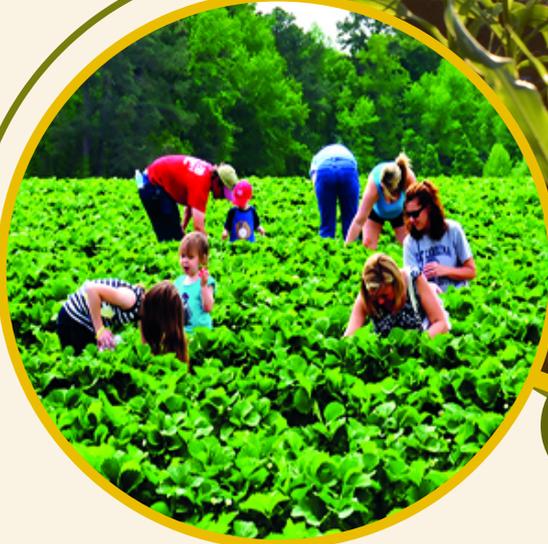




Co-funded by
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AGRO RITHM



Project Manual

AGRITOURISM AS A TOOL FOR EVOLVEMENT

A comprehensive educational resource containing the knowledge
and educational methodologies about Agritourism

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Introduction

“Agrorithm” aims to develop a concrete share of good practices about Agritourism in order to sustain youth employability, environmental progress and social inclusion for the disadvantaged rural communities in Europe and Western Balkans. All by defining the issue that the rural communities face and targeting the solution core as enhancing the networks and capacities of local and national stakeholders, which are involved in sustainable agritourism

<https://agrorithm.eu>





Project objectives

- Aiming to enhance the capacity of local NGOs from a rural background through NFE methods and promote E+ program as a tool for empowerment;
- Focusing on inclusion of youngsters and adults with fewer opportunities;
- Creating a local and international platform where direct and/or indirect beneficiaries can be more involved and benefits from the implemented activities;
- Promoting/supporting the development of youth awareness and capacities in the frame of agritourism emerges from both its potential as a driver of youth employability;
- Raising awareness about agritourism connection with the socially oriented dimension of environmental sustainability as a tool of youth agency in the protection of a shared local heritage within local communities.

The methodology used during the project will produce Non-Formal/Informal Learning methodologies and share of good practices to increase competencies to address social challenges such as youth employability, agritourism and inclusion of vulnerable groups

<https://agrorithm.eu>





Activities and Pillars

Project activities

The project will have two main clusters:

- Capacity building. Primary focus on the disadvantaged group of participants and to connect them with the experienced and professional stakeholders of the same activities so they can hand in hand collaborate in the growth of the society.
- Continuation. Project partners aim to strengthen their collaboration and work on the continuation of this project with relatively related ideas focusing on the fewer opportunities and local stakeholders to increase of beneficiaries.

Project pillars

The Project will be based on 4 basic pillars:

- 1.Design thinking to understand social challenges and design effective solution to them, while bringing holistic understanding for those.
- 2.Promoting agritourism to assist disadvantaged groups enhancing their opportunities for employment.
- 3.agriculture entrepreneurship for solving challenges related to inclusion in the job market of vulnerable groups. Social inclusion and fighting social stigmas.
- 4.Increasing the cooperation between Europe and neighbouring countries to develop capacities, raising awareness and sharing the successful examples.



INTRODUCTION

Learning Outcomes (LOs):	Participants will build a sense of community, set the tone for the upcoming session & gain ownership of the learning ahead, while getting to know each other better.
Duration:	30 minutes
Preparation:	To ask everyone in the group to stand in the circle.
Description:	<p>Instructions should be clear and written as if who is going to implement the session/activity has no previous knowledge on the topic. The first person says, "My name is and I like to ____ (insert hobby and act out a motion from that hobby.) The rest of the group then says, "(Person's Name) likes to (hobby) and acts out motion. Example, "My name is Dave and I like Fish (action out casting a reel). The next person repeats the process.</p> <p>The rest of the group then says that person's name, hobby, and motion and the moves onto the first person's info.</p> <p>This continues until the last person goes, at which the entire group calls out the last person's info and moves along through the whole group and repeats everyone's info.</p>
Learn check/ Debriefing:	By following if the group remembers name, hobby and movement.
Tips for the Trainer:	Help out participants who struggle to remember by reminding them about names, hobbies and movement in a creative way.
References:	<p>Further readings on the activity/session and/or references to other activities/sessions that inspired the present one. Sources must be quoted at all times.</p> <p>Activity used by NGO Prima.</p>

TEAM BUILDING

LOs:	To create a sharing platform for participants.
Duration:	Depending on the number of participants, 45 minutes approximately
Materials needed:	<ul style="list-style-type: none">● A watch● Paper tape● A black markers
Preparation :	<ul style="list-style-type: none">• Make sure you have your watch ready, in order to keep track of time.• Make sure that all participants have name tags, placed in a visible position. In case they don't, provide them with a piece of paper tape and the marker in order to write their name on it and then stick it on themselves.• You'll need a big room with a lot of space to fit all of the participants.• Prepare some basic topics for the participants to cover, (e.g. Name, Department, Country of origin, years in the company, hobbies, etc.) that you think fit the profile of the participants.
Description:	<p>Instructions should be clear and written as if who is going to implement the session/activity has no previous knowledge on the topic. You need to divide participants in two, equal, groups.</p> <p>They have to create 2 circles, one inside the other. The first group makes a circle that is facing outwards and the second group creates a second circle, around the first group. That way every participant of the second group has someone opposite to them from the first group. Essentially, speed dating is a series of consecutive 3-minute rounds. Note that only one of the two circles will move so, before the first round starts, make sure that you have made clear to the participants which circle is supposed to move and also set the direction of the rotation. That way you will avoid making a mess and losing time. In order to break the ice, tell the participants to cover in every round some basic things (e.g. Name, Department, Country of origin, years in the company, hobbies, etc. They need to be the same for each round) in order to make them start sharing. After they have covered the aforementioned topics, they can talk about anything else they want to. After the 3 minutes of each round have passed, you make a signal so the outer circle moves one position to the left, and so on</p>

<p>Learn check/ Debriefing:</p>	<p>By the end of this activity, participants are expected to be aware about the background of the rest of the group, and trainer will check that by asking them questions such as:</p> <ol style="list-style-type: none"> 1. Did you enjoy the activity? 2. What did you find out about other people?
<p>References:</p>	<p>Further readings on the activity/session and/or references to other activities/sessions that inspired the present one. Sources must be quoted at all times.</p> <p>Background Speed dating is a formalized matchmaking process of dating system whose purpose is to encourage people to meet a large number of new people. Its origins are credited to Rabbi Yaacov Deyo of Aish HaTorah, originally as a way to help Jewish singles meet and marry. SpeedDating, as a singleword, is a registered trademark of Aish HaTorah. Speed dating, as two separate words, is often used as a generic term for similar events.</p> <p>The first speed-dating event took place at Peet's Café in Beverly Hills in late 1998.</p>

FACILITATION FOR YOUNG PARTICIPANTS WITH FEWER OPPORTUNITIES GIANTS, WIZARDS, ELVES GAME

<p>LOs:</p>	<p>The participants will foster teamwork while making team decisions and acting in their characters.</p>
<p>Duration:</p>	<p>25 minutes</p>
<p>Preparation:</p>	<p>Giants, Wizards, and Elves is an icebreaker that is similar to Rock, Paper, Scissors – except more hilarious! It's also a versatile game – it works in groups of all sizes, including large groups of 50 or above.</p> <p>This icebreaker game involves two teams and requires no special materials to play. It works both indoors and outdoors, so go ahead and have fun!</p>

<p>Description:</p>	<p>Instructions should be clear and written as if who is going to implement the session/activity has no previous knowledge on the topic.</p> <p>Setup for Giants, Wizards, and Elves</p> <p>This game involves two teams who will act as one of 3 characters: giants, wizards, and elves. When a player acts out a character, he or she does the specific hand motions and also makes the noise associated with the character.</p> <ul style="list-style-type: none"> ● Giants. Stand on your tippy toes, raise your arms like a giant, and make a menacing growling noise: “Rarr!” ● Wizards. Crouch slightly, as wizards are a bit shorter. Wave your fingers as though you’re casting a magical spell, and make a magical noise: “Shaazaam!” ● Elves. Crouch down very low, cup your hands around your ears, and make a high-pitched elf noise: “Eeeee!” <p>Make sure everyone knows the motions and sounds. Feel free to practice until everyone knows how to become each character. Split everyone into two teams and divide them into separate sides of the room. For each round, both teams huddle and choose to become a giant, wizard, or elf. When ready, both teams then line up and stand facing each other, about five or six feet apart. At the start of each round, the leader says “Three, two, one, go!!”</p> <p>At this point, each team acts out the character they chose (giant, wizard, or elf). As soon as they do this, the winner tries to grab the loser – as many people over to their side as they can. The loser tries to retreat back to their own side to be safe for that round. If captured, a person now belongs to the other team. The following determines who beats who:</p> <p>Giants beat elves, because giants are able to “squash” elves. Elves beat wizards because they outsmart them. Elves chew at their legs. Wizards beat giants because they are able to zap them with a magic spell. If both teams show the same character, no one wins. Rounds keep repeating until one team wins (the other team is completely captured).</p>
<p>Learn check/ Debriefing:</p>	<p>Trainer will check learning achievement by asking following questions:</p> <ol style="list-style-type: none"> 1. How did you make decisions as a group? 2. Was it difficult to choose a character as a group?
<p>Tips for the Trainer:</p>	<p>Adjust the character movements to the needs of the group, such as people with disabilities or difficulties.</p>
<p>References</p>	<p>Further readings on the activity/session and/or references to other activities/sessions that inspired the present one. Sources must be quoted at all times.</p> <p>Activity used in NGO PRIMA.</p>

ENERGIZER

LOs:	Participants will improve concentration
Duration:	20 minutes
Preparation :	Have people stand up in a circle
Description:	<p>Instructions should be clear and written as if who is going to implement the session/activity has no previous knowledge on the topic. The goal is to count to 33 as a group. However, you have to replace all numbers containing 3 or multiple of 3 by clapping your hands.</p> <ul style="list-style-type: none">● The first person starts counting 1● The second person, direct neighbour on the left or on the right, counts 2● The third person, instead of counting to 3, claps his/her hands● Next person counts 4● Next person counts 5● Next person claps● And so forth... <p>The person who makes a mistake should be the one starting over to 1. You stop when the group reaches 33 without mistake.</p>
Learn check/ Debriefing:	<p>Trainer will ask participants:</p> <ol style="list-style-type: none">1. What helped you to count successfully?2. Was it difficult?
Tips for the Trainer:	You can make the game even funnier by having the person who makes a mistake do something silly, like making animal sound.
References	<p>Further readings on the activity/session and/or references to other activities/sessions that inspired the present one. Sources must be quoted at all times. Method used by NGO Prima</p>

EVALUATION

LOs:	Participants will evaluate activities they had during the day
Duration:	20 minutes
Materials	Flipchart paper, markers
Preparation	The trainer will need to draw a circle on the flip chart with the dot in the centre.
Description:	<p>Instructions should be clear and written as if who is going to implement the session/activity has no previous knowledge on the topic.</p> <p>The trainer will draw a circle on the flip chart with the dot in the centre and ask participants to take the marker and draw a sign of how they feel, the closer to centre the better and far away from centre meaning not good.</p>
Learn check/ Debriefing:	<ol style="list-style-type: none">1. The trainer will ask the participants how the day is for them, and will ask each of them to describe in one word how they feel.
Tips for the Trainer:	<p>Is there anything that the trainer should take into consideration?</p> <p>Some participants may have difficulties to put their feeling into one word, encourage them and help them out to find proper work.</p>
References	<p>Further readings on the activity/session and/or references to other activities/sessions that inspired the present one. Sources must be quoted at all times.</p> <p>Method used by NGO Prima</p>

THE CONCEPT OF SUSTAINABILITY IN ITS DIFFERENT DIMENSIONS AND SUSTAINABILITY IN AGRITOURISM

LOs:	Discovering the concept of sustainability in agritourism and its different dimensions.
Duration:	60 minutes (depending on the group, at least 20 people)
Materials	Papers; Scissors; Pens; Bowl; Timer; Scoreboard
Preparation	<ol style="list-style-type: none"> 0. Short flipchart presentation related to the different dimensions of sustainability in agritourism. 1. The trainers write some cards with words related to sustainability, agritourism, and entrepreneurship (e.g. solar panel, tree, start up etc.) and put in a bowl in the centre of the table. 2. Split the group into smaller groups. 3. The smaller groups form a circle around a table or on the floor.
Description:	<p>The trainer will hold a 10-15 minutes flipchart presentation related to the different dimensions of sustainability in agritourism. Afterwards, the participants will have an interactive activity in which they learn from each other while having fun. Each participant gets 1 minute to pick words from the bowl and describe it to his team. This is done in three rounds (using the same bowl with words each round):</p> <p>1st round: Describe with words but without using the word 2nd round: Describe using only ONE word 3rd round: Describe without using words (mime, use of props etc)</p> <p>The goal of the activity is to be able to guess as many words as possible</p>
Learn check/ Debriefing:	<ol style="list-style-type: none"> 1.-Ask if they enjoyed the activity. 2.-Do you think that after this activity you have a better understanding of the concepts of this theme? 3.-What were the biggest difficulties you felt during the different rounds? 4.-Do you think that you can use this activity in life? If yes, in what situation/s? 5. Would you want to repeat this experience?
Tips for the Trainer:	Feel free to use your phone as a timer
References	Addapted from: Training Course “Eco-Active In The City” by CET Platform Polska; Krzyzowa & Wroclaw, Poland, 17-24 of May 2015

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Learn check/ Debriefing:	<ol style="list-style-type: none"> 1.-Ask if they enjoyed the activity. 2.-Do you think that after this activity you have a better understanding of the concepts of this theme? 3.-What were the biggest difficulties you felt during the different rounds? 4.-Do you think that you can use this activity in life? If yes, in what situation/s? 5. Would you want to repeat this experience?
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GOOD PRACTICES OF SUSTAINABLE AGRITOURISM AND SUSTAINABLE AGRITOURISM BUSINESS

LOs:	World coffee with a short presentation at the end
Duration:	60 minutes
Materials	Flipchart papers, markers, and individual tables with chairs around them. (Music to create a nice, relaxed atmosphere)
Preparation	Prepare some tables around the conference room with chairs around them. The number of tables will equal the number of groups the participants are divided. Prepare the individual flipcharts with a question on top of it and a marker to be able to answer the question during the activity. Put the flipchart upside down in order not to be able to read the questions.
Description:	<p>Ask for volunteers, the number of volunteers will be equal with the number of groups made. The role of the volunteers is to always sit at the same table and to explain what was already discussed, also facilitate the interaction between the participants. They will be the ones taking the flipcharts at the end and presenting the discussion around the topic they had, and also present the flipcharts. The groups will have a limited time to discuss and add new information on the flipchart at the table where they are sitting according to the question from the flipchart. When the time finished (5-10minutes) the group will stand up and go to the next table starting to find answers to the new question.</p> <p>Note: The questions can be: How to make sustainable agritourism, what is the importance of agritourism in rural economies, how to merge agritourism and business, what is the difference between tourism and agritourism?</p>
Learn check/ Debriefing:	At the end of the activity, the volunteers will present what they developed during the session and have the chance to add more information in case they feel to do it
Tips for the Trainer:	Create a nice atmosphere, put some musing on the background. Note: you can tell the participants that when you stop the music. they will have to change their position and go to the next table
References	Created by Ionut based on past experiences in projects

ADVANTAGES OF SUSTAINABLE AGRITOURISM

LOs:	Learn how to present your ideas. Mediate technique. Knowledge of agritourism. Public speaking.
Duration:	90 minutes
Materials	Flipchart, pens, papers
Preparation	Preparation of the training area.
Description:	<p>During this activity, we will divide into two groups. The first group will represent the municipality and the second group will represent a company that wants to help the community with sustainable Agritourism.</p> <p>Optional: if the group it's too big we can add one more category of people, which will represent the citizens that are expressing their needs to both sides, the municipality (first group) and the company (second group).</p> <p>The activity will have the following rounds:</p> <p>First round: The company will have time to research and create a proposal for the municipality. At the same time, the municipality will have time to develop some criteria used to evaluate the proposal of the company and give feedback to them. The first round will finish when the company presents their proposal to the municipality. (time is flexible according to the trainer).</p> <p>Second round: The municipality will give feedback to the company based on the criteria developed, and address questions. Example: How difficult is it to implement your strategy? Why is it worthy in our community? How will you make sure to be at European standards? Etc. (time is flexible according to the trainer)</p> <p>Third round: In the last round, the company will come up with a revised proposal, and the trainer will guide both groups to find a common ground. (time is flexible according to the trainer)</p> <p>The activity will end with the debriefing.</p>
Learn check/ Debriefing:	General debriefing questions. (EX: How was to find a common ground, how did you feel during the exercise, was it as you expected to be, etc.)
Tips for the Trainer:	The trainer will help the two parts to find a common ground
References	Created by Ionut based on past experiences in projects

THEORETICAL SESSION IN AGRIBUSINESS

LOs:	Participants will be presented about agriculture business
Duration:	90 minutes
Materials	Screen and presenter, flipcharts and A4 papers
Preparation	<p>A presentation about agriculture business will be given to the participants discussing the sustainability of the agriculture and how can this be improved to lead to successful business in tourism sector.</p> <p>Link for the presentation to be presented https://www.un.org/esa/dsd/csd/csd_pdfs/csd-17/followup/presentations/sard.pdf</p>
Description:	<p>After discussing, each team will be gathered in national groups to present the status and conditions of their country to share the good practices about each country and see how can this be improved in a sense related to the tourism and business in the field of agriculture.</p>
Learn check/ Debriefing:	<p>The presentation of each team and the description of the local studies through internet and local understanding of the situation so it can help the development.</p>
Tips for the Trainer:	<p>The presentation should be shortened a little until page 9. Give the participants enough time to develop their concepts of agribusiness.</p>

SUSTAINABLE AGRICULTURE

LOs:	<p>OBJECTIVES</p> <ul style="list-style-type: none">· To appreciate how enquiry learning can be used to promote an appreciation of sustainable agriculture in the school curriculum.· To understand the nature and importance of sustainable agriculture;· To understand ways in which different agricultural practices can alter the environment either positively or negatively;· To analyse examples of farming practices that are economically viable, environmentally sound and socially responsible;
Duration:	90 minutes
Materials	Flip charts, A4 Papers and markers
Preparation	<p>INTRODUCTION</p> <p>Close to one trillion people in the world do not have sufficient food for a healthy and active life. While much progress has been made towards food security in recent decades, without further urgent and coordinated action, poverty, hunger and malnutrition will continue to undermine the lives of hundreds of millions of people now and in years to come.</p> <p>The world's population reached 6 billion people in 1999 and is expected to reach 8.5 billion by 2025, when 83% of the world will be living in the South. However, our long-term ability to meet growing demands for food often seems uncertain. Thus, one of our greatest challenges is increasing food production in a sustainable manner so that everyone can be adequately and nutritiously fed without over-exploiting the Earth's ecosystems.</p> <p>This module introduces the main goals of sustainable agriculture and examines a range of sustainable farming practices and case studies. As such, it develops an understanding of how sustainable farming can both enhance food production and ensure that natural resources are managed in the best way possible for long-term sustainability.</p> <p>The module also provides ideas about ways in which the theme of sustainable agriculture may be integrated into the curriculum as part of the process of reorienting education towards a sustainable future.</p>

<p>Description:</p>	<p>ACTIVITIES</p> <ol style="list-style-type: none"> 1. What is sustainable agriculture? 2. Making connections 3. Case studies of sustainable agriculture 4. Sustainable agriculture in the curriculum 5. Reflection <p>After accomplishing the first stage of the session, in the previous module of the SWOT analysis a presentation about the SWOT analysis was conducted and participants already created the outcome and followed the set up and present by each group a SWOT analysis about agribusiness and the impact that can be done by this type of business stating and highlighting challenges and opportunities. As shown in the graph this could be such a help and animated drawing of the SWOT analysis could be stimulating the idea in the head of the participants.</p> 
<p>Learn check/ Debriefing:</p>	<p>Debriefing will be about the concept of the sustainability in agribusiness and the conduction of the swot analysis.</p> <p>Qs to be presented.</p> <ol style="list-style-type: none"> 1. How do you feel and how was the experience? 2. What are the changes you would like to see? 3. How can the opportunities to be affected by the challenges and how to improve based on different practices? <p>How can we support the sustainability effect to the agribusiness and how to set a learning sequence that benefits the local and international communities?</p>
<p>Tips for the Trainer:</p>	<p>Given enough time and explain the tasks with patience since it can be difficult a little for the target group</p>

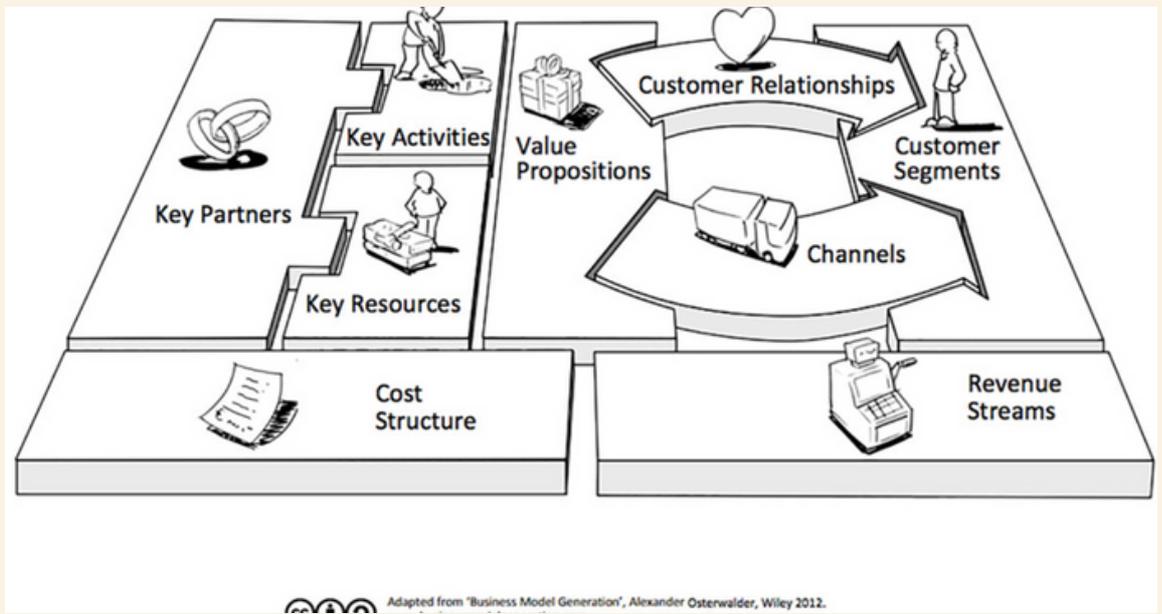
DEBATE SESSION

LOs:	<ul style="list-style-type: none">• Sustainability concepts and competences• Debating skills and how to run a round tables• Team works and business idea support
Duration:	90 minutes
Materials	Phone and internet, A4 Papers and markers
Preparation	<p>Defining the concept of sustainability: what are the necessary business competences?</p> <p>The experts will divide participants into groups and they have to define the modern concept of an agricultural business and what business competences are necessary to be stressed in order to develop a sustainable idea</p>
Description:	<p>Trainers will conduct a round table about the relationship between sustainability and young people in rural areas: Pros and Cons. A facilitator will propose some controversial topics of discussion:</p> <ol style="list-style-type: none">1. Is sustainability an efficient tool to overcome the lack of development and low involvement of legal offices2. What's the future of youth labour market? <p>What new tools in the perspectives for agritourism and empowerment of local rural businesses?</p>
Learn check/ Debriefing:	<p>Learning how to set a tone for the sustainability effect.</p> <p>Discuss with participants what are their views on the agricultural businesses.</p>

SUSTAINABLE BUSINESS MODEL CANVA

LOs:	How to understand the business models and how to create one for your idea following the most productive paths
Duration:	180 minutes
Materials	Flip charts, A4 papers, Internet, markers and sticky notes
Preparation	What is The Agro Entrepreneur? Description: the activity aims to identify the elements that define the Agro Entrepreneur and the relevant characteristics, to foster new form of employability and to encourage the entrepreneurial spirit.
Description:	Participants, keeping the same groups, will learn how to create a CANVAS Business Model to create a project idea related to sport. This method will support the participants in the process of assisting young people in structuring their ideas. Participants will work on their project, building a draft business model for a socially oriented organization that promotes youth development and participation through sports activity. The Trainers will provide each group of participants with an outline of the business model and will also continuously train the participants on how they can fill in the main elements of the model. To be part of the discussion the people from the outside circle who intend to take part have to touch the shoulder of one of the 4 people debating in the inner circle. Participants will be divided into groups of 3 people of different nationalities. Each group will develop a total of at least 3 non-formal education tools aimed at transmitting attitudes related to the spirit of initiative, leadership and active participation in society through sport (in particular for young people belonging to disadvantaged categories/contexts). The Trainers will ask the groups to use as a starting point in the development of the tools the models developed by the other groups during the morning (SWOT and Business Model CANVAS), so as to be able to take advantage of ideas and points of view other than those purely personal.
Learn check/ Debriefing:	Participants will learn how to manage the creation of a business model canvas and how analyse the same canvas created by their peers in order to sustain the main idea and support their work. They will reflect after presenting their ideas and share the results among themselves
Tips for the Trainer:	Link the part of work and presentations with the debriefing directly without a cut in the middle to ensure the smooth transition
Handout	https://digitalneuordnung.de/wp-content/uploads/2022/12/Business-Model-Canvas-Grafik.png

Handout



SUSTAINABILITY & EMPLOYABILITY

<p>LOs:</p>	<ul style="list-style-type: none"> • Social responsibility for an agro/ green entrepreneur • The aim of this workshop is to raise awareness on the matter of social responsibility and active citizenship.
<p>Duration:</p>	<p>90 minutes</p>
<p>Materials</p>	<p>Flipcharts, sticky notes and markers</p>
<p>Preparation</p>	<ul style="list-style-type: none"> • Introduce the world café methods • Select the moderators • Assist each group individually
<p>Description:</p>	<p>Trainers will divide the participant's group in sub-groups which are working the world café methods. Each sub-group will have a reporter who have the role to be a moderator during the discussion. After sessions of 15 minutes every participant will "migrates" in different sub-group. The reporters will share in the plenary sessions the finding and the learning outcomes of each sub-group. Topic of discussion of each sub-group: respect of the nature; Agro-ethics, new technologies and the new challenges for an agro/green entrepreneur.</p>
<p>Learn check/ Debriefing:</p>	<ul style="list-style-type: none"> • What did you feel your role was about? • What did you learn? • How can we work this better out? • Did we achieve the LO's?

SUSTAINABILITY & EMPLOYABILITY

LOs:	<ul style="list-style-type: none"> • To raise awareness about inequality of opportunity • To develop imagination and critical thinking • To foster empathy with others who are less fortunate
Duration:	90 minutes
Materials	<ul style="list-style-type: none"> • Role cards • An open space (a corridor, large room or outdoors) • Tape or CD player and soft/relaxing music • A hat
Preparation	<p>Read the instructions carefully.</p> <ul style="list-style-type: none"> • Review the list of “situations and events” and adapt it to the group that you are working with. • Make the role cards, one per participant. • Copy the (adapted) sheet either by hand or on a photocopier; • Cut out the strips, fold them over and put them in a hat.
Description:	<p>Take a Step Forward: How to be a really agro-entrepreneur?</p> <p>This is just a reference but the roles have to be adapted to the agri-roles In this activity, participants will feel the experience of being someone else in the society (old farmer, manager of an agritourism, hotel owner ecc).</p> <p>Time: 60 minutes + Debriefing</p> <p>Description: "Agro -entrepreneurs: new job opportunities for revitalizing rural areas"</p> <ol style="list-style-type: none"> 1.Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence. 2.Ask participants to take a role card out of the hat. Tell them to keep it to themselves and not to show it to anyone else. 3.Invite them to sit down (preferably on the floor) and to read carefully what is on their role card. 4.Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives: <ul style="list-style-type: none"> -How do you think that your job influences others? -What are the daily processes that you go through to ensure the successful outcome? -If you decide to stop, who will be affected by your decision? -Are you aware by your circle of business? -Who or which institute can support you the most? -Do you think people recognize your value? -What is your role within the agritourism cycle? -What do you consider as an agri entrepreneur? 5.Now ask people to remain absolutely silent as they line up beside each other (like on a starting line)

<p>Discription</p>	<p>6.Tell the participants that you are going to read out a list of situations or events. Every time that they can answer “yes” to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.</p> <p>You have overcome personal physical or mental disability, which has given you the self-confidence and inner strength to cope with becoming unemployed.</p> <p>You know that people are dependent on you in their daily life</p> <p>You have been looked down as your job isn’t that well known according to social standards</p> <p>Will you be perceived as a female/Male worker of your role</p> <p>You lack the technical expertise and the fancy terms</p> <p>You need guidance and assist by a team.</p> <p>You face some struggles as you can’t do self-publicity</p> <p>You were brought up in a remote village and have a deep understanding of the environmental crisis facing the world as a result of climate change.</p> <p>You know how to live on a small budget and where to find the best bargains</p> <p>7.Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.</p> <p>At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.</p>
<p>Learn check/ Debriefing:</p>	<ul style="list-style-type: none"> • How did people feel stepping forward - or not? • For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were? • Did anyone feel that there were moments when their basic human rights were being ignored? • Can people guess each other’s roles? (Let people reveal their roles during this part of the discussion) • How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like? • -Does the exercise mirror society in some way? How? • What first steps could be taken to address the inequalities in society?
<p>Tips for the Trainer:</p>	<p>1.If you do this activity outdoors, make sure that the participants can hear you, especially if you are doing it with a large group! You may need to use your co-facilitators to relay the statements.</p> <p>2.In the imagining phase at the beginning, it is possible that some participants may say that they know little about the life of the person they have to role-play. Tell them, this does not matter especially, and that they should use their imagination and to do it as best they can.</p> <p>3.The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end when there should be a big distance between those that stepped forward often and those who did not. To enhance the impact, it is important that you adjust the roles to reflect the realities of the participants’ own lives. As you do so, be sure you adapt the roles so that only a minimum of people can take steps forward (i.e. can answer “yes”). This also applies if you have a large group and have to devise more roles.</p>

Tips for the
Trainer:

4. During the debriefing and evaluation, it is important to explore how participants knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes?) Are they sure the information and the images they have of the characters are reliable? In this way you can introduce how stereotypes and prejudice work.

This activity is particularly relevant to making links between the different generations of rights (civil/political and social/economic/cultural rights) and the access to them. The problems of poverty and social exclusion are not only a problem of formal rights – although the latter also exists for refugees and asylum-seekers for example. The problem is very often a matter of effective access to those rights.

SUSTAINABILITY & EMPLOYABILITY

LOs:	<ul style="list-style-type: none"> • Creation of business ideas and generating the business plan • Learn about Business model canvas in an interactive way • Knowledge about the society and needs • Pitching the ideas to “shark tank”
Duration:	180 minutes
Materials	Flip charts, Markers, A4 papers, Printer
Preparation	<p>-As a start we will set the objectives of the series of sessions</p> <p>-Create a thematic for each of the session</p> <p>Each team will have anonymous notes envelope to be handed by the trainers and facilitators</p>
Description:	<p>This is almost a full day session gathered in one module</p> <p>Knowledge</p> <p>Participants will be first of all introduced to the ideas of business and how this can affect their future and the specific characteristics of an entrepreneur.</p> <p>Then simply we will head to explain the business plans and how to create the business models through an interactive/graphical method.</p> <p>We will explain each step as mentioned here in this link https://www.strategyzer.com/business-model-canvas/building-blocks</p> <p>Generating</p> <p>after, we will divide the participants in 5 groups each group will come up with their business idea and how it is very needed in all societies and show the development pursued by this idea.</p> <p>Pitching</p> <p>Participants will study their idea and print their logo and come as a visit to the shark tank where they will be pitching their ideas and checking if their ideas has already passed the check or needs more development.</p> <p>How can we make this into a social campaign</p>
Learn check/ Debriefing:	<ul style="list-style-type: none"> • How did you feel work in a team? • What was the main challenges you faced • What do you like the most about each milestone of the activity?How do you think we can develop it more to fit and suit more beneficiaries?
Tips for the Trainer:	<p>You have to be always in assistance and help them regarding the business model</p> <p>Explain the processes more than once as they tend to forget because of too much information</p> <p>Be gentle on feedback and firm attitude of them in the shark tank</p>

TRAINING COURSE



RURAL TOURISM POGRADEEC, ALBANIA

ICE BREAKER

LOs:	Participants will introduce themselves to one another, getting to know each other deeper
Duration:	25 minutes
Materials	A poster, A “fairytale entrepreneur”
Preparation	<p>The trainer will deliver a template to every participant: Once upon a time, in the remote land of (name of the place where the participant comes from) there was a young Entrepreneur named (name of the participant) with great dreams and great expectations. The land had a lot of problems (describe participant’s land problems) but he/she truly loved it. He/she was (three good adjectives describing participant’s character). But, he/she was afraid of one big thing (the biggest fear of the participant) and this fear blocked his/her dreams. In fact, the young entrepreneur dreamed to be (The dream of the participant) to become happy and satisfied. Every night, the young entrepreneur looked up at the stars, thinking about what life would have brought him/her (three life expectations of the participant). The young entrepreneur knew that, to achieve those things he/she had to improved his/her skills (participant’s skills to be improved). One day, the young entrepreneur, sick and tired to look at the stars without change nothing in his/her life, decided to leave his/her hometown and to start a long journey to realize those dreams....</p> <p>The trainer gives a piece of paper with the fairy-tale to fulfil to every participant and put some music meanwhile they fill in it.</p>
Description	<p>The trainer gives the fairy-tale to complete to everyone. The participants complete it in 15 minutes. After it, in circle, all the participants read aloud their fairy tales with an applause at the end of everyone’s tale. At the end of the activity, all the stories will be pasted in a poster.</p>
Learn check/ Debriefing:	<ul style="list-style-type: none">• After the activity, the trainer will ask participants to repeat the name, one adjective and the fear of the person close to them in the circle on the left.• Then, there will be a debriefing moment to understand the meaning of the activity under the perspective of the participants and what they have learnt
Tips for the Trainer:	The trainer should help participants with a lack of creativity and to make them feel at ease sharing their story
References:	Marco’s intellectual output inspired by the card game “Once upon a time”.

ICE BREAKER

LOs:	Participants will introduce themselves to one another, getting to know each other deeper
Duration:	10 minutes
Preparation	The trainer invites participant to create a circle standing on their fee and put on some music
Description	The trainer asks everyone in turn to jump inside the circle saying their names, where do they come from, how old are they. The first time they do it in a “normal” way; the second time they repeat the activity shouting, the second time jumping and the last time in slow motion
Learn check/ Debriefing:	One by one, everyone has to repeat the name of every participant following the order of the circle
Tips for the Trainer:	Make sure to create a common space with no judgements, making everyone feeling at ease.
References:	Marco’s intellectual output inspired by the card game “Once upon a time”.

TEAM BUILDING

LOs:	Participants will learn how to work in group respecting everyone's time and space
Duration:	15 minutes
Preparation	The trainer invites participant to create a circle standing on their feet and put on some music
Description	<ol style="list-style-type: none">1. Trainers asks participants to create a circle2. Anyone can start to count from 1 to 25 saying one number each person3. If two people jump in at the same time to say the same number, the count starts over from the beginning.4. When the count starts over, everyone has to remember how said each number until the moment when the activity stopped5. The activity is over when everyone said a number consequentially.
Learn check/ Debriefing:	The trainer will ask participants what they have found difficult, how was the experience of communicate only with numbers and eye contact, if they found the activity useful to team dynamics
Tips for the Trainer:	Help the group to remember the numbers in case the activity goes beyond the fixed time.
References:	Theatre improvisation activities.

TEAM BUILDING

LOs:	Participants will learn how to work in group achieving a common target
Duration:	25 minutes
Materials	A puzzle board
Preparation	The trainer will cast puzzle pieces in the floor before the beginning of the activity.
Description	<p>After the activity the trainer will ask some debriefing questions such as:</p> <ul style="list-style-type: none">• Did you have a common plan to solve the puzzle?• Everyone was involved in the activity?• Someone worked as team leader or everyone did the same things?• Was it hard to work together with a deadline?
Learn check/ Debriefing:	The trainer should help the team only in urgencies such as: nobody knows how to solve the puzzle, communication is not efficient, many people are excluded.
References:	Developing social skills coming from the traditional game

FACILITATION FOR YOUNG PARTICIPANTS WITH FEWER OPPORTUNITIES

LOs:	Participants will learn how to work together with some difficulties
Duration:	20 minutes
Materials	Some strings and bands. Prepare a path with activities to do in turn.
Preparation	Trainer will provide strings and bands for every participant
Description	<ol style="list-style-type: none">1. Divide the group in peers2. Give peers a list of activities to do in in turn making a path: e.g. Split water in some glasses and drink it, walk around the room, watch a gags video...3. Every “station” has a difficulty for one of them: e.g., Split water in some glasses and drink it with one of them with hand tied, walk around the room with one of the blindfolded, watch a gags video with one of them enabled to laugh...4. In every station one companion is the one “with difficulties and in the other station it will be the other one and so on...
Learn check/ Debriefing:	At the end, the trainer will ask participants to express how they felt during the activity. The trainer will ask them what do they think about the word “difficulty” is it only physical?
Tips for the Trainer:	The trainer will overview the correct implementation of the activity, paying attention to the safety of the participants

FACILITATION FOR YOUNG PARTICIPANTS WITH FEWER OPPORTUNITIES

LOs:	Participants will learn how to work together with some difficulties
Duration:	20 minutes
Materials	A list of question
Description	<ol style="list-style-type: none">1. The trainer will ask people to be set on a line2. Then the trainer will read a list of questions (ANNEXES): e.g. Who lives in a EU country? Who works? Who has both parents working? Who has a Bachelor degree?...3. Who answer “Yes” to the question advance of one step4. At the end some of them will be further the others
Learn check/ Debriefing:	Trainer will ask the participants what they have thought about the activity and if everyone has equal opportunities. Then Trainer will make participants think once again about the term “difficulty” and its shadows inside the society.
Tips for the Trainer:	Questions do not have to be personal but extremely general not to offend anyone.

ENERGIZER

LOs:	Keep concentration throughout time. Be aware of language barriers
Duration:	15 minutes
Materials	A list of gesture (ANNEXES)
Preparation	Put on some music during the activity
Description	<ol style="list-style-type: none">1. Participants are row in front of the trainer2. The trainer say aloud a list of order: e.g., look up, look down, point out on your left, point out on your right, hug the person on your left, hug the pardon on your right, jump backward, jump forward...3. Participants reply those gestures4. For the second time, words are changed: Up is down, left is right, backward is forward (etc.) and vice versa5. Participants have to do the exercise properly6. Now, the same thing of n.4 but without pauses, faster7. Once again, even faster and with the list order changed.
Learn check/ Debriefing:	Trainer will ask participants if it was difficult and which was the most difficult part. The trainer will ask them to tell the group about a situation where lack of communication undermined their activities (in their private or working life)
Tips for the Trainer:	Be sure not to get confused too
Reference	https://www.sessionlab.com/methods/looking-around

ENERGIZER

LOs:	Raise individual self-esteem and group motivation
Duration:	15 minutes
Materials	A list of gesture (ANNEXES)
Preparation	Put on some music during the activity
Description	<ol style="list-style-type: none">1. People are standing in a circle2. Everyone should put their hands on their hips (superman position)3. The first say his/her inner quality in this position (e. g. I am kind, I am creative, I am determinate.)4. So, everyone in the circle does it5. In the second turn, they have to shout it (the same quality)6. In the third turn participants have to scream the quality of the person in front of them in the circle (e.g., You are kind! You are creative! You are determinate!)
Learn check/ Debriefing:	At the end, the trainer asks participants how they feel and if they really believe in what they have shouted.
Tips for the Trainer:	The Trainer should be part of the circle if participants is shots. If someone does not know what to scream to describe him/herself, the trainer should ask the group what to say.
Reference	Marco's intellectual output.

EVALUATION

LOs:	Evaluate the activities done
Duration:	20 minutes
Materials	A piece of paper each one
Preparation	In every piece of paper should be written: 1 – What have you learnt? 2 – What have you forgotten? (Have have you “left at home”) 3 – For which thing you are more grateful? Put on some music during the implementation of the activities
Description	1. The trainer gives each member a piece of paper with the 3 questions 2. People have 10 minutes to write the answers and the read them aloud
Learn check/ Debriefing:	The trainer, after they have read them aloud, will ask for the reasons way they have chosen to write those things, creating a debriefing moment
Reference	Marco’s intellectual output.

EVALUATION

LOs:	Evaluate the activities done
Duration:	15 minutes
Materials	Some background music
Description	1. Participants stand in a circle 2. One by one, they go in the centre saying this formula: “Hi, my name is... I am afraid of (The thing they wrote in the fairy tale) but today I am more.... Thank you” 3. At the end they make a great applause all together
Learn check/ Debriefing:	The trainer will do the same activity, standing in the circle too

THEORETICAL SESSION IN AGRIBUSINESS

LOs:	Participants will be presented about agriculture business
Duration:	90 minutes
Materials	Screen and presenter, flipcharts and A4 papers
Preparation	<p>A presentation about agriculture business will be given to the participants discussing the sustainability of the agriculture and how can this be improved to lead to successful business in tourism sector.</p> <p>Link for the presentation to be presented https://www.un.org/esa/dsd/csd/csd_pdfs/csd-17/followup/presentations/sard.pdf</p>
Description	<p>After discussing, each team will be gathered in national groups to present the status and conditions of their country to share the good practices about each country and see how can this be improved in a sense related to the tourism and business in the field of agriculture.</p>
Learn check/ Debriefing:	<p>The presentation of each team and the description of the local studies through internet and local understanding of the situation so it can help the development.</p>
Tips for the Trainer:	<p>The presentation should be shortened a little until page 9. Give the participants enough time to develop their concepts of agribusiness</p>

EMPLOYABILITY AND AGRIBUSINESS

LOs:	<ul style="list-style-type: none">- Social responsibility for an agro/green entrepreneur- The aim of this workshop is to raise awareness on the matter of agribusinesses.- Raising employability chances in the field of agriculture
Duration:	90 minutes
Materials	Flipcharts, sticky notes and markers
Preparation	<ul style="list-style-type: none">- Introduce the world café methods- Select the moderators- Assist each group individually
Description	<p>Trainers will divide the participant's group in sub-groups which are working the world café methods. Each sub-group will have a reporter who have the role to be a moderator during the discussion. After sessions of 15 minutes every participant will "migrates" in different sub-group. The reporters will share in the plenary sessions the finding and the learning outcomes of each sub-group. Topic of discussion of each sub-group: respect of the nature; Agro-ethics, new technologies and the new challenges for an agro/green entrepreneur.</p>
Learn check/ Debriefing:	<ul style="list-style-type: none">- What did you feel your role was about?- What did you learn?- How can we work this better out?- Did we achieve the LO's?

SUSTAINABILITY & EMPLOYABILITY

LOs:	<ul style="list-style-type: none">- To raise awareness about inequality of opportunity- To develop imagination and critical thinking- To foster empathy with others who are less fortunate
Duration:	90 minutes
Materials	<ul style="list-style-type: none">- Role cards- An open space (a corridor, large room or outdoors)- Tape or CD player and soft/relaxing music- A hat
Preparation	<p>Read the instructions carefully.</p> <ul style="list-style-type: none">- Review the list of “situations and events” and adapt it to the group that you are working with.- Make the role cards, one per participant.- Copy the (adapted) sheet either by hand or on a photocopier;- Cut out the strips, fold them over and put them in a hat.
Description	<p>Take a Step Forward: How to be a really agro-entrepreneur? This is just a reference but the roles have to be adapted to the agri-roles In this activity, participants will feel the experience of being someone else in the society (old farmer, manager of an agritourism, hotel owner ecc). Time: 60 minutes + Debriefing Description: "Agro -entrepreneurs: new job opportunities for revitalizing rural areas"</p> <ol style="list-style-type: none">1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.2. Ask participants to take a role card out of the hat. Tell them to keep it to themselves and not to show it to anyone else.3. Invite them to sit down (preferably on the floor) and to read carefully what is on their role card.4. Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:<ul style="list-style-type: none">- How do you think that your job influences others?- What are the daily processes that you go through to ensure the successful outcome?- If you decide to stop, who will be affected by your decision?- Are you aware by your circle of business?- Who or which institute can support you the most?- Do you think people recognize your value?- What is your role within the agritourism cycle?- What do you consider as an agri entrepreneur?5. Now ask people to remain absolutely silent as they line up beside each other (like on a starting line)

<p>Description</p>	<p>6. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer “yes” to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.</p> <ul style="list-style-type: none"> • You have overcome personal physical or mental disability, which has given you the self-confidence and inner strength to cope with becoming unemployed. • You know that people are dependent on you in their daily life • You have been looked down as your job isn’t that well known according to social standards • Will you be perceived as a female/Male worker of your role • You lack the technical expertise and the fancy terms • You need guidance and assist by a team. • You face some struggles as you can’t do self-publicity • You were brought up in a remote village and have a deep understanding of the environmental crisis facing the world as a result of climate change. • You know how to live on a small budget and where to find the best bargains <p>7. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.</p> <p>8. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.</p>
<p>Learn check/ Debriefing</p>	<ul style="list-style-type: none"> - How did people feel stepping forward - or not? - For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were? - Did anyone feel that there were moments when their basic human rights were being ignored? - Can people guess each other’s roles? (Let people reveal their roles during this part of the discussion) - How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like? - Does the exercise mirror society in some way? How? - What first steps could be taken to address the inequalities in society?
<p>Tips for the Trainer:</p>	<ol style="list-style-type: none"> 1. If you do this activity outdoors, make sure that the participants can hear you, especially if you are doing it with a large group! You may need to use your co-facilitators to relay the statements. 2. In the imagining phase at the beginning, it is possible that some participants may say that they know little about the life of the person they have to role-play. Tell them, this does not matter especially, and that they should use their imagination and to do it as best they can. 3. The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end when there should be a big distance between those that stepped forward often and those who did not. To enhance the impact, it is important that you adjust the roles to reflect the realities of the participants’ own lives. As you do so, be sure you adapt the roles so that only a minimum of people can take steps forward (i.e. can answer “yes”). This also applies if you have a large group and have to devise more roles. 4. During the debriefing and evaluation, it is important to explore how participants knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes?) Are they sure the information and the images they have of the characters are reliable? In this way you can introduce how stereotypes and prejudice work.

Tips for the Trainer:	5. This activity is particularly relevant to making links between the different generations of rights (civil/political and social/economic/cultural rights) and the access to them. The problems of poverty and social exclusion are not only a problem of formal rights – although the latter also exists for refugees and asylum-seekers for example. The problem is very often a matter of effective access to those rights
Handouts	Roles Cards

MARKETING IN AGRI-ENTREPRENEURSHIP

LOs:	Research best practices and share the information with the group
Duration:	90 minutes
Materials	The materials are optional since the presentation is up to the groups. They can be creative and improvise. (markers, pens, flipcharts, projector, etc.)
Preparation	The trainer divides the participants into national groups.
Description	Each national group will have to research best practices regarding marketing in agri-entrepreneurship. Each national group has to find a minimum of 3 examples and find a way to present them to the group, the method used to present it is up to the participants according to the materials available. The timeframe's up to the trainer according to the group's size.
Learn check/ Debriefing:	In the end, the participants will be asked what they think is the most impressive practice, how it was to work in groups, how they can adapt or combine the practices, etc.
Tips for the Trainer:	Make sure to divide the time according to the number of participants.

SIMULATION EXERCISE OF A AGRI- ENTREPRENEURSHIP AND SOCIAL ENTREPRENEURSHIP

LOs:	Pitch and develop your idea with the goal to attract investors
Duration:	90 minutes
Materials	Make the 3/4 “sharks” look like investors and set up the atmosphere around the room. (arrangement of the chairs, name tags for the sharks, photo with the investor.)
Preparation	<p>Projector to present them with an excellent example from the Tv Show. Setting up the atmosphere around the room, and dressing the “sharks properly”. The activity it’s inspired by the popular American show called shark tank. We will have two main categories, the investors 3/4 (sharks), and the entrepreneurs. The sharks will prepare themselves while the other groups prepare their pitches, to ask relevant questions and be able to understand the ideas (choose the sharks wisely). The entrepreneurs have to pitch their idea and make the “sharks” invest in their company/idea. This can be done in multiple ways, by giving them a percentage of your company, asking for a loan and giving some benefits to the “sharks”, etc.</p>
Description	<p>The participants will be divided into smaller groups (the number is up to the trainer) and asked to develop and pitch an idea to the investors. The same groups will work together to develop the marketing campaign for the idea developed during this activity combined with the knowledge from the research of best practices in agri-entrepreneurship. They will have a limited time to pitch and present the idea (usually 2/5 minutes-up the trainer), so it’s essential to focus on the time established to teach them how to manage their time in the future and present the idea as short as possible. At the end of the pitch, they have to say what they are looking for and what they give in exchange. In the end, the investors can address more questions, and according to the answer, they can make an offer or get out. The entrepreneurs can accept the offer or make a counteroffer. In the end, the entrepreneurs that received an offer either accepted it or refused it.</p>
Learn check/ Debriefing:	In the end, the group will be asked how they felt to be judged by the sharks, how they could attract more investors, what to plan better, what they will change next time and what they did well.
Tips for the Trainer:	Set up the atmosphere of the room to make the participants take the activity seriously and give their best.

ICT INSTRUMENTS AND SOCIAL MEDIA OF AN AGRITOURISM ENTREPRENEUR

LOs:	Sharing ICT tools and social media practices related to Agritourism
Duration:	90 minutes
Materials	Wi-fi connection, projector, and Leaflet with a specific ICT tool/social media method per each group.
Preparation	The trainer divides the participants into groups of 4-5 people. Also, the trainer will be the one that provides the ICT tools and do the research to find them first-hand.
Description	Each group receives a leaflet with a specific ICT tool/social media method. The groups are considering the use of a specific ICT tool in Agritourism to their advantage. The trainer asks each group to present their ICT tool and their proposal for the effective use of this tool in Agritourism.
Learn check/ Debriefing:	In the end, the trainer will ask participants to express their feelings during the activity.
Tips for the Trainer:	Before starting the activity, ensure that each group understands the assignment, and has a concrete tool/method to do the research
Reference	Adapted from Salto (Editable Copy of EntrepRURAL Toolkit 3 Social Entrepreneurship and ICT)

SALTO TOOL BUSINESS SIMULATION

LOs:	Role-playing/simulation game in which the participants develop their negotiation skills and understanding of human rights and democratic values in society.
Duration:	Duration: 1 session (90 minutes) - 25 minutes for preparation, writing the objectives & demands from other groups -15 minutes for each round of negotiation (3x15min) - 20 minutes for evaluation
Materials	Flip charts and markers; paper; pens; duct tape
Preparation	No needed from the trainer, to follow the description
Description	<ol style="list-style-type: none"> 1. divide participants into four equal groups (mixed groups of different nationalities and gender): citizens, media, NGO's, government (divide the space in the room into four parts, draw borders with the duct tape) 2. task no1: each group defines their goals and their general mission 3. task no2: each group defines what they want to achieve through negotiation with other groups 4. three rounds of negotiation, after each successful negotiation a line is drawn between the space of the two negotiating parties 5. evaluation in plenary, each group talks about what they experienced during the negotiations with other groups and evaluates their work, in the end other groups can also ask questions and discuss any possible issues 6. facilitator concludes the activity with a short speech and an evaluation of the activity in general
Learn check/ Debriefing:	<ul style="list-style-type: none"> - evaluation in plenary, each group talks about what they experienced during the negotiations with other groups and evaluates their work, in the end other groups can also ask questions and discuss - facilitator concludes the activity with a short speech and an evaluation of the activity in general <p>Questions:</p> <ul style="list-style-type: none"> - Do you feel that your understanding of human rights and democratic values in society has improved after this exercise? - Have you been able to achieve mutual agreement on all the points of your program? - How did the negotiations go, did you have any difficulties during the communication with the other parties? If yes, what were they?
Tips for the Trainer:	<ul style="list-style-type: none"> - explain to participants the importance of developing negotiation skills, understanding the democratic values and human rights - monitor the activity - answer questions
Reference	Eco-Active - Green Entrepreneurship - link

AGRITOURISM MARKETING CAMPAIGNS

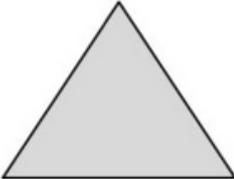
LOs:	Learn how to develop a marketing campaign, and how to adapt it.
Duration:	90 min
Materials	Materials needed for the creative presentation (ppt, flipchart, video, etc.)
Preparation	The same groups that pitched the ideas for the shark tank will work together this time to develop a marketing campaign for the very same idea. Mention that they are able to use the knowledge from the research on best practices regarding marketing in Agri-entrepreneurship.
Description	<p>Taking into account the above mentions from the preparation phase, the implementation is quite easy.</p> <p>The groups will have to create one marketing campaign for the idea developed in the prior activity (shark tank), and they will be able to use the in research on best practices regarding marketing in Agri-entrepreneurship plus more research done during the activity on their own.</p> <p>In the end, they will have to present the marketing campaign developed, and the methods used during the presentation are up to the groups</p>
Learn check/ Debriefing:	Make the group start to talk together about the key elements of the marketing campaign, and how to connect them for the best results.
Tips for the Trainer:	Guide the participants during the debriefing without leaving your point of view not to influence the outcome of the discussion.
Reference	Developed by Mattia and Ionut.

AGRITOURISM COMPETENCES AMONG YOUNGSTERS

LOs:	Participants will learn what are the key competences young people need in order to work with Agrotourism.
Duration:	90 min
Materials	Projector, flipchart papers, marker
Preparation	Definition of Agritourism
Description	<p>Here goes a detailed description of the activity/session. Instructions should be clear and written as if who is going to implement the session/activity has no previous knowledge on the topic.</p> <ol style="list-style-type: none"> 1. The trainer will ask the participants to brainstorm what they think Agrotourism is and make notes about it on flipchart. 2. After that the trainer will share with the participants the definition of Agritourism: “ The practice of touring agricultural areas to see farms and often to participate in farm activities”, Meriamm Webster 3. Also, the trainer will share with the participants the definition of competences: Capacities or abilities that relate directly to a given job or work function 4. Next step is to divide participants in the groups by asking them to count from 1 to 4, until each participant has its number, and then ask all ones, twos, threes and fours to stay together. 5. After that, give a task to each group to write down on flipchart what are the key competences young people need in order to work with agrotourism. Ask them to be creative and illustrate by drawing these competences. Give them half an hour to prepare a flipchart presentation. 6. The final step is the presentation of their work. Trainer will conclude the session by pointing out key competences from their group presentation. 7. Ask the groups to stick flipchart papers to the wall.
Learn check/ Debriefing:	The trainer will check how many of the groups got the competencies right
Tips for the Trainer:	<p>Is there anything that the trainer should take into consideration?</p> <p>Some of the groups may need extra time to finish the task. If that is the case, provide them with a few more minutes, and motivate other groups who have already finished to add more illustrations to their flipcharts.</p> <p>If the group is bigger than 20, and you want working teams who are not bigger than 5 members, participants can count until 5 or 6 and then divide into teams.</p>
Reference	Activity used by NGO Prima.

KNOWLEDGE, SKILLS AND INSTRUMENTS OF SUSTAINABLE RURAL BUSINESS

LOs:	Participants will learn what are the skills, knowledge and instruments of sustainable rural business.
Duration:	180 min
Materials	Projector
Preparation	The trainer will prepare a PowerPoint presentation
Description	<p>Here goes a detailed description of the activity/session. Instructions should be clear and written as if who is going to implement the session/activity has no previous knowledge on the topic.</p> <ol style="list-style-type: none"> 1. Trainer will ask participants if they have heard before about sustainable rural business and do they have any association to the term 2. Trainer will write down what they say on flipchart, summarize it 3. Trainer will then offer them this broader definition shown on the PowerPoint: “ Successful sustainable rural business needs to find the perfect balance between profitability, environmental concern, and social commitment. So, what is a sustainable business? In essence, sustainable businesses cover today’s needs without jeopardizing resources for future generations, thus leading to sustainable rural development. This certainly requires a little more effort, but it is not difficult to achieve nor necessarily more expensive. Not only that, but it can also save money from a business in the long run. For instance, choosing smart transport methods not only can reduce emissions, but it can also prove to be cheaper. Furthermore, the market demand for sustainable products increases and people are willing to pay more for them. For example, organic tomatoes in the local farmer’s market are significantly more expensive than their non-organic counterparts. Unfortunately, the higher price does not always equal higher profits since organic production has a lower yield. However, proper farming techniques can minimize production loss and lead to higher profit margins. Finally, consumers’ willingness to pay a higher price for sustainable products is not the result of marketing. Environmental destruction and climate change have made consumers environmentally conscious.” SOURCE 4. Next step is Trainer showing slides with 3 main groups of skills and knowledge to run sustainable rural business: <ul style="list-style-type: none"> ● Basic competencies: are those associated with fundamental knowledge. They are generally acquired through basic education and allow for job entry, for example abilities for reading and writing, oral communication and calculus. ● Generic competencies: relate to the behavior and attitudes or particular work environments, for example capacity for teamwork, ability to negotiate and plan. ● Specific competencies: relate to the technical aspects directly linked with an occupation that are not easily transferred to other work contexts, for example operation of specialized machinery.

Description	5. After discussion, each team will be divided by their National groups to discuss good examples of sustainable rural business in their country, and what are the instruments these businesses are using. Each group will have 20 minutes to prepare the presentation and 10 minutes to present.
Learn check/ Debriefing	In the end, the trainer will ask them to quickly name the most important skills, knowledge and instruments of sustainable rural business and write them down for participants to visualize.
Tips for the Trainer:	Some participants will need extra time to understand terms mentioned, so have patience.
Handouts	<p style="text-align: center;">Figure 2. Entrepreneurial Management-Competence Domains (Source: Brinckmann, 2007)</p> <div style="text-align: center;"> <p>General Entrepreneurial Competence Conceptual Competence Innovation Competence Enforcement Competence</p>  <p>Social Competence Teamwork Competence Leadership Competence Network Competence</p> <p>Functional Competence Technology Management Competence Marketing Management Competence Financial Management Competence</p> </div> <p style="text-align: center;">Researchers at Wageningen University have used a self- assessment approach to assess the entrepreneurial competency of owner-managers in the horticulture and agrifood sectors of Belgium and the Netherlands (Lans, <i>et al.</i>, 2010; Lans, <i>et al.</i>, 2008; Mulder, <i>et al.</i>, 2007).</p>
Reference	Further readings on the activity/session and/or references to other activities/sessions that inspired the present one. Sources must be quoted at all times. Activity used by NGO Prima

SKILLS OF AN AGRITOURISM ENTREPRENEUR

LOs:	Participants will play an interactive board game "ROADS2ENTREPRENEURSHIP", in which they will practice main entrepreneurship skills: Experience, Knowledge, Mentorship, Network and Planning, also to boost participants sense for innovation, creativity and courage.
Duration:	180 min
Materials	The trainer needs to print out the board game in advance. 5 - scoreboards 40- Voting/Point tokens in 5 different colours (to be used in Network, Knowledge, Experience and Planning)
Preparation	The trainer needs to learn game rules in advance
Description	<p>Here goes a detailed description of the activity/session. Instructions should be clear and written as if who is going to implement the session/activity has no previous knowledge on the topic. Goal of the game: To win the minigames in order to fill the scoreboard with the agreed number of rows. Each player gets a score board and chooses their token colour that they will have in all games involving tokens. Special elements: In the main game, when you win a mini game you also get markers for other squares according to the following scheme:</p> <ul style="list-style-type: none"> ● Win in Network – You also get one Knowledge and one Experience ● Win in Mentorship – You also get one Knowledge, Experience and Network ● Win in Experience – You also get Knowledge or Network ● Win in Knowledge – You also get to choose one of your choice ● Win in Planning – You get to choose two of your choice <p>Starting setup. GAME PLAY: First the players agree on the number of rows that needs to be completed in order to win the game. This is depending on how much time the players have. For instance, completing two rows takes around 1 hour. Player 1 starts by choosing which mini game he/she wants to play. The materials for the chosen game are organized according to that game’s instructions. The game is played, and the winner of the game gets the tokens for that game. Next player chooses a game. END GAME: The game finishes when someone has filled the agreed number of rows in the scoreboard by winning in the mini games and receiving tokens. Each square in the scoreboard represents one of the five entrepreneurial roads: Network, Knowledge, Experience, Mentorship, Planning.</p>

Learn check/ Debriefing:	<p>The game is an introduction to the topic of entrepreneurship and the different important elements when you are an entrepreneur. The game is meant to be used as an introduction to these different elements and show how these are related to each other. If you have a big network you also have those people's knowledge and experience. If you get a good mentor you will get that person's knowledge, experience and network. Thus, the importance of having good mentors. When you do different things and gain experience you also get new knowledge and often new contacts and increase your network. The more knowledge and planning you do, the stronger you will be as an entrepreneur. Playing the game can be an introduction in a workshop about entrepreneurship and entrepreneurial attitude and skills.</p>
Tips for the Trainer	<p>If participants do not understand the rules of the game, make sure to explain it once more</p>
Handouts:	<p>Game can be downloaded for printing at this link</p>
References:	<p>Further readings on the activity/session and/or references to other activities/sessions that inspired the present one. Sources must be quoted at all times.</p> <p>Roads2Entrepreneurship: MAIN GAME is an educational board game developed during the KA2 Strategic Partnership project "Game On: Developing Educational Board Games for Young Entrepreneurs". The project, implemented with the support of the Erasmus+ programme through the Spanish National Agency INJUVE, is a cooperation among four organizations: Ticket2Europe (Spain), Shokkin Group International (Estonia), Awesome People (Sweden) and Solidarity Mission (Greece). The aim of the project was to develop innovative board game methods to promote entrepreneurship education and develop entrepreneurial skills of young people through co-creating, testing and disseminating new educational board games.</p>

TO BOOST THE EMPLOYABILITY OF YOUNGSTERS IN THE AGRI-BUSINESS

LOs:	The participants will learn how to make research about youth in agribusiness, detect needs, obstacles and challenges. They will use innovative methods to employ more youth in agribusiness.
Duration:	180 min
Materials	<ul style="list-style-type: none"> • A large room with enough space for 4 small working groups and plenary. • 40-45 photographs from newspapers or magazines • Paper and pens for making notes • Large sheets of paper (A3) size or flipchart paper and markers • Scissors and glue for each small group • Tables with a working surface large enough for the working groups to spread all their papers out • Phones, internet, lap tops
Preparation	<ul style="list-style-type: none"> • Select 40-45 pictures from magazines or national newspapers. • Display photographs on a table.
Description	<p>Here goes a detailed description of the activity/session.</p> <p>Instructions should be clear and written as if who is going to implement the session/activity has no previous knowledge on the topic. This is a simulation of a group of journalists working to prepare the front page of their paper ready to go to press. People work in 4 national groups as they explore following things: 1. What initiatives in your country exist for including young people in agribusiness? 2. What do you as a young person need to start agribusiness from your own knowledge, from society, from government? 3. What is the problem in your country when it comes to lack of youth participation in agribusiness in your country? 4. Propose an idea on how to improve youth participation in employment in the agri business sphere.</p> <p>The trainer will give the groups 45 minutes for the finalization of the task. After finishing, each of them will have 10 minutes to present their findings.</p>
Learn check/ Debriefing:	By whether or not they succeeded to finalize the task and come up with creative ideas.
Tips for the Trainer:	Encourage participants to use the Internet for research and handout images for illustrations.
Handouts:	Cutout images from local news papers.
References:	<p>Further readings on the activity/session and/or references to other activities/sessions that inspired the present one. Sources must be quoted at all times.</p> <p>Activity inspired by Council of Europe Compass “Front page” activity</p>

SOCIAL INCLUSION FOR THE DISADVANTAGED YOUNGSTERS

LOs:	<p>This activity uses role-play to explore issues about the right to employment for people from disadvantaged groups.</p> <p>Participants will learn about:</p> <ul style="list-style-type: none"> • Right to work • Right not to be discriminated against • Right to adequate living standard
Duration:	120 min
Materials	<ul style="list-style-type: none"> • Copies of the role cards • Pens and paper for the observers • A small table and 2 chairs for the role-players; chairs for the observers
Preparation	<p>Trainer needs to print out cards with following roles: applicant 1: You are a hard-of-hearing person. You lip read well in good lighting conditions. You always check that you understand what is being said by asking, for example, “Am I right in understanding that...?” In order to work effectively in the organisation, you will need an induction loop in the meeting room (a wire that helps to transmit sounds directly to a hearing aid), a phone with volume amplifier and a light alarm or text-telephone. Think about what you will need to ask for in the interview and how you will do so. Applicant 2: You are a blind person and need to be accompanied by an assistant whose travel expenses (to the interview about your agribusiness startup) must be paid by the employer. In the workplace you will need a computer with a special keyboard and software that “speaks” the text on the screen to you. To be able to get around, you will need to bring your guide dog. You know that employers may be reluctant to employ you because of the cost and availability of the technological support you will need. Think about what you will need to ask for in the interview and how you will do so. Note: You will need to ask one of the other participants to accompany you. Applicant 3: You are a person who uses a wheelchair. You need the building to be accessible, with nearby parking, and you will need all doorways, elevators, toilets, offices and common areas to be accessible for a wheelchair. If there are steps leading to any of these you will need ramps installed. You will also need a modified workspace with a desk that allows a wheelchair to fit underneath it. Think about what you will need to ask for in the interview and how you will do so.</p> <p>Employer 1: You will be interviewing a hard-of-hearing person. You talk to the interviewee with your mouth half shut, look away frequently and sit in a badly lit place so that it is hard to see your mouth clearly. Talk fast and be impatient and unwilling to answer the questions of clarification put by the applicant. When s/he asks you to repeat something, do so reluctantly, and in an exaggerated way, giving the impression that the applicant was stupid not to understand it first time round. Think about the questions you might want to ask the applicant at interview</p>

Preparation	<p>Employer 2: You will be interviewing a blind person and you cannot see that someone who is blind is at all suitable for the job. You are sure that the technology required will be too costly and, anyway, could not compensate for the disability of being blind. You are also concerned that other staff will not be able to communicate with him/her. Think about the questions you might want to ask the applicant at interview. Employer 3: You will be interviewing a person in a wheelchair. They will ask about wheelchair access and your building is not at all suitable for wheelchairs. You know that it would be too expensive to make the necessary adaptations but you will try not to use this as a reason because you know that it is illegal to discriminate against a candidate simply because they are disabled. You will try to find other excuses and reasons, although you really believe that this candidate is very suitable for the job. Think about the questions you might want to ask the applicant at interview.</p>
Description:	<p>Here goes a detailed description of the activity/session. Instructions should be clear and written as if who is going to implement the session/activity has no previous knowledge on the topic. 1. Ask participants what they understand by the "right to work". Use the information at the end of the activity to explain what is covered under human rights law, without yet discussing the disadvantage aspect. 2. Now ask participants to think about the kind of barriers that people with disadvantages may face when applying for a job. Explain briefly the concept of "reasonable accommodation". 3. Explain to the participants that they will be role playing a series of interviews for a job of office assistant in the customer service department of a small company. Each of the applicants has a disability. Ask for five volunteers to play the employers who are going to do the interviewing and for another five to be the applicants. 4. Hand out the role cards. Let each role player choose one or two friends to help them develop their role. Give them 10-15 minutes to prepare. 5. Arrange the table and 2 chairs in the middle of the room and ask the rest of the group to take their places as observers. Ask one observer to be a timekeeper. 6. Start the role play. Ask the first employer to call in the first applicant. The interview should be brief, and not more than 5 minutes. 7. Invite the second employer to take their place behind the table and to interview the second applicant. 8. When all the interviews are finished, ask participants to come out of role and to join the observers for the debriefing and evaluation.</p> <p>Begin by asking the interviewees:</p> <ul style="list-style-type: none"> ● How did you feel during the simulation? What did you like or not like? ● How well do you think you coped with your role? What was the most difficult thing? <p>Next, ask the interviewers:</p> <ul style="list-style-type: none"> ● How did you feel during the simulation? What did you like or not like? ● How well do you think you coped with your role? What was the most difficult thing? <p>Next, ask the observers to comment:</p> <ul style="list-style-type: none"> ● Could these situations happen in real life? ● Did the interviewers show respect and consideration for the people they were interviewing? <p>Then open up the discussion to everybody:</p> <ul style="list-style-type: none"> ● What can you say about disadvantaged peoples' right to work? Do you think their right to work is guaranteed in practice? ● What do you think are the main reasons for high unemployment rates among people from disadvantaged groups? Is this fair?

<p>Description:</p>	<ul style="list-style-type: none"> ● Who do you think should be responsible for ensuring that people from disadvantaged groups receive fair treatment? What do you think about the idea of "reasonable accommodation"? ● Do you know anyone who has experienced discrimination – of any kind – in applying for a job? Have you ever experienced anything like this yourself? ● How can we work to change discriminatory attitudes in society? ● Which human rights are relevant when considering employment possibilities for people with disadvantages?
<p>Tips for the Trainer:</p>	<p>Participants may get emotive during the activity. Support them and encourage to express their emotions.</p>
<p>References:</p>	<p>Further readings on the activity/session and/or references to other activities/sessions that inspired the present one. Sources must be quoted at all times. Inspired by “I want to work” activity from Compass, Council of Europe.</p>



Methodology

What is Non-Formal Education

Non-formal Education (NFE) can be defined as the comprehensive approach of all educational practices which are not included in the formal system of education. NFE can address diverse specific target groups, from youth to elderly people, with and without disabilities, taking place in different environments and contexts.

To summarise the main differences between Formal education, Informal education and non-Formal education are:

·Non-Formal Education: any educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clientele and learning objectives.

A few of the advantages of non-formal education:

·It facilitates the inclusion of disadvantaged groups.

·It allows flexibility in organization and methods.

It provides added value in terms of capacity-building of organizations, systems and institutions

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Projects' Partners



MV International

The coordinator of the project and the Italian partner with the most expertise and lots of realized projects, The Non Governmental Organization MV International (MVI) is a network of 37 European NGOs, with members in each of 27 Countries of the European Union and 8 associate organizations from Africa (Cameroon, Kenya, Senegal and Uganda), Latin America (Argentina and Peru) and Asia (India and China) aimed at promoting participatory planning between NGOs fostering the exchange of knowledge among professionals in the field of European design.



Youth for social Changes

(Y.S.C.), is a youth non-governmental organization working especially with young people with fewer opportunities (with social problems, facing discrimination and social exclusion, coming from rural areas). We provide young people facing various obstacles and challenges an opportunity to develop competences, to inspire each other and to work together on changing their communities. We believe that ALL young people are equal and ALL young people need to be aware of their own value.



NVO Prima

NGO PRIMA is a non-profit organization, founded in November 2010, with headquarters in Podgorica. The organization consists of activists with many years of experience in areas related to the democratization of society: in youth work and youth policies, rights of women, minorities and marginalized groups, formal and informal education, psychological counseling and information, work in the civil sector.



NGO NEST Berlin

At NGO NEST Berlin, years of experience in the fields of social innovation, European project management, transnational mobility, international cooperation and education, especially in the Non-Formal Education (NFE) sector, join forces to bring about social change.



Best Practices

Innovative Skills Transfer for the Development of Agricultural Entrepreneurs

Objectives	<p>Specific objectives of the AgriSkills project are:</p> <ul style="list-style-type: none">- To raise the employability level of young adults from rural and remote areas;- To bridge the gap between the labour market needs and the lack of knowledge and competences of youths;- To provide personalized training to young adults, according to the needs identified at national level, to improve the quality of work;- To help keeping the young adult rural population employed and to prevent migration to big cities;- To maintain the activity of the rural areas, to conserve and improve traditional ways of existence;- To develop a competitive labour market in the European agricultural field;
Beneficiaries	<p>We included, besides, young adults, unemployed people, in some partner country, inmates together with the educators from penitentiary, taking into consideration the fact that for reintegration a great source can be the agriculture skills.</p>



Best Practices

NEXT DESTINATION BALKANS: AGRITOURISM LANDSCAPES DEVELOPMENT

<p>Objectives</p>	<p>The purpose of this project is to understand the opportunities provided by agritourism operations to the tourism sector in the region of Western Balkans. The approach to agritourism development and promotion is seen through: 1. Enhancing cooperation of multi-sectoral actors at local level led by college HEIs in the field of tourism, agriculture, and management, 2 Regional Development Agencies in Serbia and 2 regional development agencies in Bosnia&Herzegovina and regional NGO; 2. Increased agritourism professional/adults training courses offer (with focus on ICT-based courses) 3. Increased teachers/other stakeholders training opportunities with reference to EU CAP and IPARD in Bosnia&Herzegovina and transversal competences in agritourism sector in both Serbia and B&H With assistance of reputable EU partners - Romania, Slovenia, Slovakia and Greece</p>
<p>Beneficiary</p>	<p>our target group were organisations that works closely with agritourism establishments as well as, young adults, unemployed people, in some partner country, inmates together with the educators from penitentiary.</p>



Best Practices

Innovation, dynamization and entrepreneurship in the training of adult rural women

Objectives

- Make visible the role of rural women and disseminate it in society
- Overcome the gender gap in employment
- Foster women's entrepreneurship in rural areas
- To improve the education of adult women, through the development of a service teaching and learning system that combines learning processes and community service
- Facilitate the reconciliation of personal, work and family life

Beneficiaries

Number and type / Profile of the participants
 Untitled adult woman living in rural areas. Unemployed women.
 Professional adult woman working in rural areas without a specific qualification. Adult women with problems accessing the labor market. Migrant women at risk of social and economic exclusion

Get In Touch

You can get in touch with us in order to be aware by more approaches related to entrepreneurship in the field of agriculture and tourism.

As the project's focus is to be the alternative learning tool that will be provided to local and rural youth in order to develop certain capabilities, it's also complimentary on specific objectives in which they are more engaged in civil society which will lead to the development of decision-making processes nevertheless fostering cooperation between EU and neighboring countries in the field of non-formal learning as a tool of inclusion.

Contact us

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