DIGITAL FLIPBOOK FOR TRAINERS

ON THE AGRO4SDGS TRAINING METHODOLOGY

Overview

The Digital Flipbook for Trainers on the Agro4SDGs Methodology aims to guide trainers in organizing blended learning sessions (combined face-to-face training sessions and online training sessions) in the most appropriate methodological way of activities linked to new pedagogical ways as teacher-centred pedagogy, and transformative pedagogy.

The flipbook shortly represents different teaching methods as gamification, problem-based learning, and design thinking. The Agro4SDGs consortium prepared a proposition for the teaching/learning activities on the Agro4SDGs learning path and Activity handouts for Teaching/Learning Activities.

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Agro4SDGs

Reinforcing community mobilization and support of female lead entrepreneurship in the agroecology sector

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Agro4SDGs

Reinforcing community mobilization and support of female lead entrepreneurship in the agroecology sector

SUMMARY

The Digital Flipbook for Trainers on the Agro4SDGs Methodology aims to guide trainers in organizing blended learning sessions (combined face-to-face training sessions and online training sessions) in the most appropriate methodological way of activities linked to new pedagogical ways.

In teacher-centred pedagogy, the emphasis is on the work of the teacher, in learner-centred pedagogy, the teacher's role is more like a mentor or a trainer than someone who has all the answers. Transformative pedagogy promotes collaborative learning and encourages students to learn critically. The teaching methods are aimed at the student's progress, his/her motivation, his/her development and the growth of his/her personality and creativity. Agro4SDGs consortium proposes to organize the training in a fixed schedule in different forms and activities in the classroom (face-to-face training, workshops based on activity handout, and other activities…), and on the field, combined with online learning in self-paced mode (presentation of contents, reading the articles…).

ABBREVIATIONS, ACRONYMS

FAO	Food and Agriculture Organization of the United Nations
FFS	Farmer Field School
FSN	Food Security and Nutrition
GreenComp	Green Competences
HLPE	High Level Panel of Experts on Food Security and Nutrition
IAASTD	International Assessment of Agricultural Knowledge, Science and Technology for Development
IPBES	Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services
IPCC	Intergovernmental Panel on Climate Change
IPM	Integrated Pest Management
PELUM	Participatory Ecological Land Use Management
SDGs	Sustainable Development Goals

Introduction

The main innovation of the Agro4SDGs project lies in addressing several challenges related to rural and sustainable development, forming a participatory and learning approach at the level of administrations, adult women, and the general population. Agro4SDGs developed learning formats focused on stakeholders' commitment, it supports female-led entrepreneurial ideas by making them part of the identification and enabling spaces for contribution and co-creation. A breaking new ground learning path for female entrepreneurship development: most initiatives dealing with women's entrepreneurship target general entrepreneurship skills. In Agro4SDGs, learning is linked to a sector with great economic and sustainable potential in a rural environment. It combines key skills for women's empowerment, such as personal leadership, and reinforces critical thinking, appealing to the identification of local challenges and urging the design of solutions that offer opportunities for participation and learning of the inhabitants of the community. Its content also integrates a module focused on strengthening GreenComp competencies to ensure that solutions are as empathetic and responsible for our planet.

The aim of Flipbook for Trainers

The Digital Flipbook for Trainers on the Agro4SDGs Methodology aims to guide trainers in organizing blended learning sessions (combined face-to-face training sessions with online training sessions and on field training) in the most appropriate methodological way of activities linked to new pedagogical ways. Trainers who use the Flipbook for trainers will be able to include the contents and learning objectives from the Self-learning digital flipbook for rural women entrepreneurs in agroecology in other projects and training.

> **The Digital Flipbook for Trainers on the Agro4SDGs Methodology** must be used together with a **self-learning digital flipbook for rural women entrepreneurs in agroecology** where the main contents in an interactive way are presented in five modules (Green Competences in the Agroecology Sector, Agroecology, Organic Farming, Social and SDG-based Entrepreneurship, Socialization and Financing of Agroecological Projects).

This together will improve the supply of quality, accessible, and inclusive training for women entrepreneurs in rural areas of Europe.

Pedagogy

Pedagogy is tied to the different methods and various practices used in teaching and training. It explains how teachers approach with different styles, use different theories, how they provide feedback in the learning process and what is the selection of testing and evaluating knowledge. When planning the lesson, the teacher considers the most appropriate communication for giving certain information and knowledge to the students. (Ref. 9)

Bloom's Taxonomy

"In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: Taxonomy of Educational Objectives." (Ref. 1)

Bloom and his colleagues created Bloom's taxonomy, which consists of 6 categories: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. The categories from knowledge onwards refer to skills and abilities, with the assumption that knowledge is a prerequisite for putting abilities into practice. The authors of the revised taxonomy used active verbs to describe cognitive processes (remember, understand, apply, analyse, evaluate, and create). (Ref. 1)
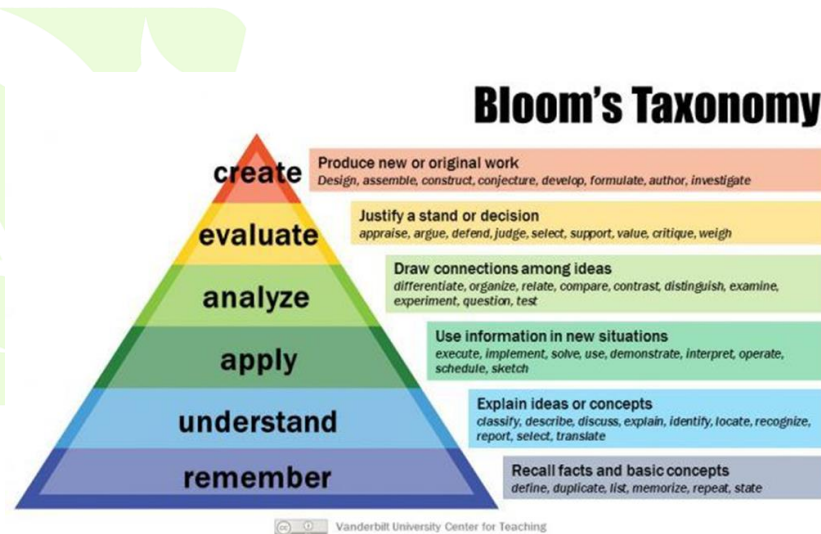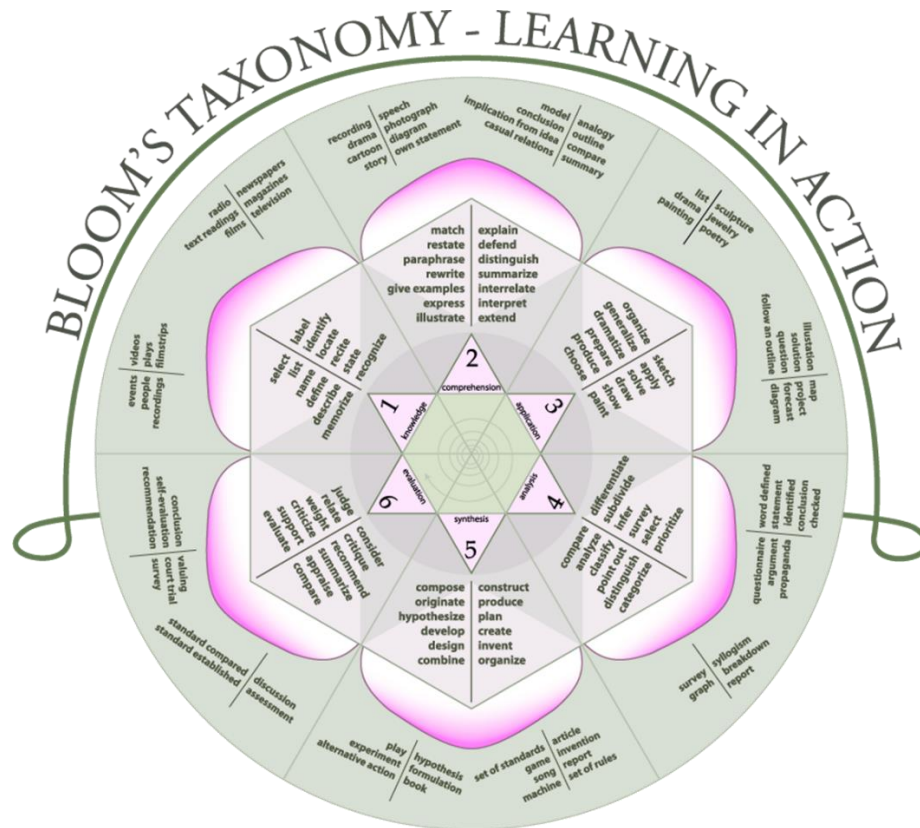

Figure 1: Bloom's Taxonomy, online: https://bloomstaxonomy.net/.

Figure 2: Bloom's Taxonomy – Learning in Action, online: https://bloomstaxonomy.net/.

New pedagogical approaches

As agriculture changes towards agroecology and business towards sustainability, approaches in education are evolving new learning pathways. In this chapter we introduce a few contemporary pedagogical approaches which trainers can use to successfully train participants in contents presented in the self-learning digital flipbook for rural women entrepreneurs in agroecology.

In teacher-centred pedagogy, the emphasis is on the work of the teacher. The teacher monitors the conversation with the students, corrects their answers and evaluates their knowledge.

In **learner-centred pedagogy**, the teacher's role is more like a mentor/trainer than someone who has all the answers. Learning takes place through an interactive process between the teacher and the students. They both answer questions, provide feedback, and evaluate student's learning.

"Weimer (2002) discusses five characteristics of teaching that make it learner-centred:

1. Learner-centred teaching engages students in the hard, messy work of learning.

2. It is teaching that motivates and empowers students by giving them some control over learning processes.

3. Learner-centred teaching encourages students to reflect on what they are learning and how they are learning it.

4. It is teaching that encourages collaboration, acknowledging the classroom (be it virtual or real) as a community where everyone shares the learning agenda.

5. Learner-centred teaching includes explicit skill instruction. It teaches students how to think, solve problems, evaluate evidence, analyse arguments, and generate hypotheses." (Ref. 8)

Transformative Pedagogy

Transformative pedagogy promotes collaborative learning and encourages students to learn critically and creatively. Students critically assess their beliefs, values, and principles. Transformative pedagogy places the student in the middle of the learning process. The role of the student is crucial in building and developing knowledge, the student can be active, the collaborative learning process should be his own, exciting, and fun. (Ref. 6)

Commented [JB1]: Connection to the learning path would be good, e.g. short introduction, that we try out new pedagogical approaches in the project,…

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Commented [s.4]: learner-centered

Teaching Methods

Learning and teaching are very creative processes. The teaching methods are aimed at the student's progress, his/her motivation, his/her development and the growth of his/her personality and creativity. Teaching methods include various pedagogical ideas, activities, and techniques of managing a group of students, which are used in the teaching process with the aim of achieving learning goals and results. (Ref. 11)

We distinguish between traditional (lecture, conversation, exercises, demonstration, observation...) and modern (brainstorming, case studies, project work, ...) teaching methods.

Active participatory method means all those situations in the teaching process that treat students as an active subject who participates in their educational program and not only in certain learning activities. Participatory methods include role play, discussion, games, problem solving, project work, telling stories, examples of good practices, ...

The learner-centred method includes an active way of learning adapted to the learner's own rhythm. The student must be responsible for his own progress in education. (Ref. 4)

Collaborative Learning connects learning in the classroom and in the virtual world. With this method, teachers create an atmosphere where students work together by eliminating the doubts that arise and solve problems. In doing so, they develop interpersonal relationships and social skills. (Ref. 11)

In **Co-operative learning**, small groups of students use different tasks to develop their cognitive abilities and achieve learning goals. This develops a sense of teamwork, cooperation, and responsibility. (Ref. 11)

Project-based learning deals with solving real problems addressed by students. In doing so, most aspects of lifelong learning are developed, creativity and motivation are encouraged, and strengths and weaknesses are revealed.

Commented [s.5]: "very creative processes."?

Commented [s.6]: "by solving problems" oder "solve problems"

Gamification is a learning method that introduces various aspects and forms of games into the learning process and at the same time raises the motivation and engagement of students. It is about various principles and concepts (memory games, activities, etc.) that make learning more dynamic and attractive. ([Ref. 11](#))

Problem-based learning involves various activities that rely on solving problems and finding solutions. In doing so, students use the knowledge and skills they have already acquired and continuously improve them.

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Design Thinking is a method that encourages the use of various platforms and other digital tools with the aim of obtaining and shaping information (thought patterns, process displays, maps…), encouraging innovation and creativity. ([Ref. 10](#))

The **VAK Learning style** is a combination of free learning style teaching methods that allow students to move, listen and watch during the lessons. VAK stands for Visual, Auditory, and Kinaesthetic (Tactile). The theory is one prefers to learn through one of these sense channels, interactive whiteboards, and hand-outs. During a lesson or classroom, the learners often prefer to take detailed notes to absorb the information.

> **Commented [JB8]:** What does VAK mean?
>
> **Commented [KV9R8]:** I have added a description.

The **Flipped Classroom** is an active modern teaching method based on a student-centred approach that enables active participation of individual students and improved quality of classroom time. This is a combined learning method, part of which takes place at a distance and part in the classroom. Students process the theoretical part of the course at home through various presentations, videos, articles, etc., making notes and preparing questions to be discussed in class with teachers. ([Ref. 11](#))

Crossover Learning connects formal and informal learning and understands it as a comprehensive approach to learning and teaching. It connects work in the classroom (asking questions on the topic, the purpose of the field visit, after the field visit - discussion of answers and findings, individual and group conclusions…) and in the field (gathering evidence, taking photographs, interviews…). ([Ref. 11](#))

The teacher and other educators use different teaching methods to approach and facilitate learning and motivate students for active learning. With various methods, the teacher wants to encourage students to think critically and acquire knowledge, various skills, and the necessary competencies. Using different methods and activities, teachers address different types of students: visual, auditory or kinesthetics type with different abilities. With a different combination of teaching methods, the teacher creates a suitable learning environment for achieving learning goals and learning outcomes.

For this purpose, various methods of teaching and active learning have been developed, which are the result of the modern development of society, and technological progress. They are an upgrade of learning in the classroom. (Ref. 7)

Table 1: Teaching/Learning Activities based on Bloom's taxonomy and Pedagogy Wheel created by Allen Carrington.

BLOOM'S TAXONOMY	ACTIVITIES
REMEMBER, UNDERSTAND	HIGHLIGHTING, MAPPING, BULLET POINTING, COMMENTING, WORD PROCESSING, SOCIAL NETWORKING, SUBSCRIBING, SEARCHING OR GOOGLING, BLOG JOURNALING
APPLY	EDITING, ROLE PLAYING, MOVIE MAKING, DEMONSTRATING, PRESENTING, INTERVIEWING, MAPPING, SIMULATING, COLLECTING, TAKING PHOTOGRAPH, DRAWING DIAGRAM, MAKING PUZZLE, SCULPTURING
ANALYSE	REPORTING, SURVEYING, CREATING MEDIA, CHARTING, SUMMARISING,

	SPREADSHEETING, DIAGRAMING, GRAPHING, CREATING ADVERTISMENT, BUILDING QUESTIONNAIRE
EVALUATE	CRITIQUING, JUDGEMENT, OPINION, REPORTING, NEWS ITEM, HYPOTHESIS, SURVEY, RECOMMENDATION, SUMMARY, SELF-EVALUATION
CREATE	STORYTELING, MAKING PROGRAM, CARTOON, ANIMATING, NEW GAME, VIDEO EDITING, PODCASTING, MULTIMEDIA PRESENTATION

([Ref. 5](#))

Find more about teaching methods on [**15 Innovative Teaching Methods with Guide and Examples (Best in 2024)**](#)

Useful teaching/learning methods

Ice-breaking activities are usually carried out at the beginning of training or after a long break and are intended to create a better atmosphere among the participants and encourage their activity. These activities are also linked to learning objectives and outcomes. Choosing the right activity depends on the target group and its dynamics.

Some suggestions:
storytelling, introduction interviews, icebreaking polls, sharing expectations, snowball fight, flying challenges, two truths and a lie, human bingo, …

Find more about icebreaking activities on: https://blog.slido.com/10-ice-breakers-to-kick-off-your-conference/

As explained in the Britanica Dictionary:
Workshop: a class or series of classes in which a small group of people learn the methods and skills used in doing something (a photography/music workshop).
Teamwork: the work done by people who work together as a team to do something.
Role-play: an activity in which people do and say things while pretending to be someone else or while pretending to be in a particular situation.
Brainstorm: to try to solve a problem by talking with other people: to discuss a problem and suggest solutions.
Problem solving: the process or act of finding a solution to a problem.
Case study: a published report about a person, group, or situation that has been studied over time. A situation in real life that can be looked at or studied to learn about something. (Ref. 3)
Walkshop is a combination of workshops and walking tours. Through the walking, the group discusses the theme which is focused on the learning objectives. The method enables participants to be physically active and through a relaxed approach discuss with the other about the chosen theme or problem. Through these methods' teamwork, organization, and leadership skills are developed.

Commented [JB10]: How are these formats connected to the learnings path? (maybe different headline)

Commented [KV11R10]: The flipbook is meant to introduce teaching methods, not learning paths. It would be too complicated to centre the content on just learning paths.

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Blended Entrepreneurship

Learning path for rural women in agroecology

Blended Learning is an instructional model which combines supervised, presential teaching or training (school or work-based) and online or distance activities. Blended learning incorporates emerging web technologies such as mobile learning, game-based learning/gamification, and social media. ([Ref. 2](#))
Blended learning can be implemented in the teaching and learning process through various models, rotating the place of conducting the training.

The Agro4SDGs consortium proposes to organize the training in a fixed schedule in different forms and activities in the classroom (face-to-face training, teamwork, and other activities...), and on the field combined with online learning in self-paced mode (presentation of contents, reading the article...).

Read more of the Blended Learning on Blended Learning Universe, *Blended Learning Models*, online:
https://www.blendedlearning.org/models/, (exces:29. 2. 2024)

How can we conduct the Agro4SDGs training?
It is possible to prepare a lot of different models (forms, structures) for conducting training with different pedagogical and methodological approaches and various activities linked to the content modules. It depends on the target group, the education level, material conditions, available sources, knowledge, skills, and attitudes of trainers, and many other conditions.

Agro4SDGs consortium prepared a proposition for the teaching/learning activities on the Agro4SDGs learning path.

Trainers, teachers, women entrepreneurs, and other interested learners fined the content on 5 MODULES in

SELF-LEARNING DIGITAL FLIPBOOK FOR RURAL WOMEN ENTREPRENEURS IN AGROECOLOGY

Aim of the Agro4SDgs learning paths

- Improve social entrepreneurship in relation to the SDGs and using the innovative tools for entrepreneurship (Ecocanvas). Agroecology contributes directly to multiple SDGs like the eradication of poverty (Goal 1), and hunger (Goal 2), achieving gender equality (Goal 5), promoting decent jobs (Goal 8), ensuring sustainable consumption and production (Goal 12), and building climate resilience (Goal 13).
- Improve the supply of quality, accessible and inclusive training for women entrepreneurs in rural areas emphasise the agroecological sector.
- Improve the knowledge and skills of rural women to respond to the demands of the agroecological sector.
- Develop the pedagogical contents on the 4 key areas: personal competences, green competences, agroecology competences and innovative social entrepreneurship tools.

Target Group of the AGRO4SDGs learning path

- **Women entrepreneurs in rural areas**: women in a leading position as leaders in existing enterprises, farms, related associations of the sector, startups.
- Women, who are interested in leading positions: successors of farms and businesses, students of agriculture, etc.
- Women with fewer opportunities.
- **Entrepreneurship trainers**, especially those working mostly with female entrepreneurs.
- **Relevant stakeholders**: priority are local administration and public bodies responsible for sustainability policies, employability and local development, youth and social associations, formal and non-formal training centres, citizens, and volunteer led initiatives, women networks, sub-sector associations (milk associations, wine associations...)

Commented [s.13]: Goal

Commented [s.14]: "a leading position" oder "leading positions"

Structure of the AGRO4SDGs learning path.

It is structured on 5 MODULES:

- **MODULE 1: GREEN COMPETENCES IN THE AGROECOLOGY SECTOR**
- **MODULE 2: AGROECOLOGY**
- **MODULE 3: ORGANIC FARMING**
- **MODULE 4: SOCIAL AND SDG-BASED ENTREPRENEURSHIP**
- **MODULE 5: SOCIALIZATION AND FINANCING OF AGROECOLOGICAL PROJECTS**

Teaching/Learning activities: 3-4 hours (Flexible)

Form of training

Blended: combination of onsite learning session, online learning sessions, and on field training

Total time: seven teaching/learning activities (approximately 21 hours of training)

Table 2: Teaching/Learning activities per modules.

MODULE 1: GREEN COMPETENCES IN THE AGROECOLOGY SECTOR	Teaching/learning activities
	Green competences and SDGs awareness
	Leadership and entrepreneurial skills
MODULE 2: AGROECOLOGY	Elements and principles of agroecology
	Promotion of biodiversity in agroecosystems.
	Exploring Organic Farming: Principles, Practices, and Initiatives

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MODULE 3: ORGANIC FARMING	
MODULE 4: SOCIAL AND SDG-BASED ENTREPRENEURSHIP	Strategic alliances and funding.
MODULE 5: SOCIALIZATION AND FINANCING OF AGROECOLOGICAL PROJECTS	Social entrepreneurship
	Good practices.

Table 3: Methodology of Teaching/Learning Activities.

Title of Module	Learning Outcomes per teaching/learning activity	Teaching/Learning Activities
M1: Green competences	**Green competencies and SDGs awareness** • Valuation of ecological principles, sensitivity, and awareness of one's actions	Onsite learning session (workshops, teamwork, …) or

and SDGs awareness	• Adoption of new ways to promote the circular economy or the search for new methods for more responsible consumption. • Recognize Inner development goals (IDGs).	**Online learning session** walkshop (open air activity)
	Leadership and entrepreneurial skills. • Practice teamwork, creativity, and innovation. • Demonstrate leadership and time management. • Using motivation and communication skills • Interpret the article [Technology to empower farmers...](#)or similar.	Onsite learning session (workshops, teamwork, …) or walkshop (open air activity) or **online learning session.**
	Elements and principles of agroecology. • Differentiate transition pathways towards	

M2: Agroecology M3: Organic Farming	sustainable food systems. • Selecting and using elements and principles of agroecology. • Interpret the article [Agroecology' will generate 400,000 new jobs.](link)	**Online learning session** or practical training.
	Promotion of biodiversity in agroecosystems Evaluate biodiversity in agroecosystems. Review agroecological soil management techniques. Set up a composter. Link agroecological soil management with the SDGs.	Visits a farm. Stakeholders' participation.
M4: Social and SDG-based Entrepreneurship	**Strategic alliances and funding** • Creating strategic alliances for agroecology initiatives.	**Online learning session** or

	- Recognize funding opportunities for agroecology. - Give examples of entrepreneurship in the agricultural sector. - Organize networking with entrepreneurs in the agroecology sector along with mentors in green and social entrepreneurship.	Onsite learning session (workshops, teamwork, …)
M5: Socialization and Financing of Agroecological Projects	**Social entrepreneurship** - Set up green and social business ideas; SDG-based entrepreneurship. - Recognize business approaches with the triple bottom line. - Use innovative entrepreneurship tools: Ecocanvas. - Interpret SDGs in agribusiness.	**Online learning session** or On site learning session (workshop, teamwork…)
	Good practices	

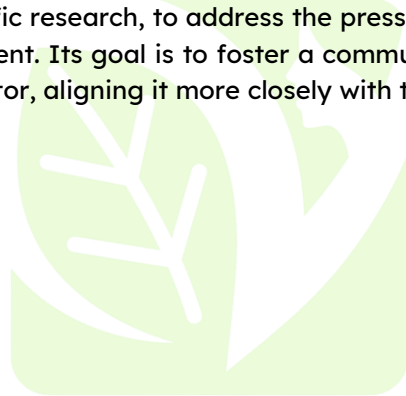|		
	• Plan and implement a communication strategy for their agroecological project. • Develop a compelling alliance proposal. • Navigate the process of forming and managing strategic alliances. Write a successful grant application.	Visit a farm or Local Action Group (LAG) or workshops. Stakeholders' participation

Commented [JB16]: What is a LAG?

Commented [KV17R16]: I have not found a definition.

Commented [NK18R16]: Corrected!

Conclusion

In conclusion, the Agro4SDGs flipbook for trainers is an essential tool designed to bridge the gap between agricultural practices and the Sustainable Development Goals (SDGs). Through its comprehensive modules, it emphasizes innovative teaching methodologies, the significance of agroecology, and the need for sustainable farming practices. It strategically targets rural communities, aiming to empower individuals, especially women, by providing them with knowledge and skills to enhance their livelihoods while contributing to global sustainability. The flipbook advocates for an integrated approach, combining traditional knowledge with scientific research, to address the pressing challenges of food security, environmental sustainability, and socio-economic development. Its goal is to foster a community of well-informed trainers who can inspire transformative change in the agricultural sector, aligning it more closely with the SDGs and paving the way for a sustainable future.

Agro4SDGs

Reinforcing community mobilization and support of female lead entrepreneurship in the agroecology sector

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Appendix

Activity handouts for Teaching/Learning Activities 1

Title of module	**GREEN COMPETENCES IN THE AGROECOLOGY SECTOR**
Duration	3 hours
Learning outcomes:	To know a tool to design a business model with "eco" principles. To apply your knowledge about competences and agroecology in a business model idea.
Aim of activity	*To complete a business idea in a Ecocanvas model*
Name of activity	Design your Ecocanvas idea!
Material Required:	Computer, projector, classroom, cardboards, papers, post-its crayon.
Step-by-step instructions of activity	**Workshop activity.** **Preparation:** print a Ecocanvas in a cardboard size for each team. 1. Creating a team with 3-5 participants. 2. Each team come up with a business idea to cover a social need. 3. Each team fills in the Ecocanvas template writing in each of the blocks. 4. Each team presents their idea to the others. 5. All the teams receive feedback from the others. Note: it is possible to do it digitally.
References/ Sources	https://www.ecologing.es/home-eng

Activity handouts for Teaching/Learning Activities 2

Title of module	**Agroecology**
Duration	3 hours
Learning outcomes:	Select 13 Agroecological Principles to transform an industrial farm to agroecological farm. Use Principles and draw the time, financial, and management plane of transformation. Demonstrate the selected principles used for the transforming a farm in the context of the time, production, and other activities.
Aim of activity	Construct the transformation of the industrial farm to agroecological farm using some of the 13 Agroecological Principles.
Name of activity	**Transforming the industrial farm to agroecological farm.**
Material Required:	Computer, projector, classroom, papers, crayons…
Step-by-step instructions of activity	**Workshop activity.** 6. Creating a team with 3-5 participants. 7. Choose an industrial farm of one of the participants or find one on the websites. (The participant could prepare an example at home) 8. Describe the farm (make as much as possible data of the farm): location and linking with stakeholders - providers, buyers, and organizations. The surface of the farm, buildings, and equipment, complementary activities… Production activities: crop production, livestock breeding, … Financial contribution: incomes, expenses., workforce. Sales and marketing activities… 9. Take the list of 13 Agroecological Principles and select some of them that could be realized on your farm.

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	10. Make a new production plan, sales plan, management plan, and timeline for transformation. 11. Choose a template for these plans from the websites or make your own. Key Elements for farm Management and Growth What is a farm management plan? 12. Present the solutions to other teams.
References/ Sources	Principles of Agroecology: https://www.agroecology-europe.org/our-approach/principles/ Agroecology practices: https://www.fao.org/agroecology/knowledge/practices/en/?page=1&ipp=5&tx_dynalist_pi1[par]=YToxOntzOjE6IkwiO3M6MToiMCI7fQ== Stories from the Field: https://www.fao.org/farmer-field-schools/ffs-overview/success-stories/en/. Read more here: https://www.agroecology-europe.org/wp-content/uploads/2023/05/AEEU-Event-Report-Agroecological-Farm-Visit-21.03.2023.pdf.

Activity handouts for Teaching/Learning Activities 3

Title of module	**ORGANIC FARMING**
Duration	2 hours
Learning outcomes:	• Identify areas of strength and areas for further learning or exploration based on quiz results. • Enhance communication skills through group discussions, sharing insights, and asking clarifying questions. • Apply theoretical knowledge of organic farming to real-world scenarios by analyzing case studies of successful organic farms.

	• Develop strategic thinking skills by considering potential actions or projects related to organic farming. • Encourage self-reflection and introspection by allowing participants time to process their learning and experiences during the workshop.
Aim of activity	To equip participants with the knowledge, skills, and motivation to advocate for and actively contribute to the advancement of organic farming practices and principles, thereby promoting a more sustainable and resilient food system.
Name of activity	**Exploring Organic Farming: Principles, Practices, and Initiatives**
Material Required:	Computer or mobile device Paper Pen
Step-by-step instructions of activity	1. **Organic Farming Trivia Quiz (15 min)** Conduct a fun trivia game related to organic farming principles, practices, and initiatives. Divide participants into teams and ask questions based on the provided document. Encourage active participation and discussion. 2. **Interactive Discussion: Group Analysis (30 min)** Divide participants into small groups. Assign each group a chapter of this document to analyse. Facilitate group discussions on key insights, questions, and reflections. Encourage groups to identify common themes and areas of interest. 3. **Case Study Analysis (30 min)** Divide participants into three small groups. Assign each group a set of Case Studies to analyse. Discuss challenges faced, strategies implemented, and outcomes achieved. Encourage participants to analyse the case study in relation to organic farming principles and practices. 4. **Brainstorming Session (30 min)**

	Facilitate a brainstorming session on potential actions or projects related to organic farming. Encourage participants to generate ideas for promoting organic agriculture in their communities or personal lives. Provide guidance on setting specific goals, identifying resources, and developing action plans. **5. Reflection and Closing (15 min)** Allow participants a few minutes to reflect individually on their learning and experiences during the workshop. Invite volunteers to share their reflections with the group. Summarize key insights and takeaways from the workshop. Express gratitude to participants for their participation and engagement. Provide resources or additional reading materials for further exploration of organic farming.
References/ Sources	Britannica. (2023). *Organic farming*. Retrieved from: https://www.britannica.com/topic/organic-farming European Commission. (2023). *Organic farming in the EU: a decade of growth*. Retrieved from: https://agriculture.ec.europa.eu/news/organic-farming-eu-decade-growth-2023-01-18_en GeoPard Agriculture. (n.d.). *Organic farming: benefits for the environment*. Retrieved from: https://geopard.tech/blog/why-is-organic-farming-better-for-the-environment/

Activity handouts for Teaching/Learning Activities 4

Title of module	Social and SDG-based entrepreneurship
Duration	30 min
Learning outcomes:	Practical exercise with the SDGs

Agro4SDGs

Reinforcing community mobilization and support of female lead entrepreneurship in the agroecology sector

Aim of activity	• Warm up and get to know the participants of the workshop • Find interesting, new aspects to each of the 17 SDGs. • Create practical links between the SDG and the working/studying environment. • Learn to listen to the attitudes of the partners.
Name of activity	SDG MINGLING
Material Required:	Cards with the 17 SDGs A basket for mingling the SDG cards
Step-by-step instructions of activity	**Setting** - Participants are walking around in a room. - When the alarm rings, all participants pick out one SDG card from the basket by random. - For 2 minutes the participants walk through the room again, while reflecting about the 3 prepared questions in relation to the SDG. - When the alarm rings again, each participant teams up with a partner. - For 2 minutes one SDG is in the focus, for other 2 minutes the other SDG. - After the alarm rings again, each participant puts the SDG in the basket and has time for other 2 minutes to reflect about the things he/she has heard about the SDG of the partner. - The setting can be conducted in the same way a second time, but more than three times are not recommended. - Afterwards, a reflection round in the plenum is organised, where each participant presents the most interesting aspects of the partners` SDG. If it is too difficult to present the partners` SDG it is also an option to present the own one. **Reflection questions**

	1. What is new/inspiring/surprising about the SDG? 2. What is the challenging/difficult about the SDG? 3. Where are the links to my organisation/working field?
References/ Sources	Formats and methods in Multiplier Handbook https://www.gaiaeducation.org/

Title of module	Social and SDG-based entrepreneurship
Duration	2 hours
Learning outcomes:	Deep dive into the 17 SDGs and the targets
Aim of activity	• Dive deeper into the 17 SDGs and figure out relevant aspects of the 169 targets. • Assess the potential of each of the 17 SDGs. • Get inspiration for innovation or new business opportunities through the SDGs. • Set priorities for the next steps. • Give and receive feedback from colleagues.
Name of activity	SDG LOOP
Material Required:	Poster with description of 17 SDGs and targets LOOP assessment sheet Paper and markers for final poster presentation
Step-by-step instructions of activity	**What does LOOP mean?**

	LOOP is an abbreviation and indicates a triangle of three different perspectives to look on the SDGs. **L = Low hanging fruit:** the SDG is easy to reach and easy to fulfil. **O = Outstanding SDG:** the SDG was not relevant until now; it is too far away. **OP = Opportunity:** the SDG is interesting; you see a high potential for innovation. **Setting** **Preparation:** - SDGs gallery: in the room 17 posters with a short description of each SDG and its targets are prepared. - LOOP assessment: a paper for each participant is prepared, that covers a table with the 17 SDGs and the assessment following the three categories. **Exercise:** - The participants walk through the SDGs gallery for 30 minutes, stopping at each SDG poster. - For each SDG they give an assessment, whether it is a low hanging fruit, an outstanding SDG or an opportunity in relation to the organisation/working field they come from. - For each assessment they give a short comment, why they decided in the way they did. - It is possible to assort an SDG to two categories as well. E.g. an outstanding SDG can also be an opportunity. - Afterwards each participant prepares a short presentation of the 3 to 5 most relevant opportunities for 15 minutes. - In the presentation all other participants ask questions on the chosen opportunities and give a vote for the most inspiring, promising opportunity.

	Variation - The exercise can also be done in teamwork, if participants have a common background, e.g. the same company. - In that case the teams have to find a common assessment for each SDG at least for the most relevant opportunities. - The teams have also to agree on the voting for other teams in the final presentation.
References/ Sources	Project "SDGs Labs":https://sdgs-labs.eu/. Inspiring formats and good practices: https://sdgs-academies.eu/training-academies-programme

Activity handouts for Teaching/Learning Activities 5

Title of module	SOCIALIZATION AND FINANCING OF AGROECOLOGICAL PROJECTS
Duration	4 hours
Learning outcomes:	• Identify and analyze key stakeholders for an agroecological project. • Develop and articulate a compelling project message tailored to various stakeholders. • Formulate a strategic communication plan using appropriate channels to reach and engage stakeholders.

	• Identify potential allies and craft an alliance proposal to strengthen project support. • Role-play alliance negotiation to understand and practice effective partnership formation. • Research and evaluate different funding options for agroecological projects, including grant applications and crowdfunding campaigns. • Create a financial plan that includes potential revenue streams and budget management strategies for sustainable project development.
Aim of activity	To equip participants with the necessary skills and knowledge to successfully plan, communicate, and secure support and funding for an agroecological project.
Name of activity	Building Foundations for an Agroecological Project
Material Required:	• Computers with internet access • Projector • Classroom setup • Paper, pens, and markers • Templates for stakeholder analysis, communication plans, alliance proposals, and financial planning (provided)
Step-by-step instructions of activity	WORKSHOP ACTIVITY: Stakeholder Analysis: • Form groups of 3-5 participants. • Conduct a stakeholder analysis to identify and prioritize stakeholders relevant to your agroecological project. • Understand stakeholders' interests and tailor your project message accordingly.

Crafting Your Project Message:
- Each group develops a project message highlighting the objectives, benefits, and impact of their project.
- Emphasize creating a simple, memorable message that resonates with different stakeholder groups.

Strategic Communication Planning:
- Explore various communication channels suitable for reaching your identified stakeholders.
- Develop a communication plan that outlines the messaging, channels, and timing for engaging stakeholders.

Identifying Allies and Crafting Proposals:
- Identify potential allies who share your project's vision.
- Draft an alliance proposal outlining the benefits and collaboration structure for potential allies.

Role-Play: Alliance Negotiation:
- Practice negotiation scenarios with a partner, focusing on alliance formation.
- Reflect on the negotiation process to identify strengths and areas for improvement.

Funding Strategy:
- Research various funding options suitable for agroecological projects.

	• Create a shortlist of potential funding sources and draft a preliminary plan for approaching each. • Draft a grant application or crowdfunding campaign plan tailored to your project. Financial Planning and Budgeting: • Develop a detailed budget and identify potential revenue streams for your project. • Discuss challenges and solutions for implementing your financial plan. Group Presentation: • Present your stakeholder analysis, project message, communication plan, alliance proposal, and funding strategy to the class. • Receive feedback from peers and instructors to refine your project development plan.
References/ Sources	An inspiring story: SeedChange A multi donor fund: Agroecology Fund A European association for agroecology: Agroecology Europe