Curriculum

Developed by

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1. Introduction

Education is one of the biggest levers to bring about real tranformation. In today's world, it is especially important to provide farmers with a perspective to ensure the future of agriculture is sustainable and for the ecosystem as a whole. In the following document you will find the curriculum that was developed as the basis for the OFAFFU training. In the first section you will find general information about the project as well as key data about the training including target group, objectives of the training, training location and learning environment.
The second section deals with the chosen learning approach, which plays a central role in the development of the curriculum. Based on the formulation of the desired learning outcomes, the competence areas 'knowledge', 'skills' and 'attitude' are described in detail and elaborated in the context of the European sustainability competence framework GreenComp.
The content of the last section is the OFAFFU curriculum. You will first find an overview of the training with the selected content focus, the extent of the learning units per day and the expected learning outcomes per training day. The individual training days are then described in detail (duration of the learning units, topic, methods and format as well as learning outcomes).

2. About OFAFFU

The European Commission has set a target of at least 25% of Europe's agricultural land being managed organically by 2030. Currently, we are only at 8.5% across Europe (Organic Action Plan, European Commission. 2021).

With **Organic Farming for Future** we want to contribute to achieving this goal - from practice for practice. **OFAFFU** combines two essential areas that will transform Europe on its way to sustainability: Education and Agriculture.
Particularly considering the European Reference Framework for Sustainability - GreenComp - we develop innovative educational concepts in vocational education and training for future. Here, green skills meet entrepreneurial thinking, so that the profession of farmer can once again become a viable profession with quality of life.

Our project goals

- Identify the obstacles that prevent farmers from converting to organic farming.
- Raise awareness of environmental and climate issues.

- Develop green skills among farmers
- Increase motivation for sustainable management
- Capacity building & knowledge transfer through exchange of best practices in organic farming, considering innovative and resource-efficient farming methods.
- Creating a green alliance of farmers & relevant stakeholders
- Implementation of ecological transformation factors
- More sustainable food system by increasing the number of organic farmers and improving their agricultural and economic skills.

Our project results

- White paper based on an extensive needs assessment, presenting barriers and obstacles to organic farming
- Development of a curriculum
- Preparation of training materials and a training manual
- Delivery of a training in Caudiel, Spain
- Implementation of Impact Hubs in Austria and Spain

OFAFFU is a Small-Scale-Project co-financed by the European Union within the framework of Erasmus+. The project period is from 01.01.2023 - 01.07.2024.

3. About the training

One of our highlights is the OFFAFU training, which was developed and implemented as part of the project. For the pilot, the free training took place in Caudiel, Spain in March 2024 and the basis for the implementation was the OFAFFU Curriculum.

Target group

The target group of learners were participants from Austria and Spain who work and /or tend to work in the agricultural sector and have a special interest in the future of agriculture with a focus on organic farming. The plan was to recruit five people from each of the project countries to take part in the pilot programme. After an intensive application phase, eight people from Spain and two people from Austria registered, which means that we piloted the training with a total of 10 people. It should be emphasised that the OFAFFU training was met with great interest in Spain and we had more interested people than places, so we had a

waiting list. The transnational aspect of
the piloted group made it possible to facilitate a transnational exchange, the European idea and transnational networking.

Training objectives

The OFFAFU training is a unique opportunity for participants who want to shape the future of organic farming. Learning with and from each others provide learners with insights into innovative practices and open to new impulses to shape organic agriculture. Participation in the training aims to raise awareness of the challenges of the environment and climate change, promote the development of green competencies among farmers, increase motivation for sustainable management, support capacity building and the exchange of good practices, make visible the consideration of innovative and resource-efficient farming methods as well as the implementation of ecological transformation factors. The detailed formulation of the expected learning outcomes for the individual participants is discussed in the next section.

Training venue and Learning environment

One of the central priorities of the OFAFFU training is to provide a very high practical transfer for the participants. For this reason, the use of classical training rooms is avoided, but a natural and practical learning environment is enforced. For practical units, learning takes place directly outdoors. In addition, a high value is placed on good practice examples and several farm visits are carried out. The farms were selected according to the objectives of the training - to strengthen the learners in their skills and to get ideas and inspiration for their own situation by means of innovative farm models and sustainable business concepts.

The training comprises a total of 40 learning units, which are divided into five training days. Due to the transnational character of the training, English will be the preferred language for the training. In case of language barriers, translation into German and Spanish is provided by an interpreter. In the course of quality management, an evaluation of the training content, assurance of learning success, impact and effectiveness of the training and the framework of the training was developed. On the one hand, this is done by direct feedback from the individual participants on the last day of training to gain qualitative insights into the learning process of the individual persons. On the other hand, a template for an evaluation form with scaling questions, open and closed questions was created to obtain meaningful results for the further development of the training.

4. Learning approach

Our training is developed according to the ECVET standards “European Credit System for Vocational Education and Training”, which were adopted by the European Parliament and

the Council in 2018 in order to have a common approach in the identification of learning outcomes in terms of quality standards. For the course defining learning outcomes according to the ECVET standards are seen as a useful basis in several respects: They improve the transparency of vocational training systems and clarify their output for learners, employers, and other stakeholders. The advantage is that learning outcomes statements clarify what a learner is expected to know and be able to do and understand having completed a learning sequence, a module, a programme, or a qualification. Learning experiences that a person has acquired in different countries or at different types of institutions can be better represented using the different tools of ECVET. This in turn facilitates their transfer and recognition. They also facilitate direct comparison of qualifications based on the knowledge, skills, and competencies acquired. ECVET is understood as an element of quality assurance in continuing education.

The approach of this model contains three levels in learning process: Knowledge – Attitude – Behaviour. This learning process can be also applied when a person must integrate or deepen the required competencies. KAP is commonly used in the field of public health when changes in the behaviour of certain groups or the society should be achieved, and the experience has shown that is of long-lasting success. For a better understanding, the approach of the KAP model shall be elaborated briefly:
Knowledge is here understood as the cognitive domain of learning and implies knowledge and understanding. Within a domain, knowledge embodies all information that a person possesses or accrues related to a particular field of study. Knowledge is generally defined as comprising three forms: (1) declarative, or knowing what, (2) procedural, or knowing how, and (3) conditional, or knowing when and why. There is a strong predictor of new information acquisition from a variety of instructional contexts, such as textbooks, the internet, and problem-solving environments and has been consistently related to competence when processing new information from a related domain in a strategic and efficient manner. (P.G. Schrader and Kimberly A. Lawless 2004) The concept of a*ttitude* offers multiple meanings. The literature reveals two separate frameworks in which attitude is defined: behavioural and cognitive. A behavioural sense can be seen as a mental and neural state of readiness

conditioned by stimuli directing an
individual's response to all objects with which it is related. Under certain aspects attitudes are also subjective because they are viewed as
the sum of all feelings and dispositions toward a particular concept, idea, or action, which has to be taken in consideration. (P.G. Schrader and Kimberly A. Lawless 2004)

After gaining knowledge and practicing attitude towards a certain topic b*ehaviour* is the way in which a person, organism, or group responds to a certain set of conditions. (P.G. Schrader and Kimberly A. Lawless 2004) Behaviour is the result of the two aspects, knowledge and attitude, before and can be seen as wells as experienced by others. In summary every competency must be known in depth, to be developed as an attitude and to be integrated in the behaviour of the person, if they want to be gained successfully.

The learning outcomes of our OFAFFU training is based on GreenComp, which is the European sustainability competence framework by the European Commission from 2022. It is one of the policy actions set out in the European Green Deal as a catalyst to promote learning on environmental sustainability in the European Union and comprises four interrelated competence areas: 'embodying sustainability values', 'embracing complexity in sustainability', 'envisioning sustainable futures' and 'acting for sustainability'. In total it consists of twelve competences.

AREA	COMPETENCE	DESCRIPTOR
1. *Embodying sustainability values*	1.1 **Valuing sustainability**	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.
	1.2 **Supporting fairness**	To support equity and justice for current and future generations and learn from previous generations for sustainability.
	1.3 **Promoting nature**	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.
2. *Embracing complexity in sustainability*	2.1 **Systems thinking**	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.
	2.2 **Critical thinking**	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.
	2.3 **Problem framing**	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.

3. *Envisioning sustainable futures*	3.1 **Futures literacy**	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.
	3.2 **Adaptability**	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
	3.3 **Exploratory thinking**	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.
4. *Acting for sustainability*	4.1 **Political agency**	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.
	4.2 **Collective action**	To act for change in collaboration with others.
	4.3 **Individual initiative**	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

Fig. 1. Overview Sustainability competence framework. European Commission. 2022

We selected the relevant learning outcomes in relation to the amount of learning units and the respective topics of the training days of the OFAFFU training. In sum, we decided to focus on eight main competences, which resulted in the 18 learning outcomes on the level of knowledge, skills and attitude.

In detail we selected the following competences for the ‘Organic Farming for Future’ training:

Valuing sustainability

Descriptor: To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.

On the level of knowledge (K), skills (S) and attitudes (A) the competence ‘valuing sustainability’ can be recognized as follows:

K: knows the main views on
sustainability: anthropocentrism (human-centric), technocentrism (technological solutions to ecological problems) and ecocentrism (nature-centred), and how they influence assumptions and arguments.
S: can articulate and negotiate sustainability values, principles and objectives while recognising different viewpoints.
A: is prone to acting in line with values and principles for sustainability.

Promoting nature

Descriptor: To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself to restore and regenerate healthy and resilient ecosystems.
On the level of knowledge (K), skills (S) and attitudes (A) the competence 'promoting nature' can be recognized as follows:
K: knows that our wellbeing, health, and security depend on the wellbeing of nature.
S: can assess own impact on nature and consider the protection of nature an essential task for every individual.
A: cares about a harmonious relationship existing between nature and humans.

Systems thinking

Descriptor: To approach a sustainability problem from all sides; to consider time, space and context to understand how elements interact within and between systems.
On the level of knowledge (K), skills (S) and attitudes (A) the competence 'system thinking' can be recognized as follows:
K: knows that every human action has environmental, social, cultural and economic impacts;
S: can describe sustainability as a holistic concept that includes environmental, economic, social, and cultural issues.
A: is concerned about the short- and longterm impacts of personal actions on others and the planet.

Problem framing

Descriptor: To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems

On the level of knowledge (K), skills (S)
and attitudes (A) the competence ‘problem framing’ can be recognized as follows:
K: knows that to identify fair and inclusive actions, it is necessary to look at sustainability problems from different stakeholder perspectives.
S: can establish a transdisciplinary approach to framing current and potential sustainability challenges.
A: listens actively and shows empathy when collaborating with others to frame current and potential sustainability challenges.

Futures literacy
Descriptor: To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.
On the level of knowledge (K), skills (S) and attitudes (A) the competence ‘future literacy’ can be recognized as follows:
K: knows the difference between expected, preferred and alternative futures for sustainability scenarios.
S: can envisage alternative futures for sustainability that are grounded in science, creativity and values for sustainability.
A: is aware that the projected consequences on self and community may influence preferences for certain scenarios above others.

Adaptability
Descriptor: To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
On the level of knowledge (K), skills (S) and attitudes (A) the competence ‘adaptability’ can be recognized as follows:
K: knows that human actions may have unpredictable, uncertain and complex consequences for the environment.
S: can consider local circumstances when dealing with sustainability issues and opportunities.
A: is willing to discontinue unsustainable practices and try alternative solutions.

Exploratory thinking

Descriptor: To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.

On the level of knowledge (K), skills (S) and attitudes (A) the competence 'exploratory thinking' can be recognized as follows:

K: knows that sustainability problems must be tackled by combining different disciplines, knowledge cultures and divergent views to initiate systemic change.

S: can synthesise sustainability-related information and data from different disciplines;

A: is committed to considering sustainability challenges and opportunities from different angles.

Individual initiative

Descriptor: To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

On the level of knowledge (K), skills (S) and attitudes (A) the competence 'Individual initiative' can be recognized as follows:

K: knows that preventive action should be taken when certain actions or inaction may damage human health and all life forms (precautionary principle).

S: can act promptly, even in the face of uncertainty and unforeseen events, keeping in mind the precautionary principle.

A: is confident about anticipating and influencing sustainable changes.

5. OFAFFU Curriculum

Days	Units	Main topics	Learning Outcomes
Day I	8	• Check-in • Overview of the training • Presentation of the learning outcomes • Introduction participants & teambuilding • Definition of sustainability and organic farming	1. Learners know the main views on sustainability. (K) 2. Learners can identify sustainable values and is able to reflect on personal values in relation to concerns for sustainability. (S) 3. Learners are able to consider their alignment with sustainability as the common goal. (A)
Day II	8	• Global, regional & local developments and their impact • Awareness of the problems and definition of the need of action • Biodiversity & its loss and effects on the ecosystem	4. Learners can define current and potential challenges for the agricultural scope on the local and regional infrastructure. (K) 5. Learners can cultivate empathy when collaborating with others to frame current and potential sustainability challenges, especially in the discussion of conventional and organic farming. (A) 6. Learners have basic knowledge about the main parts of the natural environment and the close links and interdependence between living organisms and non-living components. (K) 7. Learners can assess the range of biodiversity and its effects on the ecosystem. (S) 8. Learners care about a harmonious relationship existing between nature and humans in their work of the agricultural context. (A).
			9. Learners understand the interrelational dynamics between their

Day III	8	• Function of tree's in the ecosystem • Methods of organic farming • Regnosing & future scenarios	approach towards agriculture and the whole ecosystem. (K) 10. Learners can apply different methods of organic farming. (S) 11. Learners can identify steps towards a holistic approach in farming. (K) 12. Learners can foster alternative future scenarios, which serves an overall resilient ecosystem. (S) 13. Learners are empowered to visionize a sustainable future for the common good. (A)
Day IV	8	• Sustainable business concepts in the agricultural sector • Synergy of economic and ecological management • Good practice examples	14. Learners can adapt to changing climate conditions by applying their practices through sustainable solutions. (S) 15. Learners are willing to discontinue unsustainable practices, which have a negative effect on the ecosystem. (A)
Day V	8	• Good practice examples • Transfer into practice • Evaluation	16. Learners know that preventive action should be taken when certain actions or inaction in farming may damage human health and all life forms. (K) 17. Learners actively contribute to improve to the overall situation in agriculture by taking individidual action for a sustainable future. (S) 18. Learners are able to move away from linear patters of production and consumption towards circular patterns by combining creative thinking with experimentation and exploring new ideas and approaches (A).

Day I: **Monday, 18.03.2024**

Time: **9 – 2 pm & 4 – 6 pm**

Location: **La BioFranqueza**

No.	Time	Duration	Topic	Content	Format	Unit	Learning Outcomes
I	09:00 – 09:50	50 min.	Check-in	Overview of the 5 days, organizational issues, presentation of the learning outcomes	Round circle	1	Learners know the main views on sustainability. (K) Learners can identify sustainable values and is able to reflect on personal values in relation to concerns for sustainability. (S) Learners are able to consider their alignment with sustainability as the common goal. (A)
II	10:00 – 11:30	90 min.	Introduction participants	Introduction round, background, expectations from the training,	Round circle & team building excersise	2	
	11:30 – 12:00	*30 min.*	*Break*				
III	12:00 – 13:30	90 min.	Definitions wording & Intro La BioFranqueza	a. Definition of 'sustainability' and 'organic farming', elaborating the OFAFFU approach & develop a common understanding. 20' b. Intro La BioFranqueza 30'	Round circle, Maybe small groups	2	
IV	13:30 – 14:00	50 min.	Practical part: Harvesting	Participants harvest vegetables for lunch, getting in touch with the soil	Small groups	0,5	
	14:00 – 16:00	*2 hrs.*	*Lunch Break*				
V.	16:00 – 17:30	90 Min.	Soil health	How to recognize healthy soil, how to support good soil and how good soil contribute to resilience with climate change. Difference between conventional & organic agriculture and its effect on soil	Round circle, small groups	2	
VI.	17:30 – 18:00	30 Min.	Reflection of today	Reflection on the 1st day. Open questions to clarify	Round circle	0,5	

Day II: **Tuesday, 19.03.2024**

Time: **9 – 5 pm**

Location: **Caudiel village | viewpoint | La BioFranqueza**

No.	Time	Duration	Topic	Content	Format	Unit	Learning Outcomes
I	09:00 – 09:50	50 min.	Check-in, instructions for the morning session	a. Short information about Caudiel (village background, infrastructure, current challenges also regarding agriculture) b. Instructions of the village tour 5 different tasks iex. Which types of agriculture can be found? How is the level of forestation, abandoned irrigation systems for watering	Round circle; For the village tour: Team of 2 people (1 Austrian, 1 Spanish);	1	Learners can define current and potential challenges for the agricultural scope on the local and regional infrastructure. (K) Learners can cultivate empathy when collaborating with others to frame current and potential sustainability challenges, especially in the discussion of conventional and organic farming. (A) Learners have basic knowledge about the main parts of the natural environment and the close links and interdependence between living organisms and non-living components. (K) Learners can assess the range of biodiversity and its effects on the ecosystem. (S) Learners care about a harmonious relationship existing between nature and humans in their work of the agricultural context. (A).
II	10:00 – 11:30	90 min.	Village tour	Every team gets a map with their individual tour and spots to be discovered. Aim is to discover practically the loss of biodiversity & its negative effect for the eco-system	Teams of 2	2	
III.	11:30 – 12:45	75 min.	Sharing results & 1st part of biodiversity	a. Every team presents what they discovered and how the navigated through their task 40' b. 1st Intro into biodiversity: What will happen when biodiversity is gone.	Round circle Meeting location: Viewpoint	1,5	
	12:45 – 14:00	*75 min.*	*Lunch Break (in a restaurant of Caudiel)*				
IV.	14:00 – 14:30	30 min.	Reflection on biodiversity	Question to reflect & exchange in small groups how biodiversity is related to sustainibility & the future of farming.	Talking by walking	0,5	
VI.	14:30 – 16:00	90 min.	Practical part: Biodiversity	Positive effect from biodiversity on the eco-system. Different ways & strategies to strengthen biodiversity	Round circle	2	
	16:00 – 16:15	*15 min.*	*Coffee Break*				
V.	16:15 – 17:00	45 min.	Transfering into action	Analyze your own farm and think how you can increase biodiversity	Small groups of around 3 people	1	

Day III: **Wednesday, 20.03.2024**

Time: **9 – 2 pm & 4 – 6 pm**

Location: **Sarapio**

No.	Time	Duration	Topic	Content	Format	Unit	Learning Outcomes
I	09:00 – 09:30	30 min.	Check-in,	'Moment to arrive' – reconnecting to our ecosystem	Round circle	0,5	Learners understand the interrelational dynamics between their approach towards agriculture and the whole ecosystem. (K) Learners can apply different methods of organic farming. (S) Learners can identify steps towards a holistic approach in farming. (K) Learners can apply alternative future scenarios, which serves an overall resilient ecosystem. (S) Learners are empowered to visionize a sustainable future for the common good. (A)
II	09:30 – 11:00	90 min.	Introduction Sarapio	Introduction to the farm (background, way how its was established, structure, products,…)	Round circle	1,5	
	11:00 – 11:20	*20 min.*	*Coffee Break*				
III.	11:20 – 12:00	50 min.	Organic plant protection for trees	- tree's and their function in the ecosystem - general information about on fruit trees; - important to know in the context of organic farming; - ways of organic plant protection	On the field	1	
IV.	12:00 – 13:30	90 min.	Practical part	Business model Sarapio	Round circle	2	
V	13:30 – 14:00	30 min.	Intro group exercise for the afternoon	Input on the method of 'regnosing'; Intro of the task for the afternoon	Round circle	0,5	
	14:00 – 16:00	*2 hrs.*	*Lunch Break*				
V.	16:00 – 18:00	120 min.	Regnosing the future of farming	Creation of a poster, which shows possible answers to the question: How would our farm look like if everythin is possible? Strengthen positive mindset, visionizing, being creative.	Self-organized learning in smaller groups of 3 people	2,5	

Day IV: **Thursday, 21.03.2024**

Time: **9 – 5 pm**

Location: **Saboritas**

No.	Time	Duration	Topic	Content	Format	Unit	Learning Outcome
I	09:00 – 10:30	90 min.	Check-in & presentation of the posters	Presentation of the posters from yesterdays afternoon session; Collecting feedback & resonance	Round circle	2	
	10:30 – 10:45	*15 min.*	*Coffee Break*				
II	10:45 – 12:00	75 min.	Introduction Saborita	Introduction to Saborita (background, way how its was established, structure, products, idea of the business modell, how it is financed…)	Round circle	1,5	Learners can adapt to changing climate conditions by applying their practices through sustainable solutions. (S)
III.	12:00 – 12:30	30 min.	Q & A session	Clarify all questions about the business approach of Saborita	Round circle	0,5	
IV.	12:30 – 13:00	30 min.	Farm entrepreneur	Collect current challenges & barrieres as a farm entrepreneur from a business perspective	Round circle	0,5	Learners are willing to discontinue unsustainable practices, which have a negative effect on the ecosystem. (A)
	13:00 – 14:00	*60 min.*	*Lunch Break (where?)*				
V.	14:00 – 15:30	90 min.	Areas of entrepreneurship. steps to successful sustainable business	Farmer as an entrepreneur Smart financing (cash flow quadrant); flow of income Marketing Business mindset Entrepreneurship & agricultural business models	Round circles	1,5	
VI	15:30	45 min.	Practical part: Entrepreneurship	Analyze your own farm based on the areas of entrepreneurship incl. strengths & weaknesses	Swot-analysis in a small group	1	
V	16:15	45 min.	Key take aways	Reflection on need for action in terms of business	Round circle	1	

Day V: **Friday, 22.03.2024**

Time: **9 – 5 pm**

Location: **La Somniada**

No.	Time	Duration	Topic	Content	Format	Unit	Learning Outcome
I	09:00 – 09:30	15 min.	Check-in	Overview of the day	Round circle	0,5	Learners know that preventive action should be taken when certain actions or inaction in farming may damage human health and all life forms. (K) Learners actively contribute to improve to the overall situation in agriculture by taking individidual action for a sustainable future. (S) Learners are able to move away from linear patters of production and consumption towards circular patterns by combining creative thinking with eperimentation and exploring new ideas and approaches (A).
II	09:30 – 11:00	90 min.	Introduction La Somniada	Introduction to La Somniada (background, Why a corporate, how is the organic beer brewery working, which grains/cereals are used, how was is to start this business,	Round circle	2	
	11:00 – 11:15	*Coffee break*					
III.	11:15 – 12:00	45 min.	Q & A session	Clarify all questions about La Somniada	Round circle	1	
IV.	12:00 – 13:00	60 min.	Harvest & lessons learned from the OFAFFU Training	Reflect & exchange of every training day. What do I take away from this week? What did I learn? What was new? Creation of a poster (flipchart) with every OFAFFU training day.	Small groups of 2 people	1	
	13:00 – 14:00	*60 min.*	*Lunch Break (where?)*				
V.	14:00 – 15:50	50 min.	Presentation of the harvest & lessons learned	Every small group presents the poster and a collective pictured is collected	Round circle	1	
VI	16:00 – 16:30	30 min.	Evaluation of the OFAFFU Training	Every participant fills out the evaluation form (template will be provided by us)	Round circle	0,5	
VII	16:30 – 17:00	30 min.	Outlook of the project	Next steps, upcoming events in both countries. How to be part of OFAFFU.	Round circle	0,5	
VIII	17:00 – 18:15	75 min.	Closing & Celebration	Handing over of the OFAFFU certificates, celebration, network	Round circle	1,5	

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