Towards sustainable food systems — Introducing the transformative approach of agroecology

GUIDEBOOK FOR TRAINERS

IMPRINT

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ABOUT THIS GUIDE

The aim of this guide is to provide trainers with guidance for delivering the training course **"Towards sustainable food systems: Introducing agroecology"**. It should be read in conjunction with the other materials in the training material package. It does not provide a complete guide to deliver the training; it is intended more as a cookbook of basics and suggestions.

The guide begins with an introduction to the training and its objectives. The next chapter gives trainers an overview of the general training concept, contents and structure. It includes sample agendas that can be used to design training events. Chapter three introduces the material package and finally chapter 4 provides hints and tips for designing a training programme and a detailed example for both a face-to-face and an online course.

NOTE TO TRAINERS

Trainers need to have a sound knowledge of agroecological approaches but should not see themselves as masters or lecturers only, but mainly as facilitators or "communication butlers" for the group.

Beside the competencies in the area of agroecology, they definitely need specific facilitation skills and competences. The success of a training course greatly depends on good facilitation, which is both a skilful craft and a creative art. Good facilitators bring a group together, develop and balance its potentials in a non-dominating way. They are knowledgeable about the issues at stake without showing this off. Asking and formulating the right question at the right time and active listening are two of their most important tasks.

A participatory training workshop puts high demand on the trainer(s), who have to lead the narrative, be adaptive to changes, responsive to trainees' needs and requests. They have to be on top of the training, without showing a "top-down" attitude. Good preparation of training venue or virtual spaces and material, as well as a solid understanding of the exercises and their follow up discussions is essential to provide a training experience which is rewarding for both trainers and trainees.

In a nutshell: We see the trainer less as a teacher or expert and more as a facilitator of a learning process. This fits very well with the trainer sharing his/her knowledge and experiences (e.g. through inputs and presentations), but only as part of an interactive learning design and not in a way that places the trainer's knowledge and experience in the spotlight.

RECOMMENDED READING:

If you are interested in more information on important skills, competences and roles in the delivery of active learning trainings, you should read the following document: **GIZ (2019). Integrating Ecosystem Services (IES) into Development Planning. Manual for trainers.** Download: ↪ http://aboutvalues.net/data/trainings/1_ies-manualtrainer.pdf

1.

INTRODUCTION TO THE TRAINING

Securing food supply for a growing world population, maintaining healthy and productive ecosystems, reducing climate risks and lowering greenhouse gas emissions are some of the defining traits of sustainable land and food systems.

In view of increasingly complex social, ecological and economic challenges, agroecology – as an interplay of scientific discipline, agricultural practice and socio-political movement – has evolved as an important school of thought in the scientific and political debate. Moreover, there are already abundant tried and tested solutions and a broad pool of experience derived from practical implementation. As a result, agroecology – if implemented appropriately – has great potential to foster a socio-ecological transformation of land and food systems.

Regarding international commitments, agroecology offers significant contributions to achieving the Sustainable Development Goals (SDGs) of the United Nations, the Paris Agreement the post-2020 agenda of the Convention on Biological Diversity (CBD), and the Convention to Combat Desertification (CCD).

In order to fully exploit this potential, stakeholders in planning, policy and practice need a solid understanding of what agroecology is about and a guided reflection on agroecological transformation pathways, their respective possibilities and challenges.

1.1 Objectives

Overall, the training aims to contribute to:

- The mainstreaming of the concept of agroecology into projects and programmes related to agriculture, rural development and food systems, and

- The agroecological transformation of global food systems.

This course is designed as an introductory training to agroecology. Its specific (learning) objectives are:

- Develop a basic understanding of the theoretical foundations of agroecology (concepts and principles),

- Get an overview of the current debates on agroecology and sustainable food systems,

- Become familiar with methods and tools for reflecting on the agroecological character of a project or policy,

- Identify potential entry points for integrating agroecological approaches into one's own work environment,

- Be better prepared to engage in discussions about concepts of agroecology with partners and other stakeholders, and

- Extend one's network of stakeholders interested in agroecology and connect with the GIZ community on agroecology.

1.2 Methodology

The training course uses a mixture of interactive lectures, open discussions, groupwork, case studies and real-world examples. During group discussions, participants can share their knowledge and learn from each other's experience.

2.

TRAINING CONCEPT, CONTENTS AND STRUCTURE

The training provides a contemporary understanding of agroecology and related concepts. It combines theoretical as well as practical elements and identifies entry points for introducing agroecological approaches into development cooperation projects. Given that the choice of suitable agroecological practices is dependent on the project context, it does not focus on concrete practices but convey agroecology from a strategic perspective.

This training has a two-tiered approach: the first is to provide participants with a sound theoretical basis, the second is to allow participants to apply this knowledge through practical exercises and group work.

It consists of three main sessions (A, B and C) which are embedded in an introductory and closing session. The content is arranged in building blocks and can be modified or supplemented – taking into account the general flow of the training sessions, training needs and objectives.

Fictitious or real case?

The training can be conducted entirely using the fictitious case study "Zamonia" based on the Harvard Case Method (see Training Materials for Participants: Case Work), or with case studies prepared in advance and examples provided by the participants.

The particular value of having a fictitious case study is that everybody can relate easily and everybody has the same knowledge. Zamonia has most of the relevant features needed in order to simulate the whole process from assessing and integrating agroecological approaches into development planning.

One could argue that real-world cases would be better as they are taken directly from reality. The tricky thing, however, is that there are no 'neutral cases' and participants may be biased or hampered in one way or another by learning in this manner. Real cases may also provoke unproductive discussions about the reliability of data being used.

Furthermore, it is important to make clear that even in a real case, we would never have all the information we would like to have, and dealing with logically drawn assumptions is part of planning and policy making.

Face-to-face or online training?

The training has been developed in a way that it can be delivered both as a face-to-face format and as an online training. The adaptations can be found in the facilitation plans and exercises (see Training Materials for Participants: Exercise book).

2.1 Overview training sessions and slots

SESSION	OBJECTIVES	SLOT	DESCRIPTION
INTRO	• Introduce trainees and trainers. • Become familiar with the overall learning goals, the training methodology and the schedule. • Clarify expectations and establish agreements. • Create good learning atmosphere.	Check-in / Intro participants	Interactive presentations
		Exchange on profiles	Optional: share in the run-up to training
		Introduction to training	Input by trainers.
SESSION A: INTRODUCTION TO AGROECOLOGY	• Become familiar with the theoretical foundations. • Explore the agroecology concept, principles and its underlying rationale. • Receive an overview of agroecological approaches in German Development Cooperation.	Introduction to agroecology	Input by trainers on main conceptual elements. Agroecology as a dynamic concept: Background, definition(s), principles and levels.
		Exercise: Definitions	Exercise to discuss a variety of definitions of agroecology.
		Exercise: Principles of agroecology	Exercise to explore the 13 agroecological principles (HLPE 2019).
		Exercise: Levels of agroecological transformation	Exercise to explore the five levels of food system change.
		Agroecology in German DC	Input by trainers or GIZ colleagues on status and prospects of the topic in German DC.

SESSION B: ASSESSING INTERVENTIONS	• Get to know tools that assess a project or a policy through the lens of agroecology. • Apply tools to case examples and/or own work context. • Reflect on results and the tools (e.g. usefulness, applicably, relevance). • Reflect on main barriers to mainstreaming agroecology into policy, planning and practice.	Intro assessment tools	Input by trainers or expert on available assessment tools and general reflections on assessing agroecology.
		Exercise: Agroecology Criteria Tool	ACT applied to participant´s cases (or any other selected project).
		Case work 2: Agroecology Criteria Tool	ACT applied to fictitious case.
		Exercise: Agroecology main-streaming continuum	Agroecology mainstreaming continuum applied to partici-pants' projects or any other selected project.
SESSION C: INTEGRATING AGROECOLOGY	• Identify entry points for integration of agroecology and (policy) measures. • Get to know examples and good practices. • Exchange on how to success-fully communicate the benefits of agroecology. • Practice effective communica-tion.	Intro policy instruments for integrating agroecological approaches.	Input by trainers or expert on policy instruments for integrat-ing agroecological approaches and key elements for successful communication.
		Exercise: Recommendations to enhance the project or pro-gramme with agroecology	Exercise to practice the integra-tion of agroecological approaches and measures.
		Case work 2: Recommendations to enhance the "Agroecology Upfront Initiative"	Exercise to practice the integra-tion of agroecological approaches and measures.
		Exercise: Elevator pitch	Exercise to improve communica-tion skills.
		Exercise: The message box	Exercise to improve communica-tion skills.
		Exercise: Successful communication	Exercise to improve communica-tion skills.
EXTRO	• Reflect how the newly acquired knowledge and skills can be applied in the own work con-text (e.g. in a project). • Provide feedback on training course.	Agroecology – what´s in for me? (reflection and transfer)	Wrap-up discussion to carve out key reflections and learnings.
		Evaluation	Feedback on training and train-ers.

2.2 Sample training agendas

2,5 days face-to-face training

	TUESDAY, SEPTEMBER 21	WEDNESDAY, SEPTEMBER 22	THURSDAY, SEPTEMBER 23
MORNING (9 AM – 1 PM)		Recap Day 1 **Session B: Assessing interventions** Exercise: Introduction to case work	Recap Day 2 Feedback and reflection on ACT
		Exercise: Applying an agroecology lens	**Session C: Integrating agroecology** Input: From the "field" – Examples and measures (incl. Q&A)
		Coffee break	**Coffee break**
	Welcome (11am) Introduction to the training	Cont´d exercise	Exercise: Recommendations to foster an agroecological transformation
	Session A: Introduction to agroecology		
1 PM – 2 PM	LUNCH BREAK		
AFTERNOON (2 PM – 5:30 PM)	Cont´d introduction	Exercise: Agroecology Criteria Tool (ACT) applied to case work	Cont´d exercise
			Wrap-up, evaluation and end of training (3 pm)
	Coffee break	**Coffee break**	
	Presentation SV NAREN (incl. Q&A)	Cont´d exercise	
		Exercise: ACT applied to own work context	
	Exercise: Mainstreaming continuum		
	Wrap up	Wrap up	

4 days online training (working hours 9 am til 1 pm)

	TUESDAY, SEPTEMBER 21	WEDNESDAY, SEPTEMBER 22	THURSDAY, SEPTEMBER 23
• Welcome and introduction to the training **Session A: Introduction to agroecology** • Why agroecology? • Defining agroecology • Agroecological principles • Wrap-up	• Check-in day 2 • Levels of agroecological transition • Presentation Sector Programme NAREN **Session B: Assessing interventions** • Agroecology Mainstreaming Continuum • Wrap-up	• Check-in day 3 • Introduction to Agroecology Criteria Tool (ACT) • Case work 1 **Session C: Integrating agroecology** • Project examples • Wrap-up	• Check-in day 4 • Case work 2 • Agroecology – what´s in for me? (reflection and transfer) • Wrap-up • Evaluation and end of training

3,5 hours online training workshop

TIME	CONTENT	COMMENTS
9:30	**Part 1: This is us** • Intro participants and trainers	
10:00	**Part 2: Grasping agroecological approaches** A) What is agroecology?	Buzz groups on definitions Discussion
10:30	**Break**	
10:40	B) Why do we need agroecology?	Interactive presentation Discussion
11:15	C) How to integrate agroecology?	Intro assessment tool, focus on mainstreaming continuum
11:30	**Break**	
11:40	Peer-to-peer session	Peer-to-peer work with mainstreaming continuum
12:15	Reflection in plenary	
12:30	**Part 3: So much for now. What could be next?** • Wrap-up and outlook • Evaluation	Provide info on training offer and other products of within SV NAREN and AE community
13:00	**The end**	

3.
TRAINING MATERIAL PACKAGE

A comprehensive training material package includes:

- The materials for participants: Reader, exercise book, case work.
- The materials for trainers: Guidebook (this document), PowerPoint slides and templates, poster and sample training documentation.

Overview by MS Teams folder:

FOLDER	DESCRIPTION	COMMENTS
1 TRAINING PREPARATION AND DOCUMENTATION	• Guidebook for trainers • Templates for invitation of participants • Examples of training documentation	
2 TRAINING PPT	• PPT presentation for each session for online and face-to-face training	Should be understood as a guidance and general slide collection that needs to be adapted and updated for each course.
3 TRAINING MATERIALS	• Training reader • Exercise book • Case work Zamonia • Poster (Principles and levels, food system, map of Zamonia) • Selection of literature	• The reader can be tailored for each course or other purposes • The exercise books need to be adjusted (select exercises, project examples or fictitious case, etc.). Alternatively, the exercises can be presented in separate handouts. • Poster can be optionally printed in large size for face-to-face training

Overview by sessions:

FOLDER		DESCRIPTION	COMMENTS
INTRO	Check-in/Intro participants	PPT "Intro" for visual statistics etc., contents can be used in face-to-face and in online trainings	
	Exchange on profiles	Template	Optional: share in the run-up to training
	Introduction to training	PPT slides with general information on the training	Transfer to flipchart in case of face-to-face training
SESSION A: INTRODUCTION TO AGROECOLOGY	Introduction to agroecology	The PPT contains a selection of slides on conceptual elements, the exercises/group work and a quiz.	Should be adapted for each course.
	Exercise: Definitions	Instructions: • Exercise book • PPT slides	Use pinboards and flipcharts during face-to-face trainings
	Exercise: Principles of agroecology	Instructions: • Exercise book • PPT slides	Use pinboards and flipcharts during face-to-face trainings
	Exercise: Levels of agroecological transformation	Instructions: • Exercise book • PPT slides	Use pinboards and flipcharts during face-to-face trainings
	Agroecology in German DC	PPT slides	Update if necessary.
SESSION B: ASSESSING INTERVENTIONS	Intro assessment tools	The general PPT contains a selection of slides on conceptual elements, examples of tools and the exercises	Should be adapted for each course.
	Exercise: Agroecology Criteria Tool	Instructions: • Exercise book • PPT slides	ACT applied to participant´s cases (or any other selected project).
	Case work 2: Agroecology Criteria Tool	Instructions: • Case work • PPT slides	ACT applied to fictitious case. Should follow case work 1.
	Exercise: Agroecology mainstreaming continuum	Instructions: • Exercise book • PPT slides (incl. template)	Can be applied in plenary on the basis of one or several example project, on the basis of participants' projects in small groups or as a spatial arrangement of the participants in plenary. Can also be moderated with a pinboard during face-to-face trainings.

SESSION C: INTEGRATING AGROECOLOGY	Intro policy instruments for integrating agroecological approaches	The general PPT contains a selection of slides on conceptual elements, examples of policy instruments, some key elements for successful communication and the exercises	Should be adapted for each course.
	Exercise: Recommendations to enhance the project or programme with agroecology	Instructions: • Exercise book • PPT slides	
	Case work 2: Recommendations to enhance the "Agroecology Upfront Initiative"	Instructions: • Case work • PPT slides	
	Exercise: Elevator pitch	PPT slide	This exercise can be also applied several times during the training as an energizer.
	Exercise: The message box	Instructions: • Exercise book • PPT slides	Option A
	Exercise: Successful communication	Instructions: • Exercise book • PPT slides	Option B
EXTRO	Agroecology – what´s in for me? (reflection and transfer)	PPT "Extro"	Examples for wrap-up questions. The silent discussion can be transferred to a large paper (4 x brown paper) in the case of face-to-face trainings.
	Evaluation	PPT "Extro"	Includes examples for daily feedback, recap and overall evaluation, can be used online or on flipchart/pinboard.

4.

PREPARING THE TRAINING

4.1 Designing a training programme[1]

This chapter provides an overview of what needs to be taken into consideration when designing a training programme. Regardless of whether the training programme is complex or not, thorough and deliberate preparation and design are paramount.

Clarify objectives and major themes and topics

We assume that an institution takes the initiative for a training programme and asks an internal or an external trainer – or a team of trainers – to prepare a training programme. The first question trainers must raise regards the objectives of the institution, i.e. what the institution (client) wants to achieve. Talking about "objectives" should include clarification of the expected outcome as well as the desired impact of a training programme. And asking the clients about objectives also clarifies their expectations vis-à-vis the trainers. Trying to understand these objectives goes hand-in-hand with the exploration of underlying assumptions.

The trainers and the client institution also need to agree on the approach. If desired approaches are opposing each other, it might be difficult to conduct the training satisfactorily (e.g. if the client wants an input and content driven training while the trainers are in favour of a participatory training approach). Regarding the "approach" it is also necessary to discuss with the client institution how the training programme should be structured.

The following questions are most helpful in this respect:

- Will training workshops consisting of a single event be sufficient?

- Should a modular approach be given priority, which means organising the training process as a series of workshops, team and/or individual coaching?

- Based on the agreement on the participatory orientation of the training programme, what approach will be taken for the training process to be adopted, e.g. Harvard case method?

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[1] This section has been taken and adopted from the following document: GIZ (2019). Integrating Ecosystem Services (IES) into Development Planning. Manual for trainers. Download: http://aboutvalues.net/data/trainings/1_ies-manualtrainer.pdf

- On which levels should the training workshops take place, e.g. country, regional, sub-regional, supra-regional?

At the end of this clarification, the trainers need to be convinced that a training programme is the right way to achieve the client's objectives. Eventually, the trainers may suggest other capacity building measures going beyond the trainers' mandate.

If possible, work in a team of trainers.

Trainers have different personal characteristics, which are perceived, accepted and appreciated differently by participants. Being a trainer is very demanding and intensive. It requires phases of rest and reflection. While one trainer guides the group process, the other may reflect on the program details or the group dynamics and prepare the next step. And, trainers need feedback on performance and reactions of participants and themselves. Often, new materials are needed, cards have to be distributed or collected, a dialogue needs to be visualized or several working groups to be supervised. If you cannot have a co-trainer, insist on having at least an event assistant who supports you throughout the entire training.

As online trainings have their own dynamics and specific requirements in preparation and facilitation, it is recommended to only choose that format, if at least one of the trainers already has online training experience and if sufficient technical support can be provided to safeguard smooth implementation.

Learn about participants and their needs

The agreement with the client institution will already have provided information on the participants in the training process. But as the training programme unfolds, the answer to the question "Who needs to participate?" will become more concrete. Criteria are indispensable in order to make a proper selection of participants.

There are other questions that have to be taken into consideration when selecting participants for a training programme:

- How many participants do you want to have in a training workshop? What is the maximum and minimum number?
- What mix do you want to have in the group in terms of experience, professional backgrounds and institutional affiliations?
- How can you make the group gender-balanced?
- What are your assumptions about the participants' openness towards a participatory training approach?

Once the participants are selected, the question needs to be raised of "what do they expect from the training programme?" The trainers certainly have assumptions about the participants' needs and expectations.

However, there is sufficient evidence that it is useful to provide future participants with an opportunity to indicate what they want to happen during the training workshop in order for them to see it as a success. One could also pose the corresponding questions on what should not happen. This feedback is valuable for helping the trainers in designing a training programme or a training workshop. And potential participants can eventually be involved in the design process.

Arrangements for learning transfer

It might seem premature to talk about learning transfer at this stage. But preparing for learning transfer starts with the selection of participants. Conditions are favourable for learning transfer if a participant is mandated from within his/her organisation, i.e. his/her section or his/her department. Ideally, the superior defines his/her objectives for what he/she expects the staff member to take home from this training programme. The client organisation should do this as soon as possible.

Mandating a participant in a training workshop may take the form of a participant bringing his/her case/project to the training workshop. Maybe there are already initiatives taken in his/her organisation on designing particular trainings programmes and the trainee is now mandated to use the training workshop to get input and ideas for this internal design process to move forward.

The more an organisation shows itself indifferent to one of its members participating in a training workshop, the less likely learning transfer is to be effective.

Draw the line between ideal and minimal objectives

At this stage of the training workshop preparation there are still a lot of variables which can only be influenced partly. With this level of uncertainty, it is useful to make the distinction between ideal and minimal objectives. These could be sketched in 3 scenarios. With these scenarios the trainers are well prepared for a situation where they need to say: "Do we go for it or not?" If the client organisation suddenly faces unexpected budget restrictions and wants to do the training workshop in 1 instead of 3 days, it might be necessary for the trainers to say that they cannot reach all of the objectives with such a reduced time budget.

Prepare workshop structure

Based on the learning objectives it is possible to make a draft of the workshop flow. Using a mind map has proved to be very useful at this stage. The workshop flow depicts the order of working steps from the opening and introduction, to the evaluation and closing of the training workshop. It derives from the abilities of the trainers to anticipate an exciting and effective dramaturgy for the whole learning process. It is like a sketch map of how the workshop process is supposed to unfold. How it will really unfold is of course not predictable because this depends on what the major actors in the workshop scenery, the participants, will or will not do.

This draft of the workshop flow will serve as a starting point for developing the training workshop scenario (see below). It will also help the trainers on the first day because it is better to explain the main working steps in this manner than in a detailed programme, where the participants are unlikely to grasp immediately what to expect.

Develop scenario of the training workshop: content, methods, process

Based on the workshop structure, the trainers will get together to work out a detailed day-to-day scenario for the workshop process. Working on such a scenario enables you to get a feeling of what is feasible with a particular group of participants in a limited time. Introducing the notion of "time", makes certain methodological options more or less feasible. However, it is not recommended to overdo it in the sense of starting the scenario development with the question: what should we do on the first day at 9 o'clock? Rather start with the content and the methods and at some point, check how you can bring it into a meaningful timeline. There is no best practice for the structure of the scenario. Of course, you need to say something about the what (= content) and the how (= methods), but if you want to add, for example, a column labelled "material needed" you are free to do so.

Developing a day-by-day detailed plan

The main task in scenario development is to combine certain contents with particular methods in a way that a dynamic process of joint learning can unfold. Of course, the flow chart of the workshop process already gives some indications, but the real dramaturgic work happens in scenario development.

Making use of a broad methodological repertoire is crucial at this stage. Methodological variability helps to keep the learning process dynamic through participants taking an active role which they will not be willing to take if certain methods are overdone – e.g. lectures, brainstorming, group work. Even "group work" can be overdone if participants get the impression that they are being sent again and again to group work sessions without proper sharing, analysis and synthesising plenary sessions.

Scenario development consists of different scenarios that need to be developed. By and large, it is sufficient to have one scenario for each day. It might be useful to foresee different methods that you can use at a certain stretch in the workshop process. But scenario development should not be overdone in the sense of having alternative scenarios at each point in the training workshop process.

While working on the scenario development, trainers should bear in mind that the scenario is only an anticipation of what might happen during the training workshop. It should provide guidance for the trainers, but it should not be seen as a detailed plan of action to be implemented step-by-step and word-for-word, thus sacrificing the overarching principles of methodological flexibility and process-orientation.

Clarify documentation and reporting

Trainers need to decide beforehand, in consultation with the client organisation, how the results and the process of the training workshop are to be documented. This depends on the scope of documentation, i.e. if it is done "only" for the participants or if the documentation should be made available, eventually in a more elaborated form (report, handbook), to a wider audience.

At this stage, the trainers also need to decide what they want offer participants in order to support their learning transfer, in addition to the workshop documentation. This support could comprise of handouts, a reader, case studies or a handbook, just to give a few examples.

Operational planning

Finally, the team of trainers will divide the tasks and responsibilities according to the training structure and the developed scenario. An action plan will highlight what needs to be done by whom at which level of urgency. This plan will facilitate the preparation work of the team prior to the training workshop. It will include the preliminary agenda for the final planning meeting, which the trainers will have on the day before the participants arrive.

4.2 Facilitation plan for a face-to-face training course

Day 1

TIME	WHAT	HOW	TO DO	WHO
	Arrival of participants	• Informal/individual welcome • Coffee/snacks Participants prioritise/visualise their expectations on pre-pepared flipcharts My expectations: • (Better) understand the rationale and conceptual basis of agroecological approaches. • Gain insights into the practical implementation of agroecological approaches in German DC. • To explore ideas and tools on how to better integrate agroecological approaches in my project context. • Expand my network.	Place visibly Flipchart with "common" expectations of participants, distribute sticky dots	
11:00	**Welcome (by GIZ and facilitators)**	• Short welcome GIZ • Short welcome and introduction trainers		
11:05	**Setting the stage**	• Introduce COVID rules (GIZ/hotel) – feedback from participants: What do I need to feel safe? Point out that they can approach trainers at any time and should ensure they are okay at any time	• Flipchart with COVID rules	

11:15	**Introduction of participants**	All get up and stand in circle • Introduction of participants (5): throw ball (even if just figuratively due to COVID restrictions), state: Name, position, "I am here, because I want…" Visual statistics (15): • What is participants educational background: Natural Sciences/Social Sciences/Others (corners), middle (conclusion: multi-disciplinary nature of agroecology) • Looking at the food system, where would you locate the focus of your work (cards on the ground, all over like a map) (point out: different entry points) • Intensity of participants' exposure to agroecology (from no exposure to expert) (scale) (identification of experts) • What are participants' spontaneous feelings regarding agroecology (from rejection to skepticism to neutral to fervent supporter and advocate) – (scale)	• Bring ball • Cards with educational backgrounds • Cards with food systems elements	
11:35	**Introduction to training course**	• Introduce learning objectives and methodology, training outline/schedule • Training pilot: feedback particularly important, identify 2 – 3 volunteers on day 1 and 2 to provide detailed feedback	• Flipcharts with objectives and methodology • Pinboard with cards: agenda	
11:50		• (Jointly) establish rules/agreement (brainstorming, visualise on flipchart)	• Flichart for brainstorming rules	

SESSION A: INTRODUCTION TO AGROECOLOGY

12:00	**Defining agroecology**	• Introduce exercise • Buzz groups of two, (neighbours) 5 – 10 min to discuss the definitions on the handout, decide on one • Plenary: Ask participants which they have chosen (visualise numbers on definition flipchart), ask them, why they have chosen it, to what extent do they feel the definition provides an idea? What questions arise when • Depending on time/discussion: show flipchart with the different definition dimensions • Conclusion: No single definitions, definitions reflect different stakes, makes it very broad and therefore difficult to "catch", use definition 4 or 5 to lead over to principles	• Flipchart with definitions (shortened) • Handout (done) • Flipchart with timelines of different dimensions	
12:30	**Lunch break**			
13:30	**Agroecological principles**	• Introduce concept of principles and exercise • 4 – 5 minutes for each station, a bit longer for first cycle, if few participants and more principles in one station, adjust time accordingly, 1) discuss your understanding of the explanation of the principles, 2) provide examples for addressing these principles (how could this principle be addressed), 3) What are the challenges/what is difficult? 4) What works well? • After all have worked at every station, provide some time to move around and look at what has been added by the other groups, then sit again • In plenary: Have questions come up? Anything surprising/highlights/takeaways, would you consider some more important than others?	• Poster Levels and principles • Set-up stations, determine number of stations and principles per station so that 2 participants share one station (uneven numbers, one station with 3), participants count 1-2-1-2, the 1s move clockwise, the others into the other direction • Metaplan cards, copies of symbols of principles and explanation handouts for each principle (done) • Prepare flipchart with task • Bring bell or gong	

4

14:30	**Levels of agroecological transformation**	• Introduce levels and exercise • 5 Groups (use card deck), each one gets an explanation of one level, they have 10 minutes to prepare it in a way that they can present a brief explanation of the level to the plenary and decide which principles you consider should be taken into account (rather prominently) at that level, use the copies of the principles to illustrate that to the group, have one board per level, the group can work on • Brief presentation of each group work, after group each group presentation provide space for questions of understanding only	• Handouts with explanations on levels • Prepare sufficient number of copies of principles and glue them to round cards	
15:00	**Wrap-up definition/ principles/levels**	• Plenary: Is that sufficient to describe agroecology? Ask the experts: Practical usefulness? How are they making use of it? Limitations/challenges? Opportunities/added value?		
15:15	**Coffee break**			
15:45	**Presentation SV NAREN**	• Short presentation and Q&A		
16:15	**Mainstreaming continuum**	Depending on time availability and energy… • Introduction • Exercise in plenary where each participant positions on the continuum based on the assessment of his/her project.	• Prepare introduction on flipchart • Prepare pinboard	
17:15	**Wrap-up + check-out**			

Day 2

TIME	WHAT	HOW	2DO	WHO
9:00	**Check-in**	• Welcome • Daily agenda • Short recap • Logistics: Group photo		
SESSION B: ASSESSING INTERVENTIONS				
9:10	**Case work 1**	Guided discussion in plenary 15 min Intro 15 min Reading 30 min Discussion	• Map • Key figures • Exercise on flipchart	
10:10	**Case work 2**	Introduction to group work	• Map • Exercise on flipchart • Organise working groups	
10:30	**Coffee break**			
11:00	**Group work**			
12:00	**Presentation and discussion**			
12:30	**Lunch break**			
13:30	**Introduction assessment tools**	• For what can the ACT be used • How to use it • How results are displayed	• Check/download latest ACT	
14:00	**Group work**	• Group work: Applying the ACT to case work		

14:45	**Presentation and discussion**	• One group presents, the others can complement, what is different? Which others aspects did they rate?		
		• Then plenary feedback and reflection on ACT. Questions: Usefulness of the tool, when could it be applied? Limitations/challenges? Experts already with other experiences?		
	Coffee break			
15:45	**ACT applied to own work context**	• Introduction, volunteers present cases briefly/which projects are we gonna work with? Form new groups (by interest in certain projects) (10)		
		• Group work (45)		
		• Presentation of all 3 group works (partly next day…?) (5 min each plus a few questions/comments)		
		• Maybe next day: plenary feedback and reflection on ACT. Questions: Usefulness of the tool, when could it be applied? Limitations/challenges? Experts already with other experiences?		
16:30		Time buffer Option 1: Feedback and reflection on ACT (instead of next morning) Option 2: Mainstreaming continuum (if not done on Monday)		
17:15	**Wrap-up + check-out**			

Day 3

TIME	WHAT	HOW	2DO	WHO
9:00	**Check-in**	• Welcome • Daily agenda • Short recap		
9:10	**Feedback and reflection on ACT**			
SESSION C: INTEGRATING AGROECOLOGY				
9:30	**Input: From the "field" – Examples and measures (incl. Q&A)**	• Intro • Input NN (20 min + 40 min Q&A)		
10:30	**Coffee break**			
11:00	**Case work 3**	• Introduce exercise + clarify task	• Prepare flipcharts with instructions	
11:10	**Group work**			

12:00	Presentation and discussion	**Possible guiding questions for reflection:** • Were the results of the previous exercises helpful to decide on the new policy options? Why? • What additional criteria do you think are needed to propose changes in instruments, mechanisms and policies to integrate agroecological approaches and measures? • Do you think additional policies are needed to ensure a more equitable distribution of costs and benefits? If so, which ones would you propose? • What were the main challenges that your team faced in this exercise? • Would you like to share any real-life examples that can contribute to the discussion?		
12:30	**Lunch break**			
13:30	**Wrap-up and conclusions**	• Silent discussion • Conclusions (together with GIZ colleagues)	• Identify main issues and prepare!!! • Involve GIZ colleagues regarding needs and further steps	
14:30	**Evaluation of training**	• Use metaplan cards/board with four evaluation criteria: • What was particularly valuable for me/my learning? • What should be maintained? • What could be improved? • What was missing? • Participants fill in metaplan cards individually and hang them • Plenary round with key message feedback (including trainers' questions on comments from pinboard)	• Flipchart with criteria • Metaplan cards evaluation criteria	
15:00	**End of training**			

4.3 Facilitation plan for an online training course

Day 1

TIME	SESSION & OBJECTIVE	DETAILS	TECH & METHOD	COMMENT & TO DOS	CHAT
8:15	Internal tech-check	Clarify last minute issues, check everything is functional and in place			
8.45	Tech-check • Save time & hassle later on • Create personal, informal atmosphere by connecting early	Informal chatting (in chat) Slide show profiles		Monitor profiles, remind participants, prepare ppt slide show (02 Participants Profiles) and activate it Use chat for smalltalk	Welcome to our Training on Agrocecology! From where are you joining us today? What time is it in your location? And what is the weather like? Feel free to ask XXX in case you have any technical issues.
9.00 (5')	Welcome & Framing • Create good working atmosphere • Let participants know who is who on the team side	Short welcome GIZ Short welcome from trainers side Introduction of team (each team member states name and role in training)			

9.05 (40')	**Check-in (welcome round)/Introduction of participants** • Increases likelihood of later participation • Communicates "meta-level" and allows better understanding of others later on • Sets the "tone" for the meeting	• Introduction of participants (10') • Visual statistics (30')	• One plenary round and then visual statistics with comments	Share and navigate presentation ↳ 1_introduction-partici-pantes	Please click here and move the flag with your name to the desired position.
9:45 (20')	**Check-in (welcome round)/Introduction of participants**	• Explanation (5') • Participants introduce themselves according to the explanation • Return to plenary	4 Breakout groups for how long (15') Using the participants profile slides	Explain where to find the profiles folder (02 Participants Profiles) and the task and process 4 working groups with 3 people	Now you have 15 minutes to get to know each other better. Please click here to find the profiles of all participants. In your breakout group, open each others' profiles and ask each other questions about each other, 3 – 5 mins each. When coming back to the plenary, one of your group should post a common thing you found out about your group.
10:05 (10')	**Introduction to training course** • Introduce learning objectives and methodology, training outline/schedule	• Present learning objectives, methodology, agenda • Questions by participants with regard to agenda ??? (Orally)	PPT	Share and navigate presentation ↳ 3_Intro_training	All presentations are also available in the FILES section of the GENRAL channel, sorted by days.

10:15 (5')	**Agreeing on Webiquette** • Enhance participants commitment for good working atmosphere		PPT slide	Put slide ↪ **3_Webiquette**	Please click here and write what you consider important for a good working atmosphere.
10:20 (15')	**Break**			Put slide "3_1st_break"	Please, be back at (XXX)
10:35 (30')	**Why agroecology?**	• Intro • Quiz	PPT slide(s)	Share and navigate presentation ↪ **4_Why_agroecology** **Compartir y navegar por el test 4_Agroecology-quiz**	Please click here to play.
11:05 (30')	**Defining agroecology** Group work: Reflecting on Definitions/ dimensions of agroecology	Buzz group work (2 participants) (explain and Ps getting there (5'), group work (15'), summarising in plenary (10')) • Explain tasks, handout and time • Questions? • Send part to Break out rooms • Plenary: Have vote on definitions in chat • Short reflection by audience: Any questions have come up? Any insights? Consensus or divergent opinions? • Share slide with dimensions of definitions to wrap up	Buzz group work (2 participants (10'))	Share and navigate presentation ppt 05 defining agroecology ↪ **5_Defining-agroecology** Send part. to buzz groups Maybe: Share ppt slide on dimensions of definitions	Please open the handout here. In groups, discuss the different definitions of agroecology and decide which on which one you prefer. You will be sent to buzz groups: Vote on definitions: 1. Ecological Impact (M. Webster) 2. Right to food (Misereor) 3. Integrated apporach to food systems (FAO) 4. Agric. crops and environment (OECD) 5. Techniques, movement, science (IFOAM)

11:35 (15')					Please, be back at XXX
11:50 (70')	**Agroecological principles** Group work: Understanding agroecological principles	Group work (Introduction to group work (5') Introduction to whiteboard (10') Group work (35') Silent work (exhibition) (10'), looking at the work of the other groups, complement with own ideas, questions, comments…. Plenary reflection on principles (10')	Group work using concept board If concept board should not work out, fall back on ppt! If partly, copy after group work filled in ppt into concept board?	Share and navigate presentation ↳ 6_AE_Principles And then also share the board (when told) Send part. to break out rooms	In breakout groups, you will now examine the Agroecological principles. If any of you have problems accessing the board, ask your colleagues in the group to do a screen share and enter your comments in the board. You have 35 min. Please click on the link to your section of the Board…

Day 2

TIME	SESSION & OBJECTIVE	DETAILS	TECH & METHOD	TEXT FOR CHAT AND CO.
8:30	Internal tech-check	Clarify last minute issues, check everything is functional and in place		
9.00 (5')	Welcome, framing and agenda	Welcome and daily agenda	Show agenda	Welcome to day 2 of our Agroecology training! How are you today? Please share here in the chat how you are feeling. Feel free to use a metaphor, for example: Today I feel like a whale. I am ready to dive very deep to catch more insights into agroecology….

9.05 (10')	Recap agroecological principles	• Brief recap of main aspects. • No discussion – opportunity later during wrap-up. • Leads to next topic…levels…	Show PPT ↪ 0_Recap_AE-principles	
9.20 (40')	Levels of agroecological transition	AS: • Introduce levels and exercise (5') • 5 Groups, each one gets an explanation of one level, they have 15 minutes to prepare it in a way that they can present a brief explanation of the level to the plenary and decide which principles you consider should be taken into account (rather prominently) at that level (15') • Brief presentation of each group work, after each group presentation provide space for questions/ brief feedback (25')	Show ppt 1_Levels of AE transition (only slide 1 and 2), then move to concept board level 1 to show it Post links to conceptboard sections 5 groups for 15 minutes Screenshare when groups present	
10.00 (15')	**Break**		Automatic presentation of profiles?	Break until
10:15 (30')	Wrap-up theory	Facilitates exchange in plenary Please take notes for documentation (without sharing)		We would like to conclude the conceptual part for the moment. Let´s wrap-up and discuss in plenary. For example: Are you using the elements or principles in your work context? Would you consider them helpful? Why?
10:45 (45')	Presentation Sector Programme NAREN	Input – 15 min Q&A – 30 minutes (Time buffer!)		

11:30 (15')	**Break**			Break until
11:45 (60')	Agroecology Mainstreaming Continuum	• Introduction to continuum and exercise (15') • 2 (peer) groups (30'): · 1 case giver · 1 facilitator • Feedback from the two groups and final reflection on tool (15')	Show PPT ↪ 2_Mainstreaming_continuum 2 break-out groups with 1 case-giver each + participants – (30') Handout ↪ 2_Mainstreaming continuum Template_results.... (there is one slide for each group)	Please click here to access the handout and use the template to visualize your results.
12:45 (15')	Wrap-up + check-out	• Today, I particularly liked… • I look forward to tomorrow because…	Presents Agenda Round-of-participants Plenary	

Day 3

TIME	SESSION & OBJECTIVE	DETAILS	TECH & METHOD	TEXT FOR CHAT AND CO.
8:30	Internal tech-check	Clarify last minute issues, check everything is functional and in place		
9.00 (10') but often late start	Welcome, framing and agenda • Get into the group • Provide orientation • Opportunity for shaping of agenda by participants = strengthens co-responsibility	Welcome and daily agenda What tool would you choose for agroecology mainstreaming Today's agenda (briefly)	Show ↪ PPT 0 Recap Day 2 Show ↪ PPT Mainstreaming ↪ Show agenda	Welcome to day 3 of our Agroecology training! Click here to choose which tool you would use for mainstreaming agroecology

9:10 (100')	Assessing Interventions – Analysis Tools The ACT – Group work	• Presentation ACT (what is it for? How is it used) use first rider of the excel tool), show the assessment and the results tool (15') • Group work (70') • Presentation and discussion (15') • Find volunteers, establish groups for real case work after break	Show ppt ↳ **PPT1_ACT-case-work-1** Show Excel Agroecology Criteria Tool from desktop (Fall-back link: Excel) Move back to slide 5: ppt ↳ **1_ACT-case-work-1** Working groups (70 min) Move to last slide: ppt ↳ **1_ACT-case-work-1**	Here you will find the handout with the exercise. Work sheet Group 1 Work sheet Group 2 Work sheet Group 3
10:45	**Break**		Share "Break" slide Options in template folder	You are invited to have your coffee and tea break in the Coffee and Cacao Café!
11:00 (30')	The ACT – individual work	• Individual work • Or: in case project doesn't apply – small groups	Time in rooms: 30 minutes Breakout rooms with participants agreed before the break	Copy the file from our training folder or visit the Biovision website to start the tool online or download the file.
11:30 (15')	Final reflections	Discussion in plenary: Difficulties in filling in the tool? Usefulness of the tool, when could it be applied? Limitations/challenges? Experts already with other experiences?		
11:45	**Break**		Share "Break" slide Options in template folder	
12:00 (55')	Project example GIZ colleagues	NN, GIZ colleagues: Input (15 – 20 minutes) Q & A (rest of time)		
12:55 (5')	Quick check-out		Share PPT 3 Checkout (link yet to be created)	Click here for the checkout (3 checkout)

Day 4

TIME	TITEL	METHOD	TECH	CHAT
8:30	Internal tech-check	Clarify last minute issues, check everything is functional and in place		
9.00 (15')	Welcome, framing and agenda	Welcome Check in How do people feel today? Recap Today's agenda (briefly)	Share PPT 0_Recap Day 3	Welcome to day 4 of our Agroecology training! Today, I feel...., because...
9:15 (100')	Case work 2: Enhancing the project proposal with agroecology	Group work based on results exercise ACT: Developing a proposal on how to better integrate AE • Introduction to exercise (5') • Group work (until 10:15)	Share presentation ↳ 1_case-work_2 Sent to break out groups after introduction	Please use the respective slide (group 1, group 2, group 3) in this PPT file to visualize your results.
10:15 (15')	**Break**		Share "Break" slide Options in template folder	
10:30 (45')	Case work 2 (cont'd)	• Presentation and discussion/ feedback (45')	Share presentation ↳ 1_case-work_2	
11:15 (30')	Agroecology – what´s in for me? (reflection and transfer)	Silent (e.g.written) discussion on selected issues • Introduction (5') • Work on board (15 – 20') • Wrap-up/reflection (until 11:45)	Share presentation ↳ 2_silent-discussion	Please click here and add your thoughts and ideas.

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11:45 (15')	**Break**		Share "Break" slide	
12:00 (20')	Conclusions	• Tbd in break or left out… • e.g. What is in there for me? What would be possible with my partners?	No tech	
12:20 (40')	Evaluation and end of training	• Evaluation quality of training (5 quantitative criteria) • Evaluation for adjusting the training (5 qualitative questions) • Oral plenary feedback rounds • Thanks/Goodbye	Ppt 3_spiderweb evaluation (share) Share: Padlet	Link to evaluation