuhan's term of "global village" and explaining how cultural changes have impact on market changes (for example educational toys for children, emphasis on education from a young age, responsible drinking, etc.).
 - Market trends and entrepreneurs' actions: e.g. 17 Wine Trends to Look Out for in 2019 in American market: e.g., Alcohol in Moderation, Buying Trends, Bubbles, Ageing, Fruit-driven, etc. + exercise.
- Self-assessment and peer-evaluation activities:
 - The participants pairwise draw one problem per pair about market trends (for instance, analysis of a local market in which a business operates in light of trends observed both in domestic and international market). The task is to think about what phenomena and changes on a market could have influenced market trends. What changes have contributed to that? They present their thoughts then to the whole group and along with the trainer analyse and evaluate them.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about market and its dynamics, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
http://www.e-m-h.org/Blakey2006.pdf	The Efficient Market Approximation, Peter Blakey, 2006	
http://www.e-m-h.org/CIJM.pdf	The Efficient Markets Hypothesis, Jonathan Clarke, Tomas Jandik, Gershon Mandelker, 2001	
https://www.eulerhermes.com/en_global/economic-research/news/1348.html	Global Agrifood Report, HEULER HERMES Global, 2018	
https://sommelierschoiceawards.com/en/blog/insights-1/17-wine-trends-to-look-out-for-in-2019-139.htm	17 Wine Trends to Look Out for in 2019, Beverage Trade Network, 2018	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.tesionline.it/tesi/26080/Il-mercato-vitivinicolo-italiano-tra-nuove-dinamiche-di-contesto-e-competizione-globale.-Il-caso-Banfi.	<i>Tesi di laurea "Il mercato vitivinicolo italiano tra nuove dinamiche di contesto e competizione globale - Il caso Banfi", TESOnline, Valentina Ibrahim, 2006</i>	
https://www.unicreditgroup.eu/it/press-media/press-releases/2019/il-settore-del-vino-in-italia--tendenze--dinamiche-competitive-e.html	<i>Il settore del vino in Italia: tendenze, dinamiche competitive e prospettive di sviluppo, Industry Book 2019 di UniCredit</i>	
https://www.hellotaste.it/vino/vino-nel-mondo/il-mercato-mondiale-del-vino-previsioni-al-2020	<i>Da l'Enologo - n°6 Giugno 2017 - Mensile dell'Associazione Enologi Enotecnici Italiani</i>	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://bas.edu.mk/dl/mikro/VII_Pazarni_%20strukturi.pdf	ПАЗАРНИ СТРУКТУРИ	
https://mk.wikipedia.org/wiki/%D0%9E%D1%81%D0%BD%D0%BE%D0%B2%D0%BD%D0%B8%D0%B5%D0%BB%D0%B5%D0%BC%D0%B5%D0%BD%D1%82%D0%B8%D0%BD%D0%B0_%D0%BF%D0%BE%D0%B1%D0%B0%D1%80%D1%83%D0%B2%D0%B0%D1%87%D0%BA%D0%B0%D1%82%D0%B0_%D0%B8%D0%BF%D0%BE%D0%BD	Основни елементи на побарувачката и понудата	

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Activity 2: Marketing management

Duration: 180 minutes, of which 90 for practical activities.

Short description: In this activity, the trainer introduces the learners to the concept of marketing management, and explains the process of marketing management and its elements, supporting them in a collective learning experience to enable participants to learn and understand the importance of marketing in running a company, and of marketing management process.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Explaining the importance of marketing in running a company: marketing is not a philosophy but a company's response to market transitions and changes; marketing fundamentals and definitions; voices of authority on the importance of marketing in this respect (e.g. managers and founders of successful companies), review of marketing management's concepts, indicating that theories have their roots in practical experiences, showing examples of famous companies who emphasize strategic approach to marketing (e.g. General Electric Organization, 1952), marketing definitions, such as Philip Kotler's who defined marketing as science and explained that marketing is "meeting the needs of your customer at a profit", Jay Baer's definition "Marketing is the messages and/or actions that cause messages and/or actions";
 - Showing marketing management as one of possible management types and explaining the importance of marketing when it comes to running enterprises: marketing management as a cycle and not a one-time process, emphasizing the need for a long-term planning; marketing management as an ideal solution in the contemporary times (capability of responding quickly to market changes, planned actions and numerous scenarios prepared in case a company face difficulties or has to be run in times of turbulence, holistic approach to the whole process of selling products / services with the use of analyses, planning and designing, great focus on those who are targets of actions and communication with them); focus on clients' needs; constant product development and improvement; strategic planning;
 - Marketing management process: analyses of marketing chances / possibilities; analysing and decision making when it comes to target markets; creating marketing strategies; producing marketing plans; organization, introduction and control of marketing activities.
- Self-assessment and peer-evaluation activities:
 - 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 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.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about marketing management, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

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LANGUAGE:	English	
LINK	DESCRIPTION	
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https://drive.google.com/drive/folders/1AnGg6cpazQDBXh1b8ltl-q4wjDmMyrGg	Short Articles, Philip Kotler	
https://www.jaybaer.com/	Video "Does Your Customer Experience Create Conversation?", Jay Baer	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.gema.it/blog/marketing-comunicazione-e-management/philip-kotler-definizione-marketing/	Articolo "Philip Kotler: la definizione di marketing", GEMA Business School, 2018	
https://it.wikipedia.org/wiki/Marketing_management	Voce "Marketing management", Wikipedia	
https://www.gema.it/blog/marketing-comunicazione-e-management/cose-e-quando-si-puo-parlare-di-marketing-management/	Articolo "Cos'è e quando si può parlare di marketing management", GEMA Business School, 2011	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://www.eccfp.edu.mk/files/PostgraduateUpload/Nikoloska_Elizabeta.pdf	"МАРКЕТИНГ МЕНАЏМЕНТОТ КАКО ФАКТОР ЗА УСПЕШНО ПАЗАРНО ПОЗИЦИОНИРАЊЕ НА КОМПАНИИТЕ", Елизабета Николовска, Септември 2017 година	
http://eprints.ugd.edu.mk/19797/1/repozitorium%20PRINCIPI%20NA%20MARKTING-5.pdf	Вон. проф. д-р Елизабета Митрева, ПРИНЦИПИ НА МАРКЕТИНГ- УЧЕБНИК - Штип, 2018	

Activity 3: Marketing analyses

Duration: 180 minutes, of which 90 for practical activities.

Short description: In this activity, the trainer familiarises students with and emphasizes the need for marketing analyses, supporting them in a collective learning experience to enable participants to learn and understand extensive analyses of market, clients and competition, in particular in the wine segment of the agri-food sector.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Marketing analyses – basic terminology, introduction: showing the need to take extensive actions in this respect and explaining their characteristics before making marketing decisions (analysis of outside situation, analysis of internal aspects of company's activities);
 - Profitability of marketing analyses: what should be taken into consideration when one decides to do them (showing costs doing them, among others also time necessary to do them, indicating the importance of them - doing analyses should not be deemed additional job - it requires full engagement in order to benefit), risk associated with not doing analyses;
 - Compartmentalization of market and clients: the product manufactured in our company is designed for a certain client not for everybody (put on slide – who is the target when it comes to your product, service – the answer “everybody is our target” is not correct – prelude to compartmentalization of market and clients), diagrams and charts showing a few examples of products and the targets – what products are bought by which clients, e.g. women buy more cleaning products than men; explaining techniques such as Lean Canvas – business plan on a single sheet of paper;
 - Compartmentalization versus product positioning (emphasizing how important it is to understand clients' needs), showing professional methods of market compartmentalization such as for instance marketing research (e.g. Conjoint analysis in a strategic marketing research);
 - Methods of analyses recommended for small business: use of available sources such as internet (showing possibilities such as research, analysing competition websites, questionnaire type research, direct talks with clients), showing simple methods of doing analyses in one's own company in and outside of the company;
 - SWOT analysis, including the use of free tools to do it online (it is important to deliver practical presentation along with presenting all the stages of an analysis), key word planner, free AdWords tool (practical demonstration of the tool);
 - The results of marketing analyses: interpretation and processing of collected data, preparing an offer that responds to certain needs – showing products, marketing activities which responded to such needs;
 - Exercises: it is recommended to carry out short exercises on each subject / alternatively they could be carried out at the end as a practical part of the training. It would be most beneficial if exercises took place partially during the training itself and partially in the form of E-learning as an additional part of the training. Every student should think things over along with the whole team who work on the same undertaking / project, with additional aspect (brain storming in a winemaking enterprise), engaging the whole team to planning processes, increasing the sense of team's efficiency, integration, practical aspect, putting into use competencies of all the learners, to make up a group of people who see the wider perspective.
 - The recommended scheme: the trainer, based on a fictitious company, will explain the proceedings of all stages of an analysis. The outcome of the exercise should be the Buyer Personas – imaginable

persons who has features / characteristics of potential clients. During the process, following questions should be analysed answered: *Who is the target of a product?* Women, men, children, what age, what level of education, who can afford it). *What needs does the product satisfy?* Needs related to cultural and economic considerations, and needs of higher level such as luxury goods should all be taken into account. Identify needs of your potential clients and characterize them precisely. Emphasis on clients' needs when it comes to a particular product. *What are the situations in which clients would need a particular product?* Attention should be paid to how frequent the product will be used and the demand for a product or services. *What is the location of potential buyers of a product?* Where they live, work and where they spend their leisure time. *Where will potential clients purchase our product?* Traditional market, online shopping, services provided at homes. Carrying properly exercise, every student should know how to identify situations in which a client comes across a particular product. They should also be capable of asking and answering such questions when it comes to their own companies.

- Self-assessment and peer-evaluation activities:
 - 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).

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access available to students too, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about marketing analyses, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

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LANGUAGE:	English	
LINK	DESCRIPTION	
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http://marketingland.com/why-you-need-persona-based-content-marketing-strategy-125582	Article "Why You Need A Persona-Based Content Marketing Strategy", Arnie Kuenn, 2015	
http://pestleanalysis.com/marketing-cost-analysis	Article "What is Marketing Cost Analysis for a New or Existing Project?", Kiesha Frue, 2016	

https://www.zionmarketresearch.com/report/wine-market	Article "Wine Market by Colour (Red Wine, Rose Wine, White Wine and Others), By Product Type and By Distribution Channel: Global Industry Perspective, Comprehensive Analysis and Forecast, 2017 - 2023", Zion Market Research, 2018
https://adwords.google.com/home/tools/keyword-planner	AdWords Keyword Planner, Google Ads
https://en.wikipedia.org/wiki/SWOT_analysis	Article "SWOT analysis", Wikipedia
https://creately.com/lp/SWOT-analysis-tool-online	Tools online for creation of SWOT diagrams

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
http://www.federica.unina.it/economia/analisi-di-mercato/analisi-di-mercato-introduzione/	<i>"Analisi di mercato: introduzione", Simona Balbi, Università degli Studi di Napoli Federico II</i>	
http://www.andreaminini.com/marketing/analisi-del-mercato	<i>Articolo "L'analisi del mercato", Andrea Minini</i>	
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http://www.inumeridelvino.it/category/1-mercato-del-vino-e-consumi-di-vino/13-dati-di-mercato-e-di-consumo	<i>Blog "I numeri del vino", Marco Baccaglio</i>	
https://adwords.google.com/home/tools/keyword-planner	<i>Strumento di pianificazione delle parole chiave, Google Ads</i>	
https://it.wikipedia.org/wiki/Analisi_SWOT	<i>Voce "Analisi SWOT", Wikipedia</i>	
https://geo.consulting/wp-content/uploads/2018/05/Analisi-SWOT-modello.pdf	<i>Modello per analisi SWOT, G.&O. Snc</i>	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://mk.wikipedia.org/wiki/%D0%9C%D0%B0%D1%80%D0%BA%D0%B5%D1%82%D0%B8%D0%BD%D0%B3	Маркетинг	
https://insight-magazine.ru/mk/dokumenty/analiz-i-sovershenstvovanie-marketingovoi-deyatelnosti-organizacii.html	Анализа и подобрување на маркетинг активностите на организацијата на пример на СПЦ „окдајл“. Организација и подобрување на маркетинг активности во претпријатието Анализа и подобрување на маркетинг активности на претпријатието	
https://americangeek.ru/mk/poleznoe/vazhnost-	Важноста на маркетинг-аналитиката. Што е маркетинг	

Activity 4: Marketing strategy

Duration: 120 minutes, of which 60 for practical activities.

Short description: In this activity, the trainer introduces the learners to marketing strategy, and explains how important role it plays in the process of running a company, supporting them in a collective learning experience to enable strategic planning and marketing strategy skills.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Collective verification of the capability of putting to good use the analyses which were carried out (cfr., previous Activity 3) during the planning process (emphasis on how properly carried out analyses have beneficial influence on project and / or a company's development);
 - the importance of marketing strategy (the essence and importance of a development strategy: a set of methods, procedures aimed at achieving basic goals defined by a company's mission), and typical kinds of strategy;
 - Market strategies – range type: specialization – focus on a single market (so called target market), consumer (B2B and B2C) segment (e.g. premium market); niche – targeting with an offer smaller segments of a market, where there are no heated competition activities present, being the very first on the market – introducing new products to the market (no competition present yet); following a trend – observation of a market and fast adjustments to any novelties;
Product strategies: single product – in accordance with the rule "do only one thing but do it perfectly"; one product or various versions of it addressed to every identified segment; and multi product – a company aimed at constant development of many new products; complexity – pursuit of providing clients with the most possible functionality range;
Distribution strategy: focus on a single sale channel – e.g. E-commerce; broadening and unification of services by various distribution channels – so called multichannel; provision of the best products availability – e.g. by convenient locations of sale points or efficient logistics; development thanks to creating own network or via franchise;
 - Decisions made during marketing strategy processes of creation and introduction: selection of a target market – strategic decisions; methods / procedures – tactical decisions; operational tools – operational decisions;
 - Important questions – marketing strategy: What are we going to achieve? (What are our goals, what effects are we interested in). Where are we now? (Where and at what stage of development are we now? Where, in comparison to competition, market is our company?). Where do we desire to be? (What are our aspirations? What are we planning to do? What are our dreams?). How do we get there? (What methods, techniques and procedures are we going to use in order to achieve our goals?). What is our destiny? (Realistic evaluation of a situation, prognosis);
 - Benefits of having a marketing strategy: lets us focus on skills capabilities which can be used and dangers to avoid; identifies tools which can be used to fight competition and gain field on a market – be an active player on a market; saves time and money indicating the most efficient advertising methods; indicates the advantage of our product or services over the competition; improves efficient communication with clients and partners, increases the sale and profits;

- Creating marketing strategy: 1. Defining a goal and main tasks planned to introduce thanks to a new company's strategy (management should participate in the process, to define the aims for the near future, possibly 1 to 3 years). Use of SMART concept, which means our goal should be: specific – carefully defined up to the last detail; measurable – quantity and quality factors should prove to be helpful; realistic – achievable; time – bound – defined in terms of time – time is a frame that enables to complete goals and put actions in motion. Goals can be general, motto – like but both details in this respect and answers how to make them come true should be described in a strategy (e.g. to become a more recognizable brand, aimed at becoming a leader among other similar companies which offer a certain product). 2. Human resources (who is to introduce and carry out a strategy). A strategy is often the cause of changes within an organization by increasing the importance of cooperation of certain departments, increased and more efficient creative thinking during operational meetings, standardization and unification of operational procedures, more efficient communication between teams. 3. Analyses (e.g. of a market, competition or environment, etc.). 4. Compartmentalization of Persona clients (<http://www.upcloseandpersona.com/helpful-tips.html>). Insight – understanding the needs of a client: truth about a product, category – creating an emotional bond between a client and a product; it is recommended to analyse internet websites (forums, social networking sites), interviews with current and potential clients, surveys and questionnaires. 6. Brand architecture: benefits for a client by selecting our product (e.g. when a client buys coffee of a brand X, they receive a high quality product produced by a company who cares for the environment. What kind of a brand, a product is / is not, e.g. elegant but not exclusive; Big Idea – creating the most important slogan that reflects a product's features and also makes up the essence, content, values and message which a company plans to convey to their clients. 7. Communication plan (See Activity 5 for more details). 8. Activities schedule – roadmap realistic, capable of being carried out.
- self-assessment and peer-evaluation activities:
 - 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.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access available to students too, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about marketing strategy, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
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https://www.infoentrepreneurs.org/en/guides/create-your-marketing-strategy/	Guide "Create your marketing strategy", Chamber of Commerce of Metropolitan Montreal	
http://cultbranding.com/ceo/52-types-of-marketing-strategies/	Article "52 Types of Marketing Strategies", 2015, The Cult Branding Company	
https://www.sciencedirect.com/science/article/pii/S212977415000320?via%3Dihub	Editorial "The new market challenges and the strategies of the wine companies", Silvio Menghini, 2015	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
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https://www.studiosamo.it/guide/marketing-strategico-e-operativo-differenze/	Articolo "Marketing strategico e operativo: definizioni e differenze che devi conoscere", Riccardo Esposito, 2016	
https://www.ninjacademy.it/che-cose-il-marketing-strategico/	Articolo "Che cos'è il marketing strategico?", Valentina Varlese, 2017	
https://intraprendere.net/15607/marketing-strategico/	Guida "Marketing strategico: l'importanza di avere un piano per far crescere la propria impresa", Intraprendere.net, 2018	
http://www.argoserv.it/wine-marketing-e-millennials	Articolo "Wine Marketing: i millennials sono il nuovo mercato", Lisa De Leonardis, 2015	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://eprints.ugd.edu.mk/9277/1/%D0%9C%D0%90%D0%93%D0%98%D0%A1%D0%A2%D0%95%D0%A0%D0%A1%D0%9A%D0%98%20%D0%A2%D0%A0%D0%A3%D0%94-%20%D0%9D%D0%B0%D1%82%D0%B0%D1%88%D0%B0%20%D0%A1%D1%82%D0%BE%D1%98%D0%BE%D0%B2%D1%81%D0%BA%D0%B0-PDF.pdf	„ФОРМУЛИРАЊЕ НА МАРКЕТИНГ СТРАТЕГИЈА СО ФОКУС НА ПОТРОШУВАЧИТЕ“ - Наташа Стојовска - МАГИСТЕРСКИ ТРУД - Штип, февруари 2014	

http://eprints.ugd.edu.mk/9213/1/Book%20Strategiski%20marketing.pdf	СТРАТЕГИСКИМАРКЕТИНГ - Проф. д-р Трајче МИЦЕСКИ, Штип, 2013 година
https://mk.wikipedia.org/wiki/%D0%9C%D0%B0%D1%80%D0%BA%D0%B5%D1%82%D0%B8%D0%BD%D1%88%D0%BA%D0%B0%D1%81%D1%82%D1%80%D0%B0%D1%82%D0%B5%D0%B3%D0%B8%D1%98%D0%B0	Маркетиншка стратегија
http://www.pretpriemac.com/biznis-plan-marketing-strategija/	Бизнис План – Маркетинг Стратегија и Имплементација

Activity 5: Marketing activities and communication

Duration: 120 minutes, of which 60 for practical activities.

Short description: In this activity, the trainer introduces the learners to marketing activities and marketing communication, and presents various ways of communication with a client, and communication process itself, supporting the participants in a collective learning experience to enable marketing activities and communication skills, in particular in the wine segment of the agri-food sector.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Familiarization with various marketing activities: trainer's presentation of the diverse marketing activities to the students, making an effort to group them by the same or similar features. It is crucial that students should be shown practical examples which will reflect methods and simultaneously will help remember previously learned methods and what is even more important it will enable to put the methods into practice for their own professional needs. Trainer's presentation of recommended courses of action, selecting some as examples. It would be beneficial to choose elements interesting from students' perspective and also those which are available, by virtue of their characteristics, to the learners;
 - Internet marketing – digital marketing, online marketing – it comprises all the marketing activities which use internet such as: graphic advertising, e.g. banners; search engine marketing (SEM) – advertisements in web browsers; website of a company; e-mail marketing, e.g. newsletters; social media marketing that is use of social networking services; viral marketing/ buzz marketing that is producing content with the aim of fast and seemingly spontaneous; referral marketing that is aimed at producing positive opinions, feedback about a company;
 - Mobile marketing – activities based on mobile devices such as smart phones, tablets, laptops; SMS/MMS communication; use of applications for mobile devices for advertising purposes; in-game marketing – use of games as carriers of information concerning a company and their products; QR codes – put on packaging and billboards, once scanned by a mobile device they lead to a company's webpage; location based marketing – use of location tools for marketing purposes;
 - Outbound marketing (aka push marketing) – outgoing activities (activated within a company), targets of which are people who not necessarily expect to be contacted by us. Direct marketing – a form of marketing in which there are specific targets, e.g. telemarketing (cold calling, phone questionnaires, operations with the aim of informing, tele selling). E-mail marketing campaigns – enormous quantities of sent e-mails, also via traditional post office services (both with and without addressees – to known and unknown recipients). Door-to-door marketing (field marketing)
 - Inbound marketing (aka pull marketing) – activities aimed at increasing chances of clients finding a company's offer and then encouraging a client to make a contact. SEO tools and social media are used and content – marketing that is producing valuable contents and using this as a "honeypot" for potential clients. Typical examples are particular trade, domain articles published via company's blogs, reports, certain market research results, case studies, success stories, etc. Infoline/helpline/telecentre – encouraging potential clients to make a contact via telephone;
 - Event marketing – a company or / and products promotion / advertisement by organizing various events, e.g. a lecture at a conference or a seminar (on the topic within a particular field), company's booth at a product show (trade show marketing); organizing events such as festivals, concert or picnics for clients; sponsorship of events organized by other organizations;
 - ATL (above the line) – advertising by means of mass media: radio and TV commercials, newspapers advertisements. Out of home marketing (OOH)/ outdoor marketing – street advertising with the use

of billboards, ad boards, bus stops, small shops, electronic billboards, product placement – placing information about a product in radio and TV programmes, TV series, movies in such a way that is does not really look like a direct advertisement / commercial;

- BTL (below the line) – advertising activities aimed at a particular target: ambush marketing and eco marketing – exposing ecological benefits in relation to products; guerrilla marketing – advertising products and services via means of unorthodox techniques, usually the budget is tight, but effects substantial. Augmented reality marketing – advertising with the use of solutions such as augmented reality, e.g. selecting a paint colour with a smartphone application on the wall of your own apartment (see the future results for yourself). Point-of-sale marketing (indoor marketing/ in-store marketing) – advertising in shopping centres, e.g. kiosks, hostesses, etc.; merchandising – influencing clients’ behaviour (scale of a product sale) through the place decorations and way of presenting products;
- Brand marketing– product / brand management, aimed at developing a product or a brand. New product development (NPD) – process of new products introduction to the market. Rebranding – change of a brand, products visualization, positioning within a market. Sampling – providing clients with samples or demo versions. Loyalty marketing – creating or joining already existing actions, programmes, campaigns (e.g. Payback) aimed at maintaining and improving good relationship with current clients. Certification – sending products to independent competitions and rankings. Vertical marketing – adjustments and modifications of products when it comes to various market fields;
- Analytical marketing – using information about clients with the aim of increasing sale. Database marketing – analysis and data management with a view to better product targeting, CRM. Closed loop marketing – measuring the effects of marketing (ROI) and communications activities, observing the reactions of target groups. Behavioural marketing – targeting of advertisement and products in accordance with clients’ behaviour / attitudes. Neuro-marketing – use of psychophysical science for marketing purpose. Marketing research – carrying out marketing research (CATI, CAWI, focus groups, etc.). Real-time marketing – very popular, biding one’s time and taking advantage of the situation, moment, good Idea and surprising clients with a fast and accurate, spot on reaction;
- Public relations (PR) – carefully planned communication both within and outside a company; media relations – management of methods of presentation and a company’s presence, in mass media. Article marketing – writing press statements, interviews, comments; celebrity marketing – use of celebrities as carriers of brands; word-of-mouth marketing (evangelism marketing) – evangelisation – spreading the Good News among clients. Inside communication (inside PR) – all activities in relation to company’s personnel aimed at improving corporate identity, motivation to get better results, producing suitable attitudes in accordance with company’s mission and concepts;
- Marketing activities trends – changing trends in terms of use of marketing activities (it is recommended to pay attention to the use of new technologies);
- Marketing communication - Advertisement as the crucial tool when it comes to company’s communication with a market (advertisement activities should be in consistence with the company’s plan and marketing strategy, complementing company’s strategy. Connecting advertisement with other marketing elements (product development, its price and sale).Functions of advertising (informative, sale support- persuading, reminding, educational, competitive). Company’s system of communication with a potential client (producing content, information encoding by a sender, creating an advertising message, sending it via the chosen channel of communication, information decoding by a receiver, the process of receiving the information, the final result is the receiver’s reaction which can be observed by the sender). Formal and informal marketing communication: formal one includes ATL and BTL advertising, direct advertisement sales promotion, public relations; the informal one comprises any message in relation to the company, people and resources, methods and sale conditions, clients of the company. Marketing communication plan: 1. identification of a target audience, 2. Defining the aim of communication process, 3. Designing the message, 4. The choice of communication channel, 5. Determining the budget for advertisement purposes, 6. The choice of promotion – mix, 7. The evaluation of the advertisement results, 8. Management and coordination of the overall process of marketing communication).

- self-assessment and peer-evaluation activities:
 - 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.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access available to students too, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about marketing activities and communication, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
https://marketingartfully.com/100-quick-marketing-activities-you-can-do-today/	Article "100 Quick Marketing Activities You Can Do TODAY!", Tara Jacobsen, 2014	
http://www.marketingmo.com/wp-content/uploads/2013/12/The-Strategic-Marketing-Process-eBook.pdf	E-book "The Strategic Marketing Process – How to Structure Your Marketing Activities to Achieve Better Results", Moderandi Inc.	
https://www.smartinsights.com/managing-digital-marketing/marketing-innovation/business-critical-digital-marketing-trends/	Article "8 business-critical digital marketing trends for 2019", Dave Chaffey, 2019	
https://www.investopedia.com/articles/financial-theory/11/small-business-marketing-techniques.asp	Article "7 Popular Marketing Techniques for Small Businesses", Andrew Beattie, 2019	
http://www.evineyardapp.com/blog/2016/07/11/10-marketing-trends-for-wineries/	Article "10 marketing trends for wineries", Urska, 2016	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://intraprendere.net/15355/marketing-e-	Articolo "Marketing e Comunicazione: Qual è la Differenza?"	

comunicazione/	<i>Guida alle Definizioni e Caratteristiche”, Intraprendere.net, 2018</i>
http://www.unite.it/UniTE/Engine/RAServeFile.php/f/File_Prof/GALDENZI_1659/La_strategia_di_comunicazione.pdf	<i>Dispensa "LA STRATEGIA DI COMUNICAZIONE - Appunti di Pubblicità e Marketing”, Prof. Marco Galdenzi, 2011</i>
https://www.digital-coach.it/blog/case-histories/piano-di-comunicazione/	<i>Articolo "Piano di comunicazione: cos'è e come farlo in modo efficace”, Giulio Pisano, 2018</i>
https://www.maxmarketing.it/glossario/	<i>Glossario, Max Marketing S.r.l.</i>
https://sorsidiweb.com/influencer-marketing-nel-mondo-del-vino/	<i>Articolo "Influencer Marketing nel mondo del vino), Susana Alonso 2017</i>

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
http://eccfp.uklo.edu.mk/files/PostgraduateUpload/Ana_Sokoleska.pdf	МЕНАЏМЕНТ СО МАРКЕТИНГ КОМУНИКАЦИИТЕ НА КОМПАНИЈАТА ВРЗ ОСНОВА НА МАРКЕТИНШКИ ИНФОРМАЦИИ - Магистерски труд – Ана Соколеска, ПРИЛЕП, 2014
http://bas.edu.mk/dl/books/MarketingTeorijaiPraktika.pdf	МАРКЕТИНГ-Теорија и практика, д-р Маја Кочоска м-р Дијана Дамевска, Скопје, 2017
https://insight-magazine.ru/mk/idei/svyaz-marketingovyh-instrumentov-i-kanalov-kommunikacii-enciklopediya.html	Комуникација на маркетинг алатки и канали за комуникација. Енциклопедија на маркетинг

Activity 6: Online and social media marketing

Duration: 120 minutes, of which 60 for practical activities.

Short description: In this activity, the trainer introduces the learners to online and social media marketing issues, and describes useful tools and techniques for creating a company's image with the use of social media, supporting the participants in a collective learning experience to enable online and social media marketing skills.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Web marketing – basic principles of efficient use: Internet website (source of information about a company) – what should the website be like – clear and uncluttered, containing the latest data, easy navigation through pages, comprising crucial information. High quality content (content management: basic principle of online and social marketing). Use of various techniques (e.g. pay per click advertising, text link advertising, contextual text advertising, organic search engine optimization, participation in forums and communities (without spamming), link popularity. Good and bad practices (e.g. examples of bad practices: a website under construction, lacking content, too much information on a single page).
 - Social Media – changes in terms of technology after 2001 resulting in shaping the society of content/data, showing the advantages and simplicity of using social media. Social media tools – blogs, microblogs, Wikipedia and other databases, YouTube, social networking (Facebook, Instagram, Pinterest, LinkedIn, Twitter) – showing characteristics of all those mentioned above. Tools for creating and management of Social Media content – graphics tools such as Canva, photo edition tools, tools which enable planning publications in social media e.g. Post Planner, producing short animations and presentations e.g. PowToon, Fanpage. efficiency evaluating tools e.g. AgoraPulse Barometer, creating thought maps e.g. Xmind.net, tools for planning and management of content on Twitter e.g. Tweetdeck. Tools for checking # that we were interested in – analysis of a particular phrase e.g. Hashtracking.com, tools for analyses of statistics on Instagram e.g. Nitrogram.
 - Online and social marketing rules of operations – a company is considered to be a public figure with responsibility for any content published on the internet, Social Media Policy a set of rules which should be followed by a company and its environment (among others employees, subcontractors, board)
- Self-assessment and peer-evaluation activities:
 - 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.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access available to students too, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about online and social media marketing, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE: English	
LINK	DESCRIPTION
https://websitesetup.org/	Guide "How to Create a Website - An easy, step-by-step guide for beginners", Nick Schäferhoff, 2019
https://firstsiteguide.com/make-website/cms/	Guide "How to Make a Website With CMS in 2019", Ogi Djuraskovic and FirstSiteGuide team, 2019
https://businesscollective.com/a-beginners-guide-to-internet-marketing/index.html	Article "A Beginner's Guide to Internet Marketing", Eric Siu, 2019
https://en.wikipedia.org/wiki/Online_advertising	Article "Online advertising", Wikipedia
https://www.techopedia.com/definition/26363/online-marketing	Article "Online Marketing", Techopedia
https://contentmarketing.guide/social-media/	Guide "2019 Social Media Content Marketing Guide", TapClicks Inc., 2019
https://www.decodedigitalmarket.com/complete-social-media-marketing-guide/	Guide "The Complete Social Media Marketing Guide", Kunjal Chawhan, 2019

LANGUAGE: Italian (<i>Italiano</i>)	
LINK	DESCRIPTION
https://www.aranzulla.it/come-creare-un-sito-web-gratis-5858.html	Articolo "Come creare un sito Web", Salvatore Aranzulla
https://www.mysocialweb.it/2018/03/16/come-creare-un-sito-web/	Articolo "Come si crea un sito internet di successo", Riccardo Esposito, 2018
https://it.wikipedia.org/wiki/Internet_marketing	Articolo "Internet marketing", Wikipedia
http://alkahest.it/wp-content/uploads/2015/02/Introduzione-al-social-media-marketing.pdf	Guida "Introduzione al social media marketing", Giovanni Fausti e Fabio Papalia, 2014

LANGUAGE: Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION
http://www.pretpriemac.com/internet-	Интернет маркетинг – Неколку Дефиниции

marketing-definicii/	
https://business.tutsplus.com/mk/tutorials/what-is-online-marketing--cms-31075	Што претставува онлајн маркетинг?
http://eprints.ugd.edu.mk/1942/1/%D0%9C%D0%B0%D1%80%D0%BA%D0%B5%D1%82%D0%B8%D0%BD%D0%B3%20%D0%B8%D1%81%D1%82%D1%80%D0%B0%D0%B6%D1%83%D0%B2%D0%B0%D1%9A%D0%B5%20%D0%BF%D1%80%D0%B5%D0%BA%D1%83%20%D0%B8%D0%BD%D1%82%D0%B5%D1%80%D0%BD%D0%B5%D1%82-%D0%BB%D0%B5%D0%BA%D1%82%D0%BE%D1%80%D0%B8%D1%80%D0%B0%D0%BD.pdf	МАРКЕТИНГ ИСТРАЖУВАЊЕ ПРЕКУ ИНТЕРНЕТ
http://eprints.ugd.edu.mk/23239/1/Magisterski%20trud%20-%20Marketing%20na%20socijalni%20mediumi%20FINAL.pdf	„Маркетингот на социјалните медиуми како комплементарна активност од маркетинг стратегија“, ЖУПАН МАТИНОВСКИ- МАГИСТЕРСКИ ТРУД - Штип, декември 2019

Activity 7: Marketing monitoring

Duration: 120 minutes, of which 60 for practical activities.

Short description: In this activity, the trainer introduces the learners to marketing monitoring, and describes methods and tools for marketing monitoring, supporting them in a collective learning experience to enable monitoring activities and inspection planning skills.

Specific tasks and exercises of the learners on field related topics, within:

- learning activities:
 - Inspections of marketing activities – scheme/course of action. Step 1: Preparation of a list of marketing activities' elements for inspection along with rationale/grounds (e.g. sale, costs, number of clients, website visits, and fun page likes). Step 2: Preparation of an inspection programme (time and periodicity, e.g. once a year, once a month). Step 3: Inspections implementation (who should be involved in the process, what documents are essential during inspection, how is data going to be processed, time needed to implement inspections). Step 4: Inspection results analysis (are the inspections results better or worse than postulated in the strategy). Step 5: Conclusions drawn from the inspection analysis (what elements, feature of company's operations need changes, and when they need implementation). Step 6: Introduction of conclusions drawn from inspection (what will be the costs of implementation measures, when and how implement them).
 - Monitoring tools: Google Analytics <https://www.google.com/analytics> - once we input Google Analytics code on a website this tools will be evaluating, among others, data such as number of visits (both new and old users), time spent on a website. Hootsuite – analysis of social networking media and portals managements in one place <https://hootsuite.com>. Google Alerts <https://www.google.pl/alerts> – analyses of internet based on particular words and content including monitoring and researching for how many references appear in terms of particular content that we are interested in. Google AdWords (tracking and evaluating efficiency of advertising campaigns and key words on the network). Bit.ly <https://bitly.com> (the tool designed to analyse number of times a link was clicked). Freshmail (sending e-mails, newsletters, monitoring, and evaluating reactions of clients to our actions).
 - KPI (Key Performance Indicators): KPI in general, e.g., actions taken in relation to the number of clients acquired – learning the way in which clients are acquired, costs of attracting a lead – that is a person potentially interested in the offer or a person with a certain need when it comes to purchase) – defining what it really takes / requires (time, money, etc) to acquire a lead in various distribution channels. ROI (Return Of Investment) – a ratio of expenditures related to marketing activities to profits achieved. KPI – a website (www) e.g. rate of new visitors, return visitors, average time spent on a website, bounce rate – bounce rate index (immediate closing of a website) informs us about some crucial main website features – graphics, layout, first impression. If bounce rate index is high then measures should be taken in order to optimize the website and traffics source – checking if clients visit the site by entering URL, AdWords clicking, or by clicking links on blogs or various social media channels. KPI - social media: e.g. a number of times content is published, a number of likes, shares and comments, an increase in the number of followers, conversion factor – how many clients carry out certain actions (e.g. subscribing to a newsletter, use of a free e-book) following a campaign, mentioning a brand in social networking portals, lead cost in terms of paid advertising).
 - Indicators which should be analysed when it comes to marketing content: number of unique users (new and return); number of visits; time spent on a website; comments and opinions (positive and negative); sharing material in social media channels; number of a blog's subscribers; number of

fans; number of times materials have been downloaded; citations on the internet of an article or a blog; number of conversions.

- self-assessment and peer-evaluation activities:
 - Using selected tools presented during the training, every student analyses a brand. Then each learner present personal analysis to the whole group. The group along with the trainer discuss and evaluates all the analyses.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access available to students too, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about marketing monitoring, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). 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 experience has resulted, and on what was good and what could be improved. Then learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among learners and trainer.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
https://www.zabanga.us/marketing-communications/monitoring-evaluation-and-control.html	Article "Monitoring Evaluation and Control", Marketing Communications, 2019	
https://blog.hootsuite.com/social-media-monitoring-tools/	Article "16 of the Best Social Media Monitoring Tools", Christina Newberry, 2019	
https://smallbusiness.chron.com/7-ways-evaluate-marketing-plan-58331.html	Article "7 Ways to Evaluate Your Marketing Plan", Robert Morello, reviewed by Michelle Seidel, 2019	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
http://www.dbt.univr.it/documenti/OccorrenzaIns/matdid/matdid920046.pdf	"MARKETING DEI PRODOTTI VITIVINICOLI - STRATEGIA, PIANIFICAZIONE E CONTROLLO", Prof. Diego Begalli, 2008	
https://www.datalytics.it/social-media-monitoring-marketing/	Articolo "Social Media Monitoring, perché è importante per il marketing", datalytics, 2016	
www.themarketingfreaks.com/social-tools	Articolo "Social Tools: 37 Strumenti per il Social Media Marketing", Marketing Freaks,	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	

Module 1.2 (A) - How to define the strategic plan of the winemaking enterprise (24 hours)

List of learning activities

Activity 1: *Basics of Strategizing. Benefits for strategic planning* (240 minutes, of which 160 for practical activities)

Activity 2: *How to plan?* (300 minutes, of which 200 for practical activities)

Activity 3: *SWOT – tool for planning* (360 minutes, of which 240 for practical activities)

Activity 4: *Setting up Vision / Mission* (240 minutes, of which 160 for practical activities)

Activity 5: *Setting up targets & draft of Strategic plan* (300 minutes, of which 200 for practical activities)

Activity 1: Basics of Strategizing. Benefits for strategic planning

Duration: 240 minutes, of which 160 for practical activities.

Short description: In this activity, the trainer introduces the learners to reasons and main points of importance of strategic planning, also with specific focus on winemaking enterprise.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on strategic plan process and key elements and stages for planning strategy (Analysis, Strategy formulation, Goal setting, Activities / action plan, Control & Feedback), and benefits for strategic planning.
 - Group work (groups of max 6 participants), with tasks to set reasons for strategic planning: group discussions on main points of importance of strategic planning, brainstorming about reasons for strategic planning, synthesis of emerged idea within each group, and presentation of them to all the participants.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the ideas emerged within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about reasons and main points of importance of strategic planning, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
http://www.businessdictionary.com/definition/strategic-plan.html	Article "Strategic planning", Business Dictionary	
https://en.wikipedia.org/wiki/Strategic_planning	Article "Strategic planning", Wikipedia	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://it.wikipedia.org/wiki/Pianificazione_strategica	Articolo "Pianificazione strategica", Wikipedia	

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LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
https://mk.wikipedia.org/wiki/%D0%A1%D1%82%D1%80%D0%B0%D1%82%D0%B5%D1%88%D0%BA%D0%BE_%D0%BF%D0%BB%D0%B0%D0%BD%D0%B8%D1%80%D0%B0%D1%9A%D0%B5	Стратешко планирање
https://www.academia.edu/8143650/%D0%A1%D1%82%D1%80%D0%B0%D1%82%D0%B5%D0%B3%D0%B8%D1%81%D0%BA%D0%B8_%D0%9C%D0%B5%D0%BD%D0%B0%D1%9F%D0%BC%D0%B5%D0%BD%D1%82	Стратегиски Менаџмент, Марина Стоилковска

Activity 2: How to plan?

Duration: 300 minutes, of which 200 for practical activities.

Short description: In this activity, the trainer introduces the learners to the methodological and operational approaches to strategic planning, also with specific focus on winemaking enterprise.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on methodological and operational approaches to strategic planning (e.g., Conventional Strategic Planning, Issues-Based Strategic Planning, Organic Strategic Planning, Real-Time Strategic Planning, Alignment Model of Strategic Planning, Inspirational Model of Strategic Planning, Balanced Score Card, etc.); contents of the strategic plan (management message / introduction, organisation information & background, mission & values, analysis of the current situation, goals, objectives and strategies, indicators for assessment).
 - Individual work: each participant prepares a draft of a written motivational message for informing staff members and shareholders of winemaking enterprise (actual or potential) about motivation for setting up strategic plan.
 - Group work (groups possibly including at least a participant already working in a winemaking enterprise): each group prepares a written general information about the winemaking enterprise (location, size of the enterprise, annual turnovers, and wine products), including a description of the mission of the organization, organization's constituents and services, organization's long-term goals (as well as what achieving these goals makes possible on a larger scale), history of the organization and how it took to reach its current design, major points of change or expansion, key people and relationships, metrics about organization's performance, detail of the programs that the organization operates in a short, bullet point list, how the organization achieves its mission on a day-to-day basis, organization's specific benchmarks and accomplishments when possible. Each group presents general information to all the participants.
- Self-assessment and peer-evaluation activities:
 - Each learner presents to all the participants the motivational message written within individual work, and the whole group of participants along with the trainer analyse and evaluate them.
 - The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the written general information on winemaking enterprises defined within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about methodological and operational approaches to strategic planning, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). 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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
http://peopleof.oureverydaylife.com/write-organizational-background-5883.html	Article "How to Write an Organizational Background", Chase Sackett, BizFluent	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.pmi.it/professioni/strategie-e-tecniche/190143/la-pianificazione-strategica-aziendale.html	Articolo "La pianificazione strategica aziendale", PMI.it	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://finance.gov.mk/files/u249/Priracnik%20za%20stratesko%20planirawe%20januari%202014_2.pdf	ПРИРАЧНИК ЗА СТРАТЕШКО ПЛАНИРАЊЕ - м-р Маја Петрова, Љиљана Костиќ, Сали Сали, Скопје, јануари 2014	

Activity 3: SWOT – tool for planning

Duration: 360 minutes, of which 240 for practical activities.

Short description: In this activity, the trainer introduces the learners to strategic SWOT analysis of the company's businesses and operations, highlighting competitive advantage that SWOT analysis can provide to winemaking enterprise.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on SWOT analysis showing strengths, weaknesses, opportunities and threats.
 - Group work (groups possibly including at least a participant already working in a winemaking enterprise): each group creates a draft of SWOT analysis about the winemaking enterprise businesses and operations, and presents it to other groups.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the SWOT analysis on winemaking enterprises defined within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about strategic SWOT analysis of the company's businesses and operations, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://en.wikipedia.org/wiki/SWOT_analysis	Article "SWOT analysis", Wikipedia

LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION
https://it.wikipedia.org/wiki/Analisi_SWOT	Articolo "Analisi SWOT", Wikipedia

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION

https://mk.wikipedia.org/wiki/%D0%A1%D0%92%D0%9E%D0%A2_(%D0%B0%D0%BD%D0%B0%D0%BB%D0%B8%D0%B7%D0%B0)	СВОТ (анализа)
http://www.entrepreneur.mk/index.php/novosti/1709-swot.html	Што е SWOT анализа и како до нејзина успешна реализација
http://www.pretpriemac.com/biznis-plan-swot-analiza/	Бизнис План – SWOT Анализа

Activity 4: Setting up Vision / Mission

Duration: 240 minutes, of which 160 for practical activities.

Short description: In this activity, the trainer introduces the learners to the concept of values, vision, and mission within strategic planning, in particular for a winemaking enterprise.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on the concept of values, vision, and mission within strategic planning, in particular for a winemaking enterprise.
 - Group work (groups possibly including at least a participant already working in a winemaking enterprise): each group drafts a statement of values, vision, and mission of the winemaking enterprise, and present it to other groups.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the drafted values, vision, and mission of winemaking enterprises defined within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about concept of values, vision, and mission within strategic planning, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
http://smallbusiness.chron.com/purpose-mission-vision-statements-strategic-planning-13161.html	Article "The Purpose of Mission and Vision Statements in Strategic Planning", Madison Hawthorne; Reviewed by Jayne Thompson, LLB, LLM; Updated March 25, 2019
https://en.wikipedia.org/wiki/Vision_statement	Article "Vision statement", Wikipedia
https://en.wikipedia.org/wiki/Mission_statement	Article "Mission statement", Wikipedia

LANGUAGE:	Italian (<i>Italiano</i>)
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LINK	DESCRIPTION
https://it.wikipedia.org/wiki/Visione_azendale	Articolo "Visione aziendale", Wikipedia
https://it.wikipedia.org/wiki/Missione_azendale	Articolo "Missione aziendale", Wikipedia

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
https://biznisinfo.mk/shto-e-misija-a-shto-vizija-na-edna-kompanija/	Што е мисија, а што визија на една компанија? Александра Петровска -18/01/2019
http://eprints.ugd.edu.mk/10334/1/_ugd.edu.mk_private_UserFiles_katerina.hadzivasile_Desktop_Magisterska-Vesna%20Efremova-pdf%20za%20fax.pdf	ФОРМУЛИРАЊЕ И ИМПЛЕМЕНТАЦИЈА НА ОРГАНИЗАЦИСКА СТРАТЕГИЈА СО ФОКУС НА СТРУКТУРАТА, КУЛТУРАТА И СООДВЕТЕН СТИЛ НА ЛИДЕРСТВО - Весна Ефремова-МАГИСТЕРСКИ ТРУД, Штип, мај 2014

Activity 5: Setting up targets & draft of Strategic plan

Duration: 300 minutes, of which 200 for practical activities.

Short description: In this activity, the trainer introduces the learners to the setting up of targets within strategic planning, and to the drafting of strategic plan, in particular for a winemaking enterprise.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on the concept of business goals, business objectives, and business strategy, in particular for a winemaking enterprise.
 - Group work (groups possibly including at least a participant already working in a winemaking enterprise): each group drafts business goals, business objectives, and business strategy of the winemaking enterprise, and present it to other groups.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the drafted business goals, business objectives, and business strategy of winemaking enterprises defined within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.linkedin.com/pulse/20140616055721-142774715-business-goals-vs-objectives-vs-strategies-vs-tactics	Article "Business Goals vs. Objectives vs. Strategies vs. Tactics", Meysam Ghanbari, 2014

LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION
https://www.tesionline.it/appunti/formulazione-ed-esecuzione-di-una-strategia-aziendale/definizione-	Articolo "Definizione della strategia aziendale di un'impresa", Tesi online

della-strategia-aziendale-di-un-impresa/17/1	
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LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
http://www.pretpriemac.com/vodich-za-postavuvanje-na-biznis-celi/	Водич за поставување на бизнис цели
http://www.entrepreneur.mk/index.php/faq-menu/134-2009-08-20-11-03-55.html	Планирање на вашиот план
http://www.utms.cc/estudent/images/Prezentacii/Ekonomski%20fakultet/II%20godina/III%20semestar/Delovno%20planiranje/T5.pdf	ПОТРЕБА И СУШТИНА НА ПЛАНИРАЊЕТО, доц. д-р Наташа Ристовска

Training Unit 2 (A):

Cellar management (240 hours)

Training Unit not designed for learning mobility

Module 2.1 (A) - How to manage the procurement and primary processing of grapes (40 hours)

List of learning activities

Activity 1: *Biological characteristics of the vine* (480 minutes, of which 240 for practical activities)

Activity 2: *Wine varieties of grapes* (960 minutes, of which 600 for practical activities)

Activity 3: *Technological characteristics of grapes* (720 minutes, of which 480 for practical activities)

Activity 4: *Organic grape production* (240 minutes, of which 120 for practical activities)

Activity 1: Biological characteristics of the vine

Duration: 480 minutes, of which 240 for practical activities

Short description: In this activity, the trainer introduces the students to the underground and above-ground organs in the grapevine; the structure and function of the organs of the vine (root, stem, leaf, flower, fruit), the types of shoots, the organs of reproduction of the vine (generatively and vegetatively), the annual life cycle of the vine.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Aboveground and underground parts of the vine:
 - Presenting the aboveground and underground parts and explaining the characteristics of the parts: root, stem, leaf, flower, and fruit. Samples of different parts of the vine are prepared and the students are given the task of recognizing the parts according to the previous description and explaining the characteristics. In addition to recognizing the parts, students are asked to explain their role.
 - Content and function of vineyard organs: Microscopy of the cross-section of the parts of the vine line is performed and the participants notice the characteristics of the content of the individual parts and connect the construction with the function of the parts.
 - Vine propagation: First, the difference between generative and vegetative propagation is explained, and then the way of propagation of the vine is presented.
 - Life biological cycle of the grapevine: The participants are explained the periods through which the grapevine goes through during the life cycle: period of increasing fertility, period of stable fertility, period of declining fertility. Participants are introduced to the characteristics of the periods of the life cycle of the grapevine.
 - Annual biological cycle of the grapevine: The participants are explained the phenophases of the grapevine: opening of buds, growth of shoots, flowering, pollination, growth of grains and ripening of grapes. Participants are presented with the contents of the phenological diary to monitor the phenophases and are asked to read and analyse the contents of the diary. Finally, the preparation of the grapevine for the winter period and the period of being still is explained to them
- Self-assessment and peer-evaluation activities:
 - The participants in the training recognize the parts of the grapevine, explain the characteristics of the parts and recognize the parts according to the microscopy of their sections. They differentiate generatively from vegetative propagation and explain the propagation of the vine. They are given completed journal diaries and participants are asked to read, interpret and analyze the contents of the diary. Participants work individually, in pairs, in groups and finally present, evaluate and analyze the results of their work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens, samples of parts of the vine; microscope and microscopic preparations from parts of the vine; generative and vegetative parts of vines and phenological diary.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about the biological characteristics of the grapevine, ensuring both the required scientific support in the specific learning field, and the non-formal

learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
https://books.google.mk/books?id=wnNvmRjfxgQC&pg=PA37&lpg=PA37&dq=:+Biological+characteristics+of+the+grapevine&source=bl&ots=L0l-2Bgxfu&sig=ACfU3U0Ss-RND8pLolZ4brdI5Qizks2w6Q&hl=en&sa=X&ved=2ahUKEwj-1NS1r93nAhWew8QBHW0gCbQQ6AEwCXoECAoQAQ#v=onepage&q=%3A%20Biological%20characteristics%20of%20the%20grapevine&f=false	Biology of the Grapevine By Michael G. Mullins, Alain Bouquet, Larry E. Williams	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://prezi.com/cvk4vh2hoc5m/la-biologia-del-vino/	Articolo "LA BIOLOGIA DEL VINO", Martina Missone 2014	
https://doc.studenti.it/riassunto/biotecnologia/chimica-vino.html	Articolo "CHIMICA DEL VINO", Studenti.it	
https://www.agraria.org/viticultura-enologia/lieviti.htm	Articolo "Lieviti del vino - Appunti di Enologia - Lieviti, fermentazione alcolica, lieviti selezionati", Rivista di Agraria.org	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://sezavino.mk/развојни-фази-на-виновата-лоза/	Развојни фази на виновата лоза, Октомври 2019	
http://www.fzhn.ukim.edu.mk/images/stories/doktorski_temi/doktorska_disertacija_z_prculovski.pdf	Влијание на бројот на гроздови врз приносот и квалитетот Универзитет „Св. Кирил и Методиј“ во Скопје Факултет за земјоделски науки и храна – Скопје Докторска дисертација М-р Златко Прцуловски	
https://sezavino.mk/време-на-созревање-на-виновата-лоза/	Време на созревање на виновата лоза - Сè за вино - Лозарство	

Activity 2: Varieties of wine grapes

Duration: 960 minutes, of which 600 for practical activities.

Short description: In this activity, the trainer introduces the students to the economic significance of wine grape varieties; wine varieties for the production of quality and medium quality black wines; quality and medium quality white wines; varieties for the production of consumer white wines; the correlation between the chemical composition and the technical values of the grapes and the optimal sorting of the wine vineyards.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Economic importance of wine grape varieties: Presentation of data on the economic importance of wine grape varieties.
 - Wine varieties for the production of quality black wines: Presentation of wine grape varieties for the production of quality black wines and explanation of the morphological characteristics for their recognition: blatina; Vranec; kratoshija; teran; black burgundy; Cabernet Sauvignon; grame and merlot. By presenting pictures, the participants recognize the varieties according to their morphological characteristics. Participants from Italy study and recognize the varieties for the production of quality black wines that are mostly grown in their country and their surroundings.
 - Wine varieties for production of medium quality black wines: Presentation of wine grape varieties for production of medium quality black wines and explanation of the morphological characteristics for variety recognition: stanushina; Ohrid black wine; black Tikvesh wine; prokupec; melnicko crno; plavec mal and game boyadiser. By presenting pictures, the participants recognize the varieties according to their morphological characteristics. The participants from Italy study and recognize the varieties for production of high quality black wines that are mostly grown in their country and their surroundings.
 - Wine varieties for production of quality white wines: Presentation of wine grape varieties for production of quality white wines and explanation of the morphological characteristics for recognizing the varieties: zilavka; rkatsiteli; Rhine Riesling; Italian riesling; semillon; sovignon; Chardonnay; white burgundy, traninec and belan. By presenting pictures, the participants recognize the varieties according to their morphological characteristics. The participants from Italy study and recognize the varieties for production of quality white wines that are mostly grown in their country and their surroundings.
 - Wine varieties for production of medium quality white wines: Presentation of wine grape varieties for production of medium quality white wines and explanation of the morphological characteristics for variety recognition: chip; Ohrid white and Smederevo. By presenting pictures, the participants recognize the varieties according to their morphological characteristics. The participants from Italy study and recognize the varieties for production of medium quality white wines that are mostly grown in their country and their surroundings.
 - Wine varieties for the production of consumer white wines: Presentation of wine grape varieties for the production of consumer white wines and explanation of the morphological characteristics for recognizing the varieties: plovdivina i liscina. By presenting pictures, the participants recognize the varieties according to their morphological characteristics. The participants from Italy study and recognize the varieties for the production of white wines that are mostly grown in their country and their surroundings.
- Self-assessment and peer-evaluation activities:

The participants in the training recognize the wine grape varieties according to their morphological characteristics and categorize them according to the quality for production of black and white wines. Participants work individually, in pairs, in groups and finally present, evaluate and analyze the results of their work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens, pictures, slides, models and video recordings of wine varieties.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about the wine grape varieties, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
https://en.wikipedia.org/wiki/List_of_grape_varieties	List of grape varieties	
https://www.wine-searcher.com/grape-varieties	Grape Varieties	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://winenews.it/it/i-50-e-piu-famosi-vitigni-d-italia_284249/	Articolo "I 50 E PIU' FAMOSI VITIGNI D'ITALIA", Wine News	
http://vinionline.net/vitigni.html	Articolo "Vitigni e uva in Italia", VINIONLINE.net	
https://www.vinifero.it/pillole/vitigni-autoctoni/	Articolo "Vitigni autoctoni: tutte le varietà italiane per la produzione di vino", Vinifero.it	
https://www.winepoint.it/blog/le-differenze-nei-vini-a-seconda-delle-variet%C3%A0-di-uve-e-del-terroir	Articolo "Le differenze nei vini a seconda della varietà di uve e di terroir", Wine Point Magazine, Giovanni Erba, 2017	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://extrapoint.mk/vinska-sorta-kratosija/	Винска сорта - Кратошија	
http://www.fznh.ukim.edu.mk/jafes/VOL	Карактеристики на бели вински хибридни сорти Фросина Трајановска	

%2065_2015/Trudovi_PDF/057%20Frosina_Trajanovska_49_53.pdf	<i>Факултет за земјоделски науки и храна, Скопје насока: Лозарство и винарство</i>
https://mk.unansea.com/видови-на-вина-детална-класификација/	Видови на вина: детална класификација
http://www.vino.mk/mk/svetot-na-vinoto/vinski-sorti	Вински сорти www.vino.mk
https://sezavino.mk/винските-сорти-на-грозје-за-производс/	Сорти на грозје за производство на црвени вина - Сè за вино

Activity 3: Technological characteristics of grapes

Duration: 720 minutes, of which 480 for practical activities.

Short description: In this activity, the trainer introduces the students to the cofactors that affect the mechanical composition of the grapes; the chemical composition of grapes and must; composition and amount of sugar in grapes; acids and phenolic compounds in grapes; technological maturity of grapes and the impact of the moment of grape harvest and wine production.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Presentation of factors that affect the mechanical content of grapes and its yield.
 - Chemical content of grapes and must: Presentation of chemical composition of different varieties of wine grape varieties and chemical composition of must.
 - Sugar in grapes: Presents the sugar content of different grape varieties and demonstrates methods for determining the sugar content of grapes.
 - Other chemicals in grapes: Presentation of other chemicals in grapes that are important for wine production: acids (tartaric; apple; citrus, etc.); phenolic compounds (tannin; flavonoids, etc.); vitamins; enzymes and minerals in grapes.
 - Technological maturity of grapes: Explains the characteristics and significance of technological maturity of grapes for wine production and demonstrates the determination of technological maturity of grapes with a refractometer.
- Self-assessment and peer-evaluation activities:

The participants in the training explain the chemical composition of the grapes for wine production and the chemical composition of the must. In addition to the presence of chemical elements in grapes and must, participants determine the amount of sugar and technological maturity of the grapes. Participants work individually, in pairs, in groups and finally present, evaluate and analyse the results of their work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens, images, slides, a barometer and a refractometer.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about the technological characteristics of grape, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://watermark.silverchair.com/0022-2747-	Grapes and Wine Technology: Grapes to Wine - A. M. JOE and

<p>38_4_237.pdf? token=AQECAHi208BE490oan9kKhW_Ercy7Dm3ZL_9Cf3qfKAc485ysgAAAIWggJOBgkqhkiG9w0BBwagggIMIICOWIBADCCAjQGCSqGSIb3DQEHATAeBgIghkGZQMEEAS4wEQQMx01_fLKjQxtz4DF-AgEQgIICBT2Vp7PCuD9Eit1QMYADWgKIVzIJ0czgb5vhkY5chq5IEdKEH-Q3QwYI7uNe1KIHnfgvS449HiKaDTx405B1MBDiKVYplPlcR8ndA2X2rczPmfpUbCVBH_Q69VwMGqBvIzpbVveZfZURcJXLJKure-OatbaLn2D5YTOMSsNAbAGrO_3EPnZnH262_7Ae7Uk2G1DSbDkDDVdN8kgToFxpT1hqNCSyWw8GgnieQsAysUQjylc0vVNimhlzD97-HgKk8uP5mUN5jN2tJgAkP3P0LRirTqhJiM-V-O1kiMn-3PgaXAoMQ1bgC2RnbvCGL0bITeQXFYAhvZqunHrLS2fQjeohfesuSpEofV2xEGFHE5svis9KVs66Mn3wTXpLPTod_LA8hcG8G0ed-T5m2uWdnzIDAAFTdpSKNfzfb7zLd4Z7yMTnwD8iPZ4q71QtKd7HReQow6ACH-L14POWW6XA_k0CP_eBYGnSuX_I4kgCoBq2s_DFwcrshnbXx0vv6WIhD0v7EkkLhofpe8jdGAXrcgxtIINDlz7TxN2oZOy_Rnp9aD3rSBOmWfje19jAAg0IFs4dD8rFcgWvIAyBvS7wAAAd2kXrBv3fyq4wXOg-j_hlGI2jRwxnYxcQfAGVRP5BIPG9vYxbD0kbfh0vER8XN-AX7sYd03Yc5ZZU1Su7GKVeTqQ</p>	<p>K. M. SHAHANI</p>
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LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.rivistadiagraria.org/articoli/anno-2017/indici-maturazione-la-maturita-tecnologica-delluva/	<p>Articolo "Indici di maturazione per la maturità tecnologica dell'uva", <i>Rivista di Agraria.org</i>, Gennaio Pisciotta, 2017</p>	
https://vinoeviticoltura.altervista.org/la-maturazione-delluva/	<p>Articolo "La Maturazione dell'Uva", <i>Vino&Viticoltura</i>, 2016</p>	
http://www.carabinieri.it/cittadino/tutela/politiche-agricole/settori-d'intervento-e-frodi-scoperte/frodi-scoperte/vitivinicolo/caratteristiche-delle-uve-da-vino	<p>Articolo "CARATTERISTICHE DELLE UVE DA VINO", <i>COMANDO CARABINIERI POLITICHE AGRICOLE</i>, 2017</p>	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://sezavino.mk/време-на-созревање-на-виновата-лоза/	<p>Време на созревање на виновата лоза, Мај 2017</p>	
https://sezavino.mk/пропусти-кои-се-прават-при-прием-на-гро/	<p>Пропусти кои се прават при прием на грозјето ... - Сè за вино</p>	

Activity 3: Organic grape production

Duration: 240 minutes, of which 120 for practical activities.

Short description: In this activity, the trainer introduces the students to the designation and specifics of organic production; principles of organic farming; conditions for viticulture organic production.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Significance and specifics of organic production: Explanation for the development of organic farming and the place of viticulture in organic grape production.
 - Principles of organic farming: Explain the sustainable development of the agro-ecosystem and standards for organic production; the organizational set-up of organic agriculture and regulation in EU countries; control over organic production and procedures for obtaining a certificate for organic agricultural production; steps for the transition from conventional to organic production.
 - Conditions for viticulture organic production: explanation of the term "soil management"; presentation of machines and tools for basic and additional tillage during organic viticulture; explanation of fertilizers that can be used in organic viticulture; presentation of preventive and protective measures and selection of protective means during viticulture organic production; and an explanation for the harvesting and storage of organic grapes.
- Self-assessment and peer-evaluation activities:
 - The participants in the training explain the specifics and principles of organic production. They list the procedures for controlling organic production and the procedures for obtaining a certificate for organic agricultural production. They explain the steps for the transition from conventional to organic production. Participants present machines and tools for basic and additional tillage and fertilizers that can be used in organic viticulture. The participants enumerate preventive and protective measures and selection of protective means during viticulture organic production and explain the harvesting and storage of organic grapes.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens, images, slides, machines and tools for basic and additional tillage; different types of fertilizers and products for vine protection

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about organic viticulture, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
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LINK	DESCRIPTION
http://ulster.cce.cornell.edu/resources/organic-grape-production-guide	Production Guide for Organic Grapes - NYS IPM Publication No. 224
https://agronomy.unl.edu/farming-systems/organic-grape-production	Organic Grape Production - Tara Sood, (2008)

LANGUAGE: Italian (<i>Italiano</i>)	
LINK	DESCRIPTION
https://www.vinook.it/uva-e-vitigni/uva/uva-biologica.asp	Articolo "Uva biologica", <i>VINOok.it</i>
https://www.ideegreen.it/vini-biologici-22707.html	Articolo "Vini biologici, dalla coltivazione alla lavorazione dell'uva", <i>Idee Green</i>
http://projects.ifes.es/pdfs/eco/bio6.pdf	Manuale "PRODUZIONE BIOLOGICA DI UVA E VINO", Associazione <i>BIOCERT</i> , 2008

LANGUAGE: Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION
http://arhiva.mzsv.gov.mk/files/Vodic%20za%20vinova%20loza.pdf	Водич за органско производство на винова лоза / [водичот го подготви Ѓоко Данаилов]. - Скопје : Министерство за земјоделство, шумарство и водостопанство на РМ, 2007. - 60 стр. : илустр. ; 20 см
http://ruralnet.mk/wp-content/uploads/2019/03/Вардарски-регион-Патот-на-органското-грозје-1.pdf	Патот на органското грозје - Ruralnet

Module 2.2 (A) - How to manage the technological process of production, bottling, packaging and storage of white, rose, red and sparkling wine (200 hours)

List of learning activities

Activity 1: *Wine Cellar* (1200 minutes, of which 720 for hands-on activities)

Activity 2: *Machinery and equipment for wine production and instruments for process control* (1800 minutes, of which 1080 for practical activities)

Activity 3: *Maintenance of machines, devices and wine containers* (960 minutes, of which 600 for practical activities)

Activity 4: *Alcoholic fermentation* (840 minutes, of which 480 for practical activities)

Activity 5: *Technology of production of red and rose wines* (1560 minutes, of which 840 for practical activities)

Activity 6: *Technology of production of white wines* (1320 minutes, of which 720 for practical activities)

Activity 7: *Technology of production of special wines* (1080 minutes, of which 720 for practical activities)

Activity 8: *Diseases, deficiencies and wine cultivation* (1080 minutes, of which 720 for practical activities)

Activity 9: *Ripening of wine and wine improvement* (1200 minutes, of which 720 for practical activities)

Activity 10: *Confection and storage of finished products* (960 minutes, 600 of which for practical activities)

Activity 1: Wine Cellar

Duration: 1200 minutes, of which 720 for hands-on activities.

Short description: In this activity, the trainer presents the types of wine cellars according to the classification and explains the technical and technological conditions of the wine cellar; explains the conditions for the construction of a wine cellar and the internal conditions; presents types of rooms and production departments in a wine cellars; enumerates the positive and negative sides of wood, concrete; metal, plastic and glass wine vessels; presents the application of wine vessels in wine production; and explains the maintenance of the hygiene of wine vessels.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Classification of wine cellars:
 - Conditions for construction of wine cellars: Explanation of technical and technological conditions for construction of the wine cellars and description of the production departments in the wine cellars. Explains the internal conditions in the wine cellar departments.
 - Wine dishes: Emphasizes the positive and negative sides of wooden, concrete, metal, plastic and glass wine containers and determines their use.
 - Maintaining hygiene of wine vessels: Explains ways to maintain different types of wine vessels, how to remove wine stone from wine vessels and how to clean and prepare for the use of diseased and contaminated wine vessels.

• **Self-assessment and peer-evaluation activities:** The participants in the training classify the wineries; explain the conditions for building wineries; determine the placement of the production departments and the conditions in them. Based on the pros and cons of different types of wine vessels determine the use for different wine products, the method of cleaning and preparation for the use of diseased and contaminated wine vessels.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens, pictures; plans, different types of wine vessels and different means for cleaning wine vessels.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about the types of wine cellars, condition for construction and maintaining of the wine cellar, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). 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.

Open Educational Resources:

LANGUAGE:	English
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LINK	DESCRIPTION
https://en.wikipedia.org/wiki/Wine_cellar	Wine cellar, From Wikipedia, the free encyclopedia

LANGUAGE: Italian (<i>Italiano</i>)	
LINK	DESCRIPTION
http://bim.acca.it/progettare-una-cantina-vinicola/	Articolo "Progettare una cantina vinicola, regole e criteri progettuali", <i>Biblus BIM</i>
https://www.vinook.it/caratteristiche-cantina.asp	Articolo "Caratteristiche cantina", <i>VINOok.it</i>
https://www.duca.it/le-caratteristiche-della-cantina-per-la-corretta-conservazione-del-vino/	Articolo "Le caratteristiche della Cantina per la corretta conservazione del vino", <i>Duca di Salaparuta</i>
https://www.olioevino.org/caratteristiche-cantina.asp	Articolo "Caratteristiche cantina", <i>Olio e Vino</i>

LANGUAGE: Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION
http://www.vino.mk/mk/makedonija/vinarii	Винарии
http://interesno.mk/fun/34-interesting/31435-impresivni-gradbi-od-vinarii-vo-svetot	Импресивни градби од винарии во светот
https://sezavino.mk/простории-во-винарската-визба/	Простории во винарска визба
https://sezavino.mk/дрвени-вински-садови-кои-се-користат-в/	Дрвени вински садови кои се користат во винарството

Activity 2: Machines and devices for wine production and instruments for process control

Duration: 1800 minutes, of which 1080 for practical activities.

Short description: In this activity, the trainer introduces the students to the machines and devices for processing grapes and the instruments for controlling the processes: temperature, pressure, flow, etc. .; explains the principle of operation; indicates the connection between machines, devices and instruments with the quality and quantity of wine production.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Machines and devices for processing grapes and the principle of their work: machines for gridding grapes; machines for squeezing and pressing grapes; types of winery pumps (piston, rotary and membrane); wine filters (frameless filters - open and closed; framed filters - with flat frames and KG framed filters).
 - Process control instruments: temperature, pressure, flow, etc.
 - Machines and devices for physical stabilization of wine: pasteurizers and ionic exchangers.
- Self-assessment and peer-evaluation activities:
 - Training participants distinguish between machines and devices for processing grapes; describe the working principle of machines and devices for processing grapes; analyze the relationship between machines and devices with the quality and quantity of wine production; explain how to maintain the machines and devices for wine production; explain the order of switching on and off the machines and equipment according to the activities of the primary processing of grapes, explain the working principle of the instruments for process control: temperature, pressure, flow, etc. know the performance of machinery and equipment in winemaking.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens, machines for gridding grapes; machines for squeezing and pressing grapes; wine cellar pumps, wine filters, process control instruments: temperature, pressure, flow, etc.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience for machines and vessels in the wine cellar, instruments for process control: temperature, pressure, flow, etc., ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION

https://www.agrovin.com/en/machinery/winery/	Winery Equipment
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LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.studocu.com/it/document/universita-degli-studi-di-udine/meccanizzazione-in-viticultura-udine-modulo-di-viticultura-ii/appunti-di-lezione/cantina-macchine-e-impianti/6401166/view	"Appunti su cantina macchine e impianti", StuDocu, Università degli Studi di Udine, Aelfred Brandmayr, 2016	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://agroalternativa.info/modernizatsija-na-proizvodstveni-kapatsiteti-na-vino/	Модернизација на производствени капацитети на вино	

Activity 3: Maintenance of machines, devices and wine containers

Duration: 960 minutes, of which 600 for practical activities.

Short description: In this activity, the trainer introduces the students to the importance of regular cleaning and disinfection of machines, devices and wine containers; presents ways to remove wine stone from wine vessels; explains ways to clean and prepare for the use of diseased and contaminated wine containers; and provides guidance on how to determine the method and means of cleaning wine vessels.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Cleaning and disinfection of machines, devices and wine containers: the importance of regular cleaning and disinfection of machines, devices and wine containers.
 - Wine vessel cleaning methods and means: ways to remove wine stone from wine vessels; ways to clean and prepare for the use of diseased and contaminated wine containers.
- Self-assessment and peer-evaluation activities:
 - The participants in the training emphasize the importance of regular cleaning and disinfection of machines, devices and wine containers; demonstrate selection and application of different ways of removing wine stone from wine vessels; explain how to clean and prepare for the use of diseased and contaminated wine containers and suggest methods and means for cleaning wine containers, machines and wine-making devices.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens, and various cleaning means for wine cellars.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience for maintenance of machines, devices and wine containers, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
http://www.materialsperformance.com/articles/material-selection-design/2015/09/wineries-equipment-materials-and-corrosion	Wineries: Equipment, Materials, and Corrosion, By B. Valdez, M. Schorr, N. Lothan, A. Eliezer

LANGUAGE:	Italian (<i>Italiano</i>)
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LINK	DESCRIPTION
https://www.studocu.com/it/document/universita-degli-studi-di-udine/meccanizzazione-in-viticultura-udine-modulo-di-viticultura-ii/appunti-di-lezione/cantina-macchine-e-impianti/6401166/view	"Appunti su cantina macchine e impianti", StuDocu, Università degli Studi di Udine, Aelfred Brandmayr, 2016

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
https://sezavino.mk/разбирање-на-стабилноста-на-тартарат/	Што претставуваат малите кристалчиња на дното од вашето вино?

Activity 4: Alcohol Fermentation

Duration: 840 minutes, of which 480 for practical activities.

Short description: In this activity, the trainer points out the importance of alcoholic fermentation as a complex biochemical process which explains the process of alcoholic fermentation; explains the effect of temperature and oxygen on alcoholic fermentation; presents and demonstrates a connection between the composition of the must and the conduct of alcoholic fermentation; describes the chemistry and biochemistry of alcoholic fermentation, explains the importance of wine yeast in the process of alcoholic fermentation; demonstrates types of yeasts important for alcoholic fermentation; explains the stages of development of tame wine yeast and selected yeasts; analyzes the role of selected wine yeasts and winemaking enzymes and presents preparation and use of selected wine yeasts and enzymes.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Alcoholic fermentation: Chemism and biochemistry of alcoholic fermentation; connection between the composition of must and alcoholic fermentation; controlled fermentation and factors that are controlled during controlled fermentation; ;
 - Influence of temperature and oxygen on alcoholic fermentation; and how to control temperature and air during alcoholic fermentation.
 - The role of wine yeast in the process of alcoholic fermentation: types of yeasts in alcoholic fermentation; stages of development of tame wine yeast and selected yeasts; role of yeasts and enzymes in winemaking; preparation and use of selected wine yeasts and enzymes.

Self-assessment and peer-evaluation activities:

- The participants in the training explain the chemistry and biochemistry of alcoholic fermentation and the influence of temperature and oxygen on the process of alcoholic fermentation; distinguish yeast types important for alcoholic fermentation; present stages of development of tame wine yeast and selected yeasts; describe the role of selected wine yeasts and winemaking enzymes and demonstrate the preparation and use of selected wine yeasts and enzymes.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens, wine yeast and enzymes, etc.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about alcohol fermentation of grapes, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
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LINK	DESCRIPTION
https://www.researchgate.net/publication/222711547_Low_temperature_alcoholic_fermentation_in_high_sugar_concentration_grape_must	Low Temperature Alcoholic Fermentations in High Sugar Concentration Grape Musts J. LLAURADÓ, N. ROZÈS, R. BOBET, A. MAS, AND M. CONSTANTÍ
http://www.morethanorganic.com/fermentation	Fermentation

LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION
https://www.studocu.com/it/document/universita-degli-studi-di-udine/meccanizzazione-in-viticultura-udine-modulo-di-viticultura-ii/appunti-di-lezione/cantina-macchine-e-impianti/6401166/view	"La fermentazione alcolica", StuDocu, Università degli Studi di Padova, prof. Emilio Celotti, 2015
https://www.quattrocalici.it/conoscere-il-vino/fermentazione-alcolica/	Articolo "Fermentazione alcolica", Quattrocalici – Conoscere il vino, Marcello Leder
https://www.winepoint.it/blog/cos-e-fermentazione-alcolica-vino	Articolo "Cos'è fermentazione alcolica vino?", Wine Point magazine, 2017

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
https://ma.bgrepon.ru/vina/3898-fabrika-i-domashno-proizvodstvo-na-vino.html	Фабрика и домашно производство на вино
https://www.veleri.hr/files/datoteke/nastavni_materijali/k_vinarstvo_2/1a_fermentacije_stabilizacije.pdf	Алкохолна ферментација
https://sezavino.mk/естери-во-виното-и-нивно-формирање/	Што претставуваат естерите во виното и кои се факторите
https://mk.wikipedia.org/wiki/Вино	Вино — Википедија
https://zelenaberza.com.mk/vino-i-zdravje-2/	Вински речник – Зелена Берза

Activity 5: Technology of production of red and rose wines

Duration: 1560 minutes, of which 840 for practical activities.

Short description: In this activity, the trainer explains and discusses the importance of redness production technology; presents procedures for crushing the grapes; determines the moment of separation of the grape skins from the liquid part (must - young wine); analyses the temperature conditions during the alcoholic fermentation; describes open and closed fermentation of red wines; presents and compares the advantages and disadvantages of open and closed fermentation; presents and explains the technology of production of rosé wines and identifies and categorizes differences in the procedures for the production of rosé wines.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - The technology of reddening production: crushing the grapes and determines the moment of separation of the grape skin from the liquid part (must - young wine).
 - Alcoholic fermentation in the production of red and pink wines: temperature conditions during alcoholic fermentation; open and closed fermentation of red wines; advantages and disadvantages of open and closed fermentation.
 - Technology of production of pink wines: crushing the grapes and determines the moment of separation of the grape skin from the liquid part (must - young wine).
- Self-assessment and peer-evaluation activities:
 - The participants in the training analyse and describe the importance of red wine production technology; explain the procedures for crushing grapes; determine the moment of separation of the grape skin from the liquid part (must - young wine); describe temperature conditions during alcoholic fermentation; compare open and closed fermentation of red wines; distinguish the advantages and disadvantages of open and closed fermentation; demonstrate and present the technology of production of rose wines and determine differences in the procedures for the production of rose wines.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens, red and rose wines etc.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about technology of production of red and rose wines, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION

https://www.extension.iastate.edu/wine/red-wine-production	Red Wine Production by Dr. Murli Dharmadhikari
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LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
www.cefas.org/pb/flz/vinificazione in rosso.pdf	"La Vinificazione in rosso", CeFas	
https://www.studocu.com/it/document/universita-degli-studi-di-salerno/food-process-technology-processi-delle-tecnologie-alimentari/appunti-di-lezione/appunti-processi-delle-tecnologie-alimentari-vinificazione-in-rosso-aa-20152016/784021/view	"Appunti - Processi delle tecnologie alimentari - Vinificazione in rosso", StuDocu, Università degli Studi di Salerno, autori vari, 2015	
https://www.studocu.com/it/document/universita-degli-studi-di-padova/enologia-2/altro/slides-i-vini-rosati-prof-e-celotti/499654/view	"Vinificazione in rosso alternative - I vini rosati", StuDocu, Università degli Studi di Udine, prof. Emilio Celotti, 2014	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://ma.bgrepon.ru/vina/4166-tehnologi%D1%98a-za-proizvodstvo-na-vino.html	Технологија за производство на вино - Само за познавачи ...	
https://vvine.ru/mk/iitalijanski-vino-istorija-klasifikacija-i-najdobrite-pretstavnici-na-proizvodstvo-na-vino-vo-italija/	Италијански вино: историја, класификација, и најдобрите ...	
https://mk.wikipedia.org/wiki/Розе_вино	Розе вино — Википедија	
https://vinotika.mk/2016/09/12/кои-се-основни-услови-за-производство/	Кои се основни услови за производство на вино – Винотика	
https://faktor.mk/makedonskite-tsaveni-vina-od-sortata-vranets-bogati-so-sostojki-koi-go-podobruvaat-zdravjeto-na-chovekot	Македонските црвени вина од сортата Вранец	

Activity 6: Technology of production of white wines

Duration: 1320 minutes, of which 720 for practical activities.

Short description: In this activity, the trainer explains and discusses the importance of white wine production technology; presents procedures for crushing grapes, squeezing and pressing grape mash; states conditions for proper conduct of alcoholic fermentation in the production of white wines; identifies and describes the importance of protecting the must from aeration (oxidation); explains how to regulate aldehydes, i.e. volatile acids during fermentation, and explains the choice of fermentation vessels in the production of white wines.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - The technology of producing white wines: crushing the grapes and squeezing and pressing the grape mash.
 - Alcoholic fermentation during the production of white wines: temperature conditions for proper conduct of alcoholic fermentation in the production of white wines; identifies and describes the importance of protecting the shield from aeration (oxidation); regulation of aldehydes, i.e. volatile acids in fermentation and selection of fermentation vessels in the production of white wines.
- Self-assessment and peer-evaluation activities:
 - Training participants analyze and describe the importance of white wine production technology; demonstrate procedures for crushing grapes, squeezing and pressing grape mash; present and explain the conditions for proper conduct of alcoholic fermentation in the production of white wines; interpret and analyze the importance of must protection against aeration (oxidation); describe ways to regulate aldehydes, i.e. volatile acids in fermentation, and state the choice of fermentation vessels in the production of white wines.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens, white wines etc.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about technology of production of white wines, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.extension.iastate.edu/wine/white-wine-production	White Wine Production* - Dr. Murli Dharmadhikari

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.studocu.com/it/document/universita-degli-studi-di-udine/enologia/appunti-di-lezione/vinificazione-in-bianco/1930976/view	"Vinificazione in bianco", StuDocu, Università degli Studi di Udine, 2017	
https://www.quattrocalici.it/conoscere-il-vino/la-vinificazione-bianco/	Articolo "La vinificazione in bianco", Quattrocalici – Conoscere il vino, Marcello Leder	
https://www.agraria.org/viticultura-enologia/vinificazione-in-bianco.htm	Articolo "Vinificazione - Appunti di Enologia - Vinificazione in bianco", Agraria.org	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://ma.bgrepon.ru/vina/4166-tehnologija-za-proizvodstvo-na-vino.html	Технологија за производство на вино - Само за познавачи	
https://vine.ru/mk/italijanski-vino-istorija-klasifikacija-i-najdobrite-pretstavnici-na-proizvodstvo-na-vino-vo-italija/	Италијански вино: историја, класификација, и најдобрите претставници на производство на вино во Италија	
https://vinotika.mk/2016/09/12/кои-се-основни-услови-за-производство/	Кои се основни услови за производство на вино – Винотика	

Activity 7: Technology of production of special wines

Duration: 1080 minutes, of which 720 for practical activities.

Short description: In this activity, the trainer explains the technology of producing natural dessert wines; determines the conditions for the production of natural dessert wines; emphasizes the characteristics of the production of liqueur and dessert wines; explains the technology for the production of famous liqueur wines (Muscat, Malaga, Madeira, Porto, etc.); explains the technology of production of flavoured wines (vermouth); explains the classic way of producing natural sparkling wines; explains the technology of production of champagne wine.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Technology of production of natural dessert wines: conditions for production of natural dessert wines; production characteristics of liqueur and dessert wines; technology for the production of famous liqueur wines (Muscat frontignon, Malaga, Madeira, Porto, etc.).
 - Technology of production of aromatized wines.
 - Technology of production of natural sparkling wines.
 - Technology of production of champagne wines.
- Self-assessment and peer-evaluation activities:
 - The participants in the training compare the production technologies of different types of special wines: natural dessert wines; liqueur wines; flavored wines; sparkling wines and champagne; describe the characteristics of the production of various types of liqueur and dessert wines; emphasize the characteristics of flavoured wines (vermouth); present recipes for the production of world famous brands of special wines ,compare features between classic and other ways of producing natural sparkling wines; they explain the technology of production of champagne wine and with tasting different types of special wines give an assessment of the same.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens, different types of special wines: natural dessert wines; liqueur wines; flavoured wines; sparkling wines and champagne wines.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about technology of production of special wines, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.dairyscience.info/index.php/science-and-technology-of-wine/124-the-science-and-technology-	The science and technology of wine making, Giuseppe Zeppa

of-wine-making.html	
https://www.researchgate.net/publication/278303662_Sparkling_Wine_Production	Sparkling Wine Production, January 2011, Chapter: Sparkling Wine Production, Philippe Jeandet

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.studocu.com/it/document/universita-degli-studi-di-padova/enologia-2/altro/slides-vini-spumanti/499656/view	"Vini spumanti", StuDocu, Università degli Studi di Padova, 2015	
https://www.quattroclici.it/conoscere-il-vino/vini-speciali/	Articolo "Vini speciali", Quattroclici – Conoscere il vino, Marcello Leder	
http://www.vinoinrete.it/sommelier/sommelier%20-1-%20vini%20speciali.htm	Articolo "Vini speciali", VINOINRETE	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://sezavino.mk/технологија-на-специјални-вина/	Технологија на специјални вина	
https://ma.bgrepon.ru/vina/4166-tehnologija-za-proizvodstvo-na-vino.html	Технологија за производство на вино - Само за познавачи.	
https://vvine.ru/mk/italijanski-vino-istorija-klasifikacija-i-najdobrite-pretstavnici-na-proizvodstvo-na-vino-vo-italija/	Италијански вино: историја, класификација, и најдобрите и најдобрите претставници на производство на вино во Италија	
https://vinotika.mk/2016/09/12/кои-се-основни-услови-за-производство/	Кои се основни услови за производство на вино – Винотика	

Activity 8: Diseases, deficiencies of wine and wine cultivation

Duration: 1080 minutes, of which 720 for practical activities.

Short description: In this activity, the trainer discusses the importance of wine diseases; explains the difference between wine flower from sour wine; compares inverted, mucous, and austere wine; describes the significance of wine deficiencies (brown, black or blue, gray, white, H₂S sulfuric acid, mold odor, and other odors); presents recognition of diseases and deficiencies of wine through organoleptic analysis; explains the causes of diseases and deficiencies of wine; demonstrates the cause of wine disease through microscopic examination; describes preventive measures to prevent diseases and deficiencies of wine; presents a way to treat wine from certain diseases; discusses the importance of airspace over the level of wine in unprotected space; demonstrates the flow of wine in an unprotected container with air space above the level of wine; explains and demonstrates wine decanting (ways, time, conditions and decanting technique); presents means for clearing wine and how to use them (gelatin, bentonite, egg white, fish bubble, casein, potassium ferrocyanide or blue wine clearing, etc.); demonstrates wine clearing technique; demonstrates wine filtration; analyzes and identifies the types of filters used in winemaking; describes the heat treatment of wine; presents and explains the physical stabilization of low temperature wines and explains pasteurization as a way of stabilizing wine.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Wine diseases sour wine and lactic-sour wine; compares inverted, mucous, and austere wine; describes the significance of wine deficiencies (brown, black or blue, gray, white, H₂S sulfuric acid, mold odor, and other odors)
 - Recognition of diseases and deficiencies of wine through organoleptic analysis and microscopic examination.
 - Preventive measures to prevent diseases and deficiencies in wine.
 - Treatment of wine from certain diseases.
 - Pouring the wine into an unprotected container with air space above the level of the wine.
 - Decanting wine (ways, time, conditions and technique of decanting).
 - Means for clearing wine and how to use them (gelatin, bentonite, egg white, fish bubble, casein, potassium ferrocyanide or blue wine clearing, etc.).
 - Wine filtration: types of filters used in winemaking.
 - Thermal processing of wine
 - Physical stabilization of wines with low temperatures and pasteurization as a way of stabilization of wine.
- Self-assessment and peer-evaluation activities:
 - The participants in the training analyze and describe the importance of wine diseases; they distinguish wine flower from sour wine and lactic fermented wine from mannitic wine; distinguish and explain inverted, mucous wine; distinguish wine defects (brown coating, black or blue coating, gray coating, white coating, H₂S sulfuric acid odor, mold odor, and other odors); identify diseases and deficiencies of wine through organoleptic analysis; describe the causes of wine diseases and deficiencies; present the determination of the cause of wine disease through microscopic examination;
 - Present preventive measures to prevent diseases and deficiencies of wine; analyze and explain the treatment of wine from certain diseases; analyze the importance of airspace over the level of wine in unprotected space; state the manner of pouring the wine into an unprotected container with air

space above the level of the wine; explain and demonstrate wine decanting (ways, time, conditions and decanting technique) compare means for clearing wine and how to use them; demonstrate wine clearing technique; demonstrate wine filtration; distinguish and present the types of filters used in winemaking; explain heat treatment of wine; analyze and describe the physical stabilization of low temperature wines and explain pasteurization as a way to stabilize the wine.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens, wine sharpeners, filter types, ionic exchangers and various types of wines, etc.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about diseases, deficiencies of wine and wine cultivation, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://en.wikipedia.org/wiki/Wine_fault	Wine fault , From Wikipedia, the free encyclopedia

LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION
https://it.wikipedia.org/wiki/Sentori_di_difetti	Articolo "Sentori di difetti", Wikipedia
https://www.studocu.com/it/document/universita-degli-studi-di-padova/degustazione-ed-enografia/altro/principali-analisi-chimico-fisiche-del-vino/499666/viewvinoirete	"PRINCIPALI ANALISI CHIMICO-FISICHE DEL VINO - Difetti e alterazioni dei vini", StuDocu, Università degli Studi di Padova, Prof. Vanino Negro, 2015
https://winesommelier.it/difetti-del-vino/	Articolo "Difetti del vino", WineSommelier.it, Luca Mercatanti, 2019

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
https://ma.bgrepon.ru/vina/3856-bolesti-na-vino-i-nivno-lekuva%D1%9Ae-prichini-za.html	Болести на вино и нивно лекување: причини за заболување и превенција

Activity 9: Ripening of wine and wine improvement

Duration: 1200 minutes, of which 720 for practical activities.

Short description: In this activity, the trainer explains the importance of wine maturation; states the importance of quiet fermentation; presents a natural clearing of the wine; identifies and distinguishes changes in acids that are manifested by the deposition of wine stone; describes the biological decline of acids and esterification and the formation of bouquet substances in wine; analyses the effect of oxygen on wine maturation; presents the effect of temperature on wine maturation; describes the stages of wine development; discusses the importance of repairing the chemical composition of wine (acids, dyes, tannins and alcohol); states the repair of acids in wine; distinguishes ways of reducing acids in wine; presents wine colour repair; describes and compares several ways of removing colour in white wines; presents a way to repair tannin in wine in case of excess and lack of tannins; tastes wine with more tannins and identifies differences and explains the repair of alcohol in wine.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Ripening of the wine: quiet fermentation; natural clearing of the wine; changes in the acids manifested by the deposition of wine stone; biological decline of acids and esterification and formation of bouquet substances in the wine; influence of oxygen on wine maturation; influence of temperature on wine maturation; stages of wine development
 - Repairing wine: repairing the acids in the wine; reducing the acids in the wine; repairing the color of the wine; removing the color in the white wine; repairing the tannin in the wine in case of excess and lack of tannins; wine tasting with more tannins and making distinction; and alcohol repair in wine.
- Self-assessment and peer-evaluation activities:
 - The participants in the training analyze the importance of wine maturation; explain the importance of quiet fermentation; distinguish natural wine clearing; compare and explain changes in acids manifested by the deposition of wine stone; explain the biological decline of acids and the process of esterification and formation of bouquet substances in wine; compare the effect of oxygen on the maturation of wine; state and explain the impact of temperature on wine maturation; present and explain stages of wine development; analyze the importance of repairing the chemical composition of wine (acids, dyes, tannins and alcohol); present wine tasting with a deficiency and excess of acids; distinguish wine colour repair; compare and explain ways to remove colour in white wines; demonstrate a way of repairing tannin in wine in case of excess and lack of tannins; state and describe the repair of alcohol in wine and demonstrate malolactic fermentation with pure cultures (bacteria).

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens, wine clearing agents, wine repair agents, various types of wine, etc.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about ripening of wine and interventions on wine, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
https://www.researchgate.net/publication/318286774 _New_techniques_for_wine_aging_	New techniques for wine aging - Hatice Kalkan Yıldırım and Ezgi Dundar "Ege University, Department of Food Engineering, 35100 Bornova, Izmir, Turkey	
https://books.google.mk/books?id=qA-QDwAAQBAJ&pg=PA57&lpg=PA57&dq=Maturation+of+wine+and+interventions+on+wine&source=bl&ots=wu27Zr5II_&sig=ACfU3U1IK7SHPFWSfjTMMgCPV_nnws4zg&hl=en&sa=X&ved=2ahUKewjys7mQt93nAhVYwXUIHXnBAocQ6AEwF3oECAwQAQ#v=onepage&q=Maturation%20of%20wine%20and%20interventions%20on%20wine&f=false	Wine Aging Technologies edited by María Del Alamo-Sanza, Ignacio Nevares	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
http://chimicatrentin.weebly.com/uploads/2/9/8/1/2981836/6_12-maturazione_e_invecchiamento5_tecniche_agroal_-_vino_3.pdf	Articolo "MATURAZIONE E INVECCHIAMENTO", Istituto Tecnico Agrario A. Trentin, Lonigo (Vicenza)	
https://www.quattrocalici.it/conoscere-il-vino/affinamento-del-vino/	Articolo "Maturazione, Invecchiamento e Affinamento del vino", Quattrocalici – Conoscere il vino, Marcello Leder	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://www.chateaukamnik.com/our_winery_mk.php	Зреење на виното - Камник	
https://sezavino.mk/оксидација-на-виното/	Оксидација на виното - Сè за вино	

Activity 10: Confection and storage of finished products

Duration: 960 minutes, 600 of which for practical activities.

Short description: In this activity, the trainer explains the importance of packaging for the production and marketing of wine, control of the preparation of the filling line: hygiene, connection of all machines in the line, selection of appropriate glass and bottles for a particular type of wine, closures, labels and others; monitoring the process of washing bottles, sterilization, conditions when filling wine bottles, good sides and disadvantages of different types of shutters, closing and labelling; conditions for palletizing and storage of the finished product in a warehouse; optimal conditions for storage and storage of wine according to the type and style of packaging and transport of wine bottles.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Wine filling lines: hygiene, connection of all machines in the line, selection of appropriate bottles, seals, labels, etc.
 - Wine filling: monitoring the process of bottle washing, filling, closing, labeling, palletizing and storing the finished product in the warehouse.
 - Palletizing and storing finished product in the warehouse: optimal conditions for storage and storage of wine according to the type and style of packaging and transport of wine bottles.
- Self-assessment and peer-evaluation activities:
 - The participants in the training emphasize the importance of packaging for production and trade of wine, control the preparation of the filling line: hygiene, connection of all machines in the line, selection of appropriate glass and bottles for a certain type of wine, closures, labels, etc .; monitoring the process of washing bottles, sterilization, conditions when filling wine bottles, good sides and disadvantages of different types of shutters, closing and labeling. Determine palletizing and storage of finished product in warehouse; determining the conditions for palletization and storage of the finished product in a warehouse; optimal conditions for storage and storage of wine according to the type and style of packaging and transport of wine bottles.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens, bottles, shutters, labels, etc.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about confectioning, warehousing and storage of finished products, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
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LINK	DESCRIPTION
https://books.google.mk/books?id=W9XFDwAAQBAJ&pg=PA342&lpg=PA342&dq=Confectioning,+warehousing+and+storage+of+wine&source=bl&ots=O8tgS8m_dq&sig=ACfU3U3ZndIzckyae7nPV1Hr8krzEbOI6g&hl=en&sa=X&ved=2ahUKEwin3dbtud3nAhVTXsAKHTVRDcYQ6AEwF3oECAgQAQ#v=onepage&q=Confectioning%2C%20warehousing%20and%20storage%20of%20wine&f=false	The Complete Book on Cold Storage, Cold Chain & Warehouse By NPCS Board of Consultants & Engineers

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.quattrocalici.it/conoscere-il-vino/imbottigliamento-del-vino/	Articolo "Imbottigliamento del vino", Quattrocalici – Conoscere il vino, Marcello Leder	
https://www.quattrocalici.it/conoscere-il-vino/bottiglie-vino/	Articolo "Le Bottiglie per il vino - Caratteristiche, forme e dimensioni delle bottiglie da vino", Quattrocalici – Conoscere il vino, Marcello Leder	
https://www.youtube.com/watch?v=G2jdgBnd-P0	Video della linea di imbottigliamento vini	
https://www.youtube.com/watch?v=n1Iw5N5KI0	Video "RMP - vino in bottiglia : incassetamento e pallettizzazione automatici"	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://zpis.gov.mk/Upload/Documents/Zakonzakvalite-tonazemjodelskiteproizvodimart2017.pdf	Закон за квалитетот на земјоделските производи	
https://vinotika.mk/2019/04/09/како-правилно-да-го-чувате-виното/	Како правилно да го чувате виното – Винотика	

Training Unit 3 (A):

Implementation of OHS measures in the wine cellar (32 hours)

Training Unit not designed for learning mobility

Module 3.1 (A) - How to implement the measures for safety and health at work in the wine cellar (32 hours)

List of learning activities

Activity 1: OHS and HACCP: general principles, rules and procedures (300 minutes, of which 180 for practical activities)

Activity 2: OHS and HACCP: specific rules and procedures for the procurement and primary processing of grapes (300 minutes, of which 180 for practical activities)

Activity 3: OHS and HACCP: specific rules and procedures for wine production process (480 minutes, of which 360 for practical activities)

Activity 4: OHS and HACCP: specific rules and procedures for wine bottling, packaging and storage (300 minutes, of which 180 for practical activities)

Activity 5: Specific rules and procedures for sanitation and disinfection of plant and equipment of the winery (300 minutes, of which 180 for practical activities)

Activity 6: Specific rules and procedures for the disposal of winery wastewater, marc and pomace (240 minutes, of which 120 for practical activities)

Activity 1: OHS and HACCP: general principles, rules and procedures

Duration: 300 minutes, of which 180 for practical activities.

Short description: In this activity, the trainer introduces the learners to general principles, rules and procedures about Occupational Health and Safety - OHS and Hazard Analysis and Critical Control Points - HACCP.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on principles, rules and procedures about OHS and HACCP
 - Practical activity: The trainer proposes the YouTube videos below about OHS and HACCP to watch and to listen with the learners. After the videos, each learner is asked to speak and discuss freely about the film.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate in groups of two their opinion about the videos, and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube video relating to OHS and HACCP:

- Workplace Health and Safety Induction - Occupational Health and Safety Information (<https://www.youtube.com/watch?v=-jlmbSkAr1w>)
- Safety Questions and Answers (<https://www.youtube.com/watch?v=U56fQsgDBRk>)
- Health and Safety Presentation (<https://www.youtube.com/watch?v=nhIMOI-SL-k>)
- Hazard analysis critical control - HACCP (<https://www.youtube.com/watch?v=j-XNzBUK0oE>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about OHS and HACCP, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.youtube.com/watch?v=-jlmbSkAr1w	Video "Workplace Health and Safety Induction - Occupational Health and Safety Information"
https://www.youtube.com/watch?v=U56fQsgDBRk	Video "Safety Questions and Answers"

https://www.youtube.com/watch?v=nhIMOI-SL-k	Video "Health and Safety Presentation"
https://www.youtube.com/watch?v=j-XNzBUKQoE	Video "Hazard analysis critical control - HACCP"

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.youtube.com/watch?v=8LQ8sLBQrb0	Video "Sicurezza nei luoghi di lavoro"	
https://www.youtube.com/watch?v=Xq-9qJIUGCE	Video "Sicurezza sul lavoro: formazione obbligatoria generale e specifica"	
https://www.youtube.com/watch?v=RZttARU1KUM	Video "Haccp - Introduzione"	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://mk.wikipedia.org/wiki/HACCP	HACCP - Википедиа	
http://fva.gov.mk/images/stories/zakoni/pdf/Upatstvo_za_implementation_na_HACCP_sistem_vo_prehranbenata_indu.pdf	Упатство за имплементација на HACCP систем во прехранбениот сектор / [автори Соња Србиновска, Владимир Кендровски]. - Скопје : Републички завод за здравствена заштита, 2006. - 32 стр. ; граф.	

Activity 2: OHS and HACCP: specific rules and procedures for the procurement and primary processing of grapes

Duration: 300 minutes, of which 180 for practical activities.

Short description: In this activity, the trainer introduces the learners to Occupational Health and Safety - OHS and Hazard Analysis and Critical Control Points - HACCP specific rules and procedures for the procurement and primary processing of grapes.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on OHS and HACCP specific rules and procedures for the procurement and primary processing of grapes
 - Practical activity: The trainer proposes the YouTube videos below about OHS and HACCP in wine production activities - included specific rules and procedures for the procurement and primary processing of grapes - to watch and to listen with the learners. After the videos, each learner is asked to speak and discuss freely about the films.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate in groups of two their opinion about the videos, and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube video relating to OHS and HACCP in wine production activities included specific rules and procedures for the procurement and primary processing of grapes:

- Vineyard Safety - Part 1 (<https://www.youtube.com/watch?v=7sYkwKNc5VE>)
- Vineyard Safety - Part 2 (<https://www.youtube.com/watch?v=doqBVWmRkK8>)
- The Dark Side Of South African Vineyards (<https://www.youtube.com/watch?v=-VpCSKJKSnc>)
- Winery Safety Video: Napa Valley (https://www.youtube.com/watch?v=oFHZ_jEYtgk)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about OHS and HACCP for the procurement and primary processing of grapes, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.youtube.com/watch?v=7sYkwKNc5VE	Video "Vineyard Safety - Part 1"

https://www.youtube.com/watch?v=doqBVWmRKk8	Video "Vineyard Safety - Part 2"
https://www.youtube.com/watch?v=-VpCSKJKSnc	Video "The Dark Side Of South African Vineyards"
https://www.youtube.com/watch?v=oFHZ_jEYtgk	Video "Winery Safety Video: Napa Valley"

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.youtube.com/watch?v=_iLZZt1wWtQ	Video "Vendemmia sicura"	
https://www.youtube.com/watch?v=MKycJhINNhk	Video "'Come effettuare un corretto prelievo"	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://fva.gov.mk/images/stories/zakoni/pdf/Upatstvo_za_implementation_na_HACCP_sistem_vo_prehranbenata_indu.pdf	Упатство за имплементација на HACCP систем во прехранбениот сектор / [автори Соња Србиновска, Владимир Кендровски]. - Скопје : Републички завод за здравствена заштита, 2006. - 32 стр. ; граф.	

Activity 3: OHS and HACCP: specific rules and procedures for wine production process

Duration: 480 minutes, of which 360 for practical activities.

Short description: In this activity, the trainer introduces the learners to Occupational Health and Safety - OHS and Hazard Analysis and Critical Control Points – HACCP specific rules and procedures for wine production process.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on OHS and HACCP specific rules and procedures for wine production process
 - Practical activity: The trainer proposes the YouTube videos below about OHS and HACCP in wine production activities to watch and to listen with the learners. After the videos, each learner is asked to speak and discuss freely about the film. The last video, relating to HACCP application within production of grape wine, is followed by the collective reading of the guide "HACCP Application: Production of Grape Wine". After the reading, collective discussion, guided by the trainer: each learner is asked to speak and discuss freely about HACCP application within wine production process.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate in groups of two their opinion about the videos and guide, and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. Guide "HACCP Application: Production of Grape Wine" (<https://www.mpi.govt.nz/dmsdocument/869-generic-haccp-application-production-of-grape-wine>). YouTube videos relating to OHS and HACCP in wine production:

- WWIF: Washington Wineries Safety - Confined Spaces (<https://www.youtube.com/watch?v=yMHG9oMQAYY>)
- Oregon OSHA Winery Safety (<https://www.youtube.com/watch?v=ldWsU-4Z5Hk>)
- MPI – Wine & Food Safety, How the Template works (https://www.youtube.com/watch?v=RvrB8B_sx6I)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about OHS and HACCP, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION

https://www.youtube.com/watch?v=yMHG9oMQAYY	Video "WWIF: Washington Wineries Safety - Confined Spaces"
https://www.youtube.com/watch?v=ldWsU-4Z5Hk	Video "Oregon OSHA Winery Safety"
https://www.youtube.com/watch?v=RvrB8B_sx6I	Video "MPI – Wine & Food Safety, How the Template works"
https://www.mpi.govt.nz/dmsdocument/869-generic-haccp-application-production-of-grape-wine	Guide "HACCP Application: Production of Grape Wine"

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.youtube.com/watch?v=eqzMetN7nBw	Video "" <i>Sicurezza e Salute nell'attività di vinificazione</i>	
https://www.youtube.com/watch?v=YNhiq2XVzXo	Video "" <i>COLDIRETTI MARCHE: La sicurezza in cantina, aspetti principali</i>	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://fva.gov.mk/images/stories/zakoni/pdf/Upatstvo_za_implementacija_na_HACCP_sistem_vo_prehranbenata_indu.pdf	Упатство за имплементација на HACCP систем во прехранбениот сектор / [автори Соња Србиновска, Владимир Кендровски]. - Скопје : Републички завод за здравствена заштита, 2006. - 32 стр. ; граф.	

Activity 4: OHS and HACCP: specific rules and procedures for wine bottling, packaging and storage

Duration: 300 minutes, of which 180 for practical activities.

Short description: In this activity, the trainer introduces the learners to Occupational Health and Safety - OHS and Hazard Analysis and Critical Control Points – HACCP specific rules and procedures for wine bottling, packaging and storage.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on OHS and HACCP specific rules and procedures in wine bottling, packaging and storage
 - Practical collective activity: The trainer proposes the YouTube videos below to watch and to listen with the learners. After the videos, each learner is asked to speak and discuss freely about the films. The videos are followed by the collective reading of the guide "Wine Standards Management Plan - Code of Practice - Grape Wine", in particular of the parts relating to OHS and HACCP in wine bottling, packaging and storage. After the reading, collective discussion, guided by the trainer: each learner is asked to speak and discuss freely about OHS and HACCP in wine bottling, packaging and storage.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate in groups of two their opinion about the video and guide, and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. Guide "Wine Standards Management Plan - Code of Practice - Grape Wine" (<https://www.mpi.govt.nz/dmsdocument/20549-wsmp-code-of-practice-for-grape-wine>). YouTube videos relating to OHS and HACCP in wine bottling, packaging and storage:

- Safety on the Bottling Line - A Training Tool for The Wine Industry (<https://www.youtube.com/watch?v=nRJgslX7D98>)
- Wine Packaging & Logistic (<https://www.youtube.com/watch?v=qhyuVIivjMU>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about OHS and HACCP, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION

https://www.youtube.com/watch?v=nRJgslX7D98	Video "Safety on the Bottling Line - A Training Tool for The Wine Industry"
https://www.youtube.com/watch?v=qhyuVIivjMU	Video "Wine Packaging & Logistic"
https://www.mpi.govt.nz/dmsdocument/869-generic-haccp-application-production-of-grape-wine	Guide "Wine Standards Management Plan - Code of Practice - Grape Wine"

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.youtube.com/watch?v=4pZ4Hx43ym8	Video "Linea di imbottigliamento"	
https://www.youtube.com/watch?v=DBFw1OH7a3M	Video "Enosapiens - L'IMBOTTIGLIAMENTO DEL VINO: un lavoro di squadra e una danza ipnotica"	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://fva.gov.mk/images/stories/zakoni/pdf/Upatstvo_za_implementacija_na_HACCP_sistem_vo_prehranbenata_indu.pdf	Упатство за имплементација на HACCP систем во прехранбениот сектор / [автори Соња Србиновска, Владимир Кендровски]. - Скопје : Републички завод за здравствена заштита, 2006. - 32 стр. ; граф.	

Activity 5: Specific rules and procedures for sanitation and disinfection of plant and equipment of the winery

Duration: 300 minutes, of which 180 for practical activities.

Short description: In this activity, the trainer introduces the learners to specific rules and procedures for the sanitisation and disinfection of plant and equipment of the winery.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on specific rules and procedures for the sanitisation and disinfection of plant and equipment of the winery
 - Practical activity: The trainer proposes the YouTube videos below about specific rules and procedures for the sanitisation and disinfection of plant and equipment of the winery to watch and to listen with the learners. After the videos, each learner is asked to speak and discuss freely about the films.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate in groups of two their opinion about the videos, and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube video relating to specific rules and procedures for the sanitisation and disinfection of plant and equipment of the winery:

- Cleaning and Sanitation Training for Food Processors (<https://www.youtube.com/watch?v=CVaFuDRKatU>)
- Barrel Sanitation Lecture (<https://www.youtube.com/watch?v=PkJxWUuMRQ>)
- Barrel racking and steam cleaning with Julie Lumgair (<https://www.youtube.com/watch?v=HGYnBFbw9K8>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about sanitisation and disinfection of plant and equipment of the winery, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.youtube.com/watch?v=CVaFuDRKatU	Video "Cleaning and Sanitation Training for Food Processors"
https://www.youtube.com/watch?v=PkJxWUuMRQ	Video "Barrel Sanitation Lecture"

https://www.youtube.com/watch?v=HGYnBFbw9K8	Video "Barrel racking and steam cleaning with Julie Lumgair"
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LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.youtube.com/watch?v=JnMkkTttnP4	Video "Il lavaggio delle barriques - Barrels washing"	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://www.fzh.ukim.edu.mk/images/stories/rezultati/mtrajcev/prakticen_del_higiena_i_sanitacija_v1.pdf	ХИГИЕНА И САНИТАЦИЈА ВО ПРОИЗВОДСТВОТО НА ХРАНА - Доц. д-р Димитар Наков - Факултет за земјоделски науки и храна – Скопје	

Activity 6: Specific rules and procedures for the disposal of winery wastewater, marc, and pomace

Duration: 240 minutes, of which 120 for practical activities.

Short description: In this activity, the trainer introduces the learners to specific rules and procedures for the disposal of winery wastewater, marc, and pomace.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on specific rules and procedures for the disposal of winery wastewater, marc, and pomace
 - Practical activity: The trainer proposes the YouTube videos below about the disposal of winery wastewater, marc, and pomace to watch and to listen with the learners. After the videos, each learner is asked to speak and discuss freely about the films.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate in groups of two their opinion about the videos, and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube video relating to the disposal of winery wastewater, marc, and pomace:

- World of Wine: Winery wastewater (<https://www.youtube.com/watch?v=jV4J22Jw9i8>)
- Getting the best from wine waste (<https://www.youtube.com/watch?v=XogNUdbVFD8>)
- The use of grape marc as compost and mulch in vineyards (<https://www.youtube.com/watch?v=0KWI-l8RjF8>)
- Maximising the potential of grape marc (https://www.youtube.com/watch?v=_iaxisbpah8)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about the disposal of winery wastewater, marc, and pomace, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.youtube.com/watch?v=jV4J22Jw9i8	Video "World of Wine: Winery wastewater"
https://www.youtube.com/watch?v=XogNUdbVFD8	Video "Getting the best from wine waste"
https://www.youtube.com/watch?v=0KWI-l8RjF8	Video "The use of grape marc as compost and mulch in

	<i>vineyards</i>
https://www.youtube.com/watch?v=_iaxisbpah8	Video "Maximising the potential of grape marc"

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.acaweb.it/news/news-area-sicurezza-haccp/3034-vinacce-e-fecce-come-trattare-i-sottoprodotti-da-vinificazione	Articolo "VINACCE E FECCE. COME TRATTARE I SOTTOPRODOTTI DA VINIFICAZIONE", Associazione Commercianti Albesi	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://www.moep.gov.mk/wp-content/uploads/2014/10/Sektorski-%20upatstva-otpadni%20vodi%20i%20otpadni%20gasovi_%20mkd.pdf	ИСКЗ – Секторско упатство за третман на отпадни води и отпадни гасови	

Training Unit 4 (A):

Compliance management (24 hours)

Training Unit not designed for learning mobility

Module 4.1 (A) - How to manage compliance between physical stocks, and inventory data of the winemaking enterprise (24 hours)

List of learning activities

Activity 1: *Principles of warehouse accounting* (360 minutes, of which 240 for practical activities)

Activity 2: *Inventory - How to manage them?* (240 minutes, of which 180 for practical activities)

Activity 3: *Traceability of food products* (240 minutes, of which 150 for practical activities)

Activity 4: *Company procedures relating to warehouse accounting, inventory, and traceability of wine products* (360 minutes, of which 240 for practical activities)

Activity 5: *IT tools for storage management* (240 minutes, of which 150 for practical activities)

Activity 1: Principles of warehouse accounting

Duration: 360 minutes, of which 240 for practical activities.

Short description: In this activity, the trainer introduces students to warehouse management as a complex system that aims to control the flow and storage of goods in warehouse, supporting them in collective learning to enable participants to identify and understand the principles for efficient management of wine warehouses.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Concept and definition of wine storage (cellars): Introducing students to the function of warehouses. Explain the need for flow control management and warehouse storage. Listing the golden rules / principles for good warehouse management.
 - Identifying the goals of the warehouses: Explains the need to determine the goals of the warehouses for proper planning and execution of storage activities. Identifies a common goal for all parties involved in the business: to maximize the use of space, labor and equipment, to increase the safety of all items, to minimize unnecessary handling of goods and to reduce overall costs. Provides answers to the following questions:
 - What is the main goal of your business?
 - Who is your target audience?
 - What types of goods do you intend to store perishable or non-perishable?
 - Is your warehouse designed for optimal efficiency?
 - What is the intended life of the warehouse?
 - Resolving these issues at an early stage helps key stakeholders anticipate the size of the triple limitations, scope, time and cost associated with warehouse management.
 - Maintaining safe stock levels: Indicates the importance and challenges that come with managing the optimal stock. Indicates the consequences of improper maintenance of inventory levels.
 - Controlling the flow of goods: Explains the need for uninterrupted flow of materials in and out of the warehouse. Explains why no compromise should be made in the track space to keep supplies.
 - Maintain quality control: Identifies the need to maintain quality control. Product registration and storage must be in the appropriate places, shelves, in order to avoid clutter and lack for future orders that should be processed.
 - Using real software: Indicates some of the basic features you should look for, when choosing a WMS which include office integration with procurement orders and inventory control, the ability to provide real-time stock updates, adaptability to future growth, objection for labeling, e-commerce and advanced reporting.
- Self-assessment and peer-evaluation activities:
 - Each student (independently or in a group) finds and analyses two warehouses in which wine is stored. The warehouses that will be analysed should have approximately the same range of products. After analysing the warehouses, the student compares the warehouses taking into account the principles of good cellar management. The comparison should give an answer as to which cellar provides better wine storage. Then, each student presents a personal analysis of the whole group. The group together with the trainer discuss and evaluate all the analyses.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, marker pens, and video recordings from warehouses.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about principles of warehouse accounting, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
https://blog.kerridgecs.com/5-principles-of-effective-warehouse-management	5 Principles of Effective Warehouse Management	
https://www.vkok.ee/logontrain/wp-content/uploads/2014/03/Riga-2-july-2014.pdf	Warehousing – basic concepts - Ain Kiisler, L-Consult OÜ	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.digital4.biz/supply-chain/gestione-del-magazzino-cosa-e-come-gestirla/	Articolo "Gestione del magazzino: cos'è e come farla correttamente", Digital4, 2019	
https://it.wikipedia.org/wiki/Gestione_del_magazzino	Articolo "Gestione del magazzino", Wikipedia	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://eprints.ugd.edu.mk/12558/1/Logisticki%20sistemi%205.pdf	АТАНАСОВСКИ, Драшко – Логистички системи [Електронски извор] / Драшко Атанасовски, Ристе Темјановски, Оливер Филипоски. - Текст, табели. - Штип: Универзитет "Гоце Делчев", Факултет за туризам и бизнис логистика, 2014	

Activity 2: Inventory - How to manage them?

Duration: 240 minutes, of which 180 for practical activities.

Short description: In this activity, the trainer introduces students to the process and system of inventory management in a winery, supporting them in collective learning to allow participants to identify and understand methods and techniques for inventory management and inventory levels.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - What does the level of inventory depend on: Introducing students to the factors on which the level of inventory depends? Explaining the adverse effects of insufficient inventory levels on sales loss, disruption of the production process, and increased operating costs. Identifying the adverse effects of large inventories in increasing costs.
 - Inventory management process: Explains inventory control and management systems and measures to continuously improve these systems. Interprets current stock management charts.
 - Inventory management methods and techniques: Provides inventory management methods and techniques. Describes the disadvantages and advantages of tracking inventories by applying the methods: memory, with cards (on paper) and computer.
- Self-assessment and peer-evaluation activities:

Each student (independently or in a group) finds and analyses the inventory situation in a warehouse where wine is stored. After analysing the inventories in the warehouse, the student makes a report on the level of stocks, a diagram of the inventory management process and the applied method of inventory management. Then, each student presents a personal analysis of the whole group. The group together with the trainer discuss and evaluate all the analyses.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, marker pens, pictures, slides, mock-ups and storage videos.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about management of inventory, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION

https://www.investopedia.com/terms/i/inventory-management.asp	Inventory Management By ADAM HAYES
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LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.glossariomarketing.it/significato/inventory-management/	Articolo "Inventory management", Glossario Marketing	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://eprints.ugd.edu.mk/14437/	Dimitrova, Janka and Koleva, Blagica (2015) Квалитетното управување со залихите предуслов за брза и ефикасна ревизија. Годишен зборник, Економски факултет, 7 (8). pp. 49-61. ISSN 1857-76-28	

Activity 3: Traceability of food products

Duration: 240 minutes, of which 150 for practical activities.

Short description: In this activity, the trainer introduces students to the need for traceability of food products, supporting them in collective learning to enable participants to identify and understand the importance of product traceability, legal framework and specific requirements for wine traceability.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - What is "traceability"? : Defining the "traceability" as an opportunity to track any food, feed, animal, or substance that will be used for consumption during all stages of production, processing, and distribution. Explain the importance of traceability in winemaking.
 - Why is traceability needed? : Explain traceability as a way to respond to potential risks that may occur in food and feed, to ensure that all EU food products are safe for European citizens to eat with a special emphasis on wine. Emphasizing opportunities through traceability to identify risk and track it back to its source in order to quickly isolate the problem and prevent contaminated products from reaching consumers, but also to provide accurate information to the public, thus minimizing trade disruption;
 - The importance of the European level of action: Emphasizes the effectiveness of traceability in meeting common requirements in all Member States;
 - Specific requirements for identifying the origin and authenticity of different categories of food products: Identifies specific requirements for the sector that refers to certain categories of food products primarily wine, through which consumers can identify origin and authenticity.
- Self-assessment and peer-evaluation activities:
 - Each learner (individually or in a group) conducts research on the importance of traceability in winemaking and the specific requirements for wine according to the EU legal framework. After analysing the importance of traceability in winemaking and the specific requirements for wine according to EU legal framework, student prepares presentation. Then, each learner presents a personal analysis of the whole group. The group together with the trainer discuss and evaluate all the analyses.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, marker pens, pictures, slides, etiquette and videos.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about traceability of food products, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
http://www.fao.org/3/a-i7665e.pdf	FOOD TRACEABILITY GUIDANCE - FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS, SANTIAGO, 2017	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.rivistadiagraria.org/articoli/anno-2018/la-tracciabilita-dei-prodotti-alimentari-sicurezza-comunicazione/	<i>Articolo "La tracciabilità dei prodotti alimentari, tra sicurezza e comunicazione", Rivista di Agraria.org, Donato Ferrucci, 2018</i>	
https://gs1it.org/content/public/47/59/47595666-d75c-48e0-a074-a805c7934705/fondamenti_tracciabilita_agroalimentare.pdf	<i>Testo "Fondamenti dei sistemi di tracciabilità nell'agroalimentare", INDICOD - Istituto per le imprese di beni di consumo, 2003</i>	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://fva.gov.mk/images/Vodic_Sledlivost_SPO_Hrana.pdf	ВОДИЧ ЗА ОПЕРАТОРИТЕ ЗА СО ХРАНА СО ХРАНА ЗА СЛЕДЛИВОСТ, ПОВЛЕКУВАЊЕ И ОТПОВИКУВАЊЕ НА ХРАНА	

Activity 4: Company procedures relating to warehouse accounting, inventory, and traceability of wine products

Duration: 360 minutes, of which 240 for practical activities.

Short description: In this activity, the trainer introduces students to warehouse management procedures, inventory and traceability of wine products, supporting them in collective learning to enable participants to identify and understand the procedures, standards and responsibilities for warehouse management, inventory and traceability of wine products.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Common responsibilities of the warehouse and management: Introducing the students to the responsibilities of the warehouse and management. Specify daily tasks, monthly tasks, quarterly tasks and annual tasks. Identify the responsibilities that are transferred and the information in the main information sheet of the warehouse.
 - Management Responsibilities: Identifies key roles and responsibilities in warehouse management, inventory and traceability. Emphasizes the role of management in document management and inventory insurance.
 - Responsibilities of the warehouse: Explains key roles and responsibilities of employees in the warehouse. Identifies the role of the warehouse manager. Presents a layout and storage plan. Explains the need to protect the warehouse from fire, loss, damage, destruction and theft. Describes the procedure for stacking and storing products. Presents materials and storage equipment. Identifies the procedure for receiving and issuing goods from warehouses. Procedures for returning and disposing of goods follow. Explains the procedure for filling in and managing documents in the store. Presents a procedure for cleaning and maintaining the warehouse space, equipment and inventory.
- Self-assessment and peer-evaluation activities:
 - Each student (independently or in a group) finds and analyses a warehouse in which wine is stored. The warehouse is analysed in relation to the established procedures for management of warehouses, inventory and traceability of wine products. The analysis should provide an answer to the procedures practiced for warehouse management, inventory and traceability of wine products. Then, each student presents a personal analysis of the whole group. The group together with the trainer discuss and evaluate all the analyses.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, marker pens, pictures, slides and videos.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about company procedures relating to warehouse accounting, inventory, and traceability of wine products, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
https://www.gs1us.org/documents?Command=Core_Download&EntryId=660	Wine Supply Chain Traceability - GS1 Application Guideline	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.vinievino.com/parliamo-di-vino/tracciabilita/appunti-di-tracciabilita-del-vino-230.html	<i>Articolo "Appunti di Tracciabilità del Vino", VINIeVINO, 2012</i>	
https://www.tesionline.it/tesi/Tracciabilit%C3%A0-e-certificazione-della-filiera-vite-vino/26843	<i>Tesi di laurea "Tracciabilità e certificazione della filiera vite vino", TESOnline, Federica Romitelli, 2009</i>	
http://www.morando.com/azienda/produzione/PG10_Identificazione_rintracciabilit_e_richiamo_rev02_mar10.pdf	<i>Procedura aziendale "Identificazione, Rintracciabilità e Richiamo", Cantine Morando in Fraz. Boglietto di Costigliole d'Asti (AT), 2010</i>	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://www.e-ucebnici.mon.gov.mk/pdf/Tehnologija%20na%20rakuvanje%20i%20skladiranje_II_MAK_PRINT.pdf	ТЕХНОЛОГИЈА НА РАКУВАЊЕ И СКЛАДИРАЊЕ НА ТОВАРОТ II година М-р Гордана Кожуваровска	

Activity 5: IT tools for storage management

Duration: 240 minutes, of which 150 for practical activities.

Short description: In this activity, the trainer introduces students to winery management software, supporting them in collective learning to enable participants to identify and understand the software used to manage winery activities, software solutions for measuring factors, and the parameters of the wine and the software solutions for monitoring the production and costs.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - IT tools in winemaking: Introducing students to the advantages of applying IT tools in winemaking;
 - Software solutions for winery management: Explains software solutions that allow complete control over all activities in the winery in a single place, ie monitor all activities in the winery during wine production, such as destruction, crushing, denial , adding additives, fermentation and packaging;
 - Software solutions for measuring all important factors in wine production: Indicates software solutions used to measure all important factors in wine production: sugar, sulfur, pH, acid, temperature or any other factor important in wine production;
 - Monitoring wine production and costs: Describes wine management modules that provide tracking reports for each wine and bottle in the wine cellar with one click. Software solutions with traceability, provide visibility of all steps in wine production, from making wine to packaging. These softwares provide opportunities if something happens to a particular wine series, to know the exact date and place of storage of that wine.
- Self-assessment and peer-evaluation activities:
 - Each student (individually or in a group) selects a specific winery and requires adequate IT management tools for the winery. After the analysis, the student prepares a presentation in which he / she proposes appropriate and / or IT tools for managing the specific winery. Then, each student presents a personal analysis of the whole group. The group together with the trainer discuss and evaluate all the analyses.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, marker pens, pictures, slides, winery management tools and videos.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about IT tools for storage management, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
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LINK	DESCRIPTION
https://www.pcwdd.com/storage-monitoring-and-management-software	Best Storage Monitoring and Management Tools and Software for SAN and NAS Devices

LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION
https://www.aranzulla.it/programmi-per-gestione-magazzino-1183641.html	Articolo "Programmi per gestione magazzino", Salvatore Aranzulla
https://www.mooseek.com/software/consultazione/vino.htm	Articolo "PROGRAMMI PER LA GESTIONE DELLA PROPRIA CANTINA, DELLE BOTTIGLIE E DEL VINO", Mooseek.com

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
http://www.ukim.edu.mk/e-izdanija/FINKI/Modeli_na_e-upravuvanje.pdf	Смилка Јанеска-Саркањац - Модели на е-управување

Training Unit 5 (A):

Staff management (32 hours)

Training Unit not designed for learning mobility

Module 5.1 (A) - How to manage the staff of the winery (32 hours)

List of learning activities

Activity 1: *Time management* (300 minutes, of which 210 for practical activities)

Activity 2: *The winery as a social organisation* (300 minutes, of which 180 for practical activities)

Activity 3: *How to assign effectively tasks to team members* (240 minutes, of which 150 for practical activities)

Activity 4: *Management of conflict on workplace* (240 minutes, of which 150 for practical activities)

Activity 5: *Communication on workplace* (300 minutes, of which 180 for practical activities)

Activity 6: *How to address and manage stress on workplace* (240 minutes, of which 150 for practical activities)

Activity 7: *Human resources management* (300 minutes, of which 180 for practical activities)

Activity 1: Time management

Duration: 300 minutes, of which 210 for practical activities.

Short description: In this activity, the trainer introduces the learners to time management, i.e. to the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency, and productivity.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on time management strategies, techniques and tools
 - Practical collective activity: The trainer proposes the YouTube videos below to watch and to listen with the learners. After the videos, each learner is asked to speak and discuss freely about the films.
 - Practical collective exercise "€ 86,400.00": The trainer tells participants they have € 86,400.00 to spend anyway they wish. The only restrictions are that they cannot bank any money and if they do not use any of the money, they lose it. Then they discuss why and how they spent the money the way they did. The trainer then tell them that 86,400 are the number of seconds we have each day and that as often as possible they should consider spending their time on things that are important to them as they did with their money. Then collective discussion, guided by the trainer: each learner is asked to speak and discuss freely about the best use of our daily time.
 - Practical exercise "Ribbon of Life": The trainer show to learners a coloured ribbon, length approximately 1 meter/100 cm, and taking scissors, starts with the following questions:
 1. If the life span of an individual say 100 years, each cm is one year. The response will be no only 70 to 75 years, and then cut 25 cm of the ribbon and throw away say its 75 years.
 2. What is the average age of the participants sitting here, response would be 25 to 30 depends on the group, in that case cut another 25 cm of the ribbon say that is gone you cannot do anything.
 3. What is left is 50 years? People will say, "Yes," but the answer is NO.
 4. Every year we have 52 weeks that is 52 Sundays. If we multiply that by 50 years, it comes to 7.14 years. Reduce the ribbon by another 7.14 cm.
 5. We also usually have Saturdays off, so reduce another 7.14 cm.
 6. Public/National holidays are 10 multiple with 50 years. That comes to another 1.5 years. Reduce ribbon by another 1.5 cm
 7. Your casual leave, sick leave and annual holidays approx. 40 days a year, multiplied by 50. Cut off another 5 cm. Now you are left with about 29.5 years. However, calculation is not over yet.
 8. You sleep average 8 hour daily multiple with 365 days an again by 50 years (i.e. 122 days X 50 = almost 17 years). Cut off another 17 cm.
 9. You spend time eating lunch, breakfast, snacks and dinner total 2 hours daily (i.e. 30 days a year X 50 years= 4 years or so). Cut off another 4 cm.
 10. Last, let's figure we spend about 1 hour a day traveling from place to place for activities and such (that's about 2 more years). We are down to 6 (SIX) years of life to make it or break it. Then collective discussion, guided by the trainer: each learner is asked to speak and discuss freely about the best use of our available lifetime.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate in groups of two their opinion about the videos and exercises, and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. A coloured ribbon of about 1 meter. YouTube videos relating to time management:

- Time Management (<https://www.youtube.com/watch?v=KJLHIOIdqA4>)
- Jim Rohn - How to Work Smarter Time Management <https://www.youtube.com/watch?v=aOWSmNcEBCc>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about time management, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
https://www.youtube.com/watch?v=KJLHIOIdqA4	Video "Time Management"	
https://www.youtube.com/watch?v=aOWSmNcEBCc	Video "Jim Rohn - How to Work Smarter Time Management"	
http://blog.trainerswarehouse.com/time-management-activities	Time Management Activities	
https://www.cleverism.com/complete-guide-to-time-management/	Complete Guide to Time Management	
https://en.wikipedia.org/wiki/Time_management	Article "Time management", Wikipedia	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://it.wikipedia.org/wiki/Gestione_del_tempo	Articolo "Gestione del tempo", Wikipedia	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://www.utms.cc/estudent/images/Prezentacij/Fakultet%20za%20megunaroden%20marketing%20menadzment/III%20godina/V%20semestar/Menagment%20na%20vreme/T1.pdf	Суштината на менаџментот на време, Проф. д-р Александра Стоилковска, Асс. м-р Гордана Серафимовиќ	

Activity 2: The winery as a social organisation

Duration: 300 minutes, of which 180 for practical activities.

Short description: In this activity, the trainer introduces the learners to the concept of group, position, role, individual and collective behaviours, group dynamics, and organisational climate.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on concept of group, position, role, individual and collective behaviours, group dynamics, and organisational climate
 - Practical collective activity: The trainer proposes the YouTube videos below to watch and to listen with the learners. After the videos, each learner is asked to speak and discuss freely about the films.
 - Practical group activity (groups of 3-4 learners): The trainer proposes to the groups the exercise based on paper holding showed within the last video "Dynamic Team-Building Exercise for Small Groups - Paper Holding". Then collective discussion, guided by the trainer: each learner is asked to speak and discuss freely about the team building exercise.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate in groups of two their opinion about the videos and team building exercise, and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube videos on concept of group, position, role, individual and collective behaviours, group dynamics, and organisational climate:

- Social Groups: Crash Course Sociology (https://www.youtube.com/watch?v=_wFZ5Dbj8DA)
- Understanding Group Dynamics (<https://www.youtube.com/watch?v=uL6x99-VSBA>)
- Managing Team Dynamics (<https://www.youtube.com/watch?v=LrIELjcNNqI>)
- Handling Difficult Group Dynamics (<https://www.youtube.com/watch?v=yCXwK45laPg>)
- How to Spot an Unhealthy Organizational Climate (<https://www.youtube.com/watch?v=0gZazo1m-c4>)
- Dynamic Team-Building Exercise for Small Groups - Paper Holding (<https://www.youtube.com/watch?v=iV53bKvwQfs>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about the winery as a social organisation, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
https://www.youtube.com/watch?v=_wFZ5Dbj8DA	Video "Social Groups: Crash Course Sociology"	
https://www.youtube.com/watch?v=uL6x99-VSBA	Video "Understanding Group Dynamics"	
https://www.youtube.com/watch?v=LrIEljcNNqI	Video "Managing Team Dynamics"	
https://www.youtube.com/watch?v=yCXwK45IaPg	Video "Handling Difficult Group Dynamics"	
https://www.youtube.com/watch?v=0gZazo1m-c4	Video "How to Spot an Unhealthy Organizational Climate"	
https://www.youtube.com/watch?v=iV53bKvwQfs	Video "Dynamic Team-Building Exercise for Small Groups - Paper Holding"	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.youtube.com/watch?v=bLie11QeZ7o	Video "COMPORTAMENTO ORGANIZZATIVO"	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://ukim.edu.mk/e-izdanija/TMF/Menadzment_na_biznis-komunikacija_vo_tim.pdf	ДИМИТРОВ, Александар, Менаџмент на бизнис-комуникација во тим [Електронски извор] / автори Александар Димитров, Бети Андоновиќ. - Скопје : Универзитет "Св. Кирил и Методиј" - Скопје, 2019	

Activity 3: How to assign effectively tasks to team members

Duration: 240 minutes, of which 150 for practical activities.

Short description: In this activity, the trainer introduces the learners to the management of available professional resources of the winery, including identification and assignment to collaborators of tasks and responsibilities, support in carrying out and control of completion of assigned tasks, evaluation of professional performances, and intervention in situations of non-compliance.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on task management
 - Practical collective activity: The trainer proposes the YouTube videos below to watch and to listen with the learners. After the videos, each learner is asked to speak and discuss freely about the films.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate in groups of two their opinion about the videos and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube videos on task management:

- Asana vs. Monday vs. Teamwork... Choosing the Perfect Task Management System for your Business (<https://www.youtube.com/watch?v=Zv6bMWRojFk>)
- Task Management Training - Getting Organized for Success (<https://www.youtube.com/watch?v=wuHDi43AvuY>)
- Task Manager (Advanced) Excel Template - v2 - Demo (<https://www.youtube.com/watch?v=7tLHExhg-bU>)
- 5 Task Management Tips for Your Team - Project Management Training (<https://www.youtube.com/watch?v=AUG-pFhnhXQ>)
- How to Manage Tasks and Lead People - Leadership Training (https://www.youtube.com/watch?v=-8JCSCf_wA4)
- Scrum in 16 minutes (<https://www.youtube.com/watch?v=vuBFzAdaHDY>)
- What is Kanban? Kanban Explained with a Coffee Cup (<https://www.youtube.com/watch?v=Lib1vFmfCng&list=PLngnoZX8cAn-OGRF9LT05gecTzx6bGrI>)
- Scrum vs Kanban - What's the Difference? (<https://www.youtube.com/watch?v=rIaz-l1Kf8w>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about task management, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE: English	
LINK	DESCRIPTION
https://www.youtube.com/watch?v=Zv6bMWRojFk	Video "Asana vs. Monday vs. Teamwork... Choosing the Perfect Task Management System for your Business"
https://www.youtube.com/watch?v=wuHDI43AvuY	Video "Task Management Training - Getting Organized for Success"
https://www.youtube.com/watch?v=7tLHExhg-bU	Video "Task Manager (Advanced) Excel Template - v2 - Demo"
https://www.youtube.com/watch?v=AUG-pFhnhXQ	Video "5 Task Management Tips for Your Team - Project Management"
https://www.youtube.com/watch?v=-8JCSCf_wA4	Video "How to Manage Tasks and Lead People - Leadership Training"
https://www.youtube.com/watch?v=vuBFzAdaHDY	Video "Scrum in 16 minutes"
https://www.youtube.com/watch?v=Lib1vFmfCng&list=PLngnoZX8cAn-OGRF9LTZ05gecTzx6bGrI	Video "What is Kanban? Kanban Explained with a Coffee Cup"
https://www.youtube.com/watch?v=rIaz-l1Kf8w	Video "Scrum vs Kanban - What's the Difference?"

LANGUAGE: Italian (<i>Italiano</i>)	
LINK	DESCRIPTION
https://www.youtube.com/watch?v=nisWxxHPENw	Video "Organizzazione aziendale: come assegnare ruoli e responsabilità #10"
https://www.youtube.com/watch?v=LrYHrG2WsNQ	Video "Come gestire gli errori dei tuoi collaboratori e dipendenti"

LANGUAGE: Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION
http://www.knowledge-center.org/images/training_modules/priracnik-primer.pdf	ПРИРАЧНИК ЗА ПРОЕКТЕН МЕНАЏМЕНТ, Андријана Богдановска Ѓуровиќ
http://eprints.ugd.edu.mk/13924/1/%D0%9B%D0%B5%D0%BA%D1%82%D0%BE%D1%80%D0%B8%D1%80%D0%B0%D0%BD%D0%9C%D0%B0%D0%B3%D0%B8%D1%81%D1%82	Примена на Канбан методологијата и нејзините ефекти кај тимовите за развој на софтвер, Невенка Кировска, Штип, 2015

<u>%D0%B5%D1%80%D1%81%D0%BA</u> <u>%D0%B8%20%D1%82%D1%80%D1%83%D0</u> <u>%B4%20%20%D0%9D.%D0%9A</u> <u>%D0%B8%D1%80%D0%BE</u> <u>%D0%B2%D1%81%D0%BA%D0%B0.pdf</u>	
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Activity 4: Management of conflict on workplace

Duration: 240 minutes, of which 150 for practical activities.

Short description: In this activity, the trainer introduces the learners to management of conflict on workplace.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on management of conflict on workplace
 - Practical collective activity: The trainer proposes the YouTube videos below to watch and to listen with the learners. After the videos, each learner is asked to speak and discuss freely about the films.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate in groups of two their opinion about the videos, and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube videos on management of conflict on workplace:

- HR Basics: Workplace Conflict (<https://www.youtube.com/watch?v=V79uO74vWfc>)
- 5 Types of Conflict in the Workplace and How To Handle Them (<https://www.youtube.com/watch?v=o7-bbd1F9bk>)
- Conflict Example-ORGB (https://www.youtube.com/watch?v=jiP0x_Dgj3I)
- Managing Conflict In Your Workplace (<https://www.youtube.com/watch?v=ILUkGb4sZ0s>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about management of conflict on workplace, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.youtube.com/watch?v=V79uO74vWfc	Video "HR Basics: Workplace Conflict"
https://www.youtube.com/watch?v=o7-bbd1F9bk	Video "- 5 Types of Conflict in the Workplace and How To Handle Them"
https://www.youtube.com/watch?v=jiP0x_Dgj3I	Video "Conflict Example-ORGB"

https://www.youtube.com/watch?v=ILUkGb4sZ0s	Video "Managing Conflict In Your Workplace"
http://conflict911.com/cgi-bin/links/jump.cgi?ID=18998	Hand-out "Conflict Resolution Skills"

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.youtube.com/watch?v=SaGA4PCigyq	Video "Gestione del Conflitto. Università di Bari. Pasquale Adamo"	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://eprints.ugd.edu.mk/11531/1/Magisterska-Ivana%20Trendafilova.pdf	УЛОГАТА НА МЕНАЏЕРОТ - ЛИДЕРОТ ВО УПРАВУВАЊЕ СО КОНФЛИКТИ ПРЕКУ ПОТТИКНУВАЊЕ НА КОНСТРУКТИВНИ, А РАЗРЕШУВАЊЕ И ИЗБЕГНУВАЊЕ НА ДЕСТРУКТИВНИ КОНФЛИКТИ", Ивана Трендафилова, -МАГИСТЕРСКИ ТРУД - Штип, 2014	

Activity 5: Communication on workplace

Duration: 300 minutes, of which 180 for practical activities.

Short description: In this activity, the trainer introduces the learners to communication on workplace.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on communication on workplace
 - Practical collective activity: The trainer proposes the YouTube videos below to watch and to listen with the learners. After the videos, each learner is asked to speak and discuss freely about the films.
- Practical collective exercise "General vs. Precise Instructions": The trainer gives each person a piece of paper, then announcing a sequence of instructions, such as fold the paper in half, tear off the top left corner of the paper, fold the paper in half once more. After completing several of these instructions, learners are asked to compare the appearance of their pieces of paper. Pointing out that even though they all received the same instructions, the trainer remark that their papers do not look identical and may even look quite different, showing how important precise communication can be. The trainer evidences that he told them to fold the paper in half, but not in which direction, to tear off the top left corner of the paper, but not how much of the corner to tear off. The trainer concludes that after the exercise people should be more conscious of how not only miscommunication but also imprecise communication can lead to people literally not being on the same page. Then collective discussion, guided by the trainer: each learner is asked to speak and discuss freely about the exercise.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate in groups of two their opinion about the videos and communication exercise, and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube videos on concept of group, position, role, individual and collective behaviours, group dynamics, and organisational climate:

- Effective Communication in the Workplace (<https://www.youtube.com/watch?v=w5paHINM3BQ>)
- Think Fast, Talk Smart: Communication Techniques (<https://www.youtube.com/watch?v=HANw168huqA>)
- Verbal and Nonverbal Communication (https://www.youtube.com/watch?v=AuN_eWIrns4)
- Make Body Language Your Superpower (<https://www.youtube.com/watch?v=cFLjudWTuGQ>)
- Communication Exercises - Role Play Game #25 (<https://www.youtube.com/watch?v=lW7vVB3XdCY>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about communication on workplace, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
https://www.youtube.com/watch?v=w5paHINM3BQ	Video "Effective Communication in the Workplace"	
https://www.youtube.com/watch?v=HANw168hugA	Video "Think Fast, Talk Smart: Communication Techniques"	
https://www.youtube.com/watch?v=AuN_eWIrs4	Video "Verbal and Nonverbal Communication"	
https://www.youtube.com/watch?v=cFLjudWTuGQ	Video "Make Body Language Your Superpower"	
https://www.youtube.com/watch?v=IW7vVB3XdCY	Video "Communication Exercises - Role Play Game #25"	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.youtube.com/watch?v=bV1c1rbUIXY	Video "DIRE FARE COMUNICARE. Il linguaggio nella vita e nel lavoro"	
https://www.youtube.com/watch?v=o62wZ_ucP9M	Video "Webinar ERRORI DI COMUNICAZIONE DA EVITARE SUL LAVORO"	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://repository.ukim.mk/bitstream/20.500.12188/1020/1/Elena%20Nikolovska%20Magisterska%20fin.pdf	Влијание на интерната комуникација врз перформансата на вработените -магистерски труд Елена Николовска, Скопје, 2018	
http://eprints.ugd.edu.mk/10854/1/%D0%9C%D0%B8%D0%BB%D0%B5%D0%BD%D0%B0%20%D0%A6%D0%B2%D0%B5%D1%82%D0%BA%D0%BE%D0%B2%D0%B0%20-%20%D0%9C%D0%B0%D0%B3%D0%B8%D1%81%D1%82%D0%B5%D1%80%D1%81%D0%BA%D0%B0.pdf	ПРЕФЕРИРАЊЕ ДОБРИ ВЕШТИНИ ЗА ДЕЛОВНО КОМУНИЦИРАЊЕ ЗА ПОВИСОКА ЕФЕКТИВНОСТ НА ЕКОНОМСКИТЕ ПЕРФОРМАНСИ НА ОРГАНИЗАЦИЈАТА МАГИСТЕРСКИ ТРУД, Штип, септември 2014	

Activity 6: How to address and manage stress on workplace

Duration: 240 minutes, of which 150 for practical activities.

Short description: In this activity, the trainer introduces the learners to work-related stress, and how to tackle it

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on how to address and manage stress on workplace
 - Practical collective activity: The trainer proposes the YouTube videos below to watch and to listen with the learners. After the videos, each learner is asked to speak and discuss freely about the films.
 - Practical collective exercise "Stress Questionnaire": The trainer shows to the learners the ISMA UK questionnaire for self-evaluation of work-related stress (cfr. here below within "Training Materials"), asking them to fill in it. Then collective discussion, guided by the trainer: each learner is asked to speak and discuss freely about the exercise and its result.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate in groups of two their opinion about the videos and the exercise on self-evaluation of work-related stress, and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube videos on work-related stress:

- Stress in the Workplace (https://www.youtube.com/watch?v=1W_ZIOMKy8w)
- Managing Workplace Stress (<https://www.youtube.com/watch?v=McBQrjGEHnk>)
- Professor discusses how to cope with work stress (<https://www.youtube.com/watch?v=vDfp5U5ZIOY>)
- Funniest Workplace Stress Compilation (<https://www.youtube.com/watch?v=YZJXwTvMsPA>)
- Stress Questionnaire - ISMA UK (<https://isma.org.uk/wp-content/uploads/2013/08/Stress-Questionnaire.pdf>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about work-related stress, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION

https://www.youtube.com/watch?v=1W_ZIOMKy8w	Video "Stress in the Workplace"
https://www.youtube.com/watch?v=McBQrjGEHnk	Video "Managing Workplace Stress"
https://www.youtube.com/watch?v=vDfp5U5ZIOY	Video "Professor discusses how to cope with work stress (Chris McCarthy)"
https://www.youtube.com/watch?v=YZJXwTvMsPA	Video "Funniest Workplace Stress Compilation"
https://www.hse.gov.uk/pubns/wbk01.pdf	"Tackling work-related stress using the Management Standards approach - A step-by-step workbook"
https://isma.org.uk/wp-content/uploads/2013/08/Stress-Questionnaire.pdf	"Stress Questionnaire - ISMA UK"

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.youtube.com/watch?v=fN7mGGRH3Rs	Video INAIL "TUTORIAL STRESS LAVORO CORRELATO"	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---sro-budapest/documents/publication/wcms_473696.pdf	Спречување стрес на работа : Практични чекори за подобро спречување на стресот на работното место / International Labour Office. - Geneva: ILO, 2012 xvi, 119 p.	

Activity 7: Human resources management

Duration: 300 minutes, of which 180 for practical activities.

Short description: In this activity, the trainer introduces the learners to strategies, methods, and tools for human resources management, particularly for supporting satisfaction of professional and skills needs of the winery (finding and selection of professional resources, and planning and realisation of training addressed to staff).

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on strategies, methods, and tools for human resources management
 - Practical collective activity: The trainer proposes the YouTube videos below to watch and to listen with the learners. After the videos, each learner is asked to speak and discuss freely about the films.
- Self-assessment and peer-evaluation activities:
 - The learners answer to a quiz consisting of HR (Human Resource) multiple choice Questions and Answers (HR Quiz Questions and Answers - Human Resource Management MCQ)
 - The participants analyse and evaluate in groups of two their opinion about the videos and the results of the quiz, and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

YouTube videos on human resources management:

- Social Groups: Crash Course Sociology (https://www.youtube.com/watch?v=_wFZ5Dbj8DA)
- Understanding Group Dynamics (<https://www.youtube.com/watch?v=uL6x99-VSBA>)
- Managing Team Dynamics (<https://www.youtube.com/watch?v=LrIELjcNNqI>)
- Handling Difficult Group Dynamics (<https://www.youtube.com/watch?v=yCXwk45IaPg>)
- How to Spot an Unhealthy Organizational Climate (<https://www.youtube.com/watch?v=0gZazo1m-c4>)
- Dynamic Team-Building Exercise for Small Groups - Paper Holding (<https://www.youtube.com/watch?v=iV53bKvwQfs>)

Quiz on Human Resource Management:

- HR Quiz Questions and Answers | Human Resource Management MCQ (<https://www.privatejobshub.in/2012/07/hr-quiz-questions-and-answers-online.html>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about human resources management, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
https://www.youtube.com/watch?v=aA1OIFHZWtU	Video "Human resource management basics and fundamentals"	
https://www.youtube.com/watch?v=T7bSMzg7x-s&list=PL3Y_p3e-Lne31qsiP5QPMjsEEYd0fqpKy	Video "Human Resource Management (Complete Course)"	
https://www.privatejobshub.in/2012/07/hr-quiz-questions-and-answers-online.html	HR Quiz Questions and Answers Human Resource Management MCQ	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.youtube.com/watch?v=Hkzbezni2Vs	Video "Gestione Risorse Umane Video Demo - Piano Sviluppo e Carriera"	
https://www.youtube.com/watch?v=uLFQezjrYpo	Video "'Orizzonte Impresa 2016 - HR - Gestione delle Risorse Umane - I Talenti"	
https://www.youtube.com/watch?v=59pJnp5FVIY	Video "'Gestione Risorse Umane - Definizione dei Profili Lavorativi"	
https://www.youtube.com/watch?v=v3WaaOyWjdg	Video "La Digital Transformation nella gestione delle risorse umane"	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://www.utms.cc/estudent/images/Prezentacii/Ekonomski%20fakultet/I%20godina/I%20semestar/Menadzment/T6.pdf	МЕНАЏМЕНТ НА ЧОВЕЧКИ РЕСУРСИ доц. д-р Наташа Ристовска	
https://www.utms.cc/estudent/images/Prezentacii/Fakultet%20za%20menagjment%20na%20covecki%20resursi/I%20godina/I%20semestar/Menadzment%20na%20covecki%20resursi/T1.pdf	Основи на менаџментот на човечки ресурси, Проф.д-р Александра Стоилковска, Асс.м-р Гордана Серафимовиќ	
https://mcms.mk/images/docs/2008/priracnik-za-menadzment-so-covekovi-resursi-2008.pdf	МЕНАЏМЕНТ СО ЧОВЕЧКИ РЕСУРСИ - ПРИРАЧНИК - Скопје, 2008, Македонски центар за меѓународна соработка	

Training Unit 6 (A):

Quality System management (32 hours)

Training Unit not designed for learning mobility

Module 6.1 (A) - How to manage the quality system of the winery (32 hours)

List of learning activities

Activity 1: *Quality Management* (360 minutes, of which 180 for practical activities)

Activity 2: *Grape quality* (480 minutes, of which 360 for practical activities)

Activity 3: *Wine quality* (720 minutes, of which 480 for practical activities)

Activity 4: *Quality management of the economy of the enterprise* (360 minutes, of which 180 for practical activities)

Activity 1: Quality Management

Duration: 360 minutes, of which 180 for practical activities.

Short description: In this activity, the trainer introduces the learners to the concept and definition of the quality of products and services and describes the basic characteristics of quality, supporting them in collective learning to enable participants to identify and understand the conditions that affect the quality, the standards, the costs, and the control of the quality of the product.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Concept and definition of quality of products and services: Demonstration of the relationship between the product, the properties of the product, the quality and the customer. Introduction to the learners, the function of quality, the factors that depend on quality, the relations and the directions of the development of quality. Explanation of the conditions that affect the development of the quality. Presentation of the classification, the market and technical characteristics of quality.
 - Quality Management: Explaining of the role of quality management in solving of problems and tasks related to the quality. Description of the basic elements of quality management. Introduction of the students to quality management methods.
 - System for Total Quality Management (TQM): Indicates the concept and essence of the system for total quality management (TQM). Introducing the learners to the goals and objectives of the total quality system. Presenting the cycle and stages of quality. Introduction to the total quality program.
 - Standards of quality: Explanation of the concept, the types and the essence of standards with particular emphasis on the wine production standards. The trainer discusses the standardization and the need for standardization. Explanation on the development of standards and methods of standardization, and the complementarity between standards.
 - Costs for product quality: Explanation of the costs for achieving and promoting quality and the costs associated with poor product quality. Description of which factors are associated with the product quality costs. Presentation of the economic models for detecting optimal quality costs.
 - Quality control: Specification of the objectives of control. Presentation of the methods for achieving goals. Explaining the execution of the plan, checking the results and taking action.
- Self-assessment and peer-evaluation activities:
 - Each learner (individually or in-group) discovers and analyses two companies operating in the wine sector. The companies for analysis should have approximately the same product range. After doing the company analysis, the learner compares the quality of several similar products from both companies (e.g. comparison by quality, price, features, etc.). The comparison should answer which company has better product quality. Then, each learner presents a personal analysis to the whole group. The group together with the trainer discusses and evaluates all analyses.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about quality management, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

LANGUAGE:	English	
LINK	DESCRIPTION	
https://www.ispatguru.com/components-of-product-quality-management/	Components of Product Quality Management	
https://www.sebokwiki.org/wiki/Quality_Management	Quality Management - Lead Authors: Quong Wang, Massood Towhidnejad, Contributing Authors: Dick Fairley, Garry Roedler	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://it.wikipedia.org/wiki/Gestione_della_qualit%C3%A0	<i>Articolo "Gestione della qualità", Wikipedia</i>	
http://www.paolomazzoni.it/ORGANIZZAZIONE%20AZIENDALE%20E%20QUALITA'.pdf	<i>Testo "Organizzazione e gestione della qualità", Paolo Mazzoni, (c) 2007</i>	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://www.utms.cc/estudent/images/Prezentacii/Fakultet%20za%20menadzment/III%20godina/V%20semestar/Menadzment%20na%20kvalitet/Tema%201.pdf	Менаџмент на квалитет - Доц.д-р Валентина Муџунска Палевска	
http://www.pretpriemac.com/tqm-total-quality-management/	Објаснување на TQM – Total Quality Management - Претприемач	
http://eprints.ugd.edu.mk/6167/1/_ugd.edu.mk_private_UserFiles_katerina.hadzivasile_Desktop_Данка%20Накова%20-%20Магистерс%20ки%20труд%281%29.pdf	Управување со квалитетот и продуктивноста за постигнување на повисоки деловни резултати, Штип, февруари 2013 Данка Накова	

Activity 2: Grape quality

Duration: 480 minutes, of which 360 for practical activities.

Short description: In this activity, the trainer introduces the learners to the quality of grapes and describes the types of grape maturities, supporting them in collective learning to enable participants to identify and understand the methods used to assess the quality of grapes maturity for wine production.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Grape Maturity: Introducing learners to the types of grape maturity. Explains of the characteristics by which the grape maturity is known in different grape varieties.
 - Technological maturity of grapes: Explains of the state of technological maturity of different grape varieties. Describes the visual changes that occur on the leaf, the grape and when the grapes have a useful value, i.e. they are ready for adequate wine preparation. Introduces the importance of the movement of the substances in the grapes, concentration the sugars and the reduction of organic acids. Explains the dependence of the determination of the technological maturity and the time for harvesting of the grapes from the grape variety, the type of the required wine, the weather conditions for the ripening time, etc. Familiarization with the effects of early and late grape harvest on wine quality. Presents the methods for determination of technological maturity: physical method, chemical method, organoleptic method, visual method, grape tasting method and others.
 - Physiological Maturity of Grapes: Explains the state of physiological maturity in different grape varieties. Describes of the factors that influence the timing of grape harvesting. Introduces the learners to the need for earlier or later harvesting of grapes for the production of certain wines (for example, champagne harvesting should be done early, in order to obtain a quality product, while barrelling white and red wine require later harvesting, in order to obtain more extractive and alcoholic wines). Introduction of sophisticated equipment for precise determination of the harvest of the grape. Emphasis on methods for determination of physiological maturity: the method of 'seed germination', the method of visualization and others.
 - The most common methods used to determine grape maturity: The trainer indicates the methods most commonly used to determine grape maturity. Presentation of methods for determination of grape maturity: organoleptic method, chemical method, physical method and "maturity indicator" method.
- Self-assessment and peer-evaluation activities:
 - Each learner (individually or in a group) receives grapes from several wine varieties used for production of different wines. The learners should analyse the grape varieties and determine the harvesting time of the given varieties. An appropriate method that can be used to determine the harvesting time and the type of ripening to be harvested. Then, each learner presents a personal analysis to the whole group. The group together with the trainer discusses and evaluates all analyses.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about the grape quality, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g.

effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE: English	
LINK	DESCRIPTION
https://www.sciencedirect.com/science/article/pii/B9781845694845500038	Managing Wine Quality, Viticulture and Wine Quality Woodhead Publishing Series in Food Science, Technology and Nutrition, 2010, Pages 73-104
https://www.sciencedirect.com/science/article/pii/B9781845694845500075	Managing Wine Quality, Viticulture and Wine Quality Woodhead Publishing Series in Food Science, Technology and Nutrition 2010, Pages 189-217
https://cdn.csu.edu.au/_data/assets/pdf_file/0003/618816/grape-quality.pdf	GROWING QUALITY WINEGRAPES GIOIA SMALL, EXTENSION VITICULTURIST, NSW AGRICULTURE, WAGGA WAGGA

LANGUAGE: Italian (<i>Italiano</i>)	
LINK	DESCRIPTION
https://www.barattowineday.it/curiosita/qualita-del-vino-e-gestione-vigneto.php	<i>Articolo "LA QUALITÀ DEL VINO PASSA DALLA CORRETTA GESTIONE DEL VIGNETO", BARATTO WINE DAY</i>
http://premiobiol.it/biolitalia/files/2013/01/LINEE-GUIDA-PER-LA-QUALITA-VINO.pdf	<i>Manuale "FILIERA VITIVINICOLA - MANUALE DEL SISTEMA DI GESTIONE DEL PRODOTTO BIOLOGICO", BIOL Italia,</i>
https://www.tesionline.it/tesi/il-vino-e-la-qualit%C3%A0/29176	<i>Tesi di laurea "Il vino e la qualità", TESOnline, Silvia Luciani, 2009</i>

LANGUAGE: Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION
https://sezavino.mk/одредување-на-физиолошка-зрелост-на-г/	Одредување на физиолошка зрелост на грозјето
https://sezavino.mk/одредување-на-технолошката-зрелост-н/	Одредување на технолошката зрелост на грозјето
http://eprints.ugd.edu.mk/22187/1/BOBED%20-Zorica%20Lelova%20-%20nov.pdf	Метод за определување намали молекули (органски и неоргански киселини) - Зорица Лелова

Activity 3: Wine Quality

Duration: 720 minutes, of which 480 for practical activities.

Short description: In this activity, the trainer introduces the learners to the quality of the wine and describes the basic characteristics of the quality of the wine, supporting them in collective learning to enable the participants to identify and understand the methods used to determine the quality of the wine in the wine cellars.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Quality of wines: Introduction to the learners of certain ingredients that affect the quality of wine. Explanation of the influence of aromatic and bouquet substances on the aroma and taste of wine. Getting to know the colour, smell and taste of wine. Interpretation of OIV methods and rulebook on wine quality in the Republic of North Macedonia / Region Umbria (International Wine Analysis Methods Handbook) (Compendium of International Methods of Wine Analysis).
 - Chemical analysis of wine: Explains the need for monitoring of changes in chemical substances during vinification, wine ripening, wine formation and maturing, for timely action to improve the quality of the wine. Describes the content of the most important ingredients in wine (water, alcohols, acids, tannins and other substances). Introducing to the learners of volatile and non-volatile ingredients in wine. Acquaintance with the content of certain ingredients needed to achieve good quality in certain types of wine, but also with the impact of lower and higher content of ingredients on the quality of the wine. Presentation of the procedures and laboratory equipment for chemical analysis of wine.
 - Sensory analysis of wine: Explains the reaction between wine and some organs of the mucosa of the mouth and nose. Describes the advantages and disadvantages of determining the quality of the wine through tasting. Stating of the impressions arising from the aroma and taste of the wine. Introducing learners to the organization of organoleptic (sensory) assessment of wine. Emphasizing of the principles of wine evaluation.
- Self-assessment and peer-evaluation activities:
 - Each learner (individually or in groups) receives samples of two types of wine from different stages in the production process. The learner should determine an adequate method of analysis of the given wine samples and determine the substances and the quality of the wine, as well as the necessary procedures that will need to be taken to improve the properties of the wine. Then, each learner presents a personal analysis to the whole group. The group together with the trainer discusses and evaluates all analyses.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about the wine quality, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
https://gtu.ge/Agro-Lib/%5bKeith_Grainger%5d_Wine_Quality_Tasting_and_Selecti(BookZZ.org.pdf	Food Industry Briefing Series WINE QUALITY: TASTING AND SELECTION Keith Grainger	
https://www.researchgate.net/publication/295747582_Managing_Wine_Quality_Viticulture_and_Wine_Quality/link/5d7e4678a6fdcc2f0f6fe625/download	Viticultural and vineyard management practices and their effects on grape and wine quality A. G. Reynolds, Brock University, Ontario, Canada	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.quattroclici.it/conoscere-il-vino/qualita-complessiva-del-vino	Articolo "Qualità complessiva del vino", Quattroclici – Conoscere il vino, Marcello Leder	
http://www.diwinetaste.com/dwt/it2019061.php	Articolo "La Qualità del Vino", DiWINETaste, Antonello Biancalana, 2019	
http://www.italyeno.com/vinificare/degustare.htm	Articolo "DEGUSTAZIONE DEL VINO", Italyeno	
https://www.vinicartasegna.it/classificazione-dei-vini-doc-e-docg/	Articolo "DOC e DOCG? TVB! (Ossia della classificazione dei vini in Italia)", Vini Gavi Cantina Cartasegna, 2013	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://www.academia.edu/3213604/Сензорна_и_аналитичка_евалуација_на_вино_Sensor_y_and_analytical_evaluation_of_wine?auto=download	Сензорна и аналитичка евалуација на вино, Штип 2013 Виолета Иванова-Петропулос	
http://unilab.ugd.edu.mk/akreditacija.html	АКРЕДИТИРАНИ МЕТОДИ ВО ОДДЕЛЕНИЕТО ЗА КОНТРОЛА НА КВАЛИТЕТ НА ВИНО - Унилаб	
http://eprints.ugd.edu.mk/21932/1/Сензорна_%20и%20аналитичка%20евалуација%20на%20вино-Репозиториум.pdf	Сензорна и аналитичка евалуација на вино, Штип 2019 Виолета Иванова-Петропулос	
https://www.pravdiko.mk/wp-content/uploads/2013/11/Zakonot-za-vinoto-08-04-2010.pdf	Закон за вино - СОБРАНИЕ НА РЕПУБЛИКА МАКЕДОНИЈА, Службен весник на РМ, бр. 50 од 13.04.2010 година	

Activity 4: Quality management of the economy of the enterprise

Duration: 360 minutes, of which 180 for practical activities.

Short description: In this activity, the trainer introduces the learners to the quality management of the economics of the winery and describes the importance and role of management in improving effectiveness and efficiency, supporting them in collective learning to enable the participants to identify and understand essentials economic principles: quality, productivity, economy, profitability.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Effectiveness and efficiency of wine cellar: Introducing learners to the meaning and importance of effectiveness and efficiency for the wine cellar. Definition of effectiveness, efficiency, and the approaches (understandings) for efficiency and effectiveness for wine cellars. Explanation of the patterns and factors that influence the effectiveness and efficiency of wineries. Interpretation of the matrix of effectiveness and efficiency of wine cellars.
 - Assets of the wine cellar: Explanation of the assets of the cellar and their division into fixed and working capital. Explanation of the terms liquidity and solvency. Indication of the sources of funds.
 - Labour Economics: Identification of division and types of labour. Explanation of payment methods for work and standardization of work.
 - Costs, calculations and prices: Identification of the costs incurred in operating the wine cellar and the role of costs in the running of the cellar business policy. Description of the process of making calculations. Specification of the pricing methods.
 - Business success (productivity, cost-effectiveness, profitability): Introduction learners to the meaning and importance of underlying economic principles (productivity, cost-effectiveness, ROI). Defining the productivity, cost-effectiveness, profitability, and ways of implementing these economic indicators.
 - Management of the results of the enterprise (revenues, expenditures): Identification of the emerging patterns of results of the enterprise. Explanation of the formation of total income. Identification of the costs of the cellar. Explanation of financial statements and distribution of net profit.
- Self-assessment and peer-evaluation activities:
 - Each learner (individually or in group) receives financial statements for a particular company operating in the winery sector with the task of analysing the financial statements and dividing the income, expenses, cash flow and results of the company's operations, but also to calculate productivity, economy and cost-effectiveness. Then, each learner presents a personal analysis to the whole group. The group together with the trainer discusses and evaluates all analyses

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about the quality management of the economy of the enterprise, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
https://iopscience.iop.org/article/10.1088/1755-1315/108/5/052039/pdf	Analysis and Application of Quality Economics Based on Input-Output, Qiang Lu and Xin Li 2018 IOP Conf. Ser.: Earth Environ. Sci. 108 052039	
http://www.sjm06.com/SJM%20ISSN1452-4864/7_1_2012_May_1_170/7_1_149-170.pdf	SIGNIFICANCE OF BUSINESS QUALITY MANAGEMENT FOR INCREASING COMPETITIVENESS OF SERBIAN ECONOMY Marija Andjelković Pešić*, Vesna Janković Milić and Jelena Stanković, University of Niš, Faculty of Economics, Serbia	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.direzionebp.com/wp-content/uploads/SECONDA-GIORNATA-DISPENSE-GESTIONE-VINO.pdf	<i>Articolo "Il controllo di gestione per le aziende vitivinicole", Brogi & Pittalis Srl</i>	
http://dspace.unive.it/bitstream/handle/10579/10548/836775-1203920.pdf?sequence=2	<i>Tesi di laurea "Il controllo di gestione in una società cooperativa vitivinicola", Università Ca' Foscari Venezia, Arianna Andreon, 2017</i>	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://www.pretpriemac.com/biznis-efikasnost-i-efektivnost/	Бизнис ефикасност и ефективност - Претприемач	
http://eprints.ugd.edu.mk/6800/1/_ugd.edu.mk_priv_ate_UserFiles_biljana.petrevska_Desktop_Marga_MAT_LIEVSKA_PACESKOSKI%2C%20EP%2C%20INTERNA%20SKRIPTA.%202011_ovaaa.pdf	ЕКОНОМИКА НА ПРЕТПРИЈАТИЕ, 2011 ДОЦ. Д-Р МАТЛИЕВСКА МАРГАРИТА М-Р ПАЧЕШКОСКИ ВЛАТКО	
http://eprints.ugd.edu.mk/11245/1/Magisterski%20trud%20-%20GROZDA%20KOSTADINOVA.pdf	ПРИМЕНА НА ФИНАНСИСКИТЕ ПОКАЗАТЕЛИ ЗА АНАЛИЗА НА РАБОТЕЊЕТО НА КОМПАНИИТЕ - СО ПОСЕБЕН ОСВРТ НА ПОКАЗАТЕЛИТЕ ЗА ЛИКВИДНОСТ НА МАКЕДОНСКОТО СТОПАНСТВО, Штип, Октомври 2014 Грозда Костадинова	
http://eprints.ugd.edu.mk/6167/	Управување со квалитет и продуктивност при постигнување повисоки деловни резултати, Штип, февруари 2013 година Данка Накова	

Training Unit 1 (B.1):

Definition and management of work activities in compliance with the Macedonian labour law and knowledge of the provisions of laws and regulations governing the production and trade of wine (48 hours)

Training Unit not designed for learning mobility

Module 1.1 (B.1) - How to manage work activities in compliance with the Macedonian labour law and knowledge of the provisions of laws and regulations governing the production and trade of wine (48 hours)

List of learning activities

Activity 1: *Macedonian Labour Legislation* (1080 minutes, of which 720 for practical activities)

Activity 2: *Provisions of the laws and regulations on production and trade of wine* (1800 minutes, of which 1200 for practical activities)

Activity 1: Macedonian Labour Legislation

Duration: 1080 minutes, of which 720 for practical activities.

Short description: In this activity, the trainer introduces the students to the provisions of the Law on Labor Relations: content of the employment contract for an indefinite and definite period of time, as well as the rights and obligations of the parties when concluding the employment contract; obligation to keep business secrets; obligation of the employer to ensure safe working conditions ; contract on the termination of employment by mutual agreement ; dismissal by the employer and by the employee; payment for work; working hours; additional work; shift work; night work; break and rest; trade unions and employers' associations and collective agreements .Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Employment contract: content of the employment contract for an indefinite and definite period of time.
 - Rights and obligations of the parties in concluding an employment contract: rights and obligations of the parties in concluding the employment contract; obligation to keep business secrets; the employer's obligation to provide safe working conditions.
 - Termination of the employment contract with dismissal by the employee and the employer: termination of the employment contract by agreement; dismissal by the employer and by the employee; payment for work.
 - Working hours , trade unions and employers' associations : payment of work; working hours; additional work; shift work; night work; break and rest; trade unions and employers' associations collective agreements .
- Self-assessment and peer-evaluation activities:
 - The learners are familiar with the employment procedure and the content of the employment contract for an indefinite and fixed time; know the rights and obligations of the parties when concluding an employment contract; the obligation to keep business secret; the employer's obligation to provide safe working conditions; the procedure for termination of the employment contract by agreement; dismissal by the employer and the employee; payment methods; working hours; additional work; work in shifts; night work; breaks and vacations; trade unions and employers' associations; collective agreements.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens, and Labour Law.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about application of the provisions of the Labour Law, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
https://www.ilo.org/dyn/natlex/docs/MONOGRA PH/71332/109716/F-1464727386/MKD71332%20Eng.pdf	LABOUR RELATIONS LAW ("Official Gazette of the Republic of Macedonia" no. 62/05, 106/08, 161/08, 114/09,130/09, 50/10, 52/10, 124/10, 47/11, 11/12, 39/12, 13/13, 25/13, 170/13, 187/13, 113/14, 20/15, 33/15, 72/15, 129/15 and 27/16)	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.inps.it/nuovoportaleinps/default.aspx?itemdir=45859	<i>Pagine web INPS "Lavorare all'estero / In Paesi extracomunitari convenzionati / Stati in convenzione / Macedonia"</i>	
https://osha.europa.eu/it/about-eu-osha/national-focal-points/north-macedonia	<i>Pagine web EU-OSHA in italiano "Macedonia del Nord"</i>	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwiO7b2P1NDnAhVI-SoKHe6nBQ4QFjAAegQIARAB&url=http%3A%2F%2Fwww.mtsp.gov.mk%2Fcontent%2Fpdf%2Fzakoni%2FZRO%2520Precisten%252074-15.pdf&usg=AOvVaw1rBPtLOH_5SLe752j0mU4g	Закон за работни односи - Службен весник на РМ, бр. 74 од 8.05.2015 година	

Activity 2: Provisions of the laws and regulations on production and trade of wine

Duration: 1800 minutes, of which 1200 for practical activities.

Short description: In this activity, the trainer introduces the students to the provisions of the Law on Wine: purchase and payment of wine grapes; the registration of the amounts of bought and sold grapes ; enological means and procedures ; raw material for wine production; prohibition of distillation; market and wine trade; import of wine; classification of wines, production, labelling and protection of wines with a geographical name; description, labelling and protection of wine.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Planning and management of the production potential for production of wine grapes: purchase and payment of wine grapes; reporting quantities of purchased and sold grapes; enological means and procedures.
 - Wine production: raw material for wine production; Methods for physical-chemical analysis of wine; Classification of grape varieties for wine production; Prohibition of distillation; Liability record; and Registration of wine production.
 - The market and trade in wine: Putting wine into circulation; Sampling; Organoleptic guilt assessment; Decision on placing the wine on the market; and Input and output registers.
 - Classification of wines, production, labelling and protection of wines with a geographical name: classification of wines, production, labelling and protection of wines with a geographical name; description, labelling and protection of wine; and a Register of Wines with a Protected Geographical Name.
 - Description, labelling and protection in Eaton: Labelling of wines with geographical names; Wine label and label data; and Competence of the State Inspectorate for Agriculture.

Self-assessment and peer-evaluation activities:

- The learners explain the legal procedure for the purchase and payment of wine grapes; reporting of quantities of grapes purchased and sold; oenological means and procedures; raw material for wine production; ban on distillation; wine market and trade; import of wine; wine classification, production, labelling and protection of wines with geographical name; description, labelling and protection of wine.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens, and Law on Wine.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about on the application of the provisions of the Law on Wine, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
http://seerural.org/wp-content/uploads/2015/07/Annex-VI_Macedonian-Wine-Industry_Mr.-Klime-Beleski.pdf	MACEDONIAN WINE INDUSTRY prof. d-r Klime Beleski Institute of agriculture, Skopje, Republic of Macedonia	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.ice.it/it/sites/default/files/inline-files/Macedonia%20del%20Nord%20Scheda%20Agricoltura%202019_1.pdf	<i>Rapporto "Macedonia del Nord – AGRICOLTURA - Aprile 2019", ICE-Agenzia per la promozione all'estero e l'internazionalizzazione delle imprese italiane</i>	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://www.akt.mk/%D0%B7%D0%B0%D0%BA%D0%BE%D0%BD-%D0%B7%D0%B0-%D0%B2%D0%B8%D0%BD%D0%BE%D1%82%D0%BE/	Закон за вино	
zpis.gov.mk > Zakonzakvalitetonazemjodelskiteproizvodimart2017	Закон за квалитетот на земјоделските производи	

Training Unit 2 (B.1):

Communication in Macedonian (32 hours)

Training Unit designed for learning mobility

Module 2.1 (B.1) - Communication in Macedonian (32 hours)

List of learning activities

Activity 1: Macedonian wine production vocabulary (240 minutes, of which 180 minutes for practical activities)

Activity 2: Macedonian wines vocabulary (240 minutes, of which 160 minutes for practical activities)

Activity 3: Listening and speaking about Macedonia (240 minutes, of which 180 minutes for practical activities)

Activity 4: Writing and speaking about my life (240 minutes, of which 180 minutes for practical activities)

Activity 5: Laughing and learning together! (240 minutes, of which 180 minutes for practical activities)

Activity 6: History of Macedonian language (240 minutes, of which 180 minutes for practical activities)

Activity 7: Macedonian historic characters (240 minutes, of which 180 minutes for practical activities)

Activity 8: My learning mobility in Macedonia (240 minutes, of which 180 minutes for practical activities)

Activity 1: Macedonian wine production vocabulary

Duration: 240 minutes, of which 180 minutes for practical activities.

Short description: In this activity the trainer introduces the learners with key Macedonian words in the field of process of winemaking, supporting them in collective learning and is to allow the participants to identify and understand the appropriate words and grammar.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lectures and exercises for simpler words and grammatical expressions in Macedonian language;
 - Practical exercise - grammar: In this activity, the trainer suggests presentations and videos to watch with the students. As they watch, students are asked to list key words related to the wine production they hear in the presentation or video. After watching the presentation or video, students gather in small groups of 3-4 and write a short letter using the words they noticed, present it to other groups.
- Self-assessment and peer-evaluation activities:

The participants analyze and evaluate within the groups, and as a whole, together with the trainer, they analyze the prepared presentations within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about the dictionary of Macedonian wine production vocabulary, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
http://macedonianlanguage.org/	Macedonian Language E-Learning Center
http://www.learn-mk.com/	"Learn Macedonian" - free web-school for an elementary knowledge about the Macedonian language
LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION
https://www.webtran.it/macedonian/	<i>Traduttore online italiano-macedone</i>

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://www.e-ucebnici.mon.gov.mk/	Учебници по македонски јазик	

Activity 1: Macedonian wines vocabulary

Duration: 240 minutes, of which 180 minutes for practical activities.

Short description: this activity, the trainer teaches the learners expressing in the Macedonian language and keywords in the Macedonian wines, supporting them in collective learning and is to allow the participants to identify and understand the appropriate words and grammar structures.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lectures and exercises for simpler words and grammatical expressions in Macedonian language;
 - Practical exercise - grammar: In this activity, the trainer suggests presentations and videos to watch with the students. As they watch, students are asked to list key words related to the types and characteristics of the wine they hear in the presentation or video. After watching the presentation or video, students gather in small groups of 3-4 and write a short letter using the words they noticed, present it to other groups.
- Self-assessment and peer-evaluation activities:

The participants analyze and evaluate within the groups, and as a whole, together with the trainer, they analyze the prepared presentations within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about the dictionary of Macedonian wines, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
http://macedonianlanguage.org/	Macedonian Language E-Learning Center
http://www.learn-mk.com/	"Learn Macedonian" - free web-school for an elementary knowledge about the Macedonian language

LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION

https://www.webtran.it/macedonian/	<i>Traduttore online italiano-macedone</i>
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LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
http://www.e-ucebnici.mon.gov.mk/	Учебници по македонски јазик

Activity 3: Listening and speaking about Macedonia

Duration: 240 minutes, of which 160 minutes for practical activities.

Short description: In this activity, the trainer teaches the learners expressing in the Macedonian language and practice listening and speaking the Macedonian language, supporting them in collective learning and is to allow the participants to identify and understand the appropriate words and grammar structures.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lectures and exercises for simpler words and grammatical expressions in Macedonian language;
 - Practical exercise - grammar: In this activity, the trainer suggests presentations and videos to watch with the students. As they watch, students are asked to list keywords related to Macedonia that they hear in the presentation or video. After watching the presentation or video, students gather in small groups of 3-4 and write a short letter using the words they noticed, present it to other groups.
- Self-assessment and peer-evaluation activities:

The participants analyze and evaluate within the groups, and as a whole, together with the trainer, they analyze the prepared presentations within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about listening and speaking about Macedonia,, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
http://macedonianlanguage.org/	Macedonian Language E-Learning Center
http://www.learn-mk.com/	"Learn Macedonian" - free web-school for an elementary knowledge about the Macedonian language

LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION

https://www.webtran.it/macedonian/	<i>Traduttore online italiano-macedone</i>
https://it.wikipedia.org/wiki/Macedonia_del_Nord	<i>Articolo "Macedonia del Nord", Wikipedia</i>

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
http://www.e-ucebnici.mon.gov.mk/	Учебници по македонски јазик

Activity 4: Writing and speaking about my life

Duration: 240 minutes, of which 180 minutes for practical activities.

Short description: In this activity, the trainer teaches the learners expressing in the Macedonian language and practice listening and speaking the Macedonian language, supporting them in collective learning and is to allow the participants to identify and understand the appropriate words and grammar structures.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lectures and exercises for simpler words and grammatical expressions in Macedonian language;
 - Practically writing and oral expression: In this activity, the trainer asks participants to think about the story of their lives and to write a short story. The story should be about their interests or everyday work. The title could be "One Day at My Job", "My Favorite Vacation", etc. Depending on the story, a "cultural" perspective should be included. This can be a feature of their vacation spots, family traditions, a foreign language they are learning or speaking, or cultural activities they want to do in their spare time, and so on. Each participant reads the story of the other students.
- Self-assessment and peer-evaluation activities:

For evaluation, the discussion can be assessed taking into account the oral presentation, the level of the difficulty of the topic and the versatile aspect of the used words. Despite this, other participants can provide feedback information.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about writing and speaking Macedonian, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
http://macedonianlanguage.org/	Macedonian Language E-Learning Center
http://www.learn-mk.com/	"Learn Macedonian" - free web-school for an elementary knowledge about the Macedonian language

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.webtran.it/macedonian/	<i>Traduttore online italiano-macedone</i>	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
http://www.e-ucebnici.mon.gov.mk/	Учебници по македонски јазик	

Activity 5: Laughing and learning together!

Duration: 240 minutes, of which 180 minutes for practical activities.

Short description: In this activity, the trainer teaches students expressed in the Macedonian language and practice listening and speaking the Macedonian language, focusing on the funny aspects of production and consumption of wine and supporting them in collective learning and is to allow the participants to take identify and understand appropriate words and grammatical structures.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lectures and exercises for simpler words and grammatical expressions in Macedonian language;
 - Practical understanding, listening and expression: In this activity, the trainer suggests YouTube videos that they watch and listen to with the students. After each video, each student is asked to speak and discuss the film freely.
- Self-assessment and peer-evaluation activities:

Participants analyse and evaluate in the context of groups and as a whole, along with the trainer analyze the prepared presentations in the context of group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about listening and speaking in Macedonian,, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
http://macedonianlanguage.org/	Macedonian Language E-Learning Center
http://www.learn-mk.com/	"Learn Macedonian" - free web-school for an elementary knowledge about the Macedonian language

LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION

https://www.webtran.it/macedonian/	<i>Traduttore online italiano-macedone</i>
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LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
http://www.e-ucebnici.mon.gov.mk/	Учебници по македонски јазик

Activity 6: History of the Macedonian language

Duration: 240 minutes, of which 180 minutes for practical activities.

Short description: In this activity, the trainer introduces the learners to the history of the Macedonian language and practice listening and speaking the Macedonian language, supporting them in collective learning and is to allow the participants to identify and understand the appropriate words and grammar structures.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lectures and exercises for simpler words and grammatical expressions in Macedonian language;
 - Practical understanding, listening and oral expression: In this activity, the trainer prepares a presentation and video on the history of the Macedonian language. After each video, each student is asked to speak and discuss freely about the presentation and the video, but also to prepare their own presentation.
- Self-assessment and peer-evaluation activities:

For evaluation, the discussion can be assessed taking into account the oral presentation, the level of the difficulty of the topic and the versatile aspect of the used words. Despite this, other participants can provide feedback information.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about the history of the Macedonian language, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
http://macedonianlanguage.org/	Macedonian Language E-Learning Center
http://www.learn-mk.com/	"Learn Macedonian" - free web-school for an elementary knowledge about the Macedonian language

LANGUAGE:	Italian (<i>Italiano</i>)
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LINK	DESCRIPTION
https://www.webtran.it/macedonian/	<i>Traduttore online italiano-macedone</i>
https://it.wikipedia.org/wiki/Lingua_macedone#Storia	<i>Articolo "Lingua macedone - storia", Wikipedia</i>

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
http://www.e-ucebnici.mon.gov.mk/	Учебници по македонски јазик
https://www.youtube.com/watch?v=d-JYN73Wi88	Видео презентација

Activity 7: Macedonian historic characters

Duration: 240 minutes, of which 180 minutes for practical activities.

Short description: In this activity, the trainer introduces the learners to the important personalities of Macedonian history and practice listening, speaking present Macedonian language, supporting them in collective learning and is to allow the participants to identify and understand the appropriate words and grammar structures.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lectures and exercises for words and grammatical expressions in Macedonian language;
 - Practically writing and oral expression: In this activity, the trainer asks each learner to choose Macedonian historical character and write a description of selected illustrated person. Each student read the description of the other participants.

- Self-assessment and peer-evaluation activities:

For evaluation, the discussion can be assessed taking into account the oral presentation, the level of the difficulty of the topic and the versatile aspect of the used words. Despite this, other participants can provide feedback information.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about the Macedonian historic characters, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
http://macedonianlanguage.org/	Macedonian Language E-Learning Center	
http://www.learn-mk.com/	"Learn Macedonian" - free web-school for an elementary knowledge about the Macedonian language	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	

https://www.webtran.it/macedonian/	<i>Traduttore online italiano-macedone</i>
https://it.wikipedia.org/wiki/Storia_della_Macedonia_del_Nord	<i>Articolo "Storia della Macedonia del Nord", Wikipedia</i>

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
http://www.e-ucebnici.mon.gov.mk/	Учебници по македонски јазик

Activity 8: My learning mobility in Macedonia

Duration: 240 minutes, of which 180 minutes for practical activities.

Short description: In this activity, the trainer goes back to the previous contents and practiced speaking and writing in Macedonian language, supporting them in collective learning and is to allow the participants to identify and understand the appropriate words and grammar structures.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lectures and exercises for words and grammatical expressions in Macedonian language;
 - Practical writing and oral expression: In this activity, the trainer asks each learner to write a description of their learning in Macedonia. Each learner reads the story to the other participants.
- Self-assessment and peer-evaluation activities:

For evaluation, the discussion can be assessed taking into account the oral presentation, the level of the difficulty of the topic and the versatile aspect of the used words. Despite this, other participants can provide feedback information.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about writing and speaking in Macedonian language and the learning mobility in Macedonia, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
http://macedonianlanguage.org/	Macedonian Language E-Learning Center
http://www.learn-mk.com/	"Learn Macedonian" - free web-school for an elementary knowledge about the Macedonian language

LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION

https://www.webtran.it/macedonian/	<i>Traduttore online italiano-macedone</i>
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LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
http://www.e-ucebnici.mon.gov.mk/	Учебници по македонски јазик
https://www.youtube.com/watch?v=d-JYN73Wi88	Видео презентација

Training Unit 1 (B.2):

Practice of a profession as employed or self-employed worker (24 hours)

Training Unit not designed for learning mobility

Module 1.1 (B.2) - How to practise a profession as employed or self-employed worker (24 hours)

List of learning activities

Activity 1: *Italian employment contracts for employed and self-employed work activities - General Characteristics* (240 minutes, of which 120 for practical activities)

Activity 2: *Italian employment contracts for employed and self-employed work activities - Specific Applications* (240 minutes, of which 120 for practical activities)

Activity 3: *Civil and criminal liability of the workers in Italy* (240 minutes, of which 120 for practical activities)

Activity 4: *Fiscal regulations for employed and self-employed work activities in Italy* (240 minutes, of which 120 for practical activities)

Activity 5: *Social security regulations for employed and self-employed work activities in Italy* (240 minutes, of which 120 for practical activities)

Activity 6: *Accounting liability of the employed and self-employed workers in Italy* (240 minutes, of which 120 for practical activities)

Activity 1: Italian employment contracts for employed and self-employed work activities - General Characteristics

Duration: 240 minutes, of which 120 for practical activities.

Short description: In this activity, the trainer introduces the learners to Italian labour law, namely on general characteristics of most frequently used employment contracts for employed and self-employed work activities.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on Italian labour law, in particular on general characteristics of employment contracts for employed and self-employed work activities
 - Group work (two groups of participants): The trainer ask to the first group to describe the characteristics of most frequently used employment contracts for employed work activities, and to the second group to describe the characteristics of most frequently used employment contracts for self-employed work activities. The two groups present reciprocally the descriptions. Collective discussion, guided by the trainer, about the pertinence of the employment contracts compared to diverse work activities.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the employment contracts described within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about Italian labour law, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.ilo.org/ifpdial/information-resources/national-labour-law-profiles/WCMS_158903/lang--en/index.htm	Web pages "National Labour Law Profile: Italy", ILO, Aldo De Matteis, Paola Accardo, Giovanni Mammone
https://iclg.com/practice-areas/employment-and-labour-laws-and-regulations/italy	Web pages "Italy: Employment & Labour law 2020", ICGL.com

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.lavoro.gov.it/temi-e-priorita/occupazione/focus-on/Disciplina-dei-rapporti-di-lavoro/Pagine/default.aspx	<i>Pagine web del Ministero del lavoro "Disciplina dei rapporti di lavoro"</i>	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://www.zsh-online.de/projekte/projekte/5-zeitschriftenartikel/download/437_aee78cc0b3aebdd06ab4fd76da5f1515	УПАТУВАЊЕ РАБОТНИЦИ ВО ИСТОЧНА ЕВРОПА, Agreement No. VS/2017/0349	

Activity 2: Italian employment contracts for employed and self-employed work activities - Specific Applications

Duration: 240 minutes, of which 120 for practical activities.

Short description: In this activity, the trainer introduces the learners to Italian labour law, namely on specific applications of most frequently used employment contracts for employed and self-employed work activities.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on Italian labour law, in particular on specific applications of employment contracts for employed - included apprentices - and self-employed work activities
 - Group work (three groups of participants): The trainer ask to the first group to fill in a model of employment contract for employed work activities, to the second group to fill in a model for employed work activities in apprenticeship, and to the third group to fill in a model for self-employed work activities. The three groups present reciprocally the employment contracts. Collective discussion, guided by the trainer, about the accuracy of the employment contracts.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the employment contracts filled in within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about Italian employment contracts for employed and self-employed work activities, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.graber-partner.com/en/international-companies/employees-employers-in-italy.html	Article "EMPLOYEES/EMPLOYERS IN ITALY - Employment contracts, notifications and labor cost calculations in Italy", graber partner
https://www.britishinitaly.com/italian-employment-contracts/	Article "Working in Italy - ITALIAN EMPLOYMENT CONTRACTS", Britishinitaly.com
https://www.italiancompanyformations.com/services/	Article "Types of employment contracts",

employment-payroll-services/types-employment-contract/	<i>Italiancompanyformations.com - LEXIA Avvocati</i>
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LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.modellocontratto.com/contratto-di-lavoro-subordinato.html	<i>Articolo "Contratto di lavoro subordinato", modellocontratto.com</i>	
https://www.modellocontratto.com/contratto-di-apprendistato	<i>Articolo "Contratto Apprendistato", modellocontratto.com</i>	
https://www.lexdo.it/modello/contratto-lavoro-autonomo-freelance/	<i>Articolo "Contratto per lavoro autonomo (freelance)", LexDo.it</i>	
https://www.soldionline.it/guide/lavoro/tipologia-contratti-lavoro?cp=1	<i>Articolo "Le diverse tipologie di contratti di lavoro: caratteristiche e utilizzi", Soldionline</i>	
https://www.cliclavoro.gov.it/NormeContratti/Contratti	<i>Pagine web "Contratti - CLICLAVORO", CLICLAVORO</i>	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://www.zsh-online.de/projekte/projekte/5-zeitschriftenartikel/download/437_aee78cc0b3aebdd06ab4fd76da5f1515	УПАТУВАЊЕ РАБОТНИЦИ ВО ИСТОЧНА ЕВРОПА, Agreement No. VS/2017/0349	

Activity 3: Civil and criminal liability of the workers in Italy

Duration: 240 minutes, of which 120 for practical activities.

Short description: In this activity, the trainer introduces the learners to Italian labour law, namely on civil and criminal liability of the workers within employed and self-employed work activities.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on Italian labour law, in particular on civil and criminal liability of the workers within employed and self-employed work activities
 - Group work (two groups of participants): The trainer ask to the first group to describe the main features of civil liability of workers within employed and self-employed work activities, and to the second group to describe the main features of criminal liability of workers within employed and self-employed work activities. The two groups present reciprocally the descriptions. Collective discussion, guided by the trainer, about the relevance of civil and criminal liability of the workers within employed and self-employed work activities.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the main features of civil liability of workers described within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about civil and criminal liability of the workers in Italy, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.lawyersitaly.eu/civil-and-commercial-liability-in-italy	Article "Civil and Commercial Liability in Italy", <i>Italiancompanyformations.com - LEXIA Avvocati, 2016</i>
https://www.hg.org/legal-articles/basic-principles-of-italian-criminal-law-26796	Article "Basic Principles of Italian Criminal Law", <i>HC.org – Legal Resources, Nicola Canestrini, 2018</i>
https://www.lexology.com/library/detail.aspx?g=a6bccdcf-32a5-4f7e-b879-31c3111b44ef	Article "Employment & labour law in Italy", <i>LEXOLOGY, Trifirò & Partners Avvocati, 2018</i>

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.lavoro.gov.it/temi-e-priorita/occupazione/focus-on/Disciplina-dei-rapporti-di-lavoro/Pagine/default.aspx	<i>Pagine web del Ministero del lavoro "Disciplina dei rapporti di lavoro"</i>	
http://www.ceda.pc.it/index.php?id=la-responsabilita-del-lavoratore-dipendente	<i>Articolo "La responsabilità del lavoratore dipendente", C.E.D.A. S.R.L. S.T.P., Montesissa & Celli</i>	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://www.zsh-online.de/projekte/projekte/5-zeitschriftenartikel/download/437_aee78cc0b3aebdd06ab4fd76da5f1515	УПАТУВАЊЕ РАБОТНИЦИ ВО ИСТОЧНА ЕВРОПА, Agreement No. VS/2017/0349	

Activity 4: Fiscal regulations for employed and self-employed work activities in Italy

Duration: 240 minutes, of which 120 for practical activities.

Short description: In this activity, the trainer introduces the learners to Italian labour law, namely to the fiscal regulations for employed and self-employed work activities in Italy.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on Italian labour law, in particular on fiscal regulations for employed and self-employed work activities
 - Group work (two groups of participants): The trainer ask to the first group to describe the characteristics of fiscal regulations for employed work activities in Italy, and to second group to describe the characteristics of fiscal regulations for self-employed work activities in Italy. The two groups present reciprocally the descriptions. Collective discussion, guided by the trainer, about the fiscal regulations compared to diverse work activities.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the fiscal regulations described within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about Italian fiscal regulations for employed and self-employed work activities, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://europa.eu/youreurope/citizens/work/taxes/income-taxes-abroad/italy/index_en.htm	Web pages "Income taxes abroad – Italy", Your Europe – European Union
https://www.cloudpay.net/resources/understanding-payroll-in-italy-what-global-companies-need-to-know-about-italy-payroll	Article "Understanding Payroll in Italy: What Global Companies Need to Know About Italy Payroll", cloudpay, 2017

LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION
https://www.lavoro.gov.it/temi-e-	https://www.lavoro.gov.it/temi-e-priorita/occupazione/focus-

priorita/occupazione/focus-on/Disciplina-dei-rapporti-di-lavoro/Pagine/default.aspx	on/Disciplina-dei-rapporti-di-lavoro/Pagine/default.aspx
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LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
https://www.zsh-online.de/projekte/projekte/5-zeitschriftenartikel/download/437_aee78cc0b3aebdd06ab4fd76da5f1515	УПАТУВАЊЕ РАБОТНИЦИ ВО ИСТОЧНА ЕВРОПА, Agreement No. VS/2017/0349

Activity 5: Social security regulations for employed and self-employed work activities in Italy

Duration: 240 minutes, of which 120 for practical activities.

Short description: In this activity, the trainer introduces the learners to Italian labour law, namely to the social security regulations for employed and self-employed work activities in Italy.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on Italian labour law, in particular on social security regulations for employed and self-employed work activities
 - Group work (two groups of participants): The trainer ask to the first group to describe the characteristics of social security regulations for employed work activities in Italy, and to second group to describe the characteristics of social security regulations for self-employed work activities in Italy. The two groups present reciprocally the descriptions. Collective discussion, guided by the trainer, about the social security regulations compared to diverse work activities.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the social security regulations described within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about Italian social security regulations for employed and self-employed work activities, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
http://policyinpractice.co.uk/italys-welfare-system-an-overview/	Article "Italy's welfare system: an overview", Policy in Practice, 2015	
https://www.eubusiness.com/europe/italy/staff-welfare	Article "Doing business in Italy: Staff welfare, EUBusiness, Ina Dimireva, 2012	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	

https://www.lavoro.gov.it/temi-e-priorita/occupazione/focus-on/Disciplina-dei-rapporti-di-lavoro/Pagine/default.aspx	<i>Pagine web del Ministero del lavoro "Disciplina dei rapporti di lavoro"</i>
https://politicasemplice.it/capire-politica/mercato-lavoro-protezione-sociale	<i>Articolo "Mercato del lavoro e protezione sociale", Politica Semplice</i>
https://www.laleggepertutti.it/226135_inps-prestazioni-di-previdenza-e-assistenza	<i>Articolo "Inps: prestazioni di previdenza e assistenza", La Legge per Tutti, Noemi Secci, 2018</i>

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
https://www.zsh-online.de/projekte/projekte/5-zeitschriftenartikel/download/437_aee78cc0b3aebdd06ab4fd76da5f1515	УПАТУВАЊЕ РАБОТНИЦИ ВО ИСТОЧНА ЕВРОПА, Agreement No. VS/2017/0349

Activity 6: Accounting liability of the employed and self-employed workers in Italy

Duration: 240 minutes, of which 120 for practical activities.

Short description: In this activity, the trainer introduces the learners to Italian labour law, namely to the regulations on accounting liability for employed and self-employed work activities in Italy.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on Italian labour law, in particular on regulations on accounting liability for employed and self-employed work activities
 - Group work (two groups of participants): The trainer ask to the first group to describe the characteristics of regulations on accounting liability for employed work activities in Italy, and to second group to describe the characteristics of regulations on accounting liability for self-employed work activities in Italy. The two groups present reciprocally the descriptions. Collective discussion, guided by the trainer, about the regulations on accounting liability compared to diverse work activities.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the regulations on accounting liability described within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about Italian regulations on accounting liability for employed and self-employed work activities, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). 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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.nordeatrade.com/en/explore-new-market/italy/accounting	Article "Accounting and accounting rules in Italy", Nordea
LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION
https://www.lavoro.gov.it/temi-e-priorita/occupazione/focus-on/Disciplina-dei-rapporti-di	Pagine web del Ministero del lavoro "Disciplina dei rapporti di

di-lavoro/Pagine/default.aspx	<i>lavoro</i>
https://www.fondazioneoic.eu/?cat=14	<i>Pagine web "Principi Contabili Nazionali", OIC – Organismo Italiano di Contabilità</i>

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
https://www.zsh-online.de/projekte/projekte/5-zeitschriftenartikel/download/437_aee78cc0b3aebdd06ab4fd76da5f1515	УПАТУВАЊЕ РАБОТНИЦИ ВО ИСТОЧНА ЕВРОПА, Agreement No. VS/2017/0349

Training Unit 2 (B.2):

Management of the professional activity of Winemaker Specialist (24 hours)

Training Unit not designed for learning mobility

Module 2.1 (B.2) - How to manage the professional activity of Winemaker Specialist (24 hours)

List of learning activities

Activity 1: *Italy: Main features of the country* (240 minutes, of which 160 for practical activities)

Activity 2: *Italian agriculture sector and winery operations field* (240 minutes, of which 160 for practical activities)

Activity 3: *Professionals operating in agriculture sector and winery operations in Italy* (240 minutes, of which 160 for practical activities)

Activity 4: *The professional qualification Winemaker Specialist in Italy - General context* (240 minutes, of which 160 for practical activities)

Activity 5: *The professional qualification Winemaker Specialist in Italy - Specifications* (240 minutes, of which 160 for practical activities)

Activity 6: *Strategy of sustainable professional activity as Winemaker Specialist in Italy* (240 minutes, of which 160 for practical activities)

Activity 1: *Italy: Main features of the country*

Duration: 240 minutes, of which 160 for practical activities.

Short description: In this activity, the trainer introduces the learners to main characteristics and features of the geographical, socio-cultural-economical, legislative context of the Italian country.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on Italian geographical, socio-cultural-economical, legislative context
 - Group work (3-4 groups of participants): The trainer proposes the collective reading of the Wikipedia's pages dedicated to Italy. After the reading, the groups are asked to write a summary of main characteristics and features of the geographical, socio-cultural-economical, legislative context of the Italian country. The groups present reciprocally their summaries. Collective discussion, guided by the trainer, about the summaries.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the main features of the country summarised within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. Wikipedia pages relating to geographical, socio-cultural-economical, legislative context of the Italian country:

- Italy (<https://en.wikipedia.org/wiki/Italy>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about Italian main features, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://en.wikipedia.org/wiki/Italy	Article "Italy", Wikipedia
LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION
https://it.wikipedia.org/wiki/Italia	Articolo "Italia", Wikipedia

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
https://mk.wikipedia.org/wiki/Италија	Италија

Activity 2: Italian agriculture sector and winery operations field

Duration: 240 minutes, of which 160 for practical activities.

Short description: In this activity, the trainer introduces the learners to main characteristics and features of agriculture sector and winery operations in Italy.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on main characteristics and features of agriculture sector and winery operations in Italy
 - Practical activity: The trainer proposes the YouTube videos below about the winery operations in Italy to watch and to listen with the learners. After the video, each learner is asked to speak and discuss freely about the films.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate in groups of two their opinion about the videos, and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube video relating to wine production:

- Discover The Wines of Northern Italy (<https://www.youtube.com/watch?v=Au5gHe6Z9Uo>)
- Discover The Wines of Central Italy (<https://www.youtube.com/watch?v=tXf62porV3M>)
- Discover The Wines of Southern Italy (<https://www.youtube.com/watch?v=SLI9k0eKdlc>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about main characteristics and features of agriculture sector and winery operations in Italy, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). 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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.youtube.com/watch?v=Au5gHe6Z9Uo	Video "Discover The Wines of Northern Italy"
https://www.youtube.com/watch?v=tXf62porV3M	Video "Discover The Wines of Central Italy"
https://www.youtube.com/watch?v=SLI9k0eKdlc	Video "Discover The Wines of Southern Italy"
https://en.wikipedia.org/wiki/Italian_wine	Article "Italian wine", Wikipedia

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://it.wikipedia.org/wiki/Viticultura_in_Italia	<i>Articolo "Viticultura in Italia", Wikipedia</i>	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://mk.wikipedia.org/wiki/Италија	Италија - Земјоделство	

Activity 3: Professionals operating in agriculture sector and winery operations in Italy

Duration: 240 minutes, of which 160 for practical activities.

Short description: In this activity, the trainer introduces the learners to professional structure (roles, profiles, figures, qualifications) characterising the agriculture sector and winery operations in Italy.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on main characteristics and features of the professional structure characterising the agriculture sector and winery operations in Italy
 - Practical activity: The trainer proposes the YouTube videos below about labour market in agriculture sector and wine segment in Italy to watch and to listen with the learners. After the videos, each learner is asked to speak and discuss freely about the films.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate in groups of two their opinion about the videos, and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube video relating to wine production:

- Italy faces shortage of young farmers (<https://www.youtube.com/watch?v=Br-o-kL1HYw>)
- WORKING IN AN ITALIAN VINEYARD (<https://www.youtube.com/watch?v=0Ixm9kyJvss>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about Italian labour market in agriculture sector and wine segment in Italy, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.youtube.com/watch?v=Br-o-kL1HYw	Video "Italy faces shortage of young farmers"
https://www.youtube.com/watch?v=0Ixm9kyJvss	Video "WORKING IN AN ITALIAN VINEYARD"
https://en.wikipedia.org/wiki/Italian_wine	Article "Italian wine", Wikipedia

LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION

https://it.wikipedia.org/wiki/Viticultura_in_Italia	Articolo "Viticultura in Italia", Wikipedia
https://www.famgliacocchi.it/it/news/le-figure-professionali-nel-settore-vitivinicolo/718	Articolo "Le figure professionali nel settore vitivinicolo", Wine Education, Famiglia Cecchi

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
https://mk.wikipedia.org/wiki/Италија	Италија - Земјоделство

Activity 4: The professional qualification Winemaker Specialist in Italy - General context

Duration: 240 minutes, of which 160 for practical activities.

Short description: In this activity, the trainer introduces the learners to general context of the professional qualification Winemaker Specialist in Italy.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on general context of the professional qualification Winemaker Specialist: Italian national and Umbrian regional regulations in qualification matter; European principles and tools for transparency and recognition of learning outcomes and qualifications; Italian national collective labour agreements in agriculture sector applicable to Winemaker Specialist.
 - Group work (3-4 groups of participants): The trainer proposes the YouTube videos below about transnational learning mobility to watch and to listen with the learners. After the videos, the groups are asked to write a comment about them. The groups present reciprocally their comments. Collective discussion, guided by the trainer, about the comments.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the comments on transnational learning mobility emerged within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube video relating to transnational learning mobility:

- Interviews with participants - Learning mobility (<https://www.learningmobility.it/interviews/>)
- Erasmus+ Learning agreement tutorial (<https://www.youtube.com/watch?v=fu8j-129P4Q>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about general context of the professional qualification Winemaker Specialist in Italy, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). 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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.learningmobility.it/interviews/	<i>Interviews with participants - Learning mobility</i>
https://www.youtube.com/watch?v=fu8j-129P4Q	<i>Erasmus+ Learning agreement tutorial</i>

LANGUAGE:	Italian (<i>Italiano</i>)
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LINK	DESCRIPTION
https://www.flai.it/wp-content/uploads/2018/10/CCNL_-_impiegati_agricoli23_02_2017.pdf	<i>CONTRATTO COLLETTIVO NAZIONALE DI LAVORO per i Quadri e gli Impiegati Agricoli - 23 febbraio 2017</i>

LINK	DESCRIPTION
LANGUAGE: Macedonian (<i>Македонски - Makedonski</i>)	
https://www.na.org.mk/index.php/mk/akcii-na-erazmus.html	Акции на Еразмус - Мобилности

Activity 5: The professional qualification Winemaker Specialist in Italy - Specifications

Duration: 240 minutes, of which 160 for practical activities.

Short description: In this activity, the trainer introduces the learners to the specific characteristics of the professional qualification Winemaker Specialist in Italy.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on specific characteristics of the professional qualification Winemaker Specialist
 - Practical collective work: The trainer proposes the collective reading of the professional, training, and assessment standards, included those specific for Italy, of the Winemaker Specialist (available in Internet pages dedicated to the results of the Erasmus+ KA3 project "WINEVET"). After the reading, collective discussion, guided by the trainer: each learner is asked to speak and discuss freely about the professional, training, and assessment standards characterising the Winemaker Specialist.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate in groups of two their opinion about the professional, training, and assessment standards for the Winemaker Specialist, and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. Internet pages of the Erasmus+ KA3 project "WINEVET" relating to professional, training, and assessment standards, of the Winemaker Specialist:

- Products (<https://winevet.eu/products>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about the specific characteristics of the professional qualification Winemaker Specialist in Italy, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). 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.

Open Educational Resources:

LANGUAGE:	English	
LINK	DESCRIPTION	
https://winevet.eu/products	<i>Products of the Erasmus+ KA3 project "WINEVET"</i>	

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	

https://winevet.eu/sites/default/files/attachments/N.%2035.2%20-%20Infopack%202%20%20IT.pdf	<i>Infopack 2 – IT (prodotto del progetto Erasmus+ KA3 project "WINEVET")</i>
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LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
https://winevet.eu/products/deliverable-n-35-wp-9-infopack-2	<i>Инфо-пакет 2 – МК</i>

Activity 6: Strategy of sustainable professional activity as Winemaker Specialist in Italy

Duration: 240 minutes, of which 160 for practical activities.

Short description: In this activity, the trainer introduces the learners to the issues of the identification and implementation of a personal strategy of sustainable professional activity as Winemaker Specialist in Italy.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture on sustainability of professional development: professional development, sustainable impact, promoting factors, case study.
 - Group work (3-4 groups of participants): The trainer proposes the YouTube videos below about personal professional development to watch and to listen with the learners. After the videos, the groups are asked to write a comment about them. The groups present reciprocally their comments. Collective discussion, guided by the trainer, about the comments.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the comments on personal professional development emerged within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube video relating to personal professional development:

- Personal Growth and Professional Development (www.youtube.com/watch?v=cmglfdSZzhY)
- What is a Professional Development Plan? (www.youtube.com/watch?v=PRZcstlx6KQ)
- Why a Man Quit 10-Year Banking Career to Become a Farmer (www.youtube.com/watch?v=TISBZdKM3F8)
- Careers In Agriculture 2019 (www.youtube.com/watch?v=yiD_P4RHgz8)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in the collective formal and non-formal learning experience about personal strategy of sustainable professional activity as Winemaker Specialist in Italy, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). 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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.youtube.com/watch?v=cmglfdSZzhY	Video "Personal Growth and Professional Development"
https://www.youtube.com/watch?v=PRZcstlx6KQ	Video "What is a Professional Development Plan?"

https://www.youtube.com/watch?v=TISBZdKM3F8	Video "Why a Man Quit 10-Year Banking Career to Become a Farmer"
https://www.youtube.com/watch?v=yiD_P4RHgz8	Video "Careers In Agriculture 2019"

LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION
https://hr.fbk.eu/it/attivita/sviluppo-professionale	Articolo "Sviluppo professionale e carriere", Fondazione Bruno Kessler, 2018

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
https://www.utms.cc/estudent/images/Prezentacii/Fakultet%20za%20menagement%20na%20covecki%20resursi/III%20godina/V%20semestar/Menazment%20na%20kariera/T8.pdf	МЕНАЏМЕНТ НА КАРИЕРА, ТЕМА 8. РАЗВИВАЊЕ СО РАБОТАТА ПРОФЕСИОНАЛЕН РАЗВОЈ Доц. д-р Наташа Сарџоска, М-р Марина Стојмирова

Training Unit 3 (B.2):

Communication in Italian (32 hours)

Training Unit designed for learning mobility

Module 3.1 (B.2) - Communication in Italian (32 hours)

List of learning activities

Activity 1: *Italian wine production vocabulary* (240 minutes, of which 160 for practical activities)

Activity 2: *Italian quality wines vocabulary* (240 minutes, of which 160 for practical activities)

Activity 3: *Listening and speaking about Umbria* (240 minutes, of which 160 for practical activities)

Activity 4: *Writing and speaking about my life* (240 minutes, of which 160 for practical activities)

Activity 5: *Laughing and learning together!* (240 minutes, of which 160 for practical activities)

Activity 6: *History of Italian language* (240 minutes, of which 160 for practical activities)

Activity 7: *Italian historic characters* (240 minutes, of which 160 for practical activities)

Activity 8: *My learning mobility in Italy* (240 minutes, of which 160 for practical activities)

Activity 1: Italian wine production vocabulary

Duration: 240 minutes, of which 160 for practical activities.

Short description: In this activity, the trainer introduces the learners to present perfect and imperfect tenses in Italian and to Italian key words in the field of wine production process, as well as to review the related vocabulary and grammatical structures.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture and exercises on present perfect and imperfect tenses
 - Practical vocabulary exercise: In this activity, the trainer proposes the YouTube videos below to watch with the learners. While watching, they are asked to list key words related to wine production that they hear in the video. After watching the video, learners get together in small groups of 3-4, and write a short script using the vocabulary they noted, present it to other groups.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the drafted scripts defined within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube videos relating to wine production:

- Introduzione al vino: il processo produttivo (<https://www.youtube.com/watch?v=STCW8gJ6e6s>)
- Roccea, la vendemmia. Dal grappolo al vino! (https://www.youtube.com/watch?v=w_DhzHpP9OA)
- I segreti di un buon vino - Linea verde (<https://www.youtube.com/watch?v=1CLiYrcQCs>)
- Come si produce il vino (<https://www.youtube.com/watch?v=Qx0jK6IGPIs>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in this collective formal and non-formal learning experience, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

For the practical activity, the trainer also writes down vocabulary, either while watching the videos in frame of classroom preparation or directly in class, in order to have a summary on words from the field of wine production for the vocabulary test, which is to be used as assessment of the activity.

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.linguee.com/english-italian	Linguee English-Italian Dictionary

LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.youtube.com/watch?v=STCW8gJ6e6s	Video "Introduzione al vino: il processo produttivo"	
https://www.youtube.com/watch?v=w_DhzHpP9OA	Video "Rockea, la vendemmia. Dal grappolo al vino!"	
https://www.youtube.com/watch?v=1CLlYlrcQCs	Video "I segreti di un buon vino - Linea verde"	
https://www.youtube.com/watch?v=Qx0jK6IGPIs	Video "Come si produce il vino"	
https://dizionario.internazionale.it/	Dizionario italiano "Il dizionario di italiano dalla a alla z"	
https://www.webtran.it/macedonian/	Traduttore in linea italiano-macedone	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://www.webtran.it/macedonian/	Италијанско-Македонски интернет преведувач	

Activity 2: Italian quality wines vocabulary

Duration: 240 minutes, of which 160 for practical activities.

Short description: In this activity, the trainer introduces the learners to future simple and future perfect tenses in Italian and to key words in the field of Italian quality wines (wines DOCG *Denominazione di origine controllata e garantita*, DOC *Denominazione di origine controllata*, IGT *Indicazione Geografica Tipica*), , as well as to review the related vocabulary and grammatical structures..

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture and exercises on future simple and future perfect tenses
 - Practical vocabulary exercise: In this activity, the trainer proposes the YouTube videos below to watch with the learners. While watching, they are asked to list key words related to Italian DOCG, DOC and IGT wines that they hear in the video. After watching the video, learners get together in small groups of 3-4, and write a short script using the vocabulary they noted, present it to other groups.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the drafted scripts defined within the group work.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube videos relating to wine production:

- Vini Italiani: le 12 migliori DOCG (<https://www.youtube.com/watch?v=wz3gy-uDSI0>)
- Come si certifica un vino DOC (<https://www.youtube.com/watch?v=hyPTSRDdgFU>)
- Conosci le differenze tra IGT, DOC e DOCG? (<https://www.youtube.com/watch?v=1CLYlrcQCc>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in this collective formal and non-formal learning experience, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

For the practical activity, the trainer also writes down vocabulary, either while watching the videos in frame of classroom preparation or directly in class, in order to have a summary on words from the field of Italian quality wines for the vocabulary test, which is to be used as assessment of the activity.

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.linguee.com/english-italian	Linguee English-Italian Dictionary

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LANGUAGE:	Italian (<i>Italiano</i>)	
LINK	DESCRIPTION	
https://www.youtube.com/watch?v=wz3gy-uDSI0	Video "Vini Italiani: le 12 migliori DOCG"	
https://www.youtube.com/watch?v=hyPTSRDdgFU	Video "Come si certifica un vino DOC"	
https://www.youtube.com/watch?v=1CLiYrcQCs	Video "Conosci le differenze tra IGT, DOC e DOCG?"	
https://dizionario.internazionale.it/	Dizionario italiano "Il dizionario di italiano dalla a alla z"	
https://www.webtran.it/macedonian/	Traduttore in linea italiano-macedone	

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)	
LINK	DESCRIPTION	
https://www.webtran.it/macedonian/	Италијанско-Македонски интернет преведувач	

Activity 3: Listening and speaking about Umbria

Duration: 240 minutes, of which 160 for practical activities.

Short description: In this activity, the trainer introduces the learners to imperative form and present conditional in Italian, and to practice listening comprehension and speaking expression about the Italian Umbria Region, as well as to review the related vocabulary and grammatical structures.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture and exercises on imperative form and present conditional
 - Practical listening comprehension and oral expression: In this activity, the trainer proposes the YouTube video below about the Italian Umbria Region to watch and to listen with the learners. After the video, each learner is asked to speak and discuss freely about the film.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate in groups of two their opinion about the video, and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube video relating to wine production:

- ITALIA 10 UMBRIA (https://www.youtube.com/watch?v=5_97s_XOLfU)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in this collective formal and non-formal learning experience, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.linguee.com/english-italian	Linguee English-Italian Dictionary

LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION
https://www.youtube.com/watch?v=5_97s_XOLfU	Video "ITALIA 10 UMBRIA"
https://dizionario.internazionale.it/	Dizionario italiano "Il dizionario di italiano dalla a alla z"

https://www.webtran.it/macedonian/	Traduttore in linea italiano-macedone
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LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
https://www.webtran.it/macedonian/	Италијанско-Македонски интернет преведувач

Activity 4: Writing and speaking about my life

Duration: 240 minutes, of which 160 for practical activities.

Short description: In this activity, the trainer introduces the learners to compound conditional and comparative form in Italian, and to practice writing and speaking in Italian, as well as to review the related vocabulary and grammatical structures.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture and exercises on compound conditional and comparative form
 - Practical writing and oral expression: In this activity, the trainer asks the participants to think of a story embedded in their living environment. The short story should be about their interests or daily work. The title can be "A day in my workplace", "My favourite holiday", etc. Depending on the story, a "cultural" perspective should be included. This can be landmarks in their holiday places, family traditions, a foreign language they learn or speak or cultural activities they like to do in their free time etc. Each participant read the story to the other learners.
- Self-assessment and peer-evaluation activities:
 - For assessment, the presentation can be evaluated considering 1. The oral presentation, 2. The level of difficulty of the topic and 3. The variety of used words. In addition, other participants are invited to give feedback.

Training Materials: basic didactics equipment (flip chart with markers), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in this collective formal and non-formal learning experience, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.linguee.com/english-italian	Linguee English-Italian Dictionary

LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION
https://dizionario.internazionale.it/	Dizionario italiano "Il dizionario di italiano dalla a alla z"

https://www.webtran.it/macedonian/	Traduttore in linea italiano-macedone
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LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
https://www.webtran.it/macedonian/	Италијанско-Македонски интернет преведувач

Activity 5: Laughing and learning together!

Duration: 240 minutes, of which 160 for practical activities.

Short description: In this activity, the trainer introduces the learners to combined pronouns and present subjunctive in Italian and to practice listening comprehension and speaking expression focusing on funny aspects of wine production and consumption, , as well as to review the related vocabulary and grammatical structures.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture and exercises on combined pronouns and present subjunctive
 - Practical listening comprehension and oral expression: In this activity, the trainer proposes the YouTube videos below to watch and to listen with the learners. After every video, each learner is asked to speak and discuss freely about the film.
- Self-assessment and peer-evaluation activities:
 - For assessment, the presentation can be evaluated considering 1. The oral presentation, 2. The level of difficulty of the topic and 3. The variety of used words. In addition, other participants are invited to give feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube videos relating to funny aspects of wine production and consumption:

- Antonio Albanese - Sommelier (https://www.youtube.com/watch?v=Jz_RQYkFCAs)
- E' PIU' BUONO IL VINO IN CARTONE? - La Sfida #1 (https://www.youtube.com/watch?v=LntWKj_pwOs)
- 10 stereotipi di chi beve vino (<https://www.youtube.com/watch?v=RGJUjJ-29Ok>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in this collective formal and non-formal learning experience, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.linguee.com/english-italian	Linguee English-Italian Dictionary
LANGUAGE:	Italian (<i>Italiano</i>)

LINK	DESCRIPTION
https://dizionario.internazionale.it/	Dizionario italiano "Il dizionario di italiano dalla a alla z"
https://www.youtube.com/watch?v=Jz_RQYkFCAs	Video "Antonio Albanese - Sommelier"
https://www.youtube.com/watch?v=LNtWKj_pwOsh	Video "E' PIU' BUONO IL VINO IN CARTONE? - La Sfida #1"
https://www.youtube.com/watch?v=RGJUjJ-29Ok	Video "10 stereotipi di chi beve vino"
https://www.webtran.it/macedonian/	Traduttore in linea italiano-macedone

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
https://www.webtran.it/macedonian/	Италијанско-Македонски интернет преведувач

Activity 6: History of Italian language

Duration: 240 minutes, of which 160 for practical activities.

Short description: In this activity, the trainer introduces the learners to past subjunctive and polite imperatives in Italian, and to practice listening and speaking in Italian about the history of Italian language, as well as to review the related vocabulary and grammatical structures.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture and exercises on past subjunctive and polite imperatives
 - Practical listening comprehension and oral expression: In this activity, the trainer proposes the YouTube videos below about the history of Italian language to watch and to listen with the learners. After the video, each learner is asked to speak and discuss freely about the film.
- Self-assessment and peer-evaluation activities:
 - The participants analyse and evaluate in groups of two their opinion about the videos, and the trainer asks other learners if they agree or not and provides final feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access, and a projector), writing material for students: sheets of paper, pens, and marker pens. YouTube videos relating to history of Italian language:

- Latino e lingue volgari (<https://www.youtube.com/watch?v=aUzoYeSUIQw>)
- La nascita e la storia della lingua italiana (<https://www.youtube.com/watch?v=gwnIikVlfls>)
- Storia della lingua italiana - Italiano e latino volgare (<https://www.youtube.com/watch?v=PvilPNsAqJ8>)

Methodological recommendation for implementation and evaluation: the trainer should support the learners in this collective formal and non-formal learning experience, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.linguee.com/english-italian	Linguee English-Italian Dictionary

LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION

https://www.youtube.com/watch?v=aUzoYeSUIQw	Video "Latino e lingue volgari"
https://www.youtube.com/watch?v=gwnIikVlfls	Video "La nascita e la storia della lingua italiana"
https://www.youtube.com/watch?v=PvilPNsAqJ8	Video "Storia della lingua italiana - Italiano e latino volgare"
https://dizionario.internazionale.it/	Dizionario italiano "Il dizionario di italiano dalla a alla z"
https://www.webtran.it/macedonian/	Traduttore in linea italiano-macedone

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
https://www.webtran.it/macedonian/	Италијанско-Македонски интернет преведувач

Activity 7: Italian historic characters

Duration: 240 minutes, of which 160 for practical activities.

Short description: In this activity, the trainer introduces the learners to imperfect subjunctive and past perfect subjunctive in Italian, and to practice writing and reading in Italian about Italian historic characters, as well as to review the related vocabulary and grammatical structures.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture and exercises on imperfect subjunctive and past perfect subjunctive
 - Practical writing and reading: In this activity, the trainer ask to each learner to choose an Italian historic character, and to write a description of the selected illustrious personality. Each learner read the description to the other participants.
- Self-assessment and peer-evaluation activities:
 - For assessment, the presentation can be evaluated considering 1. The written and oral presentation, 2. The level of difficulty of the topic and 3. The variety of used words. In addition, other participants are invited to give feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in this collective formal and non-formal learning experience, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.linguee.com/english-italian/	Linguee English-Italian Dictionary

LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION
https://dizionario.internazionale.it/	Dizionario italiano "Il dizionario di italiano dalla a alla z"
https://www.webtran.it/macedonian/	Traduttore in linea italiano-macedone

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
LINK	DESCRIPTION
https://www.webtran.it/macedonian/	Италијанско-Македонски интернет преведувач

Activity 8: My learning mobility in Italy

Duration: 240 minutes, of which 160 for practical activities.

Short description: In this activity, the trainer introduces the learners to subordinate subjunctive clauses in Italian, and to practice writing and reading in Italian, as well as to review the related vocabulary and grammatical structures.

Specific tasks and exercises of the learners on field related topics, within:

- Learning activities:
 - Lecture and exercises on subordinate subjunctive clauses
 - Practical writing and reading: In this activity, the trainer asks the participants to write a description of their learning experience in Italy. Each participant read the story to the other learners.
- Self-assessment and peer-evaluation activities:
 - For assessment, the presentation can be evaluated considering 1. The written and oral presentation, 2. The level of difficulty of the topic and 3. The variety of used words. In addition, other participants are invited to give feedback.

Training Materials: basic didactics equipment (flip chart with markers, PC with internet access), writing material for students: sheets of paper, pens, and marker pens.

Methodological recommendation for implementation and evaluation: the trainer should support the learners in this collective formal and non-formal learning experience, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).

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.

Open Educational Resources:

LANGUAGE:	English
LINK	DESCRIPTION
https://www.linguee.com/english-italian	Linguee English-Italian Dictionary

LANGUAGE:	Italian (<i>Italiano</i>)
LINK	DESCRIPTION
https://dizionario.internazionale.it/	Dizionario italiano "Il dizionario di italiano dalla a alla z"
https://www.webtran.it/macedonian/	Traduttore in linea italiano-macedone

LANGUAGE:	Macedonian (<i>Македонски - Makedonski</i>)
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LINK	DESCRIPTION
https://www.webtran.it/macedonian/	Италијанско-Македонски интернет преведувач