

Ecological Organic Agriculture Leadership Course

A Manual for Course Design





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Imprint

- Authors** Tina Meckel, Alexandra Joseph
with contributions from John Espenido,
Gabor Figezky, Joanita Akello
and Barbara Zilly
- Design** Alexandra Tasoula
- Translation** Chantal (Sasha) Mentz
- Contact** academy@ifoam.bio
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Abbreviations

AE	Agroecology
AU	African Union
BMZ	German Federal Ministry for Economic Cooperation and Development
EOA	Ecological Organic Agriculture
EOA – I	Ecological Organic Agriculture Initiative Africa
EOALC	Ecological Organic Agriculture Leadership Course
EOALP	The EOAL Programme consisting of the both the EOALC plus the ToT
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
ICT	Information and Communications Technology
NGO	Non-Governmental Organisations
OA	Organic Agriculture
PCM	Project Cycle Management
PGS	Participatory Guarantee Systems
SDG	Sustainable Development Goals
ToT	Training of Trainers
VUCA	Volatility, Uncertainty, Complexity, and Ambiguity

Foreword

There is an urgent need for sustainable solutions to poverty, food insecurity, soil erosion, biodiversity decline and climate change. The way our food systems are set up determines whether they exacerbate these challenges or help solve them. Organic and agroecological solutions - a package of intelligent and innovative farming techniques, sustainable and fair food chains based on strong principles that strengthen small-scale farmers and empower rural economies - are being adopted globally by many authorities, are carried out by millions of farmers and supply chain practitioners and supported by a rapidly increasing number of consumers.

In Africa, the potential of ecological organic agriculture (EOA) is receiving increasing recognition and efforts are made to mainstream it into policy, national extension systems, marketing and value chain development and research. To raise awareness on the multiple and long-term benefits of agroecological and organic food systems on all levels of society requires leadership. Leadership that inspires and builds confidence in other people, which offers knowledge and guidance. Combined with the deep understanding of the functioning of sustainable food systems and the ability to interact with people in various contexts and with different points of views, such kind of leadership carries a strong potential to be a seed for change.

The development of the Ecological Organic Agriculture Leadership Course (EOALC) resulted from a series of discussions between the African Ecological Organic Agriculture (EOA) stakeholders' network, the German Federal Ministry for Economic Cooperation and Development (BMZ), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and IFOAM - Organics International. These partners concluded in 2019 on the need to further develop the capacities of key stakeholders in Ecological Organic Agriculture with a focus on advocacy and policy dialogue as well as networking for stronger influence. From here, the idea for the EOALC emerged and was finally piloted as an innovative training format in 2021 by IFOAM - Organics International in cooperation with key stakeholders of the African EOA network, and with the financial support of the German International Cooperation. A Training of Trainers course trained ten of the participants to be multipliers of variations of the EOALC in the future. The EOALC programme resulted in a pan-African network of genuine leaders who will carry the seed of change in their own regions and working contexts.

We trust that the manual will inspire change leaders to create capacity building spaces where others can connect, learn from, and support each other to strengthen the ecological organic agriculture movement and so contribute to the Sustainable Development Goals (SDGs).



Louise Lutikholt
Executive Director
IFOAM – Organics International

A. Introduction

About this manual

This manual is intended for those wanting to design or facilitate a course or workshop based on the Ecological Organic Agriculture Leadership Course (EOALC).

The EOALC and the manual cover a wide range of topics in the field of leadership and ecological organic agriculture. The intention is to inform and inspire change leaders by providing a broad horizon and foundation from which they develop further what resonates with them and their specific context - growing further the seeds that have fallen on their own fertile ground.

It is assumed that facilitators and trainers have at least basic facilitation and training competencies, developed through their own experience and other (train-the-trainer) trainings. With this background, the manual can serve as a menu from which to choose from and ingredients to be 'cooked up' together in a new way.

How to use the manual

The manual is written in a way that enables readers to jump to specific sections of interest. The index is linked to the various chapters and a link at the bottom of each page enables a return to the index.

In the curriculum sections, facilitators and trainers can find the competency development and learning goals, contents and options for methods. Each curriculum module comes with presentations which can be accessed on demand. As is outlined in more detail in the curriculum section, a module is a thematic entity. Sometimes a module is equivalent to a workshop session; sometimes aspects of a module are covered in different sessions or combined with other modules in one exercise. The overview in the Annex shows how the EOALC was designed in the pilot implementation.

Available material for your course design:

- Detailed description of Curriculum Modules (Chapter III)
 - » Competency Development & Learning Goals
 - » Outline of Content
 - » Methods – ideas & inspirations
 - » Reference to useful resources
- Session overview of pilot EOALC (Annex)
- Presentations from pilot EOALC (upon demand)
- Templates (e.g. on transfer project) (Annex)

Acknowledging diversity of perspectives

It is important to be conscious of the fact that the concepts and approaches shared in this manual originate from specific ways of seeing the world which are always culturally influenced and have no claim to objectivity. Participants of the pilot implementation brought in an African perspective, one trainer an Indian one, the speakers' contributed thoughts from different geographic parts of the world. These include also diverse cultural groups and affinities, genders, as well as different kinds of backgrounds within the societies and schools of thought that have influenced us. In all of that diversity, it is, however, be conscious of the fact that a big part of the concepts stem from the Global North where the donor agency, the implementing organisation, and one of the trainers were based. In the context of a leadership programme which not only targets the individual level but is about building capacity to advocate for EOA in Africa, it is important to understand the post-colonial context in which such a programme took place.

Goals of the EOALC

The purpose of the EOALC is to contribute to the ability of actors in the EOA movement to assume leadership and support development of truly sustainable organic agriculture and sustainable food systems focusing on capacities for advocacy, policy dialogue and networking for strong influence.

This goal is closely linked to the Sustainable Development Goals (SDGs) and supports to achieving the Agenda 2030 for Sustainable Development and the integrated set of SDGs, with specific reference to #2, 3, 12, 13 and 15 in respect of agroecological and organic agriculture practices, and #1, 5 and 8 in terms of general societal and economic development.

The impact hypothesis of this project is that well-coordinated multi-stakeholder platforms, capacitated with the appropriate knowledge and skills to manage their respective institutions, enter policy dialogue and generate awareness and resulting policy action are crucial elements in changing agriculture and food systems towards true sustainability.

Developing a skilled leadership core creates a strong platform for growing and accelerating change, and with a capacitated leadership, grassroots development and growth in EOA can be truly sustainable.

Competency development and Learning goals

– related to individual participants

The intent is to strengthen EOA and leadership competencies, to make informed decisions, lead teams of experts, and advocate for EOA when interacting with decisionmakers, media and multipliers, as follows:

- a. In-depth understanding and ability to speak on EOA topics
- b. Professionalism in advocacy, change management and communication
- c. Strengthening cross-cutting leadership and methodological competencies
- d. Self-leadership to develop a personal roadmap for change.

Programme goals related to the group of participants

One of the determining aspects of an EOALC is that it is more than a training of individuals in a 'laboratory' setting, but rather is a capacity building measure in itself. Its goals on an intervention and group level are

- a. Developed plans of transfer projects that have the potential to be implemented beyond the scope of the course
- b. Building trustful relationships among participants
- c. Gaining insights on perspectives of different stakeholders (this can be sectoral – government, business, civil society, academia... – or possibly from different regional or cultural) and their contexts
- d. Developing a network for future interaction, such as possibly (not as direct output of the programme but as potential outcome):
 - knowledge exchange
 - joint activities after the course
 - the network of participants is on the stakeholder map e.g. through engaging with speakers and through the transfer projects.
- e. Developed plans of transfer projects that have the potential to be implemented beyond the scope of the course.

Ecological Organic Agriculture – in the context of this manual

EOA is the approach and terminology recognised by the African network, based on organic production and agroecological practices and is also the term used at the level of the African Union. It represents the combined and harmonised approach stemming from constructive dialogue in the African sustainable agriculture sector. It will be the term used throughout this document. Existing reference documents and

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presentations could refer to OA and/or Agroecology, but for the sake of consistency and unity of purpose within the network, we will consider these terms to be equivalent under the umbrella of EOA.

Thus, we actively encourage ecological organic agriculture and food systems to be considered as an embedded approach – it is not an alternative practice alongside other practices, but it is rather an approach to farming and food systems, that takes its cue from the farmer in his/her own context, climate and socio-political situation, working within localised constraints and opportunities, developing an approach to food and farming that recognises the environment as a stakeholder and develops solutions unique to their unique situation and ecosystem. While markets, certification, labels and premium play a role in the food system, the work of a leader within the African and global food system has to consider and appreciate the wider context in which we operate. It is crucial to carry this comprehensive approach throughout the program.

Leadership – in the context of the EOALC

Leadership is a very broad term referring to many different dimensions, from the individual to groups, in organisations, networks, society and politics - formal as much as informal leadership.

The main focus of the EOALC is non-formalised leadership for cooperation with diverse stakeholders, for which self-leadership and interpersonal leadership is key. Organisational and team leadership may be chosen as additions, in variations of the EOALC, but are not considered a priority in light of the programme goals.

In the EOALC, EOA and Leadership are intertwined and combined to address the overarching question:

*What kind of leadership is needed here – from me, my network, society
– to advance EOA (in my sphere of influence) (in region)?*

EOA topics are reflected upon from a leadership perspective; and at the same time, leadership is explored in its fullest potential of being applied for the benefit of all and the planet.

Piloting the EOALC in 2021

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The journey of the EOALC began in 2019, when leading stakeholders of the EOA-Initiative Africa, IFOAM – Organics International and representatives of the German International Cooperation (BMZ and GIZ) came together to develop activities to strengthen the EOA movement in Africa. Leadership skills were identified as key – namely the abilities to advocate for EOA, enter into policy dialogue and to engage in networks.

IFOAM – Organics International was commissioned to lead the participatory development and pilot implementation of such a programme, in close cooperation with the regional partner organizations. The programme was designed as a course running over several months, with two intensive 1-week workshops, several webinars and self-study time for working in regional teams on so called “transfer projects” (see graphic).



Figure: Structure and course elements of the EOALP

A. Introduction

Due to the Covid-19 pandemic, the programme was implemented as a hybrid format: during the first workshop participants of each region met at a central training location and connected with the other regional groups, the trainers and guest speakers virtually. The kick-off phase, interim phase and final workshop all took place virtually, with participants connecting individually.

In order to enable collaboration among participants from anglophone and francophone countries, the programme was implemented in English and French, with all materials translated and simultaneous interpretation.

Regional partner organisations organised logistics and provided facilitators to guide the groups e.g. during offline group work and the excursion, also acting as a 'cultural bridge' from a European-Asian trainer team to the African participants.

In addition to the Germany-based trainers, the contributions of many external resource persons, EOA and leadership experts from across Africa, other countries and international organisations, enabled inspiring exchange and connections.

A formative evaluation of the perceived impact on participants was conducted involving results from surveys during the programme as well as workshops with participants six months after the programme. Key results were that many participants

- Appreciated the mix and combination of topics and methodologies of the EOALC
- Gained access to knowledge, sources for further knowledge and mindset they had not come across otherwise, e.g. Participatory Guarantee Systems
- Felt a deep personal impact on themselves personally, highlighting increased confidence, commitment and paying attention to deeply listening to others
- Realised how Advocacy can play a central role in advocating for EOA
- feel a strong commitment to EOA leadership
- Feel part of a trusted Africa-wide network they can call on for exchange and have already started collaborating for specific activities.
- Challenging was internet access, for some participants greatly so, and the suggestion to come together in person whenever possible
- The field trips were perceived as very inspiring, on a practical and on a leadership level, for activities participants have implemented after the course.

The piloting of the EOALC in 2021 happened under special conditions which showed again the importance of staying flexible. This is also the key message we would like to share with the reader: With this manual we are sharing the core ideas that we consider crucial for such kinds of leadership courses in the context of EOA. Now it is up to you to take the seeds and let it develop in your own context. We are looking forward to discovering the diversity of plants that will grow from this!

B. Practical Guidance for the Course Design and Implementation

This chapter gives overall guidance for developing an EOALC and treats topics beyond those addressed in the curriculum itself. In line with the whole approach of the manual, it does not lay out all the details to be considered when designing a programme, but rather points out those aspects which are especially relevant for an EOALC.

What makes it an EOALC?

The essence of the EOALC is in its name: different to other training offers in the realm of ecological agriculture or leadership development, it is precisely the 'interweaving' of both, that makes it more than the sum of the individual components.

Leadership is not considered as an isolated dimension of human behaviour to be explored in theory in a 'training laboratory'; but it is embedded in the context of advancing Ecological Organic Agriculture: what kind of leadership is needed for that? In the field of policy, of engagement with stakeholders, in the 'movement' and its institutions? And on a personal and even in a way on philosophical level, looking at core values.

In terms of Ecological Organic Agriculture, an EOALC makes the leap from the subject matter to its current role in society, institutions and engaging others. Agriculture is conducted by people for people and plays an influential role in most societies, way beyond the actual agricultural activity itself. To address this in a holistic way, the EOALC moves on all those levels and connects them.

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"The mix (of methods and content) that was prepared for us in the EOALC programme, was really good – because there was a kind of an energy that was refreshing ourselves. (...) Having the time to reflect on our personal skills, on the leadership topic, on many things that are human on the one side and intellectual and really informative on the other side. I feel it was actually the right mixture." (Jouhaina Riahi, EOALC participant)

An EOALC aims to not only address current topics but should be seen as an advocacy intervention in itself: real 'change leaders' from a diversity of institutions are coming together, getting to know each others' perspectives, learning from each other and building trusted bonds that last beyond the course.

As such an EOALC should try to integrate as many 'real' activities as possible. Examples are: developing an advocacy plan for the region, contacting stakeholders for engagement, communicating on social media, offering a webinar, taking part in a conference together, setting up a working group to re-activate the regional movement, setting up an expert network, developing a real funding proposal.

So, what makes it an EOALC, even if in a reduced format? The authors of this manual propose including at least the following aspects below. The curriculum lays out many more options of modules and methods to include. The list below outlines the key aspects in addition to whatever other focus is chosen. So, you could choose to have a special focus e.g. on women in agriculture, or on building a movement, or on Participatory Guarantee Systems, or on Policy Development, or on Communicating with Social Media, or on Fundraising.... However, if you include points below, ensuring there is a basis on Agroecology and Organics as well as a Leadership approach, it can be considered as a variation of an EOALC.

B. Practical Guidance for the Course Design and Implementation

Key aspects	
Ecological Organic Agriculture	<p>Understand key aspects and concepts of EA and OA</p> <p>Know where to learn more (key institutions and learning offers)</p>
Advocacy & Communication	<p>Stakeholder mapping incl. their needs</p> <p>Insights that each stakeholder needs own approach (and not just "more information")</p>
Leadership	<p>Moving away from 'great man theory' to leadership as collective responsibility for the common good</p> <p>Listening, Self-reflection and Adaptive Learning as meta-competencies of the VUCA world</p>
Self-leadership	<p>Include exercises for self-reflection, e.g. as check-in or energiser</p> <p>Appeal to and give space for a 'higher Purpose', personal Intention</p>
Cross-cutting	<p>Gender mainstreaming implemented by trainers (even if not treated as topic in itself)</p> <p>Systemic thinking & complexity (as opposed to simple cause-effect linearity)</p> <p>Awareness of our own subjectivity and biases</p>
Framing	<p>As a group strengthening leadership competencies (as opposed to individuals being 'taught' in a training)</p> <p>Exploring & sharing: Participants 'experts' in their own way – diversity enriches</p>
Group – Social Dimension	<p>Participants get to know each other personally and professionally</p> <p>Appeal to group of change leaders (and not just as individuals)</p>
Methods	<p>Variation reflecting the different levels an EOALC addresses: In addition to the classic Input & reflection in groups, add some experiential and creative methodologies, like e.g. brainstorming, role plays, drawing, self-reflective journaling, sensing excursion</p>
Transfer to post-course	<p>Support transfer during the course, e.g. to reflect on next steps and how to implement</p> <p>Ideally: organise some kind of follow-up, even without the facilitators / trainers, e.g. some (small) task, learning groups to set a date for meeting again, virtual peer coaching, sharing online...</p>

What kind of EOALC: Needs assessment, Purpose & Target Group

The curriculum for the pilot EOALC was developed based on the wishes and needs expressed by stakeholders in five regions in anglophone and francophone Africa and taking into account experience of IF-OAM – Organics International and GIZ with related programmes. Several workshops took place to obtain and review wishes and needs as well as to elaborate the final curriculum and proposed format.

Future implementations should ensure that the objectives (the WHY) and the target group are very clear before going into the WHAT and HOW (see “Always start with WHY” below). Empathising with the ‘users’, as it is called in the Design Thinking approach, and how it might enable them to bring about which change (‘How Might We-Question’) will greatly shape the format:

Target group, curriculum & format are interdependent

Is it for leaders whose time and available electric power may be determined by the farm and field? Is it for government employees who may need a location far enough away from the office to avoid them being summoned by hierarchy? Is it for policy advocates who may need a firmer or more in-depth understanding of the issues surrounding EOA? Or rather for those who are organic experts but have never consciously considered systematic approach to policy, communication or project management? Will participants be practising Ramadan or any other cultural priority?

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What gives the EOALC its name is the combination of EOA topics with leadership competency development. And not just as a sum of components, but an intimate interweaving of the curriculum to develop an EOALC fabric, like our complex ‘real life’.

For example, when diving into the topic of seed saving and genetic diversity exploring which community and collaboration practises can further this. When strengthening competencies in effective communication, the idea is not to treat this like in a ‘neutral’ situation, but specifically relating it to EOA topics, e.g. understanding the power and ‘spiritual’ appeal of issues connected to our earth, identity politics and the psychological effects of ‘doom and gloom’-news. When focusing on gender, creating psychological safety to allow for a personal self-reflection and sensitive story-sharing as well as e.g. learning how to assess and differentiate programmatic measures with the Reach-Benefit-Empowerment-Matrix used by international organisations.

Taking all of this into account, there are still variations on how this can be implemented, depending on aims, target group and resources: time, locations, digital infrastructure, persons and financial resources.

“My EOALC” was used in the ToT as a template for developing a concept for a variation of the original EOALC, including objectives, target group, format (days, online / blended / hybrid), locations, key building blocks of the curriculum and any other special aspects to be included (e.g. excursion, farmer school, meeting politicians...).

Group composition

In a capacity building leadership programme, such as the EOALC, the group benefits greatly from a diversity of perspectives, represented e.g. by different sectors: civil society, business, government, academia and others.

In line with gender mainstreaming it is important for women's voices also to be heard from the participants themselves and an equal amount of women should be chosen as participants. Especially in leadership programmes this can be challenging, because women occupy less formal leadership roles and, because of different social norms, may not be recognised as informal or potential leaders. In order to break through this dynamic, it is highly recommended to insist on including an equal amount of women (or non-binary persons), even if there may not be any obvious candidates.

With regards to age and professional seniority, one should carefully consider how much diversity is beneficial, and – by contrast – when does it reduce the quality of the offer, when the discourses and practical relevance cannot relate to each other at all.

Methodological approach

The following chapter lays out specifics of the methodological approach used specific to an EOALC, distinguishing it from a 'technical training on agriculture' as well as from a leadership development programme without the actual real-world context and capacity building dimension.

General recommendations

Especially as a leadership programme, but also taking into account best practise in adult education, we recommend applying the following:

- Highly interactive, experiential and involving participants' own sense-making (see below)
- Involving diverse sources & speakers / trainers – even in an on-premise workshop you can include speakers via teleconferencing, thereby saving travel costs. Considering the aim of the programme, many speakers will speak for little or no fee.
- Practising methodological variety and balance large group forum with small group or individual work. Whenever appropriate and possible for participants, bring in the body, e.g. through physical movement (dialogue walk, putting cards on boards themselves...) or being still and focusing on the physical feeling in the body.
- Bring in the whole person, both trainers and participants, and build a trusting bond in the group.
- 'Beginners Mindset': we are all learners and look forward to also learning from each other
- Give opportunity for participants to relate the topic to their reality
- Ensuring transfer to participants' real-life context through participants' own project application
- Include tasks to apply the learning directly to their reality or co-create something meaningful to them with other participants
- Including learning journeys to inspiring projects
- Actively invite participants' 'sense-making' = involving other parts of our brain than just the cognitive-rational: what do participants feel about this? What associations do they have? Which questions arise (that may seem unrelated initially)? Tell us a story about when ...?
- Invite meta-reflection: e.g. when coming back together from group work, report not (just) about the content, but how did you experience the group work? Any insights you would like to share? What surprised you?
- Also find time to include quiet self-reflection, e.g. participants taking notes silently, going for a reflective walk (solo or dialogue walk), journaling guided by questions read out by trainer.
- Self-Leadership: Exercises reflecting your own passions, dreams, sources of strength, areas they wish to improve, reflection by others, evoking deeper insights into attitude to life.

A note on balancing input with interaction

We live in times where the internet is packed with information which participants can read in their own time. The time in a programme is limited. When considering how much information to share how (in which time-frame and with which exercises), consider what is valuable to participants in this time of being together:

- Giving an overview they might not find otherwise: there may be many studies but what are overarching (different or agreed) points of view? And by whom? Who are key players?
- Where to find more information? Participants of the pilot EOALC appreciated finding out about knowledge management websites.
- Hearing from interesting speakers (you can also play videos of them)
- *Interacting* with interesting speakers: in times where even inspiring talks of speakers can be found recorded in the internet, what is added-value is when participants have the chance to interact with the speakers. This is a learning from the pilot EOALC: when the course is filled with presentations there is little time for interaction. It is highly recommended to not only plan in time for question and answer, but to give it sufficient time that an interesting discussion can emerge. Leadership requires thinking beyond the obvious, putting things in context, relating it to other aspects – this kind of discourse requires planning in the time for it to emerge. Speakers appreciate this also, as it offers them food for thought and they get to know the participants. In line with the idea of a leadership programme that opens up new possibilities, thoughts and contacts, this provides opportunities for further networking beyond the programme.

Leadership Development in the context of adult education

In the EOA Leadership Course, it is fundamental to be clear that competencies are regarded as more than knowledge and skills. Whilst the EOALC also offers knowledge and gives opportunity to strengthen skills, the concept is broader: to encompass also behaviour, experience, attitude and mindset.

This affects the whole framing of the course, as it is not about 'teaching' a mindset or attitude, but rather offering food for thought, inspiration and experiential opportunities for participants to re-think their goals, their approach to their work, their attitude and behaviour to people around them, their perspective on life.

Considering that participants of EOALCs may usually be adults with already quite some professional and life experience, it is also appropriate to include that in the approach. Practically, but also in terms of the language concepts: "programme, course, workshop, seminar" rather than "training and teaching"; "strengthening / developing further / expanding competencies" rather than "teaching skills".

Facilitators and trainers are encouraged to enable experiential learning, especially enabling a 'leadership space' where participants and facilitators show up with their whole Self, with all their fears, doubts and shortcomings, as much as with their purpose, power, creativity and full potential, and where the focus changes from the individual 'leaders' to leadership as a collective 'field' of collaboration, learning, community and innovation.¹

How to mainstream diversity & gender in the EOALC

In this manual, we would like to honour the diversity present in the world and would like to encourage you to invite it to become visible, explored in its dimensions and valued as an opportunity for insight, empathy and connection with others.

¹ „The Art of Facilitating Leadership for Global Responsibility“ is highly recommended as further reading to dive deeper into what is needed of the trainer / facilitator of these kinds of leadership programmes. It includes exercises of self-reflection in order to be ready to create and hold a leadership space with participants.

B. Practical Guidance for the Course Design and Implementation

Diversity can take on many dimensions, such as gender, physical appearance, age, disabilities, sexual orientation, social background etc. which intersect with each other ([see Blome, C: Diversity & Gender in Leadership for Global Responsibility. Theoretical background and practical tools for Organisers and Facilitators, p 10](#)).

In our societies, exploring diversity always involves understanding also prejudice, injustices, harm and lack of freedom and privileges, linked to attributes of diversity.

It goes without saying that diverse cultural approaches and implementations of the EOALC involve not only the topics but the facilitation and training approach itself. What is outlined in this manual is therefore to be regarded as one of many approaches, as food for thought offered by thinkers coming predominantly from the Global North. Even if the language of this manual may sound normative or claiming objectivity, it is not intended to purport 'universal truth'.

When implementing the programme, you could consider the following aspects in order to pay tribute to the inevitable bias the programme designers and facilitators bring along and the diversity of participants' realities:

- Be aware that you have blind spots and biases, some of which you may know, some not!
- Communicate your good intention and awareness of blind spots to the group, and invite participants to bring in their perspectives pro-actively, to communicate if actions, content or language cause harm to someone. This can include what is stated and done, as well as what is not stated, e.g. 'invisibilising' colonial impact when discussing access to land in Africa.
- Create a space of psychological safety where everyone feels comfortable to speak up and where curiosity, empathy and the desire to grow one's awareness and competencies prevents finger-pointing and fear of embarrassment or exposure.
- Practise and invite the group to use mindful language that does not claim objectivity nor universal truth. The mindset of the facilitator is offering, inviting, inspiring - empowering participants with the responsibility and opportunity to decide themselves what they make of it, what is relevant to them.
- Continuously invite participants to explore a topic from their perspective, apply it to their reality and – over time – you can also invite them to take more active roles in shaping the programme.
- Invite speakers with specific expertise or experience to address issues of diversity. This can relate to understanding diversity conceptually and learning what to pay attention to.
- Speakers or yourself can also involve looking at leadership and agriculture (e.g. distribution and ownership of land) in a historical, political economist perspective exploring the effects of colonisation, civil conflicts, forces of industrialisation and other power dimensions with regards to the main topics of the programme.

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How gender is mainstreamed in this manual

"Gender: refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men." [UN Women](#)

"Gender is not determined biologically, as a result of sexual characteristics of either women or men, but is constructed socially. [FAO: About Gender](#)

Although men and women appear here as the only two 'binary' options, many countries are now also legally recognising 'non-binary' or so-called 'third genders'.² We would like to encourage you to be as inclusive as possible in your approach, whether explicitly or implicitly.

B. Practical Guidance for the Course Design and Implementation

"Gender Mainstreaming is a globally accepted strategy for promoting gender equality. ... Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities - policy development, research, advocacy/ dialogue, legislation, resource allocation, and planning, implementation and monitoring of programmes and projects." [Read more here](#)

In this manual, we mainstream gender by suggesting you consider it in every aspect of implementation. We are highlighting gender in the following ways:

In the course design including needs assessment, curriculum, participant selection, and evaluation

- a. Implementation and organisation
- b. Facilitation and training (see below)
- c. In the curriculum, it should be considered in every module. It is especially addressed in module
 - ["7.2. Leadership in EOA"](#)
 - ["8.1. Gender and Ecological Organic Agriculture"](#)
 - ["4.3. Key topics for Ecological Organic Agriculture"](#)

Paying attention to gender when facilitating / training

- Think about how you will approach sensitive topics such as non-binary genders and diverse sexual orientations, keeping in mind that these may not only be tabu in some participants' cultures but even legally prohibited. Addressing such issues without the appropriate sensitivity can therefore put participants into a potentially dangerous situation.
 - » You can try to have some informal bilateral conversations with participants or ask a person acting as a 'cultural bridge' to do so, to find out what they think about openly addressing these topics.
 - » Sometimes, an anonymous poll whose results you will not share, can give some interesting insights about participants personal views and identification.
- Create a space where disadvantages and injustices can be openly explored while at the same time safeguarding that the discourse and atmosphere does not move into overtly accusing and shaming the male participants as this will lead to them closing down on this issue.
- If you are not from the culture of participants, be highly sensitive to your own blind spots with regards to understanding how gender is treated in that culture, while at the same time holding up a space for (female) participants to question whether the argument of 'we have always done it this way' is legitimising injustices.
- Be aware that especially women may not speak openly about the issue in a large group and / or in front of (vocally strong) males. If you are not female yourself, see if you can find a woman to check in with the other females how (safe) they feel to speak. This can also be an assistant in the programme or a female participant you feel can take on that role.
- When starting to speak about gender, emphasise that it is a challenging topic for everyone, that it is as much societal and professional, as it is deeply personal. Ask for empathy for all contributions and that we may not be good at always finding 'the right' words, especially if the course language is not our mother tongue.
- Starting off with an exploration in pairs can make participants feel safer than in bigger groups
- Consider consciously matching participants for group work: e.g.
 - » women with women, men with men. – this is especially helpful to strengthen women's voices and de-stigmatise their experiences
 - » Women-men mixed
 - » Same region
 - » Mixed regions.

From curriculum to programme design

The following considerations are derived from thinking on adult education and transformative leadership approaches, such as outlined with more details on approach and methods in the [“GIZ Toolbox - Leadership for Global Responsibility”](#) and [“The Art of Facilitating Leadership for Global Responsibility”](#).

How modules of the curriculum relate to programme sessions

The curriculum contains the “Competency Development and Learning Goals” for each module. A module is a thematic section of the curriculum; it is, however, not equal to a workshop session which is a time-bound section of the programme design.

In the programme design you can therefore also combine several modules in one session, e.g. using a creativity technique to explore the food system, a role play with a stakeholder to practise communicating advocacy topics and communication geared to a specific stakeholder analysis.

You can also address the different aspects of a module in different sessions, e.g. of the module “Self-Management”, the subset on self-organising can be combined in a session on tasks & roles in the team. The aspect of resilience and sources of inner strength can be combined with self-leadership sessions.

Additionally, you can refer back to certain aspects again in order to show the interconnectedness and deepen the learning by calling it back to attention, e.g. empathising with your stakeholders needs and purpose in order to enhance the collaboration is a topic that is relevant for advocacy, food systems, communication, negotiation, motivation and part of the transfer project tasks.

(Designing the) Phases of a Programme

Many natural processes have a beginning, a middle and an end. Many cultures are full of rituals to mark such different stages of social and natural processes. Group processes have been found to also exhibit certain dynamics, be they teams, organisations (growth patterns, especially seen with growing start-ups) or groups that come together temporarily as in workshop contexts. The following outline on phases of a programme follows ideas of [Scharmer’s Theory U](#) which includes Design Thinking as one its influences.

An over-arching concept: Divergence and Convergence

One way of thinking about dynamics of a process is to assess whether the phase is about divergence or convergence.

Divergence is about opening up, exploring many different aspects, explicitly being interested in what comes up ‘at the edge’ of a topic, what is related to it.

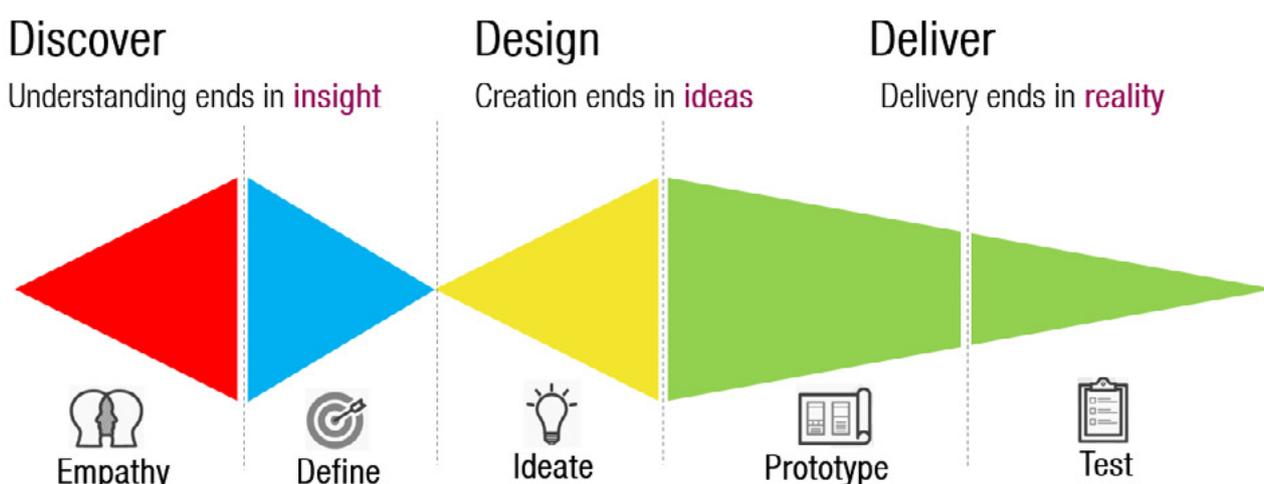


In permaculture, there is a principle “diversity is highest at the edge of a system”, like e.g. banks of a stream. Perhaps this also applies to other systems?

Convergence is about the opposite, about narrowing down, focussing, crystallising key aspects.

It is important to be clear about which approach you want to take, and make this explicit to participants, to give them guidance about whether the idea is to broadly explore or narrowly focus. Especially considering that the EOALC is a leadership programme, taking the time to diverge and explore an issue is important in order to understand the bigger systemic ramifications and provide the fertile ground from which possibly innovative solutions ‘at the edges of the system’ or that are not the obvious ones, the way we usually think, can emerge. At the same time, in all complexity and systemic interconnection, methodological support should be given to allow certain aspects of crystallise on which to work on further.

Apart from the flow of the overall programme, the rhythm of balancing divergence and convergence can be found in the instructions for the transfer project.



Devopedia. 2020. "Design Thinking." Version 7, July 31. Accessed 2022-02-16. <https://devopedia.org/design-thinking>

The beginning – exploring: with and within the group

We will not lay out the many ways of starting a training programme in general, however highlight what is important when starting an EOALC.

At the beginning of a programme, it is important to

- a. Provide background and orientation
- b. Enable the group to connect – with the others (participants, facilitators, programme support and whoever else is involved), as a group, with the intention of the programme and their own intention and purpose of participating.

Ecological Organic Agriculture is offered not just as a subject, disconnected from the person or society, but an essential part of being human, a high-purpose goal of a sustainable society and a spiritual field of the web of life. Use leadership framing that always connects to the 'Purpose': following Otto Scharmer's Theory U, "Purpose", "Work", "Self" with capitals refer to a deeper 'calling' of people for a greater good, like a life purpose.

Even if only a short exercise, ask participants to connect to their Purpose, their (first) WHY of participating. This can be done e.g. by asking participants to

- think about it
- write down a few sentences (e.g. in a learning journal)
- share in the electronic chat or a forum
- share verbally in a check-in round
- exchange in groups.

An exchange with other participants, in groups or the large group if possible, is recommended in order to start getting to know each other and create a group field full of purpose, intention and a sense of curiosity about everyone's (personal) story.

Make it participatory: let participants experience and make it explicit that everyone's active engagement is sought, that they are not disconnected 'vessels to be filled with knowledge', but that competency development involves learning from experience, one's own and in the group.

Consider participants' education and training cultures: in many parts of the world and societies, it is quite hierarchical, expert-focused with instructional, directive teaching of 'objective', 'proven' knowledge. In such cases, it can be helpful to lay out the theoretical foundations behind approaches, the expertise of facilitators and trainers and increase participation / Co-creation-levels over time.

Invite, but do not force personal sharing: Especially in the beginning, provide instructions with questions that give participants the freedom to answer in which way they feel comfortable. For example, the question "Why are you here?" can be answered quite technically – "Because of my professional background...." – or can be linked to a life story – "I used to spend time in the gardens with my grandmother ...".

Exploring the scope at the beginning

The nature of the EOALC is that it covers a broad range of topics, held together by the overarching question of "What kind of leadership is needed to advance Ecological Organic Agriculture?". In order to provide orientation, it is therefore recommended to also start the programme on that level, as outlined in module 1, exploring what is considered under the umbrella of EOA, what leadership can mean in this context and how that is brought together under the over-arching question.

Whilst this is also the opportunity to lay out whatever is clear in the scope – e.g. if it is clear that an EOALC will not treat team leadership issues – the nature of this first phase is an exploratory, divergent one. Methodologically, this can be using a variety of methods (group conversations, creative, note-taking...) that invite participants to explore what does EOA and leadership mean in their context, what are associations

B. Practical Guidance for the Course Design and Implementation

they have with the terms. This enables opening up (divergence) a mental map of all kinds of aspects that are connected to these big issues, from which then (convergence) throughout the programme, certain aspects are focussed on in more detail.

The middle of a programme: going deep

Whether visualised as a U-shape, an hourglass or going 'crossing the threshold' in Campbell's Hero Journey, all these models highlight the fact that there is a phase 'in the middle' that is about going deep. This can mean going deeply into a topic, and it can also mean going deep as a group or individually.

This can be a time when personal topics may come up or when the group is irritable, lost or conflictive. In the Art of Hosting approach (and in the Diamond of Participation?!) it is called the "groan zone", in Theory U the U-Point. It can involve participants questioning the whole programme.

However, it can also be a point of deep connection, personal introspection and philosophical or spiritual topics arising. In the VUCA-world (volatile, uncertain, complex, ambiguous), learning how to deal with these mental places of not knowing – oneself and with others – is a key leadership competency.

In creative and innovation processes, some even consider a point of crisis, of 'nothingness' as necessary for real new insights, ideas and commitment to change to emerge.



How does this affect the workshop programme?

- Like fractals in nature, this can appear in the middle of the whole programme spanning several months, of a workshop, even of a day.
- Consider placing self-leadership topics and exercises in this place
- Consider making it explicit and linking it with a session about leadership³, accepting our weaknesses, going with the flow and natural processes rather than fighting them, accepting polarity (night & day), change management.
- Leave some space for free, informal time, walking, spending time in nature or in stillness. The mind and soul will continue to process what is going on.
- Pay attention to what is appearing in the group and be flexible to adapt the programme to what is needed there and then
- Reflect about your own relationship with it and your role with regards to the group: rather than trying to avoid it or pushing the group through it by offering solutions to their questions, consider taking the role of an empathising mentoring companion. Help them feel ok with it, 'sit with their uncertainty' (as Buddhists would say) and understand the deeper potential of it
- Prepare to be available, present and with enough energy to possibly support individuals who may ask for personal support
- Create space for the transition into the next phase e.g. session for participants to share how it was for them, share ideas, story-telling in pairs, some creative method

³ The origin of the word "to lead" could come from old English "leath" implying 'stepping ahead, over a threshold, into the unknown'. This is in line with the Campbell's concept of the Hero Journey.

Moving to solutions: Ideation & Prototyping

The next 'big' phase usually involves a new soberness, energy and is focussed on idea generation (ideation) and developing ideas more concretely in rough models (prototyping). In the EOALC pilot this was part of the transfer project.

As is shown in the graphic on page 22, this phase is initially all about 'diverging', about opening up, co-generating many ideas. 'Convergence' then comes in the form of selecting an idea to develop further. Creating a prototype again is about diverging, open up the brain to ideas on how to implement it.

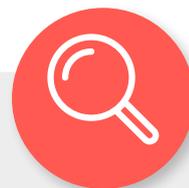


How does this affect the workshop programme?

- Use appropriate methods supporting the divergence and convergence dynamics, e.g. brainstorming and improvisation methods
- Explain to the group the importance of not shutting down someone's creativity in the divergence phase by judging it, but rather build on what others have contributed
- Consider offering materials for creating physical models
- A model can however also be something written (like the transfer project plan), a video, a role play, or - like in the ToT - designing and facilitating a session

Transfer to 'real life'

As has been confirmed by neurobiology and research on adult education, learning becomes effective when it can connect to something of relevance to a person. In order to support a desired change, be it on an individual level or as part of a collaborative change process, it is important for courses or programmes to facilitate the connection and transfer to beyond the programme. See also the module [9.4. Learning Review and Roadmap](#) for more suggestions.



How does this affect the workshop programme?

- Be aware of the 'Monday-morning-effect' when all the high feelings from the programme are washed away and participants are again confronted with problems, to-do-lists and people who do not share their experience. Prepare them for it, by mentioning it and ideally offering a connection to the participant community (e.g. via an online tool) to still be in contact.
- Make time during the programme for participants to think about what they take with them and how they plan to transfer it, e.g. reviewing the whole course, exchanging in small groups about highlights and insights, individual journaling to develop a roadmap for implementation, manifesting the commitment by writing it somewhere or sharing it in front of the whole group, ritual to mark the transition e.g. crossing over a line / branch, jumping from a chair / ladder, handing over certificate...
- Connect participants in pairs, triads or small groups (e.g. regional groups in the EOALC) as learning partners / travel group / peer coaches / future action group / working group. Make time during the programme for them to agree on the means and process of collaboration and set the date for the first meeting.

Special Course Elements

Field Visit / Learning Excursions

Field visits are excursions to a place of relevance for EOA. Sometimes also called "Sensing Journeys", they serve the goals of

- Engaging with real life practitioners in their location, 'entering their system' with all senses
- Learning interesting aspects related to the contents of the EOALC
- Practising 'sensing': observation, listening and self-reflection skills
- Offering the opportunity for a stimulation of commitment, intrinsic motivation and passion e.g. when meeting change leadership persons or projects

Variations:

- a. a places of inspiration that are part of an EOA value chain (farm to fork) - approach used in the pilot
- b. Leadership inspiration, in a societal sector or milieu that participants normally have little contact with, e.g. design industry, political life, athletes or artists
- c. Empathy focus, engage with societal milieu that often do not have a voice, e.g. homeless persons, orphans, marginalised migrant workers

B. Practical Guidance for the Course Design and Implementation



*Figures: Impressions of the EOALC excursions in the 5 regions
- Observing, experiencing, reflecting.*

In [Lead the Change. Guidance for implementing Change Leadership Programmes in international cooperation](#) you can find a list of required and desired criteria for selecting places.

Methodological approach:

- Ensure proposals and selection of places follows established criteria, based on learning goals of the visit - best to have trainers participate in the decision and not too many persons communicating in between the project and trainer / organisers
- Brief the hosts that the main aim is an engagement with the leadership aspects, i.e.. that they are more than welcome to share their personal story, thoughts and feelings. Information about the project is of course also very interesting and relevant, but it should not be an impersonal presentation or tour of the place. Hosts can be made to feel comfortable that apart from showing participants around (and ideally organising a place to have food and drinks), they do not need to prepare much.
- Participants will have had sessions on sensing skills, generative listening, powerful questions and explanation on what is expected of them: to take the engagement with the host into their own hands, they can even prepare the facilitation and asking questions. They should organise getting informed about the place they are visiting in advance and starting to think about interesting questions. Participants are encouraged to ask questions relating not only to facts, but the host's own perspective and life story. Participants receive instructions to ideally conduct some self-reflection and sharing in the group about the visit on-site or on the way back, latest the following morning, and share notes and ideally photos or videos with the other groups on the platform.
- The trainers or facilitators should take a step back, let participants do all the talking and engagement, letting them be active inquirers (and not passive consumers).
- The day after, conduct a de-brief and sharing with the other groups that is not a report, but aims for a deeper reflection about how the excursion has impacted the participants, how this connects to other themes of the EOALC, be it on EOA or other leadership topics.

In the pilot, the de-brief was combined with a teaching on Creative Confidence (see video listed in [chapter 8.4.](#)) and practising graphic recording (facilitation meta-competency): While each group is presenting, always one other person will 'record graphically' what they are hearing, on the same flip chart, resulting in one drawing with insights from 5 different people having listened to 5 groups! No words (or one word maximum)

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De-briefing after the excursion: Practising deep listening and co-creation

Transfer projects

Transfer projects are required of participants in order to apply their competencies, including newly acquired ones, and to ensure that the EOALC has a firm footing in real issues that matter to participants.

In detail, the transfer projects have multiple aims:

- Apply learnings related to EOA
- Apply learnings related to teamwork in distributed settings and provide experience to reflect upon and gain deeper insights in the 2nd workshop (experiential learning)
- Demonstrate and learn basics of project management (including Design Thinking elements) and writing project proposals (lay the basis for donor applications or other pitches of support)
- Generate innovative ideas for strengthening EOA in Africa
- Facilitate a process for real collaboration on a change project beyond the scope of the EOALC.

What should a transfer project look like

- Group task to which every member has contributed: we decided on regional focus, to strengthen regional collaboration, building on the 1st in-person module in regional groups. However, if participants are very keen on doing a cross-regional or continental project, it is advised to support that. Intrinsic motivation and purpose are an important factor of change initiatives. Also, it may be that inter-regional projects can have a bigger effect (scaling-up).
- Plan 'project': develop a concept of a change project, including all aspects of a project plan (aims, milestones, stakeholder mapping, resources, monitoring, activity plan etc.). In order to come up with the result, certain activities are proposed (e.g. stakeholder interviews, brainstorming).
- Topics: that somehow contributes to our purpose of 'Promoting Ecological Organic Agriculture in Africa'. They can be diverse and inspired by the topics of our course, e.g. set up a regional network, consumer campaign, advocacy topics, value chain...

Output

- 'Substantial', the equivalent of minimum 5 pages, maximum 20 pages written text (other media e.g. video, theatre, graphic recording or a combination thereof can also be used as long as it includes substantial content)
- Include all points outlined in the project definition (template provided)
- The plan should be finalized and uploaded to the MS Teams channels.
- During workshop 2, present project in 20 mins to a 'sounding board' consisting of the other participants (additional peers can also be included). 45 mins are available for Q&A and "feed-forward" (feed-back) from peers.
- Incorporate the feed-forward and finalise the transfer project plan until a deadline 2-3 weeks later.

Methodological approach

- Module 8.5. Project Development, based on classic project management (e.g. IPMA), Design Thinking, Logframes, insights of adult education on the importance of transfer to participants' reality, peer learning in groups and intrinsic motivation
- Ensure work on transfer project is understood as requirement for participation and certificate: In the course description and call for candidates, explicitly state the amount of hours, required, output required and visualise active group work in the interim phase as essential pillar of the EOALC.
- Make participants aware of the transfer project, in the lead-up to the Interim Phase: Mention in all materials, Kick-off Webinar, refer to it in between sessions and especially day 1 and day 5

B. Practical Guidance for the Course Design and Implementation

- Day 1 of 1st workshop with first exercise, briefly showing the Design Thinking phases and approach, then using "How Might We (HMW)"-method (incl. Video to explain it, show diverse persons applying it, change of medium, giving it validity) and brainwriting to start the thinking and make group aware that it needs to ideally come up with a topic by the end of the week. Important: emphasise that no decision should be taken on day 1, as
 - » the sessions of the first workshop should be considered as inspiration for the topic (esp. those related to advocacy and change)
 - » Let group first get to know each other and build up trust
 - » in order to give less dominant participants a chance to develop ideas and feed them into the group process
 - » Use brain-writing or other method that supports more introverted persons by self-reflection and sharing in a circle (as opposed to pop-corn where the most vocal take up most oral space)
 - » Emphasise that with brain-storming methods, no criticism of other people's contributions is permitted – in a humorous way ("often I feel the urge to comment and then I have to bite my lip to hold it back...haha") so that participants feel relaxed about needing time to understand unfamiliar methods, creating psychological safety to make 'mistakes'
 - » Introduce rephrasing the challenge and aim as a HMW-question, however expect that many participants are not able to make that switch from the usual way of approaching it, the first time. The aim here, is to introduce it, so it can be referred to again and again and understood more thoroughly throughout the course.
- Day 5: After having had sessions on teamwork, communication and project management, provide sufficient time (45-60 mins) for the groups to primarily get organised (how will they communicate, when will their next call be, etc.), and – if they have time - work on or even decide on a topic.
- Important: don't skip this, as it is much easier for them to collaborate, once they are back at home, if they have already decided on a date and organiser of the next meeting!
- Coaching throughout the Interim Phase (see details below): ensure that you
 - » o Keep the accountability up by reminding and communicating about the transfer project
 - » o Send communication every 7-10 days (depending on the length of the interim phase), addressing both the group collaboration process as well as the project plan itself
 - » o Give an overview of all of what is expected. In addition, guide them through the process along the milestones, e.g. this week you should complete your plan, this week you can do the stakeholder mapping. Clearly differentiate between what are essentials (basic minimum) and which are additional exercises or inspirations (e.g. empathy interview, brainstorming as part of the ideation phase).

Resources:

[Example of Transfer Project Handout in the Annex](#)

C. The EOALC Curriculum and methodological options

The curriculum of the EOALC is quite extensive, covering the following main areas:



EOA principles & practices



Value chains, trade and consumption



Advocacy & Policy



Networks, movements & knowledge management



Communication



Change- & Self-Leadership



Methodologies incl. Project Management



Cross-cutting topics e.g. gender



Excursion & speakers

HOW TO USE THE CURRICULUM

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The curriculum is intended to give an overview of

1. The Competency Development and Learning Goals: read them as “participants are able to”
2. A brief outline of the context of the content, why it could be part of an EOALC.
3. Methods on
 - a. how it can be incorporated into the programme design of the EOALC
 - b. pointing out special aspects to consider relevant to the EOALC, especially on the key dimensions of EOA, Advocacy and Leadership
 - c. connections to other modules
 - d. creative, experiential ideas that go beyond standard presentation, discussion and group work – and –
 - e. The mindset, attitude, framing and integration of leadership aspects throughout the programme that make it different from a subject matter training and characterise a leadership development programme.
4. Reference to useful resources

It is expected that the curriculum is viewed together with the overview showing how it was implemented in the pilot, in addition to the presentations and other materials that give more details on content and Methods applied in the pilot implementation.

C. The EOALC Curriculum and methodological options

It is also assumed that trainers and facilitators of the EOALC have or gain deep knowledge on the topics and how to train and facilitate programmes proficiently. There are many other manuals and training programmes outlining best practise in training and facilitation of adults. This should not be repeated here but used in conjunction, to design to an EOALC.

So, when a suggestion offered in the Methods says e.g. "ask participants how this relates to EOA", it is assumed that trainers do not just do this in a large group but choose whatever exercise they feel is appropriate for the design, taking into account the flow of the day and whole workshop, incl. time, variation in methods, energy of participants, combination with other topics or methods to be practised... . This same question, could, e.g., be explored by

- Self-reflection, thinking alone
- Self-reflection, guided journaling
- Interviewing each other in pairs
- Going for a dialogue walk in pairs
- Group work, also of varying sizes
- Writing cards and pinning them themselves
- Mapping of different kinds
- Creative brainstorming, working with associations
- Individual or collective drawing, using materials, ...
- Researching, e.g. suggestions for specific resources to explore (e.g. the food systems handbook, FiBl or other knowledge providers)
- Varying dialogue forms: fishbowl, circle with talking stick, bingo-style...
- Argument / making a case / interrogation / defending a case
- Roleplay, putting yourself in the position of someone else, a stakeholder
- Stimulate by showing a video or soundbite
- Bringing in an external speaker, letting participants facilitate / interview the speaker
- Participants finding and interviewing interesting persons.

Module 1

General course introduction

This chapter gives suggestions for how to start an EOALC, also already before the first meeting. While the design chapter “The beginning – exploring: with and within the group” lays out the general programme design principles, this module gives more concrete suggestions related to an EOALC. It includes both the start of the group dimension as well as a teaser on the key aspects of the course: leadership and EOA, by asking what leadership actually is – and means to different people – and by providing a short historic outline of milestones and pioneers and discussion of the leadership values and approach.

1.1.

Introduction to the course

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Trainers / Facilitators / Course organisers / participant managers are introduced.
- Participants have got to know each other, professionally and personally
- participants have an overview of the EOALC, its content, approach and how it will run

OUTLINE OF CONTENT



As mentioned in the chapter “the beginning” as part of “Phases of a Programme”, it is important to provide orientation at the beginning of a module, be clear about expectations of commitment expected towards the programme and let participants as well as everyone from the organization / training team, who they will have a lot to do with, get to know each other. This module also includes introducing logistics and digital means of communication, if applicable.

Enable participants getting to know each other – quite apart from this being a natural human interest ‘who am I engaging with’, it also helps with trust-building, participants feeling more comfortable interacting with each other and is – in the EOA Leadership Course an end in itself: to build a trusted network of peers, that will be a basis for future collaboration. Starting from the beginning, building the personal connection should take place throughout the course.

METHODS



In an EOALC it is recommended to, in addition to information about region and professional identity, invite sharing of information about themselves personally, perhaps some fun aspects and details of professional work, e.g. websites, photos in order to connect with participants' lives more and find points of connection

- Sharing information as profiles, before meeting in person – via email or uploading a message or profile to a platform. It helps and increases participation when you offer a profile template for them to fill in. Invite personal sharing that leaves it up to participants how private they want to go (note the difference between personal and private).
- Invite sharing of photos, videos and website to their work context.
- In groups sharing: hobbies, "what you wouldn't know about me if I didn't tell you", passions
- "2 truths and a wish" – of 3 statements the others must decide which ones are true and which one is a wish. Give sufficient time and encourage participants to ask more about the other person (e.g. "so you wish you were a musician? What was it like growing up as the only boy with eight sisters?...")
- In order to set the personal and professional tone, it can be very effective, if organisers / trainers / facilitators also introduce themselves in advance with a welcoming video.
- Be very clear, and repeat or refer to it several times, about the expectations towards participants. This can include time commitments, outputs necessary for a successful completion of the course and possibly a certificate.
- Especially if the participants do not need to pay a fee, as the course is funded otherwise, it can be effective to request e.g. 90 % attendance and absence only in writing with a doctor's certificate if you find this culturally appropriate. You can still decide whether you really want to enforce it, but it sets out accountability right from the start. In more formal, hierarchical learning cultures, the participatory approach of an EOALC can be perceived as it all not being so serious and everything being optional. It is important to counteract this from the start.
- Some funded programmes even choose for participants to sign an application form, stating that they will pay a certain amount of money if they fail to attend, and refer to a waiting list of other candidates.
- If using a digital platform for the course, possibly in addition to in-person workshops, use initial communication and exercises to let participants practice the key features of the platform, e.g. how to comment, how to like something, how to upload.

RESOURCES



- [Instructions for the getting to know each other game "Two truths and a wish / lie"](#)

1.2.

Framing of approach & Group Agreement

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Has seen and heard everyone else
- The personal purpose (WHY) of the programme is in the room
- Has co-created a team agreement and is committed to it
- Values & expectations have been articulated

OUTLINE OF CONTENT



See the chapters on “the beginning” as well as “leadership development” about the importance of appealing to the bigger personal purpose in relation to EOA right from the start and for suggestions on how to do so.



“The question was WHY – why are we here – that was very important for me. (...) It just set the tone for the whole course! I had travelled for the first part of the course more than 4000 km from my home and turning away from my job as a farmer was a big undertaking – so, once we answered the question WHY, why organic agriculture, why the EOALC – that was very important for me.”

— **Kanangwa Newlove**

“I remember very well the Golden Circle, where we have been told that for everything that we do, we must begin with the WHY. And if the WHY is understood very well, the HOW and WHAT becomes very easy.”

— **Robert Guloba**

Co-creating a team agreement: with questions like “How do we want to be / work together? What is important for us during this programme?” participants and facilitators / trainers / organisers can express what they would like to see as a common agreement.

Aim:

- relationship changes from teacher-student (parent-child) to one on equal level requiring participants to take responsibility for their behaviour in the group and for themselves
- facilitators have the chance to set the tone by including aspects like: take responsibility for your learning and well-being, mistakes are opportunities to learn from, diverging views are welcome, being available for confidential conversations if needed, inviting feedback, punctuality, attendance etc.

METHODS



Variations of this differentiate between 'ground rules', expectations on format and learnings harvested. If such an approach is chosen, be aware that

- 'rules' can have very different expectations with regards to accountability and rigidity culturally
- expectations by definition correspond more to a demanding, consumerist attitude of participants and less to openness for experience and co-responsibility

Methodologically, this can be done e.g.

- have a joint board where participant write cards (electronic or physical). This individual work before coming together as a group avoids participants being influenced by what others are stating.
- followed by a verbal exchange, clustering and agreement.
- Trainers / facilitators state their points last, if they have not been mentioned yet.
- You can decide to 'frame' the agreement by drawing and hang it up so it can be viewed all throughout the workshop.

RESOURCES



- [Sinek, S \(2009\): Start with Why – Book, TED-Talk on "the golden circle"](#)
- [Sutherland, L – How to create a team agreement](#)

1.3.

Leadership Teaser, in the context of the Origin, Leaders and Pioneers of Ecological Organic Agriculture

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COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Be aware of diverse concepts of leadership and distil key aspects
- Explain, summarise and contextualise the timeline of ecological organic agriculture development and growth.
- Explain, summarise and contextualise the timeline of ecological organic agriculture development and growth with reference to leaders and pioneers
- Appreciate the ideas and the philosophy of the ecological organic pioneers in the context of leadership
- EOA and Gender: get to know female pioneers and have increased awareness why they might be less prominent.

OUTLINE OF CONTENT



This module is a first 'teaser' to engage with the concept(s) of leadership and what it has meant, and can mean in terms of EOA. It will later be expanded upon in the section on EOA leadership. In terms of leadership, it can give a first idea that it is a broad term, that can signify many

different dimensions to different people, even in academia. This can be reassuring for participants who may feel confused or not knowledgeable. In terms of the history EOA development, it brings historical context and is at the same time inspirational.

METHODS



- Ask participants what they associate with leadership
- Invite them to write down on cards or in an electronic whiteboard (e.g. resulting in a word cloud) terms and expressions relating to leadership in their languages. If they say they don't have a word or that they use 'leadership' (which is often the case), ask for words for (traditional) leaders, wise men and women, guiding,... Or whatever they think could belong to it. Also invite sayings and metaphors.
- Let participants draw a metaphor for leadership and discuss what they associate with it – this brings out many more associations, e.g. a traffic light, a mother / father spider, a janitor, a megaphone, a shepherd's dog...
- Ask: when did agriculture begin? Has it always been there? What would you include, what not? Do you know of early cultures who practiced agriculture?
- Do you know of any pioneers of EOA? You could make a timeline with cards.
- Present / contribute known pioneers.
- Bring up the question of gender. Note and discuss how many female pioneers and leaders there are. Do their positions /arguments differ from those of men?
- What were their principles, what their leadership? Speak to participants as part of that continued leadership.
- Introduce the concept of Organic 1.0, Organic 2.0 (and if time permits Organic 3.0. if time is short, just mention it and that you will get back to it later.)
- Make it asynchronous homework to find out what organic 1.0, 2.0 and 3.0 means and report back to the group.
- Relate to EOA as a movement: ask for associations / social movements around EOA – in all parts of the world! "What is the culture in agriculture?"
- Introduce history of IFOAM and its current role. You can also show/ make a video and ask participants to watch this asynchronously.

RESOURCES



- [IFOAM Our History](#)
- [Indigenous Knowledge in Conservation Agriculture, Nene YL, 2009, AAHF Vol 13, No 4](#)
- [Demarco, C \(2021\): 27 Inspiring Women Reshaping the Food System](#)
- [Root Capital \(eds\) \(2014\): Applying a Gender Lens to Agriculture: Farmers, Leaders, and Hidden Influencers in the Rural Economy.](#)

Module 2

EOA Origin, Principles and Approaches

This module introduces the concept of Ecological Organic Agriculture including its origin, key principles and approaches. We start with the question 'Why we need a change of the current pre-dominant conventional farming systems', and - by looking at the SDGs - it is discussed how EOA can contribute to addressing the global challenges we are facing. Furthermore, the module aims at ensuring that participants gain a shared understanding of the terms used for various sustainable farming approaches – such as agroecology, organic agriculture, sustainable agriculture – and how these different concepts and approaches relate to each other. It looks concretely at the key aspects and practices in terms of ecological organic farming e.g. via practical examples.

2.1.

WHY Change

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Participants are able to summarise and explain the key reasons and justifications for change in the agricultural system.
- Participants know how EOA could be a solution for many global challenges in agriculture and food systems, with links to the SDGs (e.g., #2, #3, #6, #12, #13, #15)
- Participants understand EOA as a core concept within AE as the most appropriate and holistic approach for a sustainable farming system.

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OUTLINE OF CONTENT



This sub-module serves as an introduction to the concept and background of Ecological Organic Agriculture. Referring to the Sustainable Development Goals links the program and the goals of EOA to the bigger picture – to the overall challenges that humankind are facing. Let course participants reflect and discuss, why a change

of the current agricultural system is necessary and how EOA can be a solution for many of the global challenges.

Share facts & figures with the participants from recent publications from trustful sources in order to underline arguments with solid evidence.

METHODS



- Sharing of evidence and linking to the global context and the SDGs
- Group discussion and exchange of arguments on the relevance of EOA
- Exercise: which SDGs does EOA relate to? Give participants the SDGS in detail, including full title and indicators. You could use icons and let the group place them, closer or further away, depending on how strongly they contribute to a specific SDG.

RESOURCES



- [FAO, 2019: The state of the world's biodiversity for food and agriculture, Report](#)
- [IPCC, 2020: Climate Change and Land, Report](#)
- [The Food and Land Use Coalition, 2019: Growing Better, Report](#)
- [IFOAM, Organic 3.0 – Sustainable Food and Farming, short movie clip, 3:55 min.](#)
- [IFOAM's Principles of Organic Agriculture, Movie, 43 min.](#)

2.2.

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Principles, definition/s of EOA

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Contextualize the key ecological organic landmarks and use them in participant's own practice
- Understand and present the values, principles and definitions clearly and concisely
- Identify leverage points for moving the dominant systems towards AE and OA



OUTLINE OF CONTENT

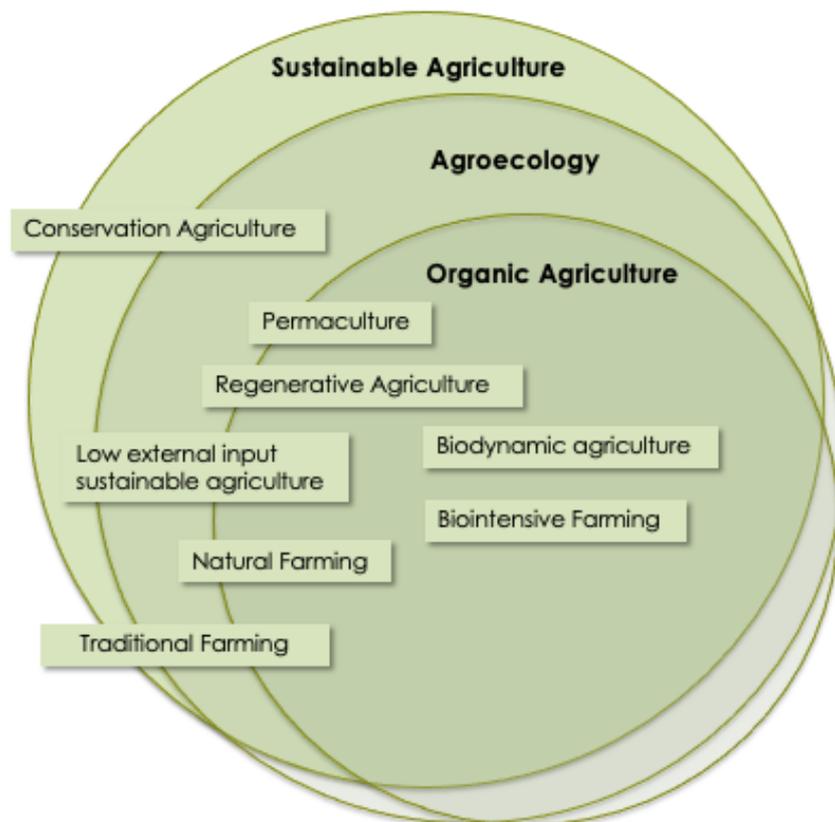
The sub-module provides participants with an understanding of the Ecological Organic Agriculture (EOA) origin, principles, and approaches. The definitions and core principles of different sustainable food systems/farming approaches – such as Agroecology, Organic Agriculture, Sustainable/Integrated Agriculture – are presented and discussed, in order to establish a common understanding of used terms and concepts.

The glossary developed by FAO (FAO, 2009) and the IFOAM EU position paper on agroecology are useful resources for a clarification and discussion of the different terms, approaches and their interlinkages.

In this context it is relevant to mention, that both the organic and the agroeco-

logical movements started as inspirational and inclusive movements, that continue to inspire change today and that highlight the contribution agriculture can make towards achieving the SDGs. The exact relationship between the two is quite variable in the scientific literature; though, IFOAM – Organics International deems that “organic is a well-defined subset of agroecology and that certification is a tool, not a prerequisite.” (IFOAM EU, 2019)

While sharing similar principles with agroecology, a major difference between the two approaches is that organic agriculture has in addition defined minimum requirements for an operation to be called “organic”.



*Organic Agriculture
a subset of Agroecology*

**Agroecology**

FAO defines agroecology as “the science and practice of applying ecological concepts and principles to the study, design and management of the ecological interactions within agricultural systems (e.g. relations between and among biotic and abiotic elements). This whole-systems approach to agriculture and food systems development is based on a wide variety of technologies, practices and innovations including local and traditional knowledge as well as modern science”

— **FAO, 2009**

**Organic Agriculture**

“Organic agriculture is a production system that sustains the health of soils, ecosystems and people. It relies on ecological processes, biodiversity and cycles adapted to local conditions, rather than the use of inputs with adverse effects. Organic agriculture combines tradition, innovation and science to benefit the shared environment and promote fair relationships and a good quality of life for all involved.”

— **IFOAM, 2008**

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METHODS

- Ask participants what agroecology means in their countries / for their stakeholders (in some countries it is used as ‘greenwashing’)
- Presentation, e.g. by guest speaker of local organisation (NOAM)
- Let participants share their personal “EOA heroes/pioneers”
- Joint discussion, e.g. development of EOA in different countries, Q&A

RESOURCES



- [IFOAM EU, 2019: Position Paper on Agroecology](#)
- [Food and Agriculture Organisation of the United Nations \(FAO\): “Glossary on organic agriculture”, 2009](#)
- [G.A. Barton: The Global History of Organic Agriculture, Article](#)
- [FAO Agroecology Knowledge Hub, Online Platform. Definition, the 10 Principles and the linkage to the SDGs](#)
- [IFOAM about its history and highlights](#)

2.3.

Ecological organic agriculture Production systems (Context and key practices)

COMPETENCY DEVELOPMENT AND LEARNING GOALS



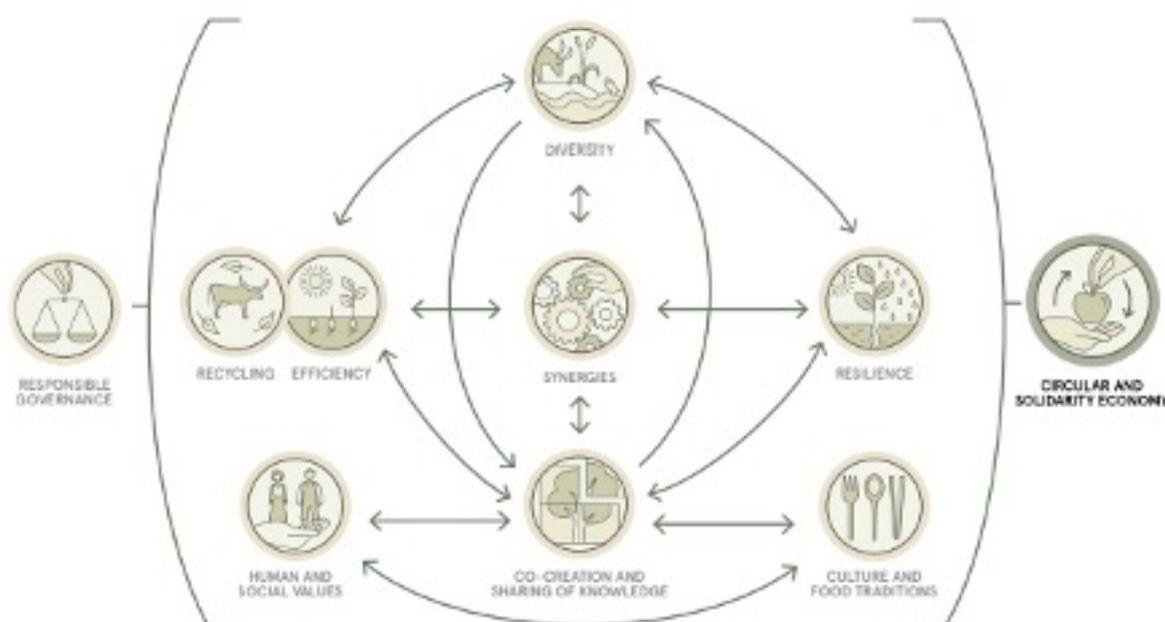
- From the perspective of the participant’s own unique operating environment, sharing experience, and providing context for the practices, principles, challenges and opportunities of adapting current farming systems to EOA, recognising the indigenous knowledge systems, local innovation and traditional approaches.
- Understand and describe typical ecological organic crop production techniques with reference to the 4 principles and the definition of EOA and the 10 elements of agroecology. Link the practice to the requirements of Global Goals and local adaptation.
- Explain and show understanding of the main agronomic concepts in EOA like crop rotation, resistant varieties, composting, mixed cropping, soil and water conservation measures, agroforestry etc.
- Describe natural resources regenerative measures e.g. green manure, soil covers, mulches, nutrient balance, nutrient cycles, resource recycling and nutrient balance calculation
- Present the basic principles regarding multifunctional ecological organic livestock production including animal welfare, animal health, environment and cultural traditions
- Describe and understand the basic on-farm handling and primary processing (harvesting, packing, storage, transport) as it relates to ecological organic principles
- Understand limitations and farmer’s rationale behind resisting the adoption of certain practices

OUTLINE OF CONTENT



The chapter points out the importance of EOA production systems and engages participants perspectives to collaborative by sharing experiences from their own operating environment and traditional approaches. It also teaches how to under-

stand and describe principles of EOA by linking best practices to local adaptation. The knowledge of traditional / indigenous knowledge is relevant to be discussed as well.



The 10 principles of Agroecology. FAO

METHODS



- Give an overview on the 10 principles of agroecology (see FAO publication below)
- Share background on the relevance of traditional and indigenous knowledge on sustainable food systems (see FAO publication)
- Invite guest speakers – e.g. farmers, researchers, consultants - to share practical experiences and lessons from EOA production systems
- In addition/alternatively: let participants share their own work context and experiences related to EOA production systems
- Watch a few short movie clips from farmers around the world (see link below to the "I Grow Your Food Campaign" of IFOAM)

RESOURCES



- [FAO, The ten principles of agroecology, Brief, 10p.](#)
- [FAO, 2021: Indigenous peoples' food systems](#)
- [IFOAM I Grow Your Food Campaign: "Meet the farmers who grow your food" - huge compilation of farmer's short videos from across the world](#)
- [FAO Agroecology Knowledge Hub, Online Platform. Showcases from across the world](#)
- [FiBL: African Organic Agriculture Training Manual](#)

2.4.

Ecological Organic Agriculture Production systems, cont.

(Wider context)

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Understand and explain the principles of inclusivity, like-minded vs. equivalent agriculture systems, with reference to Traditional, Low- or no-input, Organic, Agroecology, Permaculture, Biodynamic, IPM, etc. Draw the line between and compare the common principles among these systems
- Make a comparative analysis on the risks and possible benefits of high-technology food production systems like aquaponics, vertical farming systems, soilless agriculture, etc.
- Use the Best Practice/Sustainability Flower and "organic 3.0" framework to describe the ecological, economic, social, cultural and accountability aspects of realistic sustainable agriculture
- With reference to above topics, draw a comparison between EOA and Non-EOA production systems
- Consider throughout gender Roles and the different farming systems, in particular in the small- scale farming sector with regard to potentials and limitations in adopting an agroecology transformation, e.g. female headed households probably have more often limitations rather than huge potential

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OUTLINE OF CONTENT



This sub-module is an extension of sub-module 2.3. and can be merged with the above. The described content and learning goals of the previous sub-module are deepened and explored in a participatory way.

METHODS



This module is essential for anything named an EOALC as it explores approaches to agriculture that can be encompassed with the term 'ecological'. It is important for participants to understand

- How the term 'agroecology' is used by international institutions, players and regions: ask about their associations with the term and how it is being used in their country
- Differences and commonalities of the different approaches, e.g. by having visualised icons of different practises and approaches and letting participants place them with whatever agricultural approach they think it connects with
- If cynicism comes up because of 'greenwashing' or the feeling that it is all relative as definitions vary, do point to an agreed common ground used by international institutions which differentiates all of the approaches clearly from conventional agriculture
- This can be combined with exercises relating to advocacy. Aims could be to develop a deeper insight into when it makes sense to highlight the difference (e.g. opportunities for organic agriculture) and when it is important to let go of the difference in order to build capacity with other players to build capacity for ecological agriculture per se.
- It could also be combined with communication exercises, e.g. with role plays to explain to politicians what agroecology is, what organic agriculture and what is not ecological, although it might claim to be.

RESOURCES



- [See module 2.3.](#)

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2.5.

Data and statistics for ecological organic agriculture

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Collect, verify and interpret statistical data for EOA and to contribute to organic monitoring
- Introduce gender differentiated data collection and interpretation

OUTLINE OF CONTENT



The chapter focuses on the collection of data statistics for ecological organic agriculture. Solid data on the benefits and impacts (productivity, climate change mitigation, soil protection etc.) of EOA production systems is an essential tool for researchers, stakeholders, policymakers, and industries in impacting development programmes and policies.

It makes participants familiar with solid data collection approaches, links to existing research, and shares most relevant sources and knowledge platforms to access data on EOA. It will also discuss the limitations and challenges in solid data collection & distribution.

METHODS



- Make participants familiar with data collection and management approaches
- Present relevant research projects that aim at collecting evidence for ecological organic farming practices (e.g. FiBL Sys-com project, see link below)
- Present relevant knowledge platforms and publications to access data on EOA (see links below)
- Give participants a task to research, using the platforms presented

RESOURCES



- [FiBL, Sys-Com Project : Long-term comparison of conventional and organic production systems](#)
- [IFOAM/FiBL: Training Manual for Organic Agriculture in the Tropics.](#)
- Relevant knowledge platforms for EOA:
 - [Infonet Biovision](#)
 - [Access Agriculture](#)
 - [African Organic Agriculture Training Manual](#)
 - [FAO Agroecology Knowledge Hub](#)
 - [IFOAM Website](#)

Module 3

Value Chain, Trade and Consumption

This module gives an overview on ecological organic food systems and then more specifically the value chain, with regards to opportunities and challenges it presents. The module also looks into understanding and explaining several approaches of guarantee systems.

The competency development goals here are not necessarily about finding the 'right approach', but rather – as leaders in the field – to have an in-depth understanding of the system and (market) forces at play. This gives an increased understanding of the aims and needs of different stakeholders and a sensitivity that different solutions work for different players in the field.

3.1.

Ecological Organic Food Systems

– Overview

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COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Show a clear understanding of the whole food system in overview: understand the journey that food takes, the links and systems supporting or hindering the sustainable distribution of food and recycling of waste and nutrients, identify leverage points and strategies for change.
- Consider and explain the importance of food quality in a sustainable ecological organic food system
- Gender theme "Who feeds the family? Who is responsible for the Nutrition?"
- Consider the concept of Nutrition-Sensitive Agriculture within EOA
- Explain the relevance of Global Goal #12 Responsible Consumption and Production

OUTLINE OF CONTENT



This module explores the food system – actors, dynamics, links to other systems – and thereby teaches how to think in systems and map them.

The persistence of food and nutrition insecurity, which takes many forms globally, highlights the need for transformations towards sustainable food systems. These food systems must ensure healthy diets for current and future generations while preserving or increasing available resources and meeting the nutritional needs of all, particularly the most vulnerable populations. The transition to sustainability requires redesigning many food system activities. There has been evidence of actors worldwide who have begun to act locally to change how they produce,

trade, and eat. Some of these changes are easier than others, which requires knowing how to navigate them to promote sustainable consumption and production practices.

The FAO/INRAE handbook, which is the core tool presented here, is aimed at “sustainable food systems innovators” and is produced by a group of innovators from Asia, Africa, the Americas, and Europe who are leading initiatives to grow, share, sell and consume more sustainable food in their local contexts. These experiences demonstrate that change can be made in the way local food systems are organized, making them more sustainable in line with an agroecological transformation.

METHODS



- Interactive presentation of an example of an intricate food system, including key concepts and terminology used in systemic approaches
- Explore the link of gender, nutrition and food quality, in terms of diversity of nutrition. Look at a food system
 - either presented or created by participants (see below) – and highlight or add where gender plays a role and whether / how this is recognised.
- “Systems Design & Exploration” exercise.

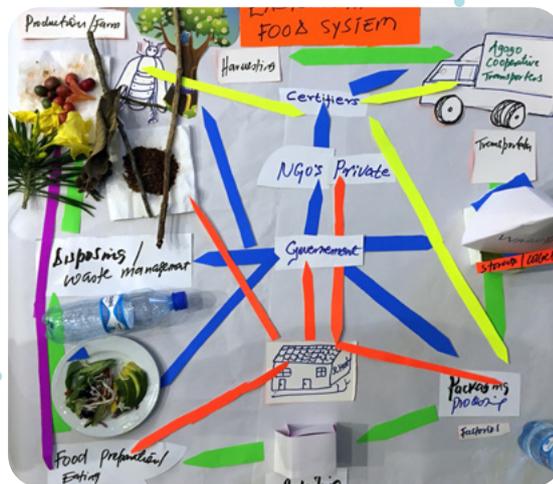
In a nutshell: Participants build (a model) of food system, using natural waste and craft materials. When finished, facilitators ask systemic questions about what participants see and sense in the system.

Purpose:

- Use different ‘ways of knowing’ than just analytical thought by activating the senses and the ‘wisdom of the hands’
- (literally physically) take different perspectives
- Crystallise dynamics and relationships in the system
- Sense where levers of change & seeds of a positive future lie

How to do it:

- (ask participants and organisers to collect waste materials in advance, natural materials beforehand (e.g. in a break) and add scissors, string, glue, pens etc. If you want also play-dough
- Show visual examples of what it can look like
- Ensure tables are covered with (flip-chart) paper, so they do not get affected by the materials
- Tables ideally free-standing so participants can move around them
- Drawing and writing should be kept to a minimum
- Don't 'water down' systemic questions so they retain their full force.
- Encourage discussions and reflection. The aim is not to have a 'perfect looking food system', but rather to use it for gaining deeper insights. If participants have heated discussions about how they see the system, possible from different stakeholder perspectives, this is useful.



Examples from the group exercise on "Food System Design"

Variations

- Add time for personal-self reflection
- Ask participants to draw arrows indicating e.g. feedback loops or reinforcing dynamics
- Add a session to create a positive future: participants change the existing system (after having taken photos of it) into the best possible future. This is very powerful and useful for processes / programmes that are about change: initially creating a visual vision of the best possible future, in order to then refer to this later on. Visuals are remembered more easily than words. Also, the act of doing it with your hands, can be very powerful and moving for participants: building a bridge, taking down a wall, giving resources to the people, taking waste out of the river!
- Participants draw a system. This is less sensual and usually less collaborative, but still better than words only.
- Ask participants to take on the perspective of different stakeholders each and describe the system, its relations etc. From that specific perspective. Encourage them to speak in first person "I am dependent on..." "I like..." "I am frustrated because..."
- Include figures, e.g. toys, or elements that indicate the direction they are looking at, e.g. a circle with a nose. This can enable even deeper insights (Is the person looking at someone? Or turning their back to something?...)
- Only for professional systemic constellations coaches, as this can evoke deep emotions that need to be 'held' professionally: conduct the whole exercise as a physical role play without materials

RESOURCES



- [FAO and INRAE \(2020\): Enabling sustainable food systems: Innovators' handbook](#)
- [Sustainable food systems: Concept and framework.](#)
- [CFS HLPE \(2014\): Food losses and waste in the context of sustainable food systems](#)
- Meadows, D (2008): Thinking in Systems
- [Lists many resources for Systemic Thinking and Systemic Mapping](#)
- [Scharmer, O \(2007\): Theory U. Leading form the Emerging Future](#)
- [Think Tank focussing on food systems](#)



3.2.

The Current Value chain: Opportunities and Challenges

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Differentiate and characterise marketing channels (direct marketing, farmers' markets, specialized shops, retailers etc.)
- Differentiate between local, regional and global markets and value chains, their needs and requirements, and their suitability to a sustainable ecological organic food system approach. Evaluate tools like True/Full Cost Accounting in this context
- Overview of Statistics and Trends - "The World of OA" - ability to read and evaluate the global statistics and contextualise statistics.
- Understand how ecological organic markets develop over time and to identify the stage of development in own country/region
- "Sustainability labels": understand the market segmentation and differentiation between organic and other kinds sustainability labels, and the future trends in this context.

OUTLINE OF CONTENT



The module discusses a variety of value chains and their implications. All actors involved in the production, processing, and selling of a product are the stakeholders of the product's market chain: farmers, processors, logistics, warehouse keepers, local traders, exporters, retailers, marketing etc.

Since Agroecology and Organic Trade covers a large diversity of supply chains these days, the focus of this module should be to give participants and overview and insights

into market segments they may not be so familiar with. So, e.g. if participants tend to be smallholder focused, share stories and knowledge of how other approaches of getting organised work. Keeping in mind that the EOALC is not a farmer's training, but a course to equip potential leaders with knowledge of the system and movement(s), it is important to understand that not 'one size fits all', but that a diversity of approaches exist.

METHODS FOR COURSE DESIGN



- Let participants write down different actors and activities of a value chain on cards
- In groups, let participants draw value chains, with the actors and activities, they can think of and then look at how much diversity you can come up with.
- invite speakers with different perspectives
- Invite speakers with real stories from the field, including failures in order to learn – leadership is not just about positive motivation, but also about wisdom and perception, including learning from mistakes and failures
- Stories of e.g. individual cases of farmers or traders, can be on organisational or national level e.g. developing one's own label leading to a confusing multitude of labels on the market or on global / continental level highlight trade / import requirements in global value chains.
- Conduct a simple exercise that invites participants to do full cost accounting. The FAO INRAE Food Systems Handbook has guidance on how it is done.
- Ask participants to name sustainability labels they know and cluster them according to different criteria, e.g. enshrined in law (national, EU labels...), of ISEAL standard-setting organisations (civil society included in standard-setting bodies), private company-labels / industry-owned labels, etc.
- Discuss the multitude and variety of labels from a consumer perspective

RESOURCES



- [FAO and INRAE \(2020\): Enabling sustainable food systems: Innovators' handbook](#)
- [Agrifood markets and value chains.](#)
- [Full / True Cost Accounting to transform Agriculture and Food Systems](#)
- [Distribution of the added value of the organic food chain.](#)
- [Sustainable value chains for sustainable food systems](#)
- [ProFound Advisers in Development, Markus Arbenz \(2020\): Boosting Organic Trade in Africa, IFOAM Organics International](#)
- [The Organic Business Guide](#)
- [Jay, J, Hamilton H, Senge; P et al. \(eds\) \(2008\): Innovations for Healthy Value Chains. Cases, Tools, & Methods. Sustainable Food Lab](#)
- [Material on EOA business development in Africa](#)
- [Unconventional business models supported by Access Livelihoods](#)
- [Example of connecting many parts of the value chain at SEKEM](#)
- [Research Portal of the International Social and Environmental Accreditation and Labelling Alliance \(ISEAL\)](#)

3.3.

Guarantee Systems

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Understand the history, rationale and concepts behind organic Standards, certification systems and the reasons for regional differences
- Understand the general terminology and concepts of conformity assessment: Inspection, certification, accreditation, etc.
- Be able to explain the reasons and challenges of global compliance, harmonization and equivalence, and its relevance for regional and global trade.
- Be able to argue for the inclusion of alternative systems like PGS in practice and policy. Show an understanding of its features, benefits, scope and limitation, in particular with a focus on smallholder farms.

OUTLINE OF CONTENT



This chapter explore organic guarantee systems, their purpose – from a consumer, producer and other stakeholder perspective, e.g. civil society and government. The aim is that participants understand the different kinds of guarantee systems including the different forms of verification. A special emphasis is made on Participatory Guar-

antee Systems, involving not only producers, but also consumers, as an alternative system gaining more widespread attention. An organic certification is a marketing tool. It ensures that everyone in the supply chain adheres to the organic regulations. It provides trust to the consumer and protects them from fraud.

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METHODS



- Explore different aspects of the Organic Regulation Kit.
- Ask participants to exchange in regulation in their countries and at what stage of development of the organic sector their country is.
- Use a quiz to practise and assess participants understanding of the differences between the different types of guarantee and verification systems, looking at the key concepts. – or – let them develop a quiz!
- Look at the List of Conformity Assessment systems recognised by IFOAM. Are they all of the same kind? What are the differences?
- Are there any guarantee systems for Agroecology? If so, in which way are they different to 'classic' organic certifications?

RESOURCES



- [IFOAM Organic Regulation Kit](#)
- [List of Conformity Assessment Systems recognized by IFOAM-Organics International as equivalent to the IROCB](#)
- [Training Manual for the Evaluation of Internal Control Systems](#)
- [Training Kit on ICS for Smallholder Group Certification](#)
- [Agroecological certifications: without poison and with social justice: The agroecological production aims at having certifications that are free of charge and therefore do not increase the production cost. This article outlines the difference between agroecological and organic certification and the historical process of the agroecological movement for certification in Argentina.](#)
- [Why invest in Participatory Guarantee Systems?](#)
- [PGS Guidelines: How to Develop and Manage Participatory Guarantee Systems for Organic Agriculture.](#)
- [Research Portal of the International Social and Environmental Accreditation and Labelling Alliance \(ISEAL\)](#)

Module 4

Advocacy and Policy

This module is key for an EOALC, as it brings together competencies from organic and agroecology together with leadership in order to advocate for more sustainable food systems.

Advocacy is a process designed and implemented by an individual or group aiming to influence public policy and resource allocation decisions within political, economic, and social systems and institutions. It may be motivated from moral, ethical, or faith principles or simply to protect an asset of interest. Advocacy can include many activities that a person or organisation undertakes, including media campaigns, policy dialogue, public speaking, commissioning and publishing research or polls, activism and public protest, etc.

This part of the manual provides conceptual and methodological tools to participants who wish to train individuals, organizations and networks to do advocacy for better policies for organic agriculture and agroecology. Hence, solving agriculture and food-related issues in their respective communities aimed at influencing and proposing public policy alternatives and programmes to benefit the organic agriculture sector.

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4.1.

Advocacy and Lobbying: Strategy and Tools

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Display an understanding of the principles of advocacy, negotiation, lobbying and campaigning for change, highlighting empathy with the stakeholder ('user') needs perspective and gaining practical skills
- Gaining a systemic view on the stakeholder system
- Identify an issue, develop an advocacy strategy and implementation plan



OUTLINE OF CONTENT

The chapter provides collaborative learning strategies and tools for participation in the advocacy and lobbying processes and events. These intend to tailor strategies and tools to suit a particular local context or needs.

These are 10 steps to building an effective advocacy strategy:

1. Define the issue	What is the issue or problem that requires change?
2. Set goals and objectives	The goal: what advocates hope to achieve in longer term The objectives: based on evidence/research; include a policy actor, policy solution and timeframe.
3. Identify your target audience	Primary targets: those with the authority to bring a policy change Secondary targets: those able to influence primary targets Identify: specific individuals, their positions, power base and stance.
4. Build Support	Create alliances with other NGOs, networks, donors, coalitions, civil groups, professional associations, women’s groups, activists, and individuals who support the issue.
5. Develop the message	Tailor the message to the audience. Who are you trying to reach? What do you want to achieve? What action do you want the target to take?
6. Select channels of communication	Tailor the medium of communication to the audience (e.g., meetings, press kits and press releases, press conferences, fact sheets, public debate, a conference).
7. Draft implementation plan	The plan should identify activities and tasks, persons/committees, the desired timeframe, and needed resources.
8. Collect data	Data collection is an ongoing activity for the duration of the advocacy work; when selecting the issue, advocating messages, influencing stakeholders.
9. Track, monitor and evaluate	How to monitor implementation against objectives? How to evaluate progress and results? Has the issue been solved?
10. Raise funds	Advocates should develop a fundraising strategy at the outset of the advocacy work.

METHODS



- Ask participants, ideally in groups or if not applicable as individuals, to think about a goal with regards to a target audience/stakeholders. Coach participants to ensure it is specific and not too general.
- Practise stakeholder mapping. Show different ways of doing it. Invite thinking beyond the obvious stakeholders, to include those without a voice or who may be indirectly related to the issue (cross-reference to food system module).
- Practise shifting perspective by thinking about the needs of the different stakeholders, in general and of 'you' (the person speaking to them or the group you represent). This is a central aspect of negotiations. It can be done creatively (see food system mapping) or, as in classic project management, with a table listing your needs from them, theirs from you and what actions could serve both.
- Combine it with a communication exercise to develop appropriate messaging, not only in content, but also in appeal (style, language, visuals) and practise in a role play that aims for a win-win negotiation.
- All aspects and elements of the advocacy strategy can be practised – either as a 'classroom exercise' in order to have practised it generally – or – in more detail, with a 'real case', e.g. as part of the transfer project (see transfer project instructions for the steps).
- You could design an EOALC that has negotiation at its core. It is however recommended to spend 1-2 solely on negotiation so that it is not just theoretical but participants get a chance to practise it.

RESOURCES



- [IFOAM – Global Policy Toolkit on Public Support to Organic Agriculture](#). Public available toolkit. The toolkit is composed of a series of tools, including: A main report, decision-aid, presentations, policy summaries, tips for organic advocates, etc.
- GIZ (2007): [Multi-stakeholder management: Tools for Stakeholder Analysis: 10 building blocks for designing participatory systems of cooperation](#).
- FAO and Agrinatura (2019): [Organising a Policy Dialogue – A practical guide](#). FAO, Rome and Agrinatura, Paris. 20 pp.
- [Advocacy Lab: Introduction to Advocacy](#), short video clip, 2:53 min.
- [Harvard Negotiation Model](#)
- [Handbook: Negotiation for Non-Profits. Why negotiation is essential to fundraising, communications and partnerships](#).
- [The Art and Science of Negotiation Training](#) feat. International negotiator Prof. Raymond Saner

4.2.

Global Advocacy

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Summarize major globalization trends and their implications on the food system and on the livelihoods of farmers (gender differentiated might be an option?)
- Enumerate major global and continental political processes and institutions with implications on the organic and agroecological sector and movement
- Place the global issues in the context of the SDGs
- Link the impacts of global developments with the national and local situations
- Understand and explain both IFOAM – Organics International and a variety of stakeholders' positions and activities at continental and UN levels

OUTLINE OF CONTENT



The chapter outlines the global trends and policy processes related to food systems and highlights opportunities to influence international players such as policymakers and regulatory bodies. International policies might help create a more supportive political, legal, and regulatory environment in which worldwide organic agriculture and agroecology can thrive. Transformation towards more sustainable food systems at national and subnational levels is impacted

significantly by global developments, including global policies, such as the implementation of international agreements on sustainable development (SDGs), climate change, biodiversity, nutrition and food systems. Having a good overview and understanding of the commitments governments make in this global context is key to do advocacy on policies supporting agroecology and organic in the countries.

METHODS



- Link to the chapter Leadership in the VUCA World: ask participants to map major trends and explore the influence they may have on advocating for EOA: Encourage participants to include topics that may not have a direct link at first. These may be trends that may have an influence at some point, are however not foreseen, as the link was not obvious initially.
- Ask participants to name major institutions and policy frameworks that are linked to EOA. Add those not mentioned.
- Ask participants to check out the website of the main institutions and read out an interesting and relevant policy statement from each website.
- Spend time to look at IFOAM's positions on the international policy field and discuss where it might differ or overlap with others.
- After having first developed advocacy strategies per country or region ([chapter 4.7.](#)), ask participants together as a continent and develop harmonised messaging and action plans.
- Ask why a link to the SDGs might be relevant. E.g. in order to access funding
- An exercise can be to select an aspect and find the SDG it could come under. As participants are searching for it, they will start to understand the logic of the SDGs and that
 - » There are short and long titles of the SDGs
 - » There may be more content that is not summarised in the title
 - » SDGs are aimed at global level, but that there are national indicators that vary from country to country
 - » It is important that a link to an SDG needs to be substantial in order not to be perceived as greenwashing. This could be practised by using a critical interrogation method, by which the proponent of the connection needs to convince very critical judges of her / his argument.

RESOURCES



- [IFOAM – Global Policy Toolkit on Public Support to Organic Agriculture](#). Public available toolkit. The toolkit is composed of a series of tools, including: A main report, decision-aid, presentations, policy summaries, tips for organic advocates, etc.
- Eosta / Nature & More: [Organic Agriculture and the Sustainable Development Goals](#), report, 68 p.
- [FAO Agroecology Knowledge Hub on "Agroecology and the Sustainable Development Goals"](#)

4.3.

Key Advocacy topics for Ecological Organic Agriculture

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Food and nutritional security, food sovereignty, biodiversity, ecosystem services, climate change, smallholder family farming, access/control over genetic resources
- Understanding outsider views on EOA and developing arguments to counter them
- Gender roles in agriculture and in the food systems and their importance for strategy development aiming at expanding EOA

OUTLINE OF CONTENT



The chapter explains the current situation of food and agricultural systems that requires a fundamental transformation with regard to the gradual challenges that have emerged on the ecological, health and socio-economic aspects.

In this part of the module, participants will explore several underlying issues with the aim to reach a common basis for pol-

icymaking. Participants will examine the development of agroecology and its policy relevance to comprehend how some of these issues within agroecology and between agroecology and external interests have been addressed. A special focus looks at advocacy from a gender perspective.

METHODS



- Give a good interactive presentation on the key aspects of the topics mentioned above. Make sure to not expand and 'ramble on' but really focus on three points / message per topic. That will also be an example for participants to be able to summarise and distil the main aspects.
- Ask participants to take a A4 size piece of paper each. Now go through the different topics and ask participants to write down, issue by issue, what they think this organisation's policy is on the issue. And then fold over the sentence and pass the paper on, so that in the end the paper is filled with contributions from many different people in the room. Now, do a kind of 'Bingo'. Ask one person to read out the first statement on the sheet. See if someone else has something similar. Who has something very different? Enter into a discussion. Then continue with the next topic.
- Gender:
 - » explore how the role of women in agriculture are currently being included and approached in advocacy efforts
 - » identify the different approaches used by which stakeholders (using e.g. the Reach-benefit-Empowerment matrix, see module 8.1 Gender and Ecological Organic Agriculture). This could involve looking at key international organisations, such as FAO, IFOAM, IFPRI etc. Another exercise could be to look at national stakeholders, e.g. the Ministry of Agriculture, Women's Rights Organisations, EOA organisations, University publications and course offers.
 - » Let participants craft communications that address women empowerment and jointly reflect on how women are positioned by the language and communication style chosen (thereby also practicing communications).

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RESOURCES



- [IFOAM – Global Policy Toolkit on Public Support to Organic Agriculture](#). Public available toolkit. The toolkit is composed of a series of tools, including: A main report, decision-aid, presentations, policy summaries, tips for organic advocates, etc.
- FAO, IFAD, UNICEF, WFP and WHO (2020): [The State of Food Security and Nutrition in the World 2020. Transforming food systems for affordable healthy diets. Rome, FAO.](#)
- [How to raise political awareness of the need for support to organic agriculture](#)
- [FAO website on "Gender" with Background information, projects, resources etc.](#)
- [IFOAM website on "Gender Equity" with links to blog articles and training offers.](#)
- [Modules on Sustainable Agriculture \(MOSA\) – Reader.](#)

4.4.

Seeds, breeding techniques, propagation rights and policies governing patenting, GM and related approaches

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Present the position of the EOA movement on GMOs and argue why it is not allowed in Organic Agriculture production systems
- Show understanding of the precautionary principle, the threats of biodiversity loss, seed sovereignty and monopolization of agricultural inputs
- Show understanding of trends and developments in breeding techniques, patenting, ownership, etc.
- Explain the OA movement's position on seeds, seed diversity, seed sovereignty and concepts like on-farm seed saving, seed banks, propagation etc.

OUTLINE OF CONTENT



The chapter provides an understanding of the criteria used by the organic sector as to what breeding techniques are compatible with organic systems, propagation rights and policies governing patenting, ownership, and definitions on what should be considered as GMOs ([IFOAM, 2017](#)).

This part of the module will also look into the need for consistent policy initiatives and robust regulatory control frameworks to deal with the challenges and threats of biodiversity loss, seed sovereignty, and monop-

olization of agricultural input. It also looks at the current and needed participation on seed regulation in the organic agriculture movement, and by helping farmers act to reclaim the fundamental usage rights over seeds which are often under threat.

METHODS



How this could be approached, in addition to input on the above subjects:

- Gain a sense of participants' understanding of the issue in the beginning by using a quiz, either an electronic one, or just asking questions, including some multiple choice statements aiming to gauge participants' understanding on the difference between plant breeding, hybrids and GMOs, the prevalence of GMO crops, the difference between commercial crops and field testing / medicinal use, labelling requirements, the connection to (seed) diversity, what patenting means in this context
- From that focus on aspects that participants are not so knowledgeable about. So, e.g. if they have an intimate understanding of the connection to biodiversity, don't 'preach the converted' but focus on the specificities of GMO production and trade. Keeping in mind that the course is for leaders and not a farmers' training, it is important that AEO leaders do not disseminate inaccuracies relating to GMOs, e.g. that you can buy large GMO chickens on the market (at the time of writing, that is not the case anywhere in the world, but rather that the chickens may have been fed with GM soy meal.)
- Do an upside down game: ask participants to name a plant that they think most people will not know. The person who names the most unknown plant variety wins.
- Game: who can name the most varieties of a food / fodder plant, e.g. millet: [Eragrostideae](#) tribe in the subfamily [Chloridoideae](#):
 - » *[Eleusine coracana](#): Finger millet (also known as ragi in Hindi, [Kannada](#), రాగులు in [Telugu](#) and கேழ்வரகு in [Tamil](#))
 - » [Eragrostis tef](#): Teff; often not considered to be a millet^[3]

Paniceae tribe in the subfamily Panicoideae:

Panicum miliaceum: Proso millet (common millet, broomcorn millet, hog millet, or white millet, also known as baragu in Kannada, panivaragu in Tamil),

Panicum sumatrense: Little millet (also known as Saamey in Kannada Samalu in Telugu and Samai in Tamil Nadu)

Panicum sonorum: Sonoran millet, cultivated in the American Southwest

Pennisetum glaucum: Pearl millet (known as Bajra in Hindi, also known as sajje in Kannada and 'Kambu' in Tamil)

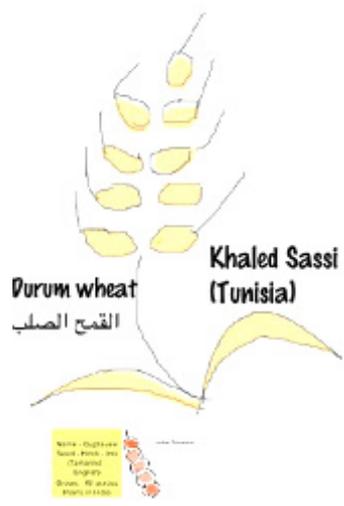
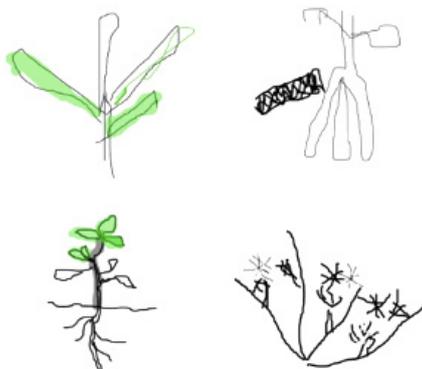
Setaria italica: Foxtail millet, Italian millet, panic[7] (also known as navaney in Kannada and 'thinai' in Tamil)

Digitaria exilis: known as white fonio, fonio millet, and hungry rice or acha rice

.....

[Source](#)

- Ask participants to draw the seed of a local variety of plant and state its local and botanical name.



- Engage in story-telling around seed-saving, using 1-2-4-all method ([Liberating Structures](#)) and then bring together in "all" what different practices for seed-saving you have come up with. Highlight the 'culture in agri-

culture' and how in-situ seed saving practices are not only an important part of culture, but also important for the survival of a diverse seed varieties.

RESOURCES



- [IFOAM position paper on Genetic Engineering and Genetically Modified Organisms](#)
- [Training Manual for Seed-Saving](#)

4.5.

Continental, Regional, National and Local advocacy

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Introduction to the continental movement and its advocacy work
- Consider current Africa / AU declarations that are crucial to our advocacy work: Malabo Declaration, AU Organic Farming Declaration, etc.
- Be able to translate global advocacy issues to continental, regional and local context.
- Overview and understanding of own political processes and issues
- Identify how to develop power for the voice of own stakeholders (e.g. farmers or consumers) and how lobbying could be more effective
- Developing partnerships and strategies to advocate and lobby at local/national level

OUTLINE OF CONTENT



The chapter introduces participants to best practices of the African Organic Network as a continental organisation that lead, unite, network and facilitate development of organic sector through policy dialogue, capacity building, information and communication hub, and facilitating organic value chain development and trade.

This part of the module will also encourage participants to look at current Africa/AU declarations crucial to our advocacy work: Malabo Declaration, AU Organic Farming Declaration, etc. These declarations give participants a unifying basis for common engagement as a network.

METHODS



- See previous modules for proposed methods on exploring different positions
- Take global advocacy issues and ask participants to discuss in groups of three who these are relevant in their (regional, national, local) context
- Invite a speaker to speak about political processes. This person can join via videoconferencing, but do not record the session. That way the person should be encouraged also into story-telling about real-life dynamics (which they may not want to state officially in a recorded session). Participants will remember the stories and can learn a lot from them.
- In group work, let participants develop advocacy strategies for their context which contribute to the continental level.

RESOURCES



- Malabo Montpellier Panel (2021): [CONNECTING THE DOTS: Policy Innovations for Food Systems Transformation in Africa](#). Report, 86 p.
- [HLPE \(2020\): Food security and nutrition: building a global narrative towards 2030](#). A report by the High Level Panel of Experts on Food Security and Nutrition of the Committee on World Food Security, Rome.
- African Union website: [Decisions and Declarations](#).
- Coventry University (2015): [Agroecology - Voices From Social Movements \(Short Version\)](#), [video clip](#).

4.6.

Policy

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Understand how Policy influences regulation, practice and trade, and learn how to influence policymakers
- Have an overview of global policies supporting EOA, and learn how to apply this understanding locally
- Display an understanding of key policy elements and better practice examples for the promotion of EOA

OUTLINE OF CONTENT



The chapter describes how policy is a significant and constant influence on regulatory practices and trade and how to influence policymakers. These policies serve as an essential consideration for stakeholders, authorities, and the organic agriculture industry in developing programmes and supporting strategies for organic agriculture and markets, therefore, crucial for monitoring the impact of these policy implementations.

From the outset, global policies supporting EOA have set out clear cornerstones for structuring local provisions as a critical component in promoting EOA. It plays a significant role in strengthening the competitive stance of local organic industry and farmers and in dismantling and preventing unfair competition at the national and international levels.

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METHODS



- Let participants exchange and reflect in groups on existing supporting policies for EOA in their countries and lacking policies for a strengthening of the sector (e.g. supportive policies and programs for EOA research, education, incentives, etc)
- Present the IFOAM policy toolkit and let participants discover the different available tools & let them come up with a concept/road map how to use the material in their own context (or alternatively in the frame of the transfer project)

RESOURCES



- [IFOAM – Global Policy Toolkit on Public Support to Organic Agriculture](#). Public available toolkit. The toolkit is composed of a series of tools, including: A main report, decision-aid, presentations, policy summaries, tips for organic advocates, etc.
- [Towards a Sustainable Food System](#).

Module 5

Supporting structures for EOA development

This module explore supporting structures for EOA development, focussing on sectors, movements and knowledge management. . The organic sector is composed of a variety of stakeholders that all play a decisive but different role but mayhave different positions / perspectives. If the organic movement manages to create a common understanding that provides an umbrella but also leaves room for diversity, the power and influence of the organic sector grows. The organic sector can then lobby and advocate of getting their main demands and requests integrated into national policies, strategies, and programmes.

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5.1.

Global, continental, regional and local ecological organic networks and movements

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Display an understanding and overview of the global ecological organic movement, represented within like-minded global networks and movements and strategic partners
- Explain, summarise and contextualise the strategy of the movement as contained with reference to Organic 3.0, EOA, Agroecology and other driving forces
- Understand the nature and makeup of the Continental EOA movement
- Identify other existing networks and choose the relevant networks for participant's own context
- Outline how representation or the position of farmers or other ecological organic stakeholders can be strengthened and the value of such networks for the grassroots movement

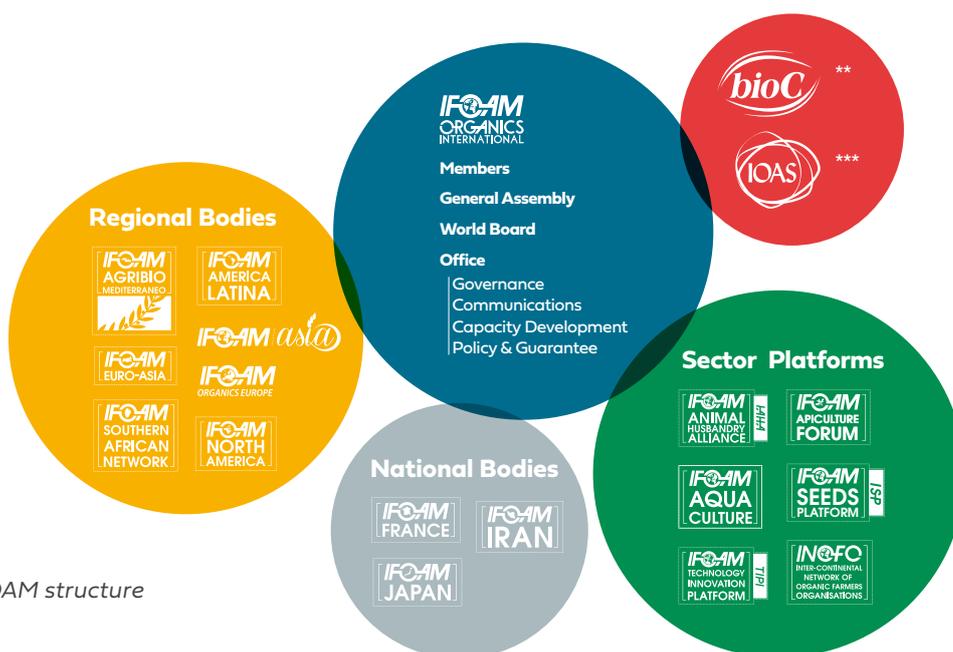


OUTLINE OF CONTENT

The chapter looks at sectoral organisations, networks, and movements of the EOA sector, as well as related movements and organisations. Organized networks and movements involvement is crucial for the relevance of the decisions in all these areas.

Cooperation between the organic sector and other environmental, conservation, sustainable agriculture, and consumer organisations provides good opportunities for involvement in agriculture policy, extension, research, and education. Dialogue and cooperation with conventional farmers' organisations have been essential to generalizing organic farming in some countries.

Cooperation among farmers and between farmers/farmers' organisations and NGOs has particular importance in organic development. In many countries, farmers' organisations played an essential role from the start. The organic farmers were the ones who developed organic practices and, to a great extent, the markets in the early stages. They have been actively pushing social issues affecting farmers and rural populations, formulating policies for development, and lobbying.



IFOAM structure

METHODS



- Ask participants to name organisations / movements / sectors in the organic sector. You can start nationally, regionally or globally. Use cards to cluster them according to different criteria, e.g. biodynamic, other organic standards, PGS systems, restorative agriculture, agroecology. An insight can be that not all categories are easily distinguishable. Identify what they have in common and what separates them.
- Explore what organic 3.0 means to participants and then compare it with IFOAM's perspective. What matches it? Where are there differences?
- What is IFOAM's structure and approach? Why is it a 'federation' of 'movements' (as opposed to an organization or other term)? What regional members and structures are there? Do they vary?
- Looking at the continental movement: who do you think is a part of it? Do they all feel a part of it? If you think some may not, why do you think that is? How can 'the movement' be more inclusive?
- Link to advocacy: what state is 'the continental movement' in? Is it merely a group of actors sharing the same ground beneath their feet? Or do they actually act together? Is there a common strategy? Sometimes, stakeholders may come together around a certain topic (a 'common enemy'), like e.g. genetically engineered crops. Where have the continental actors come together in the past?
- Map actors of other movements that might share similar values, but have a different focus, e.g. the environmental movement, land rights, women's, spiritual, overall sustainability...
- Link to communication & advocacy: how is the EOA movement currently appearing and represented? Not just in media, but how it is acting? What can be done to strengthen their position?

RESOURCES



- [IFOAM About us](#)
- [EOA Initiative – About us](#)

5.2.

Building national ecological organic sectors and movements

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Be able to define an organic agriculture movement
- Know the actors and stakeholders that comprise an organic movement
- Be aware at which stage the ecological organic sector in the participant's own country is and recognize opportunities and challenges for development
- Setting priorities for the development and develop strategies on how to advocate for their implementation

OUTLINE OF CONTENT



This chapter explains the roles and functions of building national ecological organic sectors and movements. The identification of the variety of stakeholders in the organic sector is important: who are the key actors, where are they, how do they connect to each other and why are they important? Is

there a way to collaborate and bring different perspectives together with the aim to pull one string and have a common voice? National Action Plans (NAP) can bring broad recognition, increased cooperation among stakeholders, and generation of positive attitudes towards organic.

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METHODS



- Utilize SWOT analysis for assessment of organic sector
- Listing all relevant stakeholders of the organic sector and drawing stakeholder maps describing the influence (power) and interest of each party that plays a role in the organic sector in general, you can add other variables depending on the circumstances
- Focus Group discussions with key actors, using structured or semi-structured interview guidelines / surveys
- Interactive exercise to visualize & dis-

cuss interrelations between different stakeholder groups: Ask participants to line up in a circle. Then they chose each one stakeholder (group), which they present (best to give everyone a sticky-note/card to write it down and hold it). Then they start connecting the stakeholders: One person starts handing the end of a rope to a participant representing another stakeholder in the sector/value chain. The result is a very complex picture with the rope connecting various stake-

holders in multiple combinations with each other. Let participants discuss and reflect about it (see pictures)

- Let participants develop ideas on stakeholder workshops to develop and formulate National Action Plans
- Present examples of NOAMs with different specialization, position, history and background. For example:

ANA-Bio in Togo, FENAB in Senegal and CNABIO in Burkina Faso and reflect on such examples about the general characteristics of NOAMs, in terms of a) reason for creation, b) market orientation, c) service provision, d) membership, e) business models, etc.



Example from other workshops: Stakeholder network – interactive exercise

RESOURCES



- [IFOAM \(2008\): Building Sustainable Organic Sectors](#)
- [EOA-Initiative Africa with an abundance of resources](#)
- [Strategy tools for Change](#)
- [INSTITUTIONAL INNOVATIONS FOR ORGANIC AGRICULTURE IN AFRICA, Loconto, A et al. \(2021\)](#)
- [Leu, A \(2020\): An overview of global organic and regenerative agriculture movements](#)

5.3.

Knowledge Management and Dissemination

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Understand and describe the principles of and links between Education, Research, Extension and Innovation
- Explain a range of extension methodologies and how they are applied also in conservative agricultural systems
- Find research and innovation partners to address OA challenges
- Introduce concept of co-generation as an important consideration to allow for traditional, indigenous knowledge to enter the knowledge management system
- Access knowledge management platforms to address participant’s own, peers’ or clients’ challenges in EOA development
- Know where to find relevant information from current research in EOA
- Link to and understand the scientific knowledge networks and institutions in the OA movement (FiBL, ISO FAR, ICROFS, TIPI, etc.)

OUTLINE OF CONTENT



The chapter presents ideas on improving the documentation, sharing, analysis, and adoption and use of lessons from recent research and good practices as an approach for continuous learning, improvement, and scaling up of development interventions in the EOA.

The scientific knowledge networks and institutions in the OA movement contribute to accelerating enhanced information,

communications, and knowledge management capacity strategies of the various local farmer organisations that are engaged in national and regional EOA policy processes and value chain development.

The digital knowledge platform comprises all components of the KCOA knowledge management system which are digital and belong to KCOA (ownership).

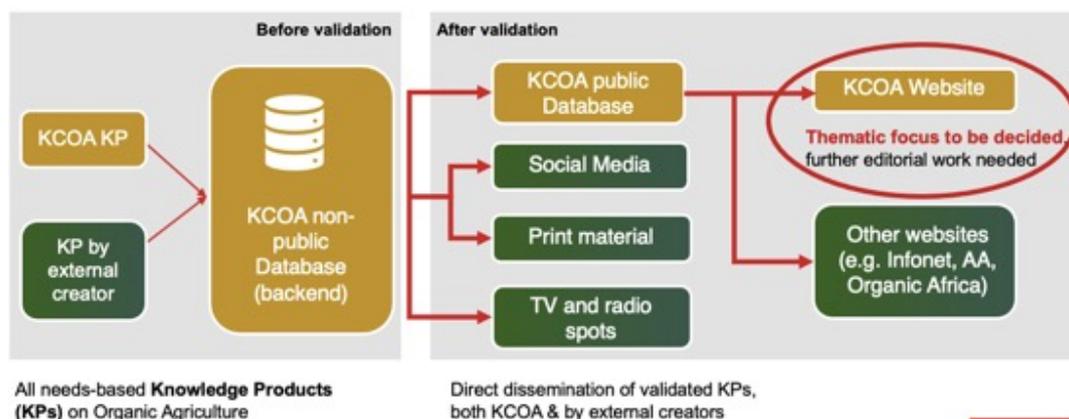


Figure 8. The KCOA digital knowledge management system

METHODS



- Give participants a task to research something specific, using the platforms shown
- The task can initially be something simple and then, as a follow-up, something where there is no easy answer to be found – such as profitability of conversion to organics – but can be compiled by putting together different pieces of research to paint a picture. Ideally, this is done as group work.

RESOURCES



- [Organic Action Plan.](#)
- [Sustainable Food and Agriculture.](#)
- [The National Organic Agriculture Movement of Uganda.](#)
- [Reinforcing Europe's resilience: halting biodiversity loss and building a healthy and sustainable food system.](#)
- [Achieving Development Goals Through Organic Agriculture: Empowering Poor Women to Build the Future.](#)
- [The National Policy on Organic Agriculture.](#)
- [The World of Organic Agriculture: Statistics & Emerging Trends 2021.](#)
- [Knowledge Centre for Organic Agriculture in Africa.](#)

Module 6

Communication

The module aims to expand competencies in public communication to advance EOA. To give an example, IFOAM – Organics International highlights how organic agriculture can help achieve the SDGs, by drawing on the work done by the entire movement to showcase how the vision of the “broad adoption of truly sustainable agriculture, value chains and consumption in line with the principles of organic agriculture” can look in practice.

The organisation does this by sharing information and evidence-based stories harvested from projects, awards, membership, studies, or other sources on several communications channels, e.g., farmer (video) stories, blog articles on the benefits of organic for biodiversity, animations, organizing/attending events and much more. Communications are solution-focused with the intention to engage and not demonize.

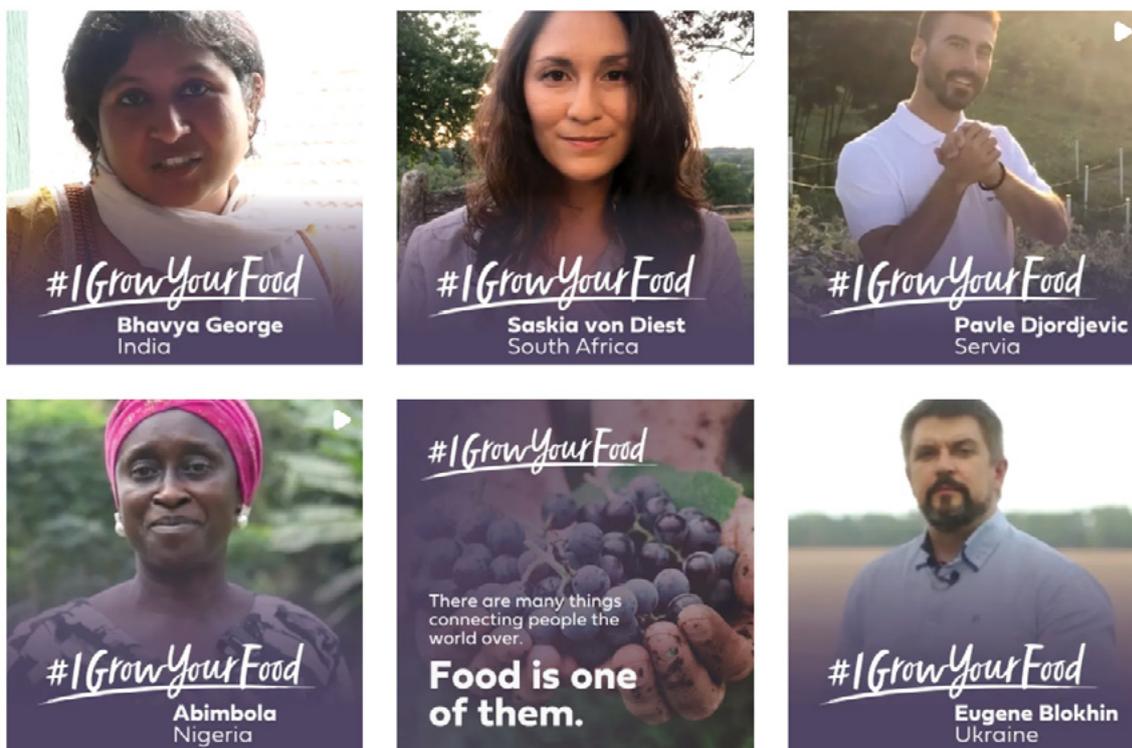


Figure 9. IFOAM #IGrowYourFood Campaign

6.1.

General External Communication Principles

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Understand communication principles and channels
- Be aware of the specifics of communicating on sustainability
- Identify and evaluate communication targets
- Evaluate and prioritise communication channels
- Information and Communications Technology (ICT) and its relevance to our work

OUTLINE OF CONTENT



In this introductory module, the basics of target audience, communications channels and ICT in general are approached. It also touches on the specific aspects to consider when communicating on sustainability, including its moral and aspirational dimension as well as its 'doom and gloom' messages which can have a negative effect.

As a term, ICT is used to describe a range of technologies for gathering, storing, retrieving, processing, analysing, and trans-

mitting the information. Advances in ICT have progressively reduced the costs of managing data information, enabling individuals and organisations to undertake information-related tasks more efficiently and introduce innovations in products, processes, and organisational structures.

METHODS



- Use the upside-down method and ask participants: let's imagine what you can do to communicate the absolutely wrong way with a specific audience (e.g. sensationalist to academics, intellectual to children, giving politicians too much text to read without a summary...).
- Ask participants what they think catches people's attention with media (e.g. personal interest/stories!, sensations / unusual, catchy headlines, negative news...)? How does that relate to the kinds of information 'mission-driven' people often communicate (allude to: often too much text, too much information, not enough personal appeal)
- Target group: what to consider? Let them draw a persona (comes from design Thinking (see [Transfer Project Plan in annex](#) or you can find templates on the web).
- Define the best communications channels to reach target audiences.
- Explore ways to evaluate how their

- communications resonates with their audience.
- Ask participants to think about the messages they want to communicate to showcase the work their organizations do, who they want to communicate to and how they can reach them.
 - Think of examples from their work that highlight their messages best and how they can communicate them in an engaging manner. Adapt these messages to their target audiences.
 - When doing this, consider the phrasing and terminology used. Avoid jargon and follow the principle of Keep It Short and Simple (KISS).

RESOURCES



- [A New Agenda for Communication in Development.](#)
- [Year of Organics Toolkit curates free-to-use visuals and messages you can use on social media, in your presentations, as part of your communication campaigns, on your website, or on any other channel.](#)

6.2.

Crisis communication

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Develop a strategy for responses to criticisms and practice skills to respond appropriately
- Enumerate "stock" responses to common misconceptions
- Display the ability to communicate in times of crisis and/or scandal

OUTLINE OF CONTENT



The chapter provides advice and recommendations on how to develop strategies, structure information activities, display the ability on how to communicate before, during, and after a crisis. Therefore, also be used by management and decision-making bodies to gain an overall picture of what is required of them during a crisis and of the importance of information-related activities in the broad context of crisis management.

A crisis (in communications) is defined as any incident that can cause harm to the reputation of an organisation (e.g., IFOAM – Organics International) and the organic sector that could generate media interest. We need to think about incidents that impact our organisation and reputation directly or indirectly, e.g., misconduct, misleading headlines, and cherry-picking science results.

In the emergence of a crisis in communications, the gameplan is to:

- Ensure that we can alert appropriate colleagues as defined in the crisis response team.
- Define "crisis level" (immediate response, monitor and decide, no response).
- Agree and coordinate a position statement, key messages and appoint a spokesperson.
- Identify and subsequently share responses in appropriate channels, e.g., news item on the website, blog article, press release/mailer to network, social media.

METHODS



Ask participants to

- Define what would be considered a crisis for your organisation and a plan how to react to it.
- Consider what templates for response you can prepare in advance to be activated when needed.
- Roleplay how you should respond to tricky questions on the spot.

RESOURCES



- [An Investigation of Agricultural Crisis Communications via Social Media.](#)

6.3.

Public/Media Relations and Messaging

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Formulate messages which are coherent with the ecological organic movement and are adequate for the reader
- Keep the messages short and clear
- Professional story-telling
- Write and talk to media convincingly
- Develop a realistic public relations strategy adapted to own situation
- Harvest messages from the global and national ecological organic movements and translate them into own context
- Represent ecological organic positions in various situations

OUTLINE OF CONTENT



The chapter introduces participants to the fundamentals of organic agriculture's public/media relations and messaging. For organic agriculture and development practitioners, social media tools can expand the reach of the community world-

wide, strengthen partner relationships, support programmatic initiatives, and provide a vital means to increase the visibility of organisational public profile and engagement.

METHODS



Ask participants to

- Identify the communications channels that your audience trusts and uses as well as the purpose of the communication
- Formulate clear, concise and convincing messages that are suitable to the communications channels
- Practise an 'elevator pitch' in a role play with the other person being hard to catch attention or critical of what the person has to say
- Consider new angles to stories on food and farming and pitch them to local media outlets
- Consider offering lead farmers, community leaders or key persons in your organization media training.
- Explore the different uses and types of story-telling. Ask participants what makes a good story.
- Campbell's Hero Journey outlines the key archetypal elements of many stories, fairy tales, movies... Before introducing it, ask participants to tell a story they were told in their childhood. Ask them to compare them and distill the main elements. After showing those elements in the Hero's Journey, make the link to leadership: following a call, stepping into the unknown, facing many challenges and crisis, coming home transformed
- Introduce Marshall Ganz' Public Narrative of Self, Us and Now. Get participants to try out the approach with regards to EOA, in pairs.

RESOURCES



- [Making public relations work for your farm.](#)
- [Elevator Pitch](#)
- ['Story-activist' Mary-Alice Arthur incl. TED talk, Videos & lots of resources](#)
- [Ganz, Marshall \(2011\): Public Narrative, Collective Action, and Power.](#)
- <https://marshallganz.com/>
- <https://www.ndi.org/sites/default/files/Public%20Narrative%20Participant%20Guide.pdf>
- <http://amandafenton.com/wp-content/uploads/2013/01/Collective-Story-Harvest-To-Go.pdf>
- [Kirkland, Kieron \(2012\): How alternative storytelling can help impact evaluation.](#)
- [The Hero's Journey \(J. Campbell\)](#)
- https://en.wikipedia.org/wiki/Hero%27s_journey
- <https://www.storycenter.org/>

6.4.

Information and Communications Technology

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Key aspects of Social Media
- Best practice in videoconferencing
- Using communication platforms for virtual collaboration

OUTLINE OF CONTENT



Information and Communication technology is a wide field, of which the use of Social Media and virtual collaboration are addressed in this module. Especially for building national, regional or continental networks and movements, understanding how to use tools for virtual collaboration is very important, when you can't meet in person very often. This includes not only the technical use, but where the challenges are for cooperation (feeling isolated, hate-speech, disengagement) and how to counteract them.

For organic agriculture and development practitioners, social media tools can expand the reach of the community world-

wide, strengthen partner relationships, support programmatic initiatives, and provide a vital means to increase the visibility of organisational public profile and engagement. The promise of ICTs nowadays, including the access to social media platforms, online videoconferencing, and virtual collaboration, will be used for production, information dissemination, and management purposes, requiring training organic farmers and practical application for market and income-generation purposes.

The general approach of this module is to experience and practise it.

METHODS



- Ask participants what they regard as social media which will bring up discussions. Show an image of a multitude of social media and the different categories (do a picture search on the web for social media categories).
- Ask them to identify the purpose of and who the target audience of different kinds of media are, e.g. Facebook, LinkedIn, Twitter, Instagram....
- Invite or show some environmental EOA influencers and let participants interview them
- Explore what makes a good post on Instagram and Twitter. Ask participants to post something on social media related to EOA
- Use different kinds of tools for virtual collaboration throughout the programme and get participants to use them, e.g. polls, online whiteboard, commenting & liking, posting photos... (you can even do this if you are meeting in person, e.g. before you meet, use a poll they can answer on a phone in the seminar room, and after the course)
- Explore what works well with virtual collaboration and what is tricky. How can the challenging aspects be remedied?

Module 7

Leadership and Management in Organisations and Networks

This module covers Organisational Systems and Networks, Leadership in a rapidly changing and complex world and specifically in the context of EOA. In addition to general over-arching question of what kind of leadership is necessary to advance EOA, Leadership in EOA specifically looks at the role of Women and of Youth.

7.1.

Organisational systems and Networks

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Consider and evaluate different organisational systems and network models, their pros and cons, and their application to EOA.
- Evaluate locally and situationally appropriate institutional development options and structures
- Find own role and responsibility in the development of EOA institutions in own context

82

OUTLINE OF CONTENT



This module addresses institutional structures in the EOA movement, and is therefore closely linked to module 5.2. Building national ecological organic sectors and movements. Its first aim is to bring attention to the influence of network or organisational systems on governance, motivation of actors involved, efficiency, how an organisation or a network is perceived and

its options (e.g. a non-profit organisation is restricted in its income-options, however may have tax breaks or other benefits). In addition to hierarchical or centralised models, also decentralised models are explored, looking at 'starfish-type' societal networks, platform economy and organisations exploring new ways such as dynamic governance / sociocracy.

METHODS



- This is a huge topic which usually requires some time in the workshop and advanced knowledge and experience on behalf of trainers and participants.
- One way to engage with it is to treat it as a joint peer-to-peer exploration rather than a teaching, asking the participants and letting them engage with each other on the following questions:
 - » When thinking of organisational systems, networks and structures, which aspects are you most interested in exploring?
 - » Which different kinds of organisational setups do you know of generally?
 - » Which legal setups? E.g. privately owned company, cooperative, not-for-profit association, shareholder company and complex combinations of the above
 - » Which kinds of relations in agricultural value chains? E.g. contract production, small farmer coops, plantations, solidarity agriculture / PGS systems, worker-owned companies...
- » Which kinds of internal organisational structure / management systems do you know of? E.g. classic hierarchy, + strong works council / trade union, democratic associations with elected persons on board and possibly in positions, sociocracy / agile organisations with different kinds of work division
- » Is there interest e.g. from participants of one country to exchange on legal options and implications in their country?
- » Which different kinds of roles of association boards do you know of? E.g. Managing, executive, Governing, supervisory, advisory, 'rubber-stamp' board...
- » What are some challenges with the role division of board and office organisation (possibly with paid staff and a managing director)?

RESOURCES



- [Brafman, O, Beckstrom R, The Starfish And the Spider \(2006\): The Unstoppable Power of Leaderless Organizations](#)
- [Laloux, F \(2014\): Re-inventing Organizations, Nelson Parker](#)
- [BetterBoards Deals with performance of boards and effective interaction with their associations](#)
- [Sociocracy is a model for non-hierarchical, agile form of organisation](#)

7.2.

Leadership in EOA, including Gender, Women and Youth

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Be able to discuss and show a deeper understanding of the principles of leadership, and the different styles and approaches to leadership
- Discuss leadership in OA development, and explain the concept of participatory and "Ecological Organic" leadership
- Discuss leadership and youth, leadership and succession as solution to new global challenges
- Discuss gender equality and how it can be promoted through leadership

OUTLINE OF CONTENT



This module goes deeper into concepts around leadership, different theories, in different cultures and explores what kind of leadership we think is needed to promote EOA and what kind of leadership mindset connects to Ecological and Organic principles.

The module questions what has been the dominant thinking on leadership, in the Global North and other places: "great-man-theory". It holds that a) leadership is about one person: the leader, b) it is usually a man and c) that man is superior, great, and often assumed to just naturally have that leadership quality, implying it cannot be developed ('born or made?').

Alternative leadership approaches which have gained prominence in the academic and practitioner world highlight that relying on one person alone to solve problems and lead the way can lead to abuse of power. And since it is precisely the multitude of perspectives that are important to address the world's complex challenges, the focus is more on leadership as a quality and competence, also of a group of people.

Moving from the conceptual to the concrete, this module also asks what implications this has for youth, for gender and other lenses through which leadership can be seen.

METHODS



Leadership in EOA:

- Ask for words and phrases on leaders, leadership, guiding, elders etc. in other languages and explore the different nuances and associations of them. You could do this also with cards and cluster themes.
- Ask who they consider to be great leaders and why, formal and informal? Which formal leaders do they think are not demonstrating good leadership and why? This can also be done in groups and with story-telling.
- Give a brief overview of different leadership theories, so that participants have at least once heard 'great man theory', servant leadership, adaptive leadership, leader as coach.
- When thinking of the natural world, ecology, organic, agriculture – where do they see links to the concept of leadership? Metaphors? Explain how many leadership, management and organisational development theories of the Global North have been influenced by industrialism and 'scientific management': organisations often portrayed as machines with engineering terminology. And the assumption that human behaviour is predictable and manipulable, with an overall aim of profit maximisation. Reference the Four Principle of Organic Agriculture, and principles of Agroecology.
- Thinking of agricultural producers and ecological, organic movements (of the past) – what have they needed and exhibited as people and as groups in order to succeed? This will bring up points such as strong commitment and perseverance against the odds. You can bring quotes here from leaders, poets, spiritual thinkers and / or ask participants what associations that brings up in them, e.g. sayings from their cultures.
- All this leads up to the key question of what kind of leadership is needed to promote EOA? Make this concrete and invite participants, e.g. in group work, to write down what this can mean concretely, in their work, organisations, region and on a continental and global level.
- This module can be combined with self-leadership (e.g. starting the day with "who was your hero as a child?"), with advocacy (after exploring the leadership needed moving to how to advocate for this), with building movements and with agroecology (when speaking about the principles).

RESOURCES



- [GIZ \(2015\): AIZ Leadership Toolbox. Leadership for global Responsibility](#)
- [Schein, E \(2010\): The many faces of leadership](#)
- [Senge, P et al \(2015\): The Dawn of System Leadership](#)
- [Many leadership articles and resources](#)

Info Box

Youth:

- Invite an honest look at the leadership in the eco-organic movement: how diverse is it? In terms of age and gender? And other aspects?
- Youth – group work to discuss: what are the reasons young people may not join EOA or its organisations?
- If this should be a major topic, you can integrate Design Thinking methods that don't rely on our assumption of other people's motivation but actually let's them speak.
 - » Invite them to call someone they know (see Empathy Interviews in the Transfer Project Instructions), perhaps a young relative.
 - » You can combine this with a field trip and see if there are opportunities to speak to young people there.
 - » Ask them to research some videos, to show the next day, with young people speaking about the challenges of joining EOA.
 - » Show them some videos with young people speaking about the issue.
 - » You can combine this with the communications module where you invite young influencers to share what is important to young people.
 - » o After participants have brought together points, you can also share research on young people in agriculture.
 - » o You can refer to systems mapping done in the food systems module and map the dynamics of youth engagement that way (with lines on paper, drawing or arranging figures and symbols on a table).
- The next step is to explore how Youth could be included more. It is important not to jump too quickly to this point, as it leads us to coming up with the same-old approaches we already have. Make sure participants have made an effort to understand the issues more deeply. Having engaged in the systemic dynamics new solutions may appear that intervene at a different, less obvious point.
- This can be nicely combined with creative methods, such as different kinds of brainstorming, the Yes-And-method, the '7-thinking-hats' or other.

RESOURCES



- <https://www.ifad.org/en/youth>
- <https://www.fao.org/rural-employment/work-areas/youth-employment/en/>

Info Box

Women in Leadership

- Although there are also separate modules about gender in general, and women in agriculture more specifically from a 'programming perspective', it is highly recommended to also the topic of Women & Leadership additionally, as it is a different sphere and has important implications for women's voice and power.
- Invite reflections, examples and stories about women & leadership
- Explore what kind of behaviour is considered appropriate or 'good' for female leaders and what not – in the different cultural contexts (this need to not only be regional cultures, but also different industries e.g. (how) is it different in politics, media, social movements, business, family – household? Is the same behaviour valued differently, depending on whether you are male or female?
- Explore the systemic factors that are hindering women from access to more leadership roles

RESOURCES



- [Women In Leadership- Positive Mindset Is Key: Chanda Kochhar \(CEO ICICI\)](#)
- [World's Most Powerful Women Define Power](#)
- [Interview with Herminia Ibarra „Women and the vision thing“](#)
- [As a girl we learn to be perfect not brave](#)
- [Tracing her career as an engineer, advocate and mother in the Arab world, Leila Hoteit shares three lessons she's learned about thriving in the modern world](#)
- [Deborah Tannen, "The Power of Talk: Who Gets Heard and Why"](#)
- [Zurich Resource Model and as an online tool](#)
- [Leaders as decision architects, Harvard Business Review, Mai 2015](#)

7.3.

Change Management

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Understand change dynamics such as the adoption of innovation curve, reactions to change and key mobilizing factors
- Make connection to one's own role and relationship to change 'we are all in the system'
- Identify levers in the system

OUTLINE OF CONTENT



This module deals with core aspects of change, as leadership and advocacy work, and also agricultural programmes, have to do with change. Even when the focus is on preserving an approach or conserving nature or social dimensions, change is taking place and we need to understand our role and relationship to it. Apart from changes in the natural systems, there are always humans involved and it is therefore helpful to inquire into people's reactions to change, both individual and collectively. What difference does it make whether you are the recipient of change or you feel in the driv-

er's seat? This module explores some key concepts of 'classic change management', such as the Kübler-Ross Reaction curve to negative messages, Carl Rogers' distribution of innovations curve, John Kotter's 8 mistakes & recommendations for managing change, as well as Theory U's invitation (i.a.) to not see yourself, as change leader, as separate from the system, but as part of a social field you co-create and in which your inclusive intention and approach has a great influence on how empowered others feel as equal parts.

METHODS



- Draws connections to and can be combined with motivation, advocacy, communication, self-leadership, team dynamics, participation / delegation levels
- Kübler-Ross Curve: do not show it at once, but invite sharing (can also be headed off by story-telling in triads) on what kinds of reactions exists to negative messages, and then slowly go through the stages on the curve, asking: what do you think is next?
- Emphasise that people need time to process it (often after a shock message people literally do not hear what is being said after that), go through the stages, before they are ready for a constructive solution. Bring serious examples as well as day-to-day ones (how do children react when they are being told that something they had been looking forward to is not taking place?).
- The distribution of innovations curve is important for any change leader, as it helps deciding which kind of approach and effort to use with which category. As we do not necessarily

perceive people as they are displayed in the curve, many change activists run the risk of 'preaching the converted' (= spending a lot of time and energy with the innovators), because it is easy and feels good. Or putting too much energy into fighting 'laggards' who may have a loud voice on (social) media, but are not really relevant for driving major change, as they are not many.

- Ask participants to think of their own stakeholders: which ones fit in which category? Combine it with teachings on the 'persona' (see transfer task): how are the different sectors of the curve, the target groups different in culture, concepts and values? Let them write it down or draw it. Now looking at the different groups: which kinds of approaches would work with which group?
- Often participants who have not engaged much with the idea of different target groups and change strategies will focus on: 'we need to give them more information and then they will change'. Provocatively dig into this question: really? When has that happened? Think of personal behaviour change: which examples do you know of where people stick to a certain behaviour despite knowing better (e.g. smoking, unhealthy diets). Which factors prevent us from changing? What supports behavioural change? What can we do to address those behavioural factors, in addition to change. An example is a Social Media Activist on Instagram who also shares information however combined with lifestyle communication and imagery that speaks to many young people.
- When exploring Kotter's 8 key aspects in change management, you can critically examine the concept of 'managing' change: the term comes from organisational development of usually hierarchical organisations (You can remind of the iceberg model of organisational culture where it shows that beneath the surface are people whose authentic views, values and perceptions may differ from what is proclaimed above the surface.) How does it apply to social movements and social change? Are we separate of the 'object' to be managed.
- Theory U can be introduced (or referred to) with a focus that no change processes follow a linear, straight-forward trajectory but are dynamic and involve low points and crises at which self-reflection can provide a deeper insight and commitment. Theory U also focuses on individual and collective intention-setting, which is more than goal-setting, it is about a personal commitment and understanding the connection to one's own purpose. Apart from reflecting about the concept, this is best done with self-leadership exercises, e.g. journaling (see day 5) that guides participants through self-reflection and intention-setting.

RESOURCES



- [Kotter, J P \(1995\): Leading Change. Why Transformation Efforts fail](#)
- [Kübler-Ross curve used in Change Management](#)
- [Scire P \(2007\). Applying Grief Stages to Organizational Change](#)
- [Rogers, Diffusion of Innovation curve](#)
- [Scharmer, O \(2007\): Theory U. Leading form the Emerging Future](#)

7.4.

Leadership in the VUCA World, Complexity and Learning Organisations

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Understanding the VUCA concept and its effect on participant's leadership and management approach
- Cynefin framework of applying different approaches depending on the level of complexity
- Adaptive Leadership and Learning Organisations

OUTLINE OF CONTENT



This leadership module takes stock of the world, as it presents itself: increasingly volatile uncertain, complex and ambiguous (VUCA). Rather than assuming linear processes that just need to be (scientifically) managed, it confronts us with a call for leadership where the way forward is neither obvious nor that there is one 'right' way. The Cynefin framework provides a model for categorising situations into simple, complicated, complex or chaotic. It allows participants to distinguish between situations where standard processes or expert-led analysis is applied and complex situations which involve 'probing' (trying things out), sensing into what is emerging, and continuously adapting. Moving from Leadership as the 'great man knowing all the answers' to leadership that supports continuous learning in all parts of an or-

ganisation, network or societal system is considered essential in the current fast pace of change. Learning requires a culture of open dialogue, not being sanctioned for failure, exploring underlying assumptions and mindset, conscious drawing of conclusions and proactively improvements for the future.

Many non-north-western cultures already have concepts such as non-duality complexity in their approaches to life. However, since many of these cultures are now influenced by thinking of the Global North, it is important to call the perceived certainties of 'scientific management' into questions, especially when conducting a leadership development programme like the EOALC that deals with societal advocacy.

METHODS



This module can be implemented with the theoretical background, but also in a lighter, more practical way.

- Big picture trends: ask participants to map what is going on in the world, whether it seems like it has a direct impact on their work or not. Invite them to 'think big', from the future, topics such as digitalisation, geopolitical dimension, gender, etc. Mapping can be done with different categories, such as global, continental, national in a rainbow / onion diagram (make concentric circles and draw lines from centre to outside ring), thereby practising mapping.
- Show a short video on future trends to stimulate participants thinking beyond their normal realm. The video doesn't have to necessarily be very long or very scientific. It is more a 'teaser'. It can even be from a movie. Then ask participants how they feel about it and what comes to their mind when now thinking of the relevance for the future of EOA.
- Introduce VUCA and what the terms mean. Ask what they can mean in their context, where do they experience it already?
- Explore what that can mean for leadership. In general, and in their context.
- Especially, in case the group discusses what kind of leadership and management is 'the best, introduce the Cynefin framework with the message: different situations require different approaches. Recommended are just the basic categorisations (and not necessarily the recommendations on how to act as they can be quite abstract). Ask for examples.
- If not already mentioned by participants (perhaps in other words) introduce the idea of continuously adapting and learning. Ask what learning can mean for leadership? What kind of learning? Why is it so important?
- Ask for examples in society or e.g. with businesses and technological change of change being ignored (and the product / culture) becoming irrelevant, as well as products / organisations / cultures being open or even anticipating changes. Initially ask in general and then more specifically related to agriculture.
- This can be merged with the topics of advocacy and knowledge management: What does this mean for agriculture? Is new automatically better? Where are changes or changes necessary in EOA? If not in the practises, perhaps in the social systems around it? Does it have relevance for advocacy and learning programmes with agriculturalists? Learning from practise rather than from field books? Who to integrate scientific research and traditional knowledge?
- It can be combined with the topics of interpersonal communication: what kind of culture and dialogue is needed to promote openness and learning? What do you need in order to speak openly? Introduce the idea of psychological safety. That sanctions are not always formal, but also when someone else 'shoots down' someone else's contribution it can lead to that person not voicing their real thoughts again. And again: what could they do in their practical context to increase emotional security and learning?
- For also a bit of fun & energising, show the animated video short film "For the birds" and ask participants how that relates to the topic.

RESOURCES



- Amy, H (2008): „Leaders as facilitators of individual and organizational learning“, Leadership & Organization Development Journal, Vol. 29 Iss: 3, pp.212 – 234
- Edmondson, A (2018): The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth
- Eggleston, R (2000): For the birds. Animated short film, Pixar
- Fisch, K (2018): Did you know (shift happens) – 2018 Remix, CC license
- Heifetz, R, Laurie, D (2012): Mobilizing Adaptive Work: Beyond Visionary Leadership, in: The Leader's Change Handbook: An Essential Guide to Setting Direction and Taking Action
- Hoveland, I (2003): Knowledge Management and Organisational Learning: An International Development Perspective
- Pettit, J, Roper, L E & Eade, D (2003): Development and the Learning Organisation. Essays from Development in Practice, Oxfam Publishing
- Senge, P et al. (1994): The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organisation
- Snowden, D & Boone M (2007): “A Leader's Framework for Decision Making“, Harvard Business Review
- [Concept & Toolbox on Leadership in the VUCA world](#)

7.5.

Team Leadership

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Team Phases
- Roles in teams
- “Leader as Coach” and Powerful Questions

OUTLINE OF CONTENT



Interacting in groups, be they formal teams or other kinds of groups of people, can be considered a key competency for effective collaboration.

The topics of this module include on the one hand looking at the team as a whole: where does it currently stand, what phase is it in? Having an understanding of Tuckman's team phases can be very helpful, especially when there are problems and conflicts in a team. Like in other processes also, it is quite a normal dynamic that can even be fruitful if it leads to a deeper engagement and (informally) developing norms of interaction in the group.

Another perspective is looking at the interaction with a team, and how different behaviours and behavioural preferences can explain the dynamics. Kantor's four-player-model is a simple, however enlightening perspective to engage with.

Lastly, “leader as coach” signifies that a leadership competency is also to ‘read the room’ (Kantor) and support the group moving forward, i.a. by asking powerful system-ic questions, used also in bilateral coaching.

METHODS



- Team phases: ask what a group is like when they first get together. Then what happens after that? Start drawing the team phase curve.
- Spend some time on “storming”, explaining that it is normal, that people come together as diverse individuals. When they start interacting more (deeply) with each other, they notice a dissonance. Sometimes interpreted on the emotional / sympathy level, sometimes regarded as a problem of strategy (feeling lost, not understanding the goals or plan), however it is also about ways of interacting with each other, different values, narratives, behaviours.
- Norming: bring in the suggestion to develop a team agreement. You can do one with the participants also.
- Performing: ask what comes after Performing. Ask for examples of teams who have performed and then lost their effectiveness. E.g., Soccer world champions who lost many games in the next championship.
- Let the participants explore what is helpful in each phase – from the team members, from a ‘leader’s perspective. E.g., group work with each group discussing one phase.
- Individual reflection: think of a work-related team – where does it stand right now? What can help it move forward?
- Powerful questions: upside down method: which kinds of communication and questions shut down communication?
- interactively explore powerful questions (e.g., with cards) and cluster them according to categories, e.g. metaphoric, rating (on a scale of...), miracle questions, context questions...
- role play: Person A speaks about a challenge. Person B asks powerful questions. (Person C observes.)
- Show the video “Leadership lessons from a Dancing Guy” and let participants discuss what they conclude from it. This is funny and energising, however with great insights regarding the role of the ‘first follower’. A nice lead over to Kantor’s “Reading the room”.
- Kantor – reading the room: show participants pictures you think show the actions lead, follow, oppose, by-stand. Ask them what they can see in the picture and then add the term to it. Divide in groups and let each group explore why it is important to have this behaviour. Each group reports back. Then, for each behaviour, ask the other groups: what could be the downside of his behaviour? What would happen if everyone in the group only demonstrated that kind of behaviour? In a group discussion come to why all behaviours are needed. With regards to this, what should a leader do? What do you think is a leadership competency? Being able to ‘read the room’ and adopt her / his behaviour to what is missing and needed!

RESOURCES



- [Kantor, D \(2012\): Reading the Room: Group Dynamics for Coaches and Leaders](#)
- [Tuckman, Bruce \(1965\). "Developmental sequence in small groups". Psychological Bulletin. 63 \(6\): 384-99](#)
- [Article on Team Phases, MIT](#)
- [See Chapter 2, Tool 7 "Leader as Coach" including instructions, handout and good questions, in the 2015 version of GIZ \(2015\): AIZ Leadership Toolbox. Leadership for global Responsibility](#)
- [Sievers, D on "How to start a movement" incl. the video "Leadership lessons from a Dancing Guy – the First Follower"](#)
- [Key Powerful Questions](#)
- [Powerful Coaching questions](#)
- [Sequence of coaching questions](#)

Module 8

Cross-cutting leadership topics

This module is a collection of topics in more detail which are deemed relevant to the leadership development for EOA. Gender in EOA as well as the basics of Project Management can be considered as quite central to promoting EOA. The other submodules – clarity on roles, motivation, innovation and peer coaching – are usually highly appreciated by participants. However, they could be considered as add-ons to the more central topics and included upon request or as the designers of the programme see as fitting.

8.1.

Gender and Ecological Organic Agriculture**COMPETENCY DEVELOPMENT AND LEARNING GOALS**

- Have an overview and understanding of gender issues and gender roles in society in general
- Include gender aspects in their vision for ecological organic development and understand how OA and Gender is linked

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OUTLINE OF CONTENT

Gender is an important cross-cutting topic which is important to consider in any activity, be it in the field, in organising, advocacy, research or conceptually when planning measures. "Gender mainstreaming" requires not to treat as 'another topic' but to consider gender in any session, be it leadership, seeds, communication, group getting to know each other, advocacy or markets!

Exploring gender in agriculture means reflecting on the social norms and roles of women and men - as farmers, business people, workers, traders, organisers, policy-makers and household responsible and the often less obvious roles in the food system as a whole etc.

METHODS



- In all sessions relating to agriculture explore with the group whether there is a gender-aspect to it, e.g. do women have a special role (in a certain culture) with regards to seed-saving, husbandry, etc.
- When a male perspective is very dominant in a topic (e.g. the authors, visuals, stories) explore with the group why that may be so and which untold stories and perspectives there might be.
- Place this session (not necessarily directly) after the women and leadership session, so that already some sensitisation has taken place and the personal dimension of the issue has already been touched upon.
- As a starter to explore the dimension of the issue: storytelling / group work on what aspects come to mind when considering gender and agriculture.
- Invite (a diversity of) women in agriculture to share their story and perspectives on the issue.
- Share places where a wealth of studies and other resources on women & agriculture can be found, incl. specific foci on parts of the value chain, countries, regions, crops etc.
- Introduce the Reach-Benefit-Empowerment (RBE) approach and ask participants to place their activities. You can do this yourself or contact someone familiar with the approach to introduce it (search the internet).

RESOURCES



- [FAO: What is gender?](#)
- [WHO: Gender & Health. Definitions](#)
- [UN SDGs: Goal 5 – Achiever gender equality and empower all women and girls](#)
- [Johnson, N et al. \(2018\): How do agricultural development projects empower women? Linking strategies with expected outcomes.](#)
- [Kabeer, N \(1999\): Resources, agency, achievements: Reflections on the measurement of women's empowerment](#)
- [van Eerdewijk et al. \(2017\): White Paper: A Conceptual Model of Women and Girls' Empowerment](#)
- [KIT Tropical research Institute: Gender & Agriculture.](#)
- [Ayuya, O \(2018\) Towards being equal to them: Impact of organic certified production systems on women empowerment in agriculture.](#)
- [Farhall, K, et al. \(2021\): The 'Gender Agenda' in Agriculture for Development and Its \(Lack of\) Alignment with Feminist Scholarship.](#)
- [How Organic Farming Empowers Women.](#)
- [Organic Agriculture and Women's Empowerment, IFOAM 2009.](#)

8.2.

Clarifying roles, tasks and accountability

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Know useful tools for clarifying roles and tasks in teams, broader networks and meetings overall
- Understand responsibilities and delegation as continuum ('delegation levels') and situational leadership
- (Upon request: Best practice in delegation and accountability)

OUTLINE OF CONTENT



Many irritations in team or network collaboration stem from a lack of a shared understanding of roles and responsibilities. Job descriptions or memorandums of understanding usually do not clarify this in detail – and – it might even be recommendable to not determine this in a fixed way but 'negotiate' and adapt responsibilities along the way.

Accountability and monitoring are supported when people are clear of what is expected of them and when, what has been agreed upon, is considered as important and will be followed up upon – knowing that it can be adapted if necessary.

Also, as collaboration is getting increasingly digitalised, even when people are in a similar or close location. Digital collaboration is often asynchronous, not taking place

at exactly the same time – contributing to a document, updating tasks individually as opposed to e.g., being in a meeting together (synchronous). This module therefore also touches on the aspect of digital / virtual collaboration tools.

This topic can also be combined with Self-management as it is interrelated with organising one's work in order to deliver to the group, and principles such as Kanban flows can also be used for Self-Organisation.

However, the approaches listed below can also be used with paper boards, noted in a document that is updated by one person or even just as a common 'language' to ensure a shared understanding of roles and responsibilities.

METHODS



- This topic should be introduced before the start of the transfer project and participants are encouraged to apply approaches and tools. On the hand, in order to improve collaboration, especially when back at home in different places, it being like remote collaboration. On the other hand, in order to try it out and adjust, in a context with learning peers (as opposed to in an official context).
- Introduce the basic idea of a Kanban board – listing tasks as upcoming, in progress and done.
 - » Participants can make suggestions (or do a picture search on the internet) on which additional categories could be helpful for their context.
 - » As an example, you could also design your agenda or ‘parking lot’ for the programme that way: topics which participants bring up, but cannot be addressed at that point in time, in order not to deviate too much from the current subject, are listed in the parking lot. Once they have been addressed, they can be moved to “done”.
 - » Participant tasks can also be listed that way, e.g. sign up in the roster for an energiser, for a start to the day, hand in proposal for transfer project.
- Explain the Responsibility Assignment / RASCI matrix and variations of it. Emphasise the difference between Accountable and Responsible, as these are often used interchangeably and, due to the position of A after R, can be confusing. Elaborate on its use in different contexts, e.g. deciding who really needs to be at a meeting and who will be consulted or informed.
- This is also connected to the levels of participation and delegation levels which give a language for different kinds of engagement. Although the delegation levels are usually portrayed in a hierarchical context, they are also applicable to any kind of horizontal collaboration, by being clear on whose opinion or guidance is sought and who takes the decision on the matter.
- You can also use cards (print off the internet) to ‘play Delegation Poker’ in a role play.
- As this topic is about gaining a shared understanding, it can be combined with interpersonal communication, its pitfalls and feedback.

RESOURCES



- [Responsibility Assignment Matrix on Wikipedia](#)
- [Management 3.0 on how to practise delegation poker and on delegation levels](#)
- [What is and how to use Kanban](#)

8.3.

Motivation, Purpose and Performance

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Understand the power and possibilities to appeal to intrinsic motivation drivers, purpose and community
- How to ensure accountability and performance without micro-management affecting the motivation

OUTLINE OF CONTENT



Understanding people's motivational drivers is as important for individual performance, negotiations as it is for advocacy for societal change. After decades of thinking in the Global North, of humans as 'rational human beings', driven by self-centred economic advantage ('Homo Economicus') and 'survival of the fittest', voices are getting louder putting the spot-

light on other cultures in the world who have survived following different parameters. Even in North-Western Science, insights have existed for over a century, but have been ignored, that big awards do not lead to better performance or the innovation, us humans so desperately need to address the big challenges of our species' survival.

METHODS



- Ask what participants think drives human motivation (ask for a variety of examples: work, voluntary engagement, hobbies e.g. sports). Categorise into extrinsic (motivated by outside factors) and intrinsic drivers. If it does not arise by itself, start a discussion on the role of payment, awards and differentiate between 'income to live (well)' and payments / bonuses that go beyond that.
- Show and discuss Daniel Pink's video "Autonomy, Mastery and Purpose" (5 min or 10 min versions).
- Group work exercises on how to put this into practise concretely, in their own context.
- Explore Neurologist Gerald Hüther's concept of 'passion being fuel for the brain' and that humans strive for belonging / recognition as equal and worthy (both to a group as well as having a spiritual, creativity/ mastery / shaping something / expressing yourself, and freedom / autonomy).
- As can be seen with D. Pink, many other thought leaders / scientists / cultural leaders have come up with similar ideas, possibly in other terms. Or possibly others as these might be Global-North-centric? Introduce or ask for local ones or ones that participants relate to. You could also start the session with a poem, a quote or

- a song relating to the points, and explore them with the group.
- Ask for concrete ways how this can be respected in their activities, e.g. in their organisations, in the National / Regional Ecological Organic Agriculture Movements, in engaging in advocacy, communication etc. E.g. in your current approaches, do the people you engage with have enough opportunity to bring forward their own ideas?
- Combine this with stakeholder mapping: what is the stakeholders' deeper purpose, their drivers? E.g. a politician may have a political need to win a local election, but a deeper purpose to be recognised as doing something good, (s)he might be a church member or some other deeper sense of purpose to appeal to.
- Do self-leadership exercises on individual motivation and purpose

RESOURCES



- [Pink, D \(2011\): Drive. The surprising truth about what motivates us](#)
- [Animated video of Pink's presentation on Autonomy, Mastery and Purpose \(also available in 5min version\)](#)
- [Gerald Hüther Videos on how the brain works and motivation](#)
- [Jaworski, J \(2012\): Source. The Inner Path of Knowledge Creation](#)

8.4.

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Innovation, Learning Culture and Creativity Techniques

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Exploring innovation as more than a product, but as any new process
- What culture is needed to enable innovation?
- Understanding the importance of honest review processes in collaboration and its role in sustainability
- Hands-on creativity techniques
- (Upon request: Basics of Design Thinking and agile approach)

OUTLINE OF CONTENT



This module deals with the topic of innovation, continuous learning and creativity techniques. It is linked to the modules of Leadership in the VUCA world, Complexity and Learning Organisations as well as Change Management, in that regards the ability to think openly, continuously learn, adapt and develop new ways of doing things as essential in a fast-paced ever-changing world, whether we want that or not. Innovation need not be a product and it need not be using new technology, it can be an adaptation of a use or even

innovative in bringing traditional methods into a new context. Using creativity techniques is not only interesting for multipliers working with others as trainers or facilitators; they can be helpful in many day-to-day contexts in that they may produce different results than the usual discussions. Agile approaches, such as Design Thinking can be helpful inspiration in how to apply them in a continuous process and can be applied in the Transfer Project (see [chapter 8.5](#) and [Transfer Project Communication](#))

METHODS



See module 7.3 and 7.4. for many suggestions on exploring the nature of change, adaptive leadership and exploring what fosters learning and creates psychological safety. In addition, the approaches could be implemented:

- Ask for examples of innovation and critically ask further about what else is innovative that may not seem so in the first instance. Highlight that innovation can also be a service, a way of using something etc (see above). Engage in a discussion on 'old vs new', traditional vs modern', 'conservation vs. adaptation'.
- Ask what is needed for innovation? For developing and for implementing. Speak about psychological safety of learning and speaking openly.
- Show (parts of) David Kelley, originator of Design Thinking, TED talk on how to build creative confidence
- Ask what is needed for implementing innovations? Use the upside-down / headstand method: what needs to happen for an introduction of an innovation to fail? Gather examples and ask for conditions that led to it, e.g. no training and instructions in a way people could understand.
- Ask for examples in the realm of sustainability and EOA, and make the link why innovation is not just about selling new products, but about ensuring sustainability.
- E.g. in pairs, as this is less public, let participants exchange on stories of mistakes and failures that are not spoken about openly, as blame is trying to be avoided.
- Interactively introduce the idea of substituting the question of "whose fault is it?" with the learning approach of "what happened? What does it say about our underlying assumptions? What can we do better next time?". You could do a fun role play with it.
- Use and ask participants for a range of creativity techniques and how they feel using them. You can find many when researching creativity techniques, brainstorming, ideation and Design Thinking, or agile methods.
- Allude to different parts of the brain and even the body being used, different ways of knowing and finding solutions. Is there anything similar to 'gut-feeling' in your languages? You can bring in insights from neuroscience on the power of passion as opposed to repetitive learning in brain activity (see Hüther in Module 8.4. Motivation, Purpose and Performance)
- You can use a Design Thinking process for the development of the transfer project (see communication in the annex) or even the workshop itself.
- Show the ABC Nightline video to get a sense of the approach of Design Thinking including its mindset and culture.

RESOURCES



- [Amy Edmondson on Learning Culture and Psychological Safety](#)
- [Edmondson, A \(2011\): Strategies for Learning from Failure, Harvard Business Review Magazine, April 2011.](#)
- [Huston, T \(2007\): Inside Out. Stories and Methods for Generating Collective Will to Create the Future We Want, Society for Organizational Learning](#)
- [Senge, P, Roberts, C, Ross, R, Smith, B, Kleiner, A \(1994\): The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organisation](#)
- [Design Thinking founders IDEO share Innovation and many other creative Resources](#)
- [Kelley, D \(2019\): How to build your creative confidence \(video\).](#)
- [Design Thinking introduction on ABC Nightline.](#)

8.5.

Project Development

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Develop and position Transfer Project in the context of the development of EOA and contribution to the sector.
- Understand the principles of Project Development, using appropriate tools and systems like Project Cycle Management to develop projects
- If key concepts of Design Thinking have been introduced (chapter 8.4.), understand how they could be linked to steps of classic project management
- Understand and design a basic fundraising program with the main components outlined

OUTLINE OF CONTENT



The module provides some practical skills of project management and project development in the context of EOA and donor-supported projects. It focuses on the Project Cycle Management with its main components – from I) project/problem identification to II) project formulation & preparation, III) project implementation, and finally IV) monitoring & evaluation (see figure – Project Management Cycle). With a systemic perspective, it presents classic management tools, like stakeholder analysis, SWOT, problem analysis and practises formulating concepts in a framing used in logframes: objective, the theory of change (the rationale) and the activities leading to results. In

order to monitor and evaluate results, it looks at initially why it is so important as well as how to obtain good data.

The [Transfer Project Communication](#) goes through a project cycle, combining classic Project Management elements with Design Thinking components. Having a good project plan and being able to communicate it is the backbone of successful fundraising. A fundraising plan gives an overview of the needs of the organisation, the sources from which you can seek funding and includes a strategic plan looking at the types of funding desired and how to access them.

Info Box

Some thoughts on fundraising for EOA

Regarding funding for any initiative, it is recommended to look at what is within our immediate reach, and what we can plan to seek as local funding or from international donors. Investment in the education/training of development actors will always be valued in a multi-stakeholder and multi-level intervention strategy.

Try to organize projects that achieve collaborative work in alliance with organizations relevant to your work, so that your proposal is adopted by a growing number of development agents, thus contributing to the scaling up of agroecology and organic production. This collaborative work between several organizations is often attractive to funders.

1. Finding the economic resources in our working environment.

Often the development organizations we work with already have projects that finance training. Find out how these training processes are planned and give them a similar approach to what this document provides in terms of content, methods and tools. You can adapt what already exists in your organization with the advantage of creating and strengthening internal institutional teams, aligned with the same approach!

2. Funding of national programs

Local, provincial and national governments are increasingly investing in programs that help move towards multidimensional sustainability in the agricultural sector and rural development. Knowing which projects are being financed with public budgets also represents an attractive funding opportunity, because not only

are we financing training activities with our approach, but we are also influencing public policies in our sector that foster transformative changes. In doing so, we are addressing directly, sustainability of these initiatives. Nowadays, being explicit in how much your proposal is contributing to achieve the SDGs, is also key to get the attention of public funding.

3. The private sector has a role to play

In territories with food production potential with commercial interest, we find enterprises willing to finance capacity building of producers and the staff of their own company. It is recommended to invest time in a good analysis of which enterprises exist or plan to be, that will provide bridges for trade and market access. This happens often in the organic cacao value chain, as well as coffee, bananas, and tropical fruits, to mention some.

4. Funding from international cooperation agencies

This is generally a very competitive funding space. We have to adapt our proposals to already established formats, with their performance indicators and how to measure them. Generally, we are successful in accessing this funding through cooperation agencies that have been working with us for some years. Keep in mind that they are also looking for innovations and improvements we can introduce, enriching approaches and our tools, while empowering all the actors involved. In this document, you can find new ideas to present, thus demonstrating your innovative and adaptive capacity to the different challenges we face in developing EOA.

METHODS



- Use key concepts of project (cycle) management all throughout the EOALC and bring them together in the Transfer Project so that participants really have a strong grip on it.
- Ask participants what are (important) elements of project management, collect them with cards and develop a timeline, showing the consecutive nature. Is it a strictly linear process? When not? Which aspects are connected (let participants draw lines)? Ask for examples of when steps have to be revisited. This is linked to [Learning Culture](#) and [Learning Organisations](#).
- For Monitoring and Evaluation, ask participants what its purposes and methods can be and visualise in an overview. Introduce the OEC DAC criteria to differentiate between Output, Outcome and Input.
- Show and discuss the Video Systems Thinking: a cautionary tale of introducing cats in Borneo. Explore why it is important to also consider negative outcomes in the context of risk-management and an impact matrix. Make a link to the externalisation of negative impacts on the environment, which is a systemic lever in our environmental crisis (it can magnify it, if ignored, or can lead to improvements when unintended effects on the environment are factored in).
- If you have introduced Design Thinking before (see chapter 8.4), ask participants how the Design Thinking process could be related to a classic PM or PCM process: ask them to place cards next to the correlating aspects. Or, if both processes are visualised, let them draw lines between connecting points.

RESOURCES



- [Investing in Smallholder Agriculture for Food Security, June 2013, HLPE Report 6](#)
- [Theory of Change organisation with helpful explanations and tools](#)
- [Project Cycle Management for Logframes](#)
- [Video: Systems thinking: a cautionary tale \(cats in Borneo\)](#)

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8.6.

Virtual Peer Coaching

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Learn Methods by peer coaching your peers on their real-life situations

OUTLINE OF CONTENT



Peer Coaching is a concept of peers supporting each other by taking on a coaching approach, which is centred around asking questions to help the coachee find their own solutions – as opposed to an advisor who would give their advice on what to do.

It is a tool that is being increasingly used in organisations or among peers in a network as it can bring more insights than a 'normal conversation'. Also, as it is from peer-to-peer and only requires being able to meet, it can be used widely, without many resources.

Some peers have regular peer coaching sessions and organisations even offer participation in a peer coaching circle with colleagues who are not in your immediate work environment.

Peer Coaching or Case Clinic Methods is a method for a peer coaching session with a defined process (see Annex).

METHODS



- See the detailed instructions
- Especially professionals have a tendency to give advice. Emphasise that they are welcome to share thoughts that they would consider, but to hold back on giving advice. That is a good exercise for them, too, and connects to the listening exercise to hold back one's own thoughts and really, deeply, focus and listen to what the other person is saying.
- As outlined, peer coaching works very well in a virtual context, as turning off the camera or the microphone at certain steps of the process, supports deep listening.
- Announce that you are looking for case-givers (several times) before the actual session as participants often need a bit of time to think about whether and which topic they would like to speak about.
- Re-iterate that the case will stay confidential. Reflection may only take place on the process itself.
- The word "case" can sometimes sound a bit too grand and intimidate people to offer their question. While peer-coaching can be especially helpful on topics that are not so easy to speak to direct peers about – such as problems in the group or with a particular person – it can also be used for any kinds of questions: which strategy to pursue, professional development questions, how to generate more innovation etc.
- Peer coaching can also take place in small groups outside of the formal workshop time, as a professional facilitator is not needed. However, it is recommended to ensure the group has found a common timeslot and (virtual) place to meet before parting.

RESOURCES



- [Handout for participants: Instructions Peer Coaching in Annex](#)

Module 9

Self-leadership

This module describes the concept of self-leadership and its elements, developing self-management, cultivating interpersonal communication and intercultural diversity, and deliberate practice. The module will also allow participants to identify possibilities to execute leadership goals and resourcefully find solutions to overcome obstacles and impediments across the organisation. Thus, they will get the chance to perform the appropriate management actions required to pursue the desired outcome of their organisations and implement initiatives that are anchored on accountability, innovation, and productivity.

9.1.

Self-leadership

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Developing own purpose / mission, vision and strategy towards it
- Deeper understanding of Self, behavioural preferences in groups, own characteristics
- Strengthened confidence and commitment to following own path

OUTLINE OF CONTENT



Self-leadership is meant here with a focus on personal development of the individual, about developing competencies to reflect on one's own path, behaviour, reactions and thoughts. It is also about ways to find strength and courage to continue to be committed and active for the (common) good despite all adversities. These competencies are also connected to self-efficacy – the belief that your actions will have an effect – a key aspect of leadership.

In leadership programmes, giving participants a chance to reflect on themselves and their path is a key element. It is also usually highly valued by participants, as many rarely do this in a guided context.

Developing the competency to do this happens by repeatedly practising it throughout the programme, and from time to time reflecting on the process.

In addition to this individual leadership development, it also has an effect on the group. Reflecting on one's own path and contribution in the world often leads to (re-) focussing on pursuing the (common) good in one's own specific way and strengthens the intention and determination to do so. In the context of a Leadership for Change programme like the EOALC, this strengthened determination and clarity gives energy, focus and solidarity to a group of leaders, to pursue this as connected individuals.

METHODS



- Self-leadership exercises are ideally spread throughout the whole programme. As has been pointed out, they can be combined with other modules, giving space for connecting a topic to oneself and one's own path, thereby creating even more meaning to it.
- Exercises can be just for oneself, e.g. writing or drawing, in exchange with others or also sharing insights about oneself, wishes, intentions with the whole group.
- Short exercises at the beginning of a workshop day can be used, to have a personal start, get to know others more and offer something methodologically different to often input-heavy teachings on agriculture. There are many ideas for questions in the links below, examples are: who was your hero:ine as a child? If you could have a superpower, what would that be? As a child, what did you want to be / do when you grow up?
- In a longer programme, it is advised to integrate a session that explores more facets of one's aspirations, strengths, 'weaknesses' vision, what to let go of, e.g. in the form of Journaling (see workshop 1 day 5) or going through a step-by-step process, like a group coaching, e.g. also using the GROW-model.
- With regards to personal goals and activities, you can also do a getting-to-know-each-other-session at the beginning of a programme which is a combination of professional and personal (Living in, profession, hobbies, passion, currently working on, would like to work on, my dream) and then re-visit that in the middle or at the end of the programme. This could be done asynchronously by filling in a profile that is shared or as a group session with presentations to the others.
- The AIZ Toolbox Leadership for Global Responsibility has instructions for the following methods: 2 – Mapping Personal Leadership Challenges; 4 – Learning Journal, 6 – River of Life (note: that this can go quite deep – you need to be prepared for dealing with possibly troubling issues that come up with participants), 7 – Leader as Coach, 16 – Solo Walk.

RESOURCES



- [Developing Self-Leadership: Your Ultimate Coaching Guide.](#)
- [Great questions for Self-leadership & group exchange.](#)
- [Self-leadership Journaling Instructions & Questions.](#)
- [GROW Coaching process.](#)
- [GIZ \(2015\): AIZ Leadership Toolbox. Leadership for global Responsibility.](#)

9.2.

Self-Management

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Time management and Priority-Setting
- Self-organisation
- Resilience, Sources of Strength and Self-Care

OUTLINE OF CONTENT



Self-Management here refers one the one hand to how to organize oneself well personally, how to manage one's own time, by setting priorities, using reminder systems, planning breaks etc. and – increasingly important in the times of multiple distractions

– on how to focus. Connected to that are the issues of dealing with stress, caring for one's own physical and mental health, including identifying sources of energy and motivation, and thereby increasing resilience.

METHODS



- ask participants how they manage their time, work, tasks etc. Invite general principles as well as concrete ways, e.g. types of lists, reminders, apps, paper calendars, notebooks, exercises, routines etc. Let participants write on cards (paper or electronic) and ask them to cluster.
- Go in a circle and everyone to share one thing that really helps them (can be anything from a list of tasks they re-write every day, going jogging before work, clean desk, turning off notifications...).
- Introduce the Eisenhower-Matrix and ask participants how to treat each quadrant. Which ones are tricky? The urgent and not important, especially with multiple notifications seeking our attention, they often get prioritised. And the important and not-urgent, as if not planned for it ends up in the urgent quadrant, possibly with not enough capacity to manage it well. Ask participants – this can also be individual 'homework' to lay out their to-dos along the lines of the Eisenhower matrix. Note: the idea here is not to state it as the best way to organise yourself, but to introduce the differentiation between urgent and important. Participants can decide themselves how they put that into practise.
- Introduce some other self-management approach, as e.g. Dave Allen's "Getting things done" with the slogan "your brain is for having ideas not holding them", thereby introducing the notion that organising thoughts and tasks supports being able to focus on something.
- Ask participants how the body is connected with this topic and whether anyone has any practises that they find helpful? Make sure they don't feel under pressure to report something 'grand'. Just taking a deep breath and relaxing the body when stressing, drinking water, looking out of the window (e.g. during videocalls), going for a walk are all relevant ways to pay attention to bodily signals and let the body support us.

- » Invite participants to practise an exercise with the group, either during this session or as part of the roster of energisers and starting the day, if you have set that up.
- Move to the issue of stress and mental health in a professional context. Your aim could be to de-stigmatise it, share figures of how widespread stress, depression, burn-out and other mental health issues are, and that part of the problem is people carrying it around with themselves, fearing it as a sign of weakness and thereby feeling even more 'in the corner'.
 - » Unless you are trained to deal with participants having a breakdown during your session, it is recommended not to engage in any exercise that engages too deeply psychologically on this issue.
 - » If you are a trained coach, you can offer 1:1 conversations after the group sessions, but – of course, as is the code of ethics of coaches – be clear to differentiate between coaching and therapy.
 - » You can make the link to the special burden people carry who know of and feel the 'hurting' in the world and work hard to make it a better place. Explore the risk of burning out because of the big moral pressure to be active.
 - » Gather ideas on what can help, e.g. having regular exchange circles with peers, having spiritual grounding, exploring practises such as "the work that reconnects" that specifically address despair, hope(-lessness), anger of such 'activists' as well as groundedness in the body and earth.
- » You can connect this with self-leadership and creative exercises, inviting participants to think of what gives them strength, what are they grateful for, why do they love, think of a moment that felt like eternity, when they were at inner peace, a place they love, a place of childhood, a symbol to anchor that good feeling, the invitation to actually have a physical 'anchor', a seed, a shell, some object to remind you of that inner place of calm, happiness and strength.
- Ask participants whether this is just about 'better performance' or if they can see any connection to the overarching theme of the EOALC? One response could be that constantly being (kept) busy and thinking with a busy mind (neurologically these are beta brainwaves) is distracting us from paying attention to our deeper 'wisdom', to the voices inside telling us that we need to find wise solutions for humankind, to think beyond silos and out-of-the-box.

RESOURCES



- [Overview of Eisenhower-Matrix and other Time Management methods](#)
- [Allen's Getting Thing Done approach](#)
- [Resilience measures pf the Mayo Clinic](#)
- [Deep Ecology "Work that reconnects"](#)

9.3.

Interpersonal Communication and intercultural diversity

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Understand interpersonal communication principles
- Be aware of intercultural differences (assumptions and highly subjective perception of communication and reality)
- Deep Listening and Sensing
- Active Listening and give constructive Feedback

OUTLINE OF CONTENT



This module on interpersonal communication is listed here as a core part of Leadership as it focuses on how we see the world, whether we are aware of our own biases and in that sense how much we are willing and able to take into account others' perspectives. Learnings about intercultural differences make us aware that our perception is always, no matter who we engage with, based on assumptions. The brain connects the 'incoming data' with ideas and experiences present in our mind. That is efficient and normal. However, if we can become aware of that and possibly of specific 'blind spots' we have, we move away from an attitude of quick judgement (focused on oneself) to a more humble, open and ques-

tioning (really listening to the other person): it seems to me as if... how is it for you? This module also offers practical methods on how to do this. Including at least a bit of this module is recommended for any leadership training as it lays the basis for cooperation with others and deeper self-reflection. Introducing the communication approaches early also helps creating an atmosphere of recognising differences and empathetically knowing that we all have our limitations. Quite practically it invites participants to use a language of inquiry and I-messages (it seems to me as if..., I think...) rather than objective judgements ("That is rubbish...") thereby creating an atmosphere of learning, inquiry and empathy.

METHODS



- An experiential and fun way to start this topic can be to show participants images where it is possible to see different things in it and let them discuss what they see. On the internet you can also find videos demonstrating out limited perception such as the experiment with looking at basketball players and someone dressed as a chimpanzee walking through it (who we often don't see as we get the task to count the number of passes of the ball between the players).
- You can engage in storytelling of situations where you thought something that turned out to be completely different (for the other person) because of bias and assumptions you had

- made. Encourage funny anecdotes – as it is also a serious topic, humour helps release the tension!
- If you feel the group is ready – they are at a point where they realise their view is subjective, and they are willing and curious to dig deeper – you can go deeper into the topic of unconscious bias, explaining different aspects of it and even offer self-tests
 - Deep listening and sensing are ideally placed early in the programme and as preparation before the field trip / leadership excursion (LINK to that section).
 - On feedback, discuss whether the word feedback is even helpful, as it is so focused on the other person. Should it not better be feed-forward = as the intention is to find a common solution together?
 - Giving feedback as an I-message needs practise and is therefore recommended as a role play (imaginary or you can prepare situations where someone needs to address a problem by giving critical feedback).
 - A nice, positive way to round off the session and to practise is by giving people positive feedback – which is also more helpful when behaviour is described “I appreciated when you intervened to allow me to make my point as it was important to me” rather than an overall judgement “that was great”. It is also a self-leadership exercise, giving people insights about what people appreciate about them, giving them strength and resilience when things are not going well.
 - You can do this either as a verbal exercise in pairs, electronically asking every person to send 1-2 other persons (who you allocate to make sure everyone is receiving positive feedback) or in person: everyone gets a piece of flipchart paper stuck to their back. Then everyone mingles in the room and makes sure to write a positive statement on everybody’s back.
 - Attention: Emphasise that this is only for the participants personally and will not be shared in the group.

RESOURCES



- [Implicit Association Test – Harvard University](#)
- [Cognitive Bias – an overview](#)
- [Deep listening – Theory U](#)
- [Caspersen, D \(2011\): Changing the Conversation. The 17 principles of Conflict Resolution, Penguin](#)
- [Goldsmith, M on Feed Forward](#)
- [Metasysteme on Feed Forward and Feedback](#)
- [Wikipedia: Non-violent communication and under “see also” links to other communication models such as I-message, Four Sides Model, Bohm Dialogue](#)
- [Exercises on “Mental Models” of the “Fifth Discipline” book in Senge, P et al. \(1994\): The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organisation](#)

9.4.

Learning Review and Roadmap

COMPETENCY DEVELOPMENT AND LEARNING GOALS



- Reviewing progress on personal roadmap
- Shifting from fear of apparent failure to embracing challenges and a learning attitude: what can I do about it? What will help me plan realistically and go the next steps?

OUTLINE OF CONTENT



At the end of a programme, it is important to ensure conscious learning, a group process for closure and reflection on the whole experience, as well as steps to transfer it to beyond the course (see chapter "Transfer to real life"). Reviewing one's learning and experience is helpful in order to re-connect with it and enrich it with more context than perhaps when encountered the first time. Becoming conscious of a learning allows reflection on a meta-level.

Learning, in this context, can be a topic like agricultural practises – or a leadership topic that usually involves one's own attitude, mindset and behaviour.

Often, we are afraid of looking back and evaluating, as we are afraid of judgement – be it of others or even of ourselves. The approach put forward here is nicely captured in "FAIL = First Attempt In Learning". Consciously learning by reviewing, adapting

and trying out something new is considered a key competency in the ever-changing VUCA world.

Developing a 'roadmap' or 'anchors' can be helpful to implement new approaches and behaviours. This can be concrete next steps, a time plan, something to remind of the ideas and decisions when back in the normal day-to-day, like a symbol, object, song, image... . Get participants to determine the next activities during your session as it might otherwise easily be pushed aside by other urgencies and distractions. This involves not only getting participants to be clear on the next steps but also coach them to think beyond the obvious, e.g. "who could support you with this who you might not think of usually?" - "Where could be a place of inspiration?" "What do you need to let go of (to make space for the new)?"

METHODS



- Reflections on previous day: be very clear that this is not about repeating previous content, but about going to the meta-level of reflection and sense-making
- Learning review sessions at the end of a day, a workshop, a webinar, a phase
- Individual Journaling questions
- Exchange in pairs.
- Peer-coaching / case clinic Methods
- Set up 'learning-triads' to caringly follow up on each other, hold each other accountable and continue adaptive learning in a supportive environment
- 'Harvest' creatively with harvest imagery – or even combine it with a real harvest and joint meal!
- Especially at the end of a programme, you can invite declarations to the group about their intentions. Can also be creatively combined with rite-of-passage style exercises, e.g. stepping over a line / plank / tree trunk, jumping from a chair, being blessed with flowers, receiving a symbolic medal, walking through a lane ('guard of honour')

RESOURCES



- [See Chapter 5 on Coming home: Tools for Closing the Process and Continuing the Journey in the 2015 version of GIZ \(2015\): AIZ Leadership Toolbox. Leadership for global Responsibility.](#)
- [Journaling leading to a roadmap for next steps – Presencing Institute.](#)
- [Retromat with 143 exercises for a retrospective.](#)

Annex

Overview of pilot implementation – Sessions with module references

Introductory Communication & Online Meetings

Asynchronous invitation & communication (participants introduce themselves & fill in profile)

Online Kick-off Meeting: General Course Introductions: Methods and Content (1.1) & Group process (1.3), EOA: Origin, Principles and Approaches (2.1, 2.2, 2.4, 2.5)

Workshop 1 – hybrid, participants in-person in 5 regions, trainers & speakers online

Monday	Tuesday	Wednesday	Thursday	Friday
2.1. WHY Change, 2.2. Principles, definition/s of EOA, 2.3. EOA Production systems (Context and key practices)	3.2. The Current Value chain: Opportunities and Challenges	9.3 Interpersonal Communication (deep listening & sensing) & 7.4. Leadership in VUCA world: Prep & Task Setting for Excursion Travel to Vxqenue Farm/Production site visit and learning	5.1. Global, continental, regional and local ecological organic networks and movements 5.2. Building national ecological organic sectors and movements	9.1. Self-leadership 9.2. Self-Management
2.4. & 4.3. Ecological Organic Agriculture Production systems, cont. & Advocacy topics 3.1. Ecological organic Food Systems - Overview	3.3. Guarantee Systems	Excursion (Cont.)	5.3. Knowledge Management and Dissemination	9.3. Interpersonal Communication & intercultural diversity
3.1.& 8.4 Breakout: "System Design" Groups and Individual Role Play	4.1. Advocacy and Lobbying: Strategy and Tools	Excursion (Cont.)	6.1. General (external) Communication principles 6.2. Crisis communication	8.5. Project Development and Fundraising Course Work - Integrated PCM/MSD approach in DP Development - Group Work
3.1&8.4 Group share learning, challenge designs, check understanding. 8.5. DP introducing transfer project	4.2. Global Advocacy 4.5. Continental, Regional, National and Local advocacy	9.3. Group Reflection and interaction (with members of the Network (Farmers, operators, etc)) 6.4. ICT Sharing records of Excursion on platform	6.3. Public/Media Relations and Messaging	9.1 Self-leadership Journaling 9.4. Final Reflections, Review, Roadmap to F2F2

Interim Phase: Work on Transfer Project (see below) & 2-hour webinars

Module 4. Advocacy and Policy 1 (4.2)
Module 4. Advocacy and Policy 2 (4.3, 4.6)
Module 6.4. Communication: virtual collaboration & Social Media
Module 5. Supporting Structures for EOA development (5.3)
Module 8. Cross-cutting leadership topics: Gender and EOA (8.1), Leadership & Women (7.2)

Workshop 2 – online, all participating individually

Monday	Tuesday	Wednesday	Thursday	Friday
9.4. review of interim phase, 7.5 Team leadership: Kantor's behavioural preferences	2.3. & 5.3. Indigenous Peoples' food systems & SDGs	7.4. Leadership in times of disruption	8.1. Gender and EOA Agriculture: reach-Benefit-Empowerment Matrix	8.5. Presentations of Transfer Project Plan & Peer Review on TPD
5.3. Knowledge Management and Dissemination (deepening)	8.5. Presentations of Transfer Project Plan & Peer Review on TPD	7.4. & 3.1. Systems Transformation: finding new ways of operating	8.5. Presentations of Transfer Project Plan & Peer Review on TPD	4.4. Advocacy: Seeds, breeding techniques, propagation rights and policies governing patenting, GM and related approaches
6.3. Communication: Messaging, Target audience & elevator pitch	7.3. Change Management	8.5. Presentations of Transfer Project Plan & Peer Review on TPD	7.2. Leadership in EOA (Youth)	4.4. Advocacy Seeds & Co (continued)
8.5. Presentations of Transfer Project Plan & Peer Review	6.3 & 6.4. Story-telling with media (videos etc.)	8.4. Motivation & Team Topics	7.3. Innovation, Learning Culture & Creativity Techniques	9.4. Learning Review, individual next steps & as a group, farewell

Transfer Project Plan – Coaching Communication on the process

Communication 1

Dear EOA leaders in Africa!

We hope you had a good week catching up with your life back home. It was wonderful to meet you in this hybrid format and we thank you for all your engagement.

The next weeks in the lead-up to workshops 2, we are meeting in our weekly webinars (interactive including group work) and you are working on your regional projects which you will present in workshop 2.

In short: this week you should (only – other points on the template will be addressed in the following weeks) get clarity on what exactly you are working on exactly. You may have agreed on a general topic. Now is the time to

- a. define the exact “How Might We”- question (= objective)
- b. define the project boundaries / non-objectives
- c. outline roughly what the project will contain
- d. plan next steps and set your working meeting dates (and the tasks which are already clear)
- e. if you want: use the TASKS app in your regional channel to provide clarity on who is doing what by when

More details:

For supporting you with the project development process, we are combining a mix of classic Project Management approaches & tools with a Design Thinking perspective.

- a. the **“How Might We?”** questions and the Problem Analysis (see presentations uploaded to the GEN-ERAL > FILES > day 5):
 - take a challenge and turn it into a question that contains the objective e.g. “How might we create a coherent regional advocacy approach in order to promote EOA in our region?”
 - Have a look at whether your question might be too big or too small by writing down lots of **‘questions behind the question’**, you might find that, in order to move ahead with a coherent policy approach, you first need to get to know all the players in the region or create a forum for exchange. You could then ask “how might we create a forum for exchange with regional players that enables us to come to a coherent policy approach?”
 - You can do this with the HMW questions – or – with the **Problem Analysis** approach (see Barbara’s PM presentation slide 14-18). Whatever you call it (some also call it the impact matrix), the aim is the same: identify which systemic factors are involved in answering a question and decide where you want to put your emphasis. Optional further reading: turning a problem into a good HMW question
 - Decide on one question where you feel you can make a contribution to promoting EOA within the timeframe of this course. Even a small step can be a stepping stone to advance EOA in Africa!
- b. Defining the scope, boundaries or ‘non-objectives’: writing down what you are not going to work on can be really helpful to defining the scope. E.g. if you are aiming at writing a regional policy, your non-objective could be “an advocacy stakeholder strategy”
- c. Project description: very simply (can be bullet points) outline what you will do
- d. Team planning: our EOALC is as much as about EOA topics as it is about ‘meta-competencies’ such as planning, communication, teamwork, as these are so essential to work effectively. Since you are surely busy people and the time is limited, make sure you plan well. So, e.g. plan a few meeting dates for the next few weeks, to make sure everyone can participate, even if the aim and content of the meetings will develop later.
- e. You are invited to use the MS Teams channel, files and TASKS for your project planning. Even if you are not used to it and it may have limitations, you are thereby becoming more proficient in the use of **online collaboration platforms** which are especially useful for **cross-organisational networking**.

Communication 2

Dear all,

In short:

What is expected of your transfer project plan:

- a. a **regional group work** to which every member of the group has contributed
- b. it should be 'substantial', the equivalent of **minimum 5 pages, maximum 20 pages** written text
- c. it should **include all points outlined in the project definition** (you choose how and to which extent) (GENERAL > FILES > ENGLISH / FRANCAIS > FILES / FICHIERS / TRANSFER PROJECT):
- d. Workshop 2:
 - the plan should be finalized and **uploaded to your MS Teams channels**.
 - During the workshop, you will have about **20 mins to present your project**. Then we have 45 mins for Q&A and "feed forward" from Peers.
- e. Incorporate the feed forward and finalise the transfer project plan by August 16th.
- f. The final transfer project plan and at least 80% attendance qualifies you for a certificate! 😊

Communication 3

This week's **milestones**: by now, you should have clear:

1. Your topic & HMW-Question, your objective and non-objectives
2. A plan with steps, and tasks allocated to team each team member, on how you will finalise your transfer project plan in the next three weeks.

This week the focus is on stakeholders:

3. Conduct a stakeholder mapping
4. Optional: Interview some stakeholders
5. Optional: Develop a 'persona' = an example person of your stakeholders and try to put yourselves in their shoes (empathise) – instructions below
6. Fill in a table with a stakeholder needs analysis

More details:

3. Stakeholder Mapping: you can review Barbara's presentation on day 5 of workshops 1 or choose another way to map them (like an onion, a rainbow...with whatever categories are important to you).

4. Optional: **Interview some stakeholders:** You can read about Stakeholder Interviews to prepare you for conducting your interviews. This approach may seem a bit unusual to you, but that is the whole point of the programme: to try out something new and expand your potential. By the way, asking for an interview in the context of your EOA Leadership Programme is a great way to expand your network.

5. Optional: You can either choose a real **person** or invent a persona who would be typical of an important stakeholder / user category. Fill in the template: what is their day-to-day like? What do they love, hate? What do they hear? See every day?... This is a great exercise for the next step of...

6. Filling in the table of **Stakeholder needs analysis** and how we might be able to meet them, forces us to put ourselves more into the shoes of our stakeholders.

Communication 4

Transfer Project - 3: Ideation & FAQ on transfer project

Dear participants Allgemein, we hope you are well amidst all the turmoil our local and global world. Crazy times, when it is good to have a trusted network of family, friends and peers!

As mentioned, in our approach to the transfer project plan, we are integrating some concepts of Design Thinking together with 'classic project management': one of the thinkers of this being Dave Kelly, remember the "Creative Confidence"-video?, the How-Might-We-Question, empathizing with the stakeholders in order to understand the problem deeply and this week: ideation.

Ideation is about developing ideas on how to address the challenges you have defined. Design Thinking emphasizes the brainstorming approach of developing many ideas and then choosing one to try out. Brainstorming aims to move beyond the obvious by encouraging 'crazy ideas'. In what seems crazy at first, there may be a really interesting idea or thought that can be pursued further (see transfer project presentation day 5). In our workshop no.2 we will practice some creative methods!

**

Regarding the plan for the transfer project, we would like to answer some questions you have had (nothing new, but more details):

What should the aim of the plan be?

The aim is to plan a project, that contributes to promoting EOA in Africa, that you could theoretically implement. Try to narrow down the idea as much as possible, small enough, so that implementation is realistic. If you start with the big aim, think about the dynamics in the system (in your problem analysis / impact matrix), and choose one problem or measure to focus on concretely.

Should we implement the project?

As the time of the course is limited, we wanted to focus on you developing a great idea and plan to go with it. Whether it will be implemented after the course, depends on your initiative and resources (time, energy and funds). There are no funds in the budget for this course for project implementation. However, you could propose your project plan to organisations and pitch for financial or other support.

What is expected until workshop 2?

- the draft plan should be finalised and **uploaded to your MS Teams channels**.
- Prepare a presentation (you choose the format: can be with presentation, video, theatre, make a prototype of the system or solution with materials... be creative!). During the workshop, you will have about **20 mins to present your project so far**. Then we have 45 mins for reflection with Peers.

You are more than welcome to also present the **open questions** you have, the assumptions which you **wonder about** and possibly different **perspectives you have had in the team!** These are very important, as they allow us to go deeper. Innovating for sustainability requires us questioning the status quo, but also questioning ourselves: which dynamics in the system are not obvious? Where is our own blind spot? What about the unquestioned assumptions on which the problem analysis is based? Are we feeling comfortable to ask ourselves the difficult questions? Let us reflect about all of this together, in a safe space where we do not have excel as perfect experts, but can openly share the questions to which we have no immediate answers. As we think together, we can uncover much more depth in our understanding and solution generation!

What happens after the workshop 2?

Incorporate the feed forward you will have received from peers and the course team and finalise the transfer project plan by August 16th.

Annex

What should the project plan look like?

b) it should be 'substantial', the equivalent of **minimum 5 pages, maximum 20 pages** written text

c) it should **include all points outlined in the project definition: you can just write bullet points, but it is important to think through it all (sometimes we tend to leave out parts like the problem analysis or the evaluation)**: how do we understand/ analyse the problem / impact? Which aspect will we focus on? Which concrete ideas / activities do we propose? What resources are needed? How will we measure our effect? How will we learn?

For guidance you can also refer to Barbara's presentation on project management (day 5).

My EOALC – template for outline of variation of EOALC

Concept of an Ecological Organic Agriculture Leadership Programme

Format

Participants (amount) :

Participant profile (s) : profession, background, experience, (age range)

Duration :

Format (in-person / online / hybrid...):

Location: describe kind e.g. Meeting room, field, excursion... Online Tool

...

Objectives

Can be content-related, social (e.g. building trust, a network...) and / or methodological (e.g. relating to the flow of the day)

Are (usually) formulated from the future perspective

Individual: the perspective of the participants „Participants will have..." or „Strengthened competencies"

Collective: Can also relate to objectives beyond the participant perspective ("e.g. a trusted network of peers has developed")

Describe the ideal outcome (and not an activity)

	Tangible	Intangible
Individual		
Collective		

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Curriculum

Core essential building blocks (content + learning components e.g. excursion, transfer project, learning journal...):

Desired variables:

Implementation

What is needed (tangible & intangible)? Who can support you? Any crazy ideas?

Roadmap

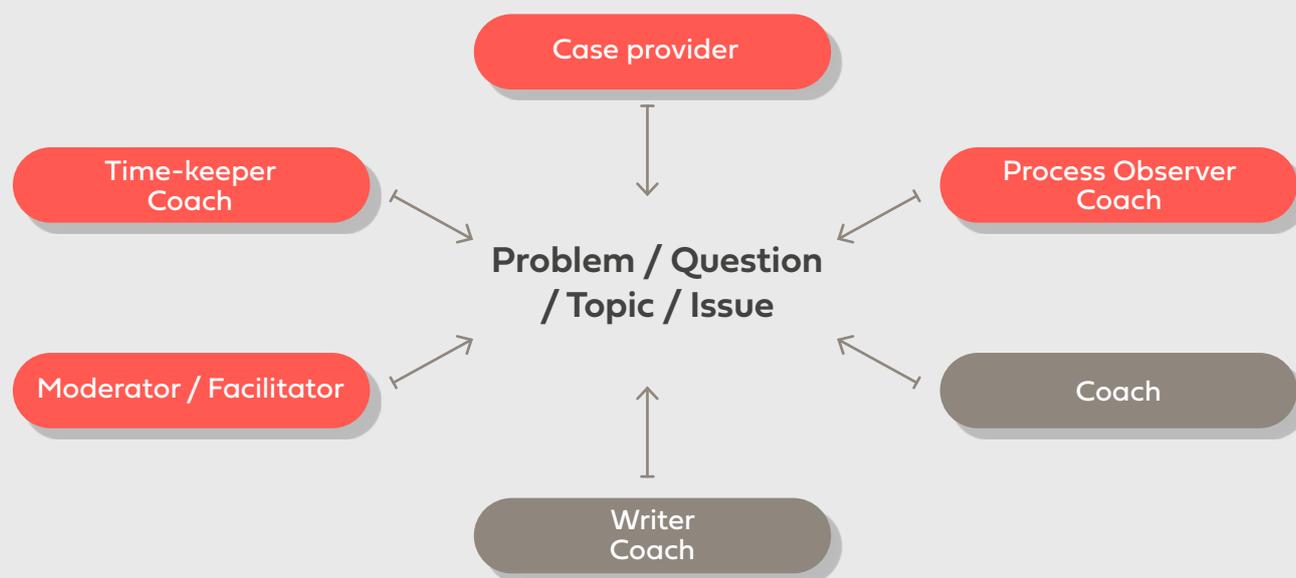
What steps are needed for implementation? Note some general, big picture steps. Later on, you can edit this list to be more detailed and include a (joint) workplan here.

My next steps

What will I do concretely to make it happen?

Virtual Peer Coaching

During a Peer Coaching (or Case Clinic) session a case giver is 'coached' on a specific problem/question/topic/issue by a team of peers. The AIM is not to provide the case-giver with a solution, but support her/him in opening up new perspectives and gaining their own clarity on next steps and possible solutions.



Steps

- 1. Decide on roles:** Required: Facilitator, Timekeeper, Process Observer
@Facilitator: ensure the process is strictly followed ;) 3 min
- 2. Case provider presents** problem/question/ topic/issue. Coaches only listen.
No questions are asked! 7 min

Coaches put themselves on mute.

- Current situation: What key challenge or question are you up against?
- Intention: What would you like to achieve?
- Learning edge: What do you need to learn?
- Help: Where do you need input or help?

- 3. Coaches ask questions (no advice;)** 10 min
In addition to clarifying question, use powerful questions (quantifying, wonder, metaphor, upside-down questions) to support the case giver gaining clarity and more perspectives.

Case giver can take notes of questions.

- 4. Case giver answers the questions** of the coaches (may include reflective thoughts). 5 min

Coaches put themselves on mute.

Annex

5. **Coaches** share impressions, associations, thoughts, feelings, hypotheses and move into a generative dialogue on how these observations can offer new perspectives on the case giver's situation. Build on each other's ideas. Stay in service of the case giver without pressure to fix or resolve his/her challenge! 15 min

Case provider dissociates (mute microphone/switch off video)

6. **Case giver reflects** on what s/he has heard: which new perspectives are arising? Are there any concrete next steps appearing? **Final remarks.** 5 min

7. **Group discusses virtual peer-coaching-process** 5-7 min
- Case-giver: thanks coaches
 - Process observer gives feedback concerning the consulting process
 - Coaches reflect on their own experience (how challenging was it to reflect & coach and not go into solutions mode immediately? ;)

Source: https://www.presencing.org/files/tools/PI_Tool_CaseClinic.pdf, adapted by www.tinameckel.com



Ecological Organic Agriculture Leadership Course

A Manual for Course Design



IFOAM - Organics International
Charles-de-Gaulle-Strasse 5, 53113 Bonn, Germany
Tel: +49-228-92650-10 | contact@ifoam.bio | www.ifoam.bio

giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH