



ECO-TransH

USER GUIDE

EDUCATIONAL TOOLS & RESOURCES

ASSESSMENT AND VALIDATION PROCESS
FOR LEARNING OUTCOMES



WP3 TRAINING FOR TEACHERS

• EDUCATIONAL TOOLS AVAILABLE FROM THE START OF THE 2026 SCHOOL YEAR

- Tutorial : urlr.me/KVksy7 and this User Guide
- 21-Hour Training Module
- Handbook available in printable and digital formats, including country fact sheets and plant fact sheets for teachers and pastoral stakeholders, downloadable from the EcoTransH website
- Illustrated handbook in the form of a module with digital learning capsules
 - Introduction : urlr.me/wCQcPV
 - Logistical Preparation : urlr.me/MfsxCv
 - Health Preparation : urlr.me/bjrVbp
 - The Animal and the Herd : urlr.me/nASzJD
 - Arrival at the Summer Pasture : urlr.me/8P6eAQ
 - Conclusions : urlr.me/BF6qHE
- Photo Gallery on the EcoTransH Website
- Quiz Created by Romania : urlr.me/6hU62p
- Mini-Clip Created by Greece : <https://urls.fr/pmVSHV>
- Presentations from All Partner Countries, Together with the Report Prepared by Greece, Available in the Conference Proceedings

All of these tools will serve as educational resources for teachers and other audiences interested in the topic: “The Practice of Transhumance at the International Level: Why and How?”

All educational resources and tools are available on the EcoTransH website in the “Resources” section.

TUTORIAL OBJECTIVES & TRAINING PROGRAMME

This educational module aims to introduce transhumance, an ancestral pastoral practice recognised by UNESCO as Intangible Cultural Heritage of Humanity.

Link : urlr.me/Bu8scT

Estimated Duration: 45 min – 1 hr 15 min

This module is also referred to as a tutorial :

- it can be divided into separate sections, which can be viewed independently of one another ;
- it will serve as the basis for the 21-hour training module and will be freely accessible to the general public on the EcoTransH website.

• TUTORIAL OBJECTIVES

Understand the definition of transhumance

Explore its ecological, social and economic challenges

Identify the partner countries

Understand its inscription on the Intangible Cultural Heritage list

First Section : Introduction and the Role of UNESCO

Presentation of transhumance as an ancestral pastoral practice.

Understanding the role of UNESCO and the concept of Intangible Cultural Heritage.

International context and the importance of transmission to future generations.

Second Section : The Basics of Transhumance

Definition of transhumance.

Difference between vertical and horizontal transhumance.

Role of shepherds, animals and local communities.

Organisation and functioning of seasonal movements.

Third Section : Global Challenges

Ecological Challenges : biodiversity, sustainable management of natural resources, adaptation to climate change.

Economic Challenges : promotion of products, quality labels, vitality of rural areas.

Social Challenges : transmission of know-how, social cohesion, cultural identity.

Fourth Section : International Dimension and Partner Countries

Introduction to the Different Partner Countries.

Analysis of Differences in Landscapes, Herds and Seasonality.

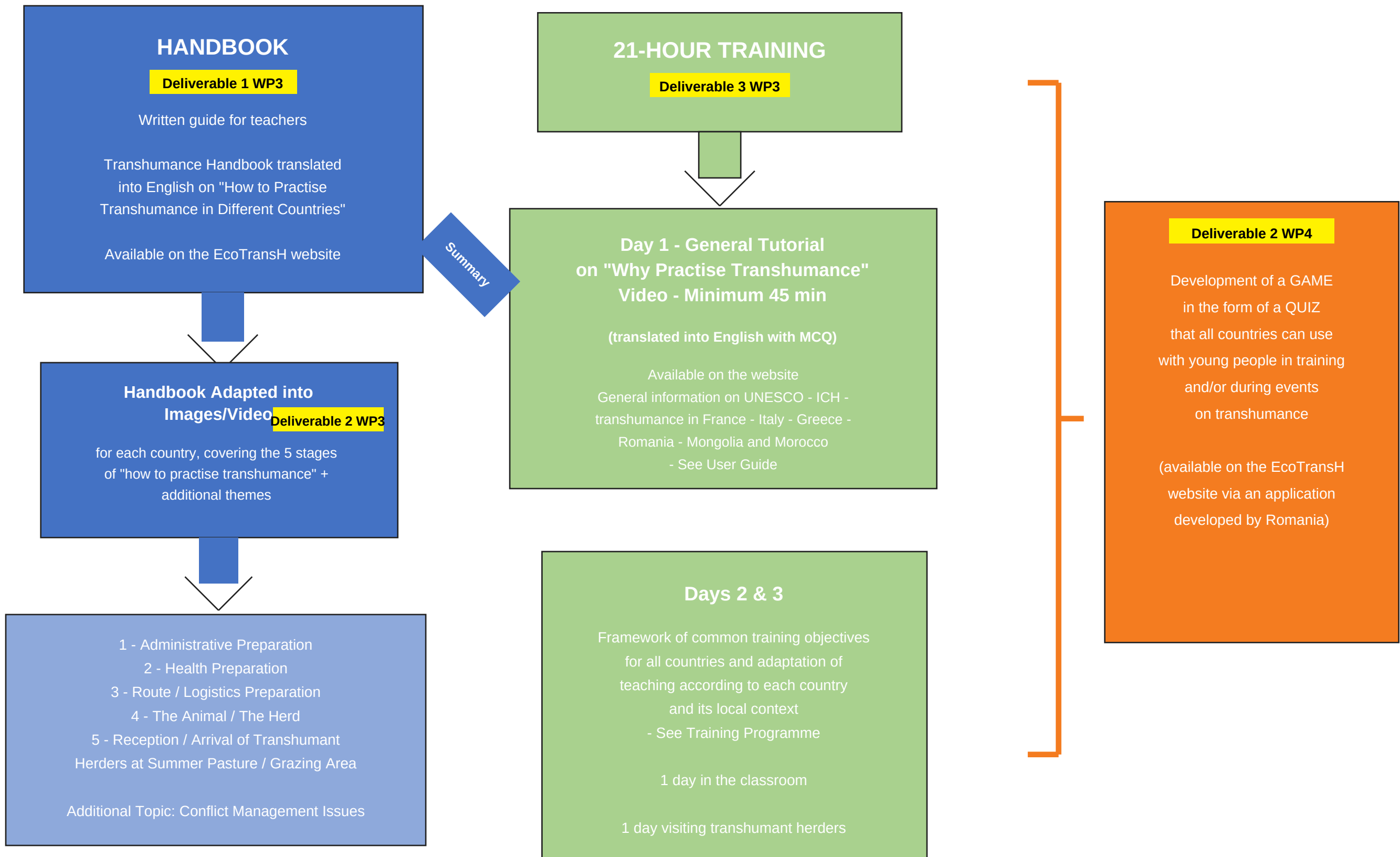
Understanding the Diversity of Practices and Their Adaptation to Local Contexts.

TUTORIAL OBJECTIVES & TRAINING PROGRAMME

• SUBJECT-SPECIFIC USE

SUBJECT	LEARNING OBJECTIVES	USE OF THE MODULE	SKILLS DEVELOPED
GÉOGRAPHY	Study Landscapes and Seasonal Mobility	Analysis of Landscapes (Mountains, Plains, Steppes), Study of Partner Countries, Adaptation to Climatic Constraints	Landscape Reading, Understanding Territorial Dynamics, Spatial Analysis
ÉCONOMY	Understand Rural Economic Dynamics	Study of Quality-Labelled Products (PDO, PGI), Promotion of Local Areas, Pastoral Tourism	Economic Analysis, Understanding of Supply Chains and Short Supply Chains
SCIENCES	Analyse the Sustainable Management of Natural Resources	Biodiversity, Pasture Management, Adaptation to Climate Change	Scientific Reasoning, Understanding of Ecosystems
HISTORY	Understand the Concept of Heritage and Its Transmission	Study of Intangible Cultural Heritage, Intergenerational Transmission, Social Cohesion, Knowledge of UNESCO's History	Critical Thinking, Understanding of Cultural and Social Values
LANGUAGES	Learn the Vocabulary of Transhumance.	Technical Vocabulary Related to Transhumance. The Foreign Language Most Widely Spoken Across These Countries.	

Continuity and Coherence between WP3 (Training and Handbook) and WP4 (Game/Quiz)



21-HOUR TRAINING PROGRAMME : “THE PRACTICE OF TRANSHUMANCE AT THE INTERNATIONAL LEVEL : WHY AND HOW?”

- EDUCATIONAL SCENARIO : PREPARING, ORGANISING AND ANALYSING TRANSHUMANCE PRACTICES IN THEIR TECHNICAL, HEALTH, LOGISTICAL AND SOCIAL DIMENSIONS

SESSION	DURATION	TOPIC	CONTENT	LEARNING OBJECTIVES	EDUCATIONAL TOOLS
N°1	1h15	Understand the Basics of Transhumance	Interactive Presentation (Tutorial) Comprehension Questions	Use Transhumance-Specific Vocabulary in Professional Situations Illustrate the Different Types of Transhumance Using Concrete Examples (Videos)	The Tutorial and the Handbook in Print and Digital Formats
	2h	Deepen Knowledge and Understanding of Key Concepts.	Answer Learners' Questions	Distinguish Between the Different Forms of Transhumance (Vertical / Horizontal) Identify the Ecological, Economic and Social Challenges Based on the Resource	
N°2	3h30	Link Knowledge to Real-World Practice	Presentation by an Elected Official / Representative	Rephrase Information from the Presentation in a Professional Context Compare Institutional Perspectives with Realities on the Ground	
		Guide the Questions Towards the Training Objectives	Preparation of Questions for Field Visits	Identify Territorial Issues Related to Transhumance Take a Critical View of the Policies or Actions Implemented Assess the Local Impacts of Transhumance	

- SCÉNARISATION PÉDAGOGIQUE : PRÉPARER, ORGANISER ET ANALYSER UNE PRATIQUE DE TRANSHUMANCE DANS SES DIMENSIONS TECHNIQUES, SANITAIRES, LOGISTIQUES ET SOCIALES

SESSION	DURATION	TOPIC	CONTENT	LEARNING OBJECTIVES	EDUCATIONAL TOOLS
N°3	1h	Administrative Preparation	Authorisation of Passage : From Whom and How? (List the Relevant Institutions for Each Country and/or the Traditions Related to Preparation)	Carry Out the Necessary Administrative Procedures. Identify the Institutions to Contact for Administrative Procedures. Review the Regulatory Requirements. Check the Compliance of the Administrative Preparation.	The Tutorial and the Handbook in Print and Digital Formats
	1h	Livestock Health Preparation	Current Regulations : Examples by Country and at European Level Vaccinations	Apply Health Requirements to a Practical Case. Identify the Health Risks Associated with Livestock Movement. Assess the Relevance of the Health Measures Implemented.	
	1h15	Logistical Preparation for the Journey	Transport, Maps and Stopover Points Equipment (Mobile Fencing, Accommodation, etc.)	Plan a Transhumance Route Organise Material and Human Resources – Read Maps. Anticipate Constraints (Climate, Terrain, Resources) – Analyse the Herd's Needs. Assess the Feasibility of a Route. Adjust a Logistics Plan According to Constraints.	

- **SCÉNARISATION PÉDAGOGIQUE : PRÉPARER, ORGANISER ET ANALYSER UNE PRATIQUE DE TRANSHUMANCE DANS SES DIMENSIONS TECHNIQUES, SANITAIRES, LOGISTIQUES ET SOCIALES**

SÉANCE	DURATION	TOPIC	CONTENT	LEARNING OBJECTIVES	EDUCATIONAL TOOLS
N°4	1h15	Animal and Herd Management	La tonte Le marquage, la décoration Les races	Implement Herd Management Practices. Adapt Animal Handling Practices. Observe Herd Behaviour. Identify Stress or Risk Factors. Assess the Quality of Animal Management.	The Tutorial and the Handbook in Print and Digital Formats
	1h	Arrival at the Summer Pasture / Grazing Area	Les chiens (Gardiennage, et conduite)	Organise Arrival at a Grazing Area Implement Appropriate Reception Practices	
	45'	Conflict Management	Donner des exemples : eau, toursime, ...) En France, possibilité de présenter le jeu Oviplaine qui pourra être adapté plus tard à d'autres pays.	Identify Sources of Conflict (Users, Land, Environment) Understand Interactions Between Stakeholders Propose Conflict Management Solutions Assess Territorial Integration Practices	
	30'	Assessment	Quiz Created by Romania	Adapter les contenus selon les pays	

- **SCÉNARISATION PÉDAGOGIQUE : PRÉPARER, ORGANISER ET ANALYSER UNE PRATIQUE DE TRANSHUMANCE DANS SES DIMENSIONS TECHNIQUES, SANITAIRES, LOGISTIQUES ET SOCIALES**

SESSION	DURATION	TOPIC	CONTENT	LEARNING OBJECTIVES	EDUCATIONAL TOOLS
N°5	3h15	Field Visit	Transhumant Livestock Farming Presentation Sheet	Observe and Describe Practices in the Field Analyse the Organisation of Transhumance in Mountainous Areas Assess the Technical Choices Made by Professionals	The Handbook in Print and Digital Formats Preparation of a Questionnaire in Advance, the Content of Which Will Be Used for the Final Presentation
N°6	3H30	Field Visit		Identify the Specific Features of Lowland Transhumance Compare with Vertical Transhumance Assess the Advantages and Limitations of Both Systems	

This training module is or will be integrated into the training programmes offered to learners at each partner institution.

VALIDATION PROCESS

• GOAL

The purpose of this assessment is to verify that the candidate is able to organise a transhumance, understand the challenges surrounding pastoralism and the operation of a transhumant farm, and successfully manage a summer pasture.

• INSTRUCTIONS

Based on the Tutorial, the lessons and the situations observed in the field, and using the knowledge acquired during the training and the framework below, you must prepare a report describing the operation of a transhumant farm and its use of pastoral areas.

• EXPECTED OUTCOMES

The report you submit to the supervising trainer must be written according to the following outline :

Understanding the Transhumance Inscription on UNESCO's Intangible Cultural Heritage List

- Present the pastoral context of the department where the summer pasture is located.
- Demonstrate the importance of pastoralism in the area.
- Locate the summer pasture on a regional map and provide its main characteristics (area, altitude, climate, orientation, accessibility, etc.).

Training Day

- Present all the preparations to be carried out before transhumance, based on the presentations and knowledge acquired during the training.
- Discuss conflict management and suggest improvements.
- Describe the specific measures implemented on the farm to enable the use of the summer pasture (health requirements, marking, sorting, etc.).
- Address animal and herd management, as well as arrival at the summer pasture.

Visite to Transhumant Herders

- Present the legal status of the farms visited.
- Analyse their strengths and weaknesses.
- Compare the management of the two farms.

VALIDATION PROCESS

• ASSESSMENT METHODS

You will be assessed on the elements included in this report :

Analysis of Transhumant Activities in Different Countries

- Present the Pastoralism of the Area
- Map of the Pastoral Area

Integration of the Transhumant System into the Farm

- Operation of the Pastoral Farm
- Explanation of All Stages of Transhumance Preparation
- Specific Features Related to Pastoral Activities

Optimisation of Transhumance

- Animal Species Present During Transhumance
- Comments on Forage Resources at the Summer Pasture
- Other Issues and Conflicts of Use
- Comments on Arrival at the Summer Pasture

• TO SUCCESSFULLY COMPLETE THIS TRAINING

You must prepare a report following the proposed framework and addressing all the expected outcomes set out opposite and on the following page.

It is important to provide information and supporting arguments for all the requested elements, as you will be assessed against all the criteria and indicators detailed in the assessment grid.

You may also include additional documents in your report, such as videos, for example.

As all word-processing software includes a spell checker, you are encouraged to pay attention to the spelling quality of your documents.

This report is an opportunity to summarise useful information ; preparing it carefully and rigorously will allow you to refer back to it later.

PROPOSAL FOR THE ASSESSMENT AND VALIDATION OF LEARNING OUTCOMES

• TITLE OF THE PROGRAMME

Assessment and Validation Framework for Learning Outcomes of the Training Module on Transhumance and Pastoralism.

This framework is implemented as part of WP3 of the EcoTransH project.

• PURPOSE OF THE FRAMEWORK

The purpose of the framework is to assess whether participants are able to :
define transhumance and its different forms ;

- understand its inscription on UNESCO's Intangible Cultural Heritage list and what UNESCO is ;
- identify its ecological, economic, social and territorial challenges, as well as the FAO's SDGs ;
- analyse how a transhumant farm operates ;
- prepare a transhumance from an administrative, health and logistical perspective ;
- take into account the needs of animals and the herd ;
- organise the arrival at a grazing area or summer pasture ;
- identify conflicts of use and propose solutions ;
- compare different transhumance practices in the partner countries ;
- apply the knowledge acquired in a professional situation.

• TARGET AUDIENCE

The framework is primarily intended for :

- learners and future professionals in the agricultural and pastoral sectors ;
- pupils and students from partner institutions ;
- teachers and trainers ;
- professionals wishing to develop their skills in transhumance ;
- stakeholders in rural and pastoral areas.

PROPOSAL FOR THE ASSESSMENT AND VALIDATION OF LEARNING OUTCOMES

Each organisation may adapt the level of language, the complexity of the activities, the resources and the support arrangements according to the participants' profiles.

The proposed educational tools provide a foundation and may be supplemented and/or adapted according to needs.

At the end of the training, and after using all the educational tools provided, the participant should be able to provide examples and concrete cases of :

Understand Transhumance

The participant is able to :

- provide a precise definition of transhumance ;
- distinguish between vertical and horizontal transhumance ;
- explain the role of shepherds, animals and local communities ;
- describe the organisation of seasonal movements ;
- identify the characteristics of transhumance practices in the partner countries.

Identify the Challenges of Transhumance

The participant is able to :

- explain the role of transhumance in preserving biodiversity ;
- explain the management of pastures and natural resources ;
- identify the effects of climate change on pastoral practices ;
- explain the economic challenges for farms and rural areas ;
- identify the social, cultural and intergenerational dimensions of pastoralism ;
- understand the concept of Intangible Cultural Heritage ;
- name several SDGs and explain their connection with the practice of transhumance.

Prepare a Transhumance Administratively and in Accordance with Regulations

The participant is able to :

- identify the necessary authorisations ;

PROPOSAL FOR THE ASSESSMENT AND VALIDATION OF LEARNING OUTCOMES

- identify the relevant institutions and contacts ;
- take regulatory requirements into account ;
- verify that the administrative preparation is compliant ;
- compare the procedures applicable in different countries.

Prepare the Animals from an Animal Health Perspective

The participant is able to :

- identify the main animal health risks associated with herd movements ;
- identify the necessary vaccinations and checks ;
- apply animal health rules to a specific situation ;
- verify the consistency of the planned animal health measures ;

Organise the Logistics of the Route

The participant is able to :

- plan a route ;
- read and use a map ;
- identify stopover points ;
- organise human and material resources ;
- anticipate constraints related to climate, terrain and access to water or forage ;
- assess the feasibility of a route ;
- adjust the logistical plan according to the constraints encountered.

Manage Animals and the Herd

The participant is able to :

- identify the main breeds and species concerned ;
- observe herd behaviour ;
- identify signs of stress or danger ;
- explain shearing, marking and sorting practices ;
- understand the role of livestock guardian dogs and herding dogs ;
- adapt herd management to the conditions encountered.

PROPOSAL FOR THE ASSESSMENT AND VALIDATION OF LEARNING OUTCOMES

Organise Arrival at the Summer Pasture

The participant is able to :

- prepare for the arrival of the herd ;
- check the reception conditions ;
- organise access to water, grazing areas and equipment ;
- take site-related constraints into account ;
- propose measures to ensure the farm is well integrated into the local area.

Prevent and Manage Conflicts of Use

The participant, taking on the role of the shepherd, will be able to :

- identify the different stakeholders involved ;
- identify conflicts related to land, the environment, paths and tourist activities ;
- understand the interests of the different stakeholders ;
- propose solutions based on dialogue and cooperation ;
- take a critical view of the measures implemented.

PROPOSAL FOR THE ASSESSMENT AND VALIDATION OF LEARNING OUTCOMES

• STEPS IN THE ASSESSMENT PROCESS

Step 1 – Initial Assessment

Before the training begins, an initial assessment will be used to identify :

- participants' initial knowledge ;
- their experience in livestock farming or pastoralism ;
- their knowledge of the partner countries ;
- their knowledge of UNESCO ;
- their level of technical vocabulary ;
- their expectations and needs.

The initial assessment may take the form of :

- a short questionnaire ;
- a group discussion ;
- a mind map ;
- a sorting or matching activity ;
- – a self-assessment.

This step does not necessarily need to be graded. It will be used to adapt the training.

Step 2 – Formative Assessment During the Training

Formative assessment is carried out throughout the sessions. It allows for the progressive monitoring of understanding and the correction of difficulties.

It is based in particular on :

- comprehension questions after the tutorial and the illustrated handbook ;
- group discussions ;
- document analysis ;
- analysis of photographs and maps ;
- exercises related to administrative preparation ;
- practical animal health and logistical case studies ;
- reports on presentations ;
- observations during field visits.

PROPOSAL FOR THE ASSESSMENT AND VALIDATION OF LEARNING OUTCOMES

The results of these activities will be used by the trainer to provide additional explanations or remedial exercises.

The Romanian quiz will be administered at the end of the year to assess whether all the knowledge and skills acquired have been mastered.

Step 3 – Assessment in a Real-Life Situation

Field visits to transhumant herders allow participants to assess their ability to observe and analyse a real-life situation.

Participants should be able to :

- describe the practices observed ;
- identify the technical choices made ;
- analyse the organisation of the herd ;
- identify environmental constraints ;
- question professionals ;
- compare mountain and lowland practices ;
- relate their observations to the concepts studied.

To this end, a questionnaire should be prepared in advance. Observations can be recorded using :

- a field visit sheet ;
- a field notebook ;
- captioned photographs ;
- an audio or video recording ;
- a common observation grid.

PROPOSAL FOR THE ASSESSMENT AND VALIDATION OF LEARNING OUTCOMES

Step 4 – Preparation of the Final Report

The report constitutes the main summative assessment.

It includes the following sections :

Part 1 – The Pastoral Area and Heritage

The participant must :

- present the pastoral context of the area studied ;
- explain the importance of pastoralism and the different forms of transhumance ;
- present the relationship between transhumance and Intangible Cultural Heritage, as well as UNESCO's values ;
- locate the summer pasture or area on a map ;
- describe its main characteristics : area, altitude, climate, orientation, accessibility and available resources.

Part 2 – Preparing for Transhumance

The participant must present :

- administrative procedures ;
- necessary authorisations ;
- animal health requirements ;
- preparations concerning the animals ;
- sorting, marking and identification ;
- equipment preparation ;
- route planning ;
- stopover points ;
- necessary human resources ;
- risks and preventive measures.

PROPOSAL FOR THE ASSESSMENT AND VALIDATION OF LEARNING OUTCOMES

Part 3 – Herd Management and Arrival at the Summer Pasture from the Shepherd's Perspective

The participant must :

- describe herd management practices ;
- present the species and breeds observed ;
- analyse the role of dogs ;
- explain animal management practices ;
- describe arrival at the summer pasture ;
- analyse the availability of forage resources ;
- present the measures taken to ensure the safety and welfare of the animals.

Part 4 – Stakeholders and Conflicts of Use

The participant must :

- identify the stakeholders involved ;
- present the different uses of the area ;
- identify any potential conflicts ;
- analyse the causes of these conflicts ;
- propose at least one improvement solution ;
- assess how well pastoral activities are integrated into the area.

PROPOSAL FOR THE ASSESSMENT AND VALIDATION OF LEARNING OUTCOMES

Step 5 – Assessment of the Report

The report is assessed using a common assessment grid.

Proposed Assessment Grid

Assessment Criteria	Indicators
Understanding of Transhumance	Accurate Definitions, Distinction Between Forms of Transhumance, Appropriate Vocabulary
Understanding of Heritage	Presentation of Intangible Cultural Heritage and the Transmission of UNESCO-Recognised Knowledge, Skills and Values
Territorial Analysis	Map, Location, Physical and Pastoral Characteristics
Farm Operations	Organisation, Legal Status, Herd, Resources and General Operations
Administrative Preparation	Authorisations, Institutions, Regulations and Compliance
Animal Health Preparation	Vaccinations, Risks, Prevention and Regulations
Logistical Organisation	Route, Equipment, Stages, Human Resources and Constraints
Animal Management	Species, Breeds, Behaviour, Shearing, Marking, Sorting and Dogs
Arrival at the Summer Pasture	Organisation of Arrival, Grazing, Water, Safety and Integration
Forage Resources	Analysis of Pasture Availability and Quality
Conflict Management	Identification of Stakeholders, Conflict Analysis and Proposals
Analytical Skills (Depending on Level)	Argumentation, Critical Reflection and Proposals for Improvement
Quality of the Report	Structure, Clarity, Accuracy, Illustrations and Quality of Writing

PROPOSAL FOR THE ASSESSMENT AND VALIDATION OF LEARNING OUTCOMES

• PROPOSED VALIDATION LEVELS

Each criterion may be assessed according to four levels :

Level 1 – Insufficiently Acquired

The participant :

- has not mastered the essential concepts ;
- provides incomplete or inaccurate information ;
- is unable to link observations to learning outcomes ;
- requires significant support.

Level 2 – In the Process of Acquisition

The participant :

- understands the main concepts ;
- provides a partially correct response ;
- uses some knowledge but lacks precision ;
- still requires corrections or additional information.

Level 3 – Acquired

The participant :

- has mastered the main concepts ;
- correctly analyses a situation ;
- applies knowledge appropriately ;
- presents structured and well-supported work.

Level 4 – Advanced Mastery

The participant :

- applies knowledge independently ;
- compares different situations ;
- provides relevant and nuanced analyses ;
- suggests realistic improvements ;
- establishes links between technical, economic, social and environmental dimensions.

PROPOSAL FOR THE ASSESSMENT AND VALIDATION OF LEARNING OUTCOMES

• VALIDATION CONDITIONS

The training is validated when the participant :

- has taken part in the main training activities ;
- has completed the required activities or assignments ;
- has participated in visits or analysed the proposed field situations ;
- has submitted a complete report ;
- has reached the minimum expected level for the essential criteria ;
- has demonstrated the ability to apply knowledge in a professional situation.

The essential criteria may include :

- understanding transhumance ;
- administrative preparation ;
- animal health preparation ;
- logistical organisation ;
- herd management ;
- taking conflicts of use into account.

In the event of partial validation, the participant receives precise guidance on the elements to be completed. A second submission of the report or an additional activity may be proposed.

• ADAPTATION OF THE PROGRAMME BY EACH PARTNER ORGANISATION

Each organisation may adapt the programme according to :

- the learners' level ;
- the time available ;
- local resources ;
- pastoral practices in the area ;
- national regulations ;

PROPOSAL FOR THE ASSESSMENT AND VALIDATION OF LEARNING OUTCOMES

- the animal species studied ;
- the languages used ;
- the opportunities for field visits ;
- the characteristics of the partner farms.

The elements that must remain common are :

- the overall objectives of WP3 ;
- the main skills assessed ;
- the technical, animal health, logistical, environmental and social dimensions ;
- the principle of progressive assessment ;
- the use of a criteria-based assessment grid ;
- the possibility of fully or partially validating the learning outcomes.

The elements that may be adapted are :

- country-specific case studies ;
- examples of transhumant farms, whether based on horizontal or vertical transhumance ;
- additional educational resources beyond those developed as part of the EcoTransH project ;
- the arrangements for submitting the report ;
- the duration of the activities if the institution wishes to provide more than 21 hours of training ;
- the weighting of the criteria ;
- the presentation formats : written report, oral presentation, video or portfolio ;
- integration into another training pathway and opening the programme to other audiences.

PROPOSAL FOR THE ASSESSMENT AND VALIDATION OF LEARNING OUTCOMES

• TRACEABILITY AND RETENTION OF RESULTS

To ensure the traceability of the process, each organisation retains :

- the results of the initial assessment ;
- observation sheets ;
- interim work ;
- quiz results ;
- final reports ;
- assessment grids ;
- feedback provided to participants ;
- certificates or validation documents.

The results may be used anonymously to assess the quality of the training and improve the WP3 educational resources.

• VALIDATION CERTIFICATE

At the end of the process, a certificate may be awarded to the participant.

It includes :

- the name of the EcoTransH project ;
- the title of the training course ;
- the participation dates ;
- the skills developed ;
- the assessment methods ;
- the validation level achieved ;
- the name of the training organisation ;
- the signature of the person in charge or supervising trainer.

This process ensures a consistent, progressive and transparent assessment of learning outcomes.

It combines theoretical knowledge, practical activities, field observations and the participants' analytical skills.

PROPOSAL FOR THE ASSESSMENT AND VALIDATION OF LEARNING OUTCOMES

It provides a common framework for the partners while allowing each organisation to adapt the content, resources and delivery methods to the specific needs of its audiences and territory.

RECOMMENDATIONS ON INCLUSION

Particular attention will be paid to integrating a gender and inclusion approach throughout the training programme. This will include ensuring that the content, examples, educational resources and professional situations reflect the diversity of roles and experiences within the pastoral sector, particularly those of women, young people, people with disabilities and participants from diverse social or cultural backgrounds.

With this in mind, writing and experience-sharing workshops may be organised at other times of the year and with other teachers, in order to highlight the voices and experiences of women in pastoralism. These workshops will provide an opportunity to explore the role of women in the transmission of knowledge, farm management, livestock farming activities, the processing and marketing of products, as well as in the preservation of pastoral areas and heritage. The resulting work may take the form of testimonials, portraits, life stories, podcasts or collective resources highlighting the diversity of experiences.

The inclusive approach may also involve :

- the use of inclusive and non-stereotypical language in resources and discussions ;
- a balanced representation of women and men among speakers, resource persons and testimonials ;
- taking into account specific participation constraints : availability, mobility, family responsibilities, access to digital tools or language difficulties ;
- adapting resources to different levels of understanding and to the specific needs of participants ;

PROPOSAL FOR THE ASSESSMENT AND VALIDATION OF LEARNING OUTCOMES

- the implementation of varied teaching methods that encourage everyone's participation : small-group work, oral expression, visual resources, practical activities and experience-sharing ;
- the creation of a supportive training environment based on respect, active listening and the prevention of all forms of discrimination or harassment ;
- the integration of assessment criteria covering not only technical skills, but also the ability to take diversity, professional equality and inclusion issues into account in pastoral practices.

Finally, regular monitoring may be carried out through questionnaires, review sessions and participant feedback in order to identify any barriers to participation and adjust teaching methods accordingly. This approach will help ensure that gender equality and inclusion are not addressed as isolated topics, but are integrated as cross-cutting dimensions of the project and the training programme.

ADAPTATION OF THE PROGRAMME BY COUNTRY AND ORGANISATION

• GENERAL PRINCIPLE OF ADAPTATION

The assessment framework is based on two levels :

A Common European Core

All partners work on the following skills :

- understand the definition and forms of transhumance ;
- identify the ecological, economic and social challenges and the associated SDGs ;
- understand the link with Intangible Cultural Heritage and UNESCO-related issues ;
- analyse the functioning of a pastoral system ;
- identify interactions between livestock farming, territory and the environment ;
- observe and analyse professional practices ;
- develop the ability to compare practices across partner countries.

• Adaptations Specific to Each Organisation

Each partner then adapts :

- professional vocabulary ;
- case studies ;
- observed situations ;
- training duration ;
- educational resources ;
- required outputs ;
- priority criteria ;
- the expected level of autonomy ;
- validation methods.

ADAPTATION OF THE PROGRAMME BY COUNTRY AND ORGANISATION

• TABLE OF VARIATIONS BY COUNTRY

Country / Organisation	Target Audience and Integration	Priority Areas	Adaptation of Activities	Validation Methods
Morocco	Students enrolled in a Professional Bachelor's Degree in "Sustainable Tourism", as part of a 35-hour module	Pastoralism, heritage, sustainable tourism, local development, promotion of local areas	Case studies on pastoral areas, creation of a sustainable tourism itinerary, analysis of landscapes and traditional know-how, work on interactions between visitors, livestock farmers and pastoral areas	Report or Project Promoting a Pastoral Area, Oral Presentation, Analysis of Tourism Impacts
Roumania	70-Hour Transhumance Module	Animal Production, Stages of Transhumance, Types of Pastoralism, Herd Management (Care, Shearing, Milking, etc.)	Studies of Transhumant Livestock Farming Systems, Work on Breeds, Production and Pastoral Practices	Presentation of Case Studies, Quiz on Knowledge Related to the Practice of Transhumance
Italy	Future Farmers Specialising in Olive Oil Production, with an Additional Module	Links Between Agriculture and Pastoralism, Landscape Maintenance, Complementarity of Production, Wildfire Prevention and Rural Land Management	Study of Interactions Between Olive Groves, Pastoral Areas and Biodiversity, Analysis of Complementarities Between Livestock Farming and Crop Production	Case Study of a Mixed Farm or Agricultural Area, Proposals for Cooperation Between Farmers and Livestock Farmers

ADAPTATION OF THE PROGRAMME BY COUNTRY AND ORGANISATION

Country / Organisation	Target Audience and Integration	Priority Areas	Adaptation of Activities	Validation Methods
Greece	Learners Enrolled in an Existing Training Programme Focused on Pastoral Issues	In-Depth Study of Pastoral Practices, Herd Management, Local Traditions, Territorial Governance	Analysis of Greek Practices, Comparison with Partner Countries, Exchanges with Livestock Farmers and Local Stakeholders	Pastoral Analysis Report, Field Observation, Comparative Presentation
Mongolia	Learners Undertaking Additional Training in Animal Production	Herd Mobility, Extensive Livestock Farming, Natural Resources, Adaptation to Climatic Conditions, Livestock Farmers' Autonomy	Case Studies on Seasonal Movements, Pasture Management, Adaptation to Natural Conditions, Animal Production	Analysis of a Mobile Livestock Farming System, Pastoral Resource Management Plan, Oral Presentation
France – Saint-Gaudens	Participants Enrolled in the UCARE Module “Managing the Summer Grazing of a Farm Herd” – 91 Hours	Summer Pasture Management, Herd Management, Administrative and Logistical Organisation, Arrival and Settling in the Mountains	Preparation for a Summer Pasture, Analysis of a Route, Management of Conflicts of Use, Observation of Professional Practices	Professional Report, Observation Grid, Practical Assessment
France – BTSA	Students Enrolled in a BTSA Programme, in the “Transhumance and Nomadism” Module, 35 Hours	Analysis of Pastoral Systems, International Comparison, Territory, Environment, Economy	Research Work, Maps, Comparisons Between Countries, Analysis of the Impacts of Pastoralism	Detailed Report, Comparative Study, Oral Defence or Group Presentation

ADAPTATION OF THE PROGRAMME BY COUNTRY AND ORGANISATION

Country / Organisation	Target Audience and Integration	Priority Areas	Adaptation of Activities	Validation Methods
France – Pamiers	Participants Enrolled in Shepherd–Cattle Herder Training, 1,372 Hours, Including 735 Hours of Work Placement	Practical Skills, Herd Management, Animal Management, Safety, Arrival and Life at the Summer Pasture	Practical Exercises, Farm Visits, Observation of Animal Behaviour, Organisation of a Route or Arrival at the Summer Pasture	Practical Assessment, Field Notebook, Interview with the Trainer, Professional Report

• ADAPTATION OF SKILLS TO DIFFERENT TARGET GROUPS

The same skills can be applied with different levels of specialisation.

For Students in Sustainable Tourism

The assessment will place greater emphasis on :

- knowledge of pastoral areas ;
- heritage interpretation and mediation ;
- the design of responsible tourism activities ;
- the prevention of conflicts between visitors and livestock farmers ;
- the promotion of landscapes and traditional know-how ;
- the economic, social and environmental impacts of tourism.

Possible Output :

Develop a project for discovering a pastoral area that takes into account livestock farmers' constraints, environmental protection and the promotion of cultural heritage.

ADAPTATION OF THE PROGRAMME BY COUNTRY AND ORGANISATION



For Learners in Animal Science and Economics

The assessment will focus more specifically on :

- herd management ;
- breeds and livestock farming systems ;
- animal production performance ;
- feeding requirements ;
- costs associated with transhumance ;
- the promotion of products ;
- the profitability and viability of the farm.

Possible Output :

Carry out a technical and economic analysis of a transhumant farm and propose areas for improvement.

For Future Farmers

The work may focus on the complementarities between agricultural production and pastoralism :

- land maintenance ;
- limiting scrub encroachment ;
- wildfire prevention ;
- natural soil fertilisation ;
- promotion of landscapes ;
- cooperation between livestock farmers and crop producers ;
- complementarity between olive groves, pastures and biodiversity.

Possible Output :

Propose a cooperation model between an olive-growing farm and a pastoral farm in order to improve land management.

ADAPTATION OF THE PROGRAMME BY COUNTRY AND ORGANISATION



For Learners Specialising in Pastoralism

The assessment may explore in greater depth :

- local pastoral know-how ;
- herd management practices ;
- forms of collective organisation ;
- grazing systems ;
- the transmission of practices ;
- the challenges of maintaining pastoral activity ;
- the differences between traditional practices and contemporary developments.

Possible Output :

Compare a local pastoral practice with a practice observed in another partner country and analyse the factors explaining their differences.

For Learners in Animal Production

Priority skills may include :

herd mobility ;
adaptation to climatic conditions ;
resource availability ;
seasonal movements ;
risk management ;
extensive animal production ;
the resilience of pastoral systems.

Possible Output :

Analyse the organisation of a mobile livestock farming system and propose a management plan for herd movements and pastoral resources.

• ADAPTATION OF FINAL OUTPUTS

The final output does not necessarily have to take the same form in all countries. It may be adapted according to the skills being targeted.

Possible outputs include :

- a written report ;
- a case study ;
- a farm profile ;
- a technical and economic analysis ;
- an annotated map ;
- a field notebook ;
- a video ;
- an oral presentation ;
- a tourism project ;
- a pastoral management plan ;
- a professional practical exercise ;
- a skills portfolio.

Each organisation chooses the most appropriate output according to its target audience and training context, while maintaining the same main categories of skills.

ADAPTATION OF THE PROGRAMME BY COUNTRY AND ORGANISATION

• COMMON ELEMENTS AND ADAPTABLE ELEMENTS

Elements Common to All Partners

- the overall objectives of WP3 ;
- an introduction to transhumance ;
- the identification of pastoral challenges ;
- consideration of environmental, economic and social dimensions ;
- analysis of a specific situation ;
- the use of common educational tools ;
- assessment based on explicit criteria ;
- feedback provided to participants.

Adaptable Elements

- the number of hours ;
- the level of difficulty ;
- the language, vocabulary and inclusive writing ;
- examples of local areas ;
- the species studied ;
- livestock farming systems ;
- national regulations ;
- the type of final output ;
- the role of practical assessment ;
- the weighting of criteria ;
- validation methods.

Plan to update the content, particularly the extract from the inventory sheet concerning the practice inscribed on the Representative List of the Intangible Cultural Heritage of Humanity. As the nomination file has been reopened, the inclusion of six new Eastern European countries — **Poland, Turkey, Ukraine, Bulgaria, Hungary and Serbia** — **is expected to take place in December 2026**. Although the definitions should remain broadly unchanged, the information will need to be updated to reflect this new European dynamic.