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# HEGO BSB 987



**Deliverable**

**D.T2.1.1**

**Responsible Partner**

**PP2-Aristotle University of Thessaloniki (AUTH)**

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**Fulfilling deliverable:** D.T2.1.1

**Activity title:** Activity A.T2.1-Development of concepts and contents of training modules (curriculum)

**Deliverable title:** Training curriculum with description of modules structure and content

**Responsible partner:** PP2 (AUTH)

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## 1. Introduction

### 1.1 Short description of T2

The objective of GA2 is to develop an integrated modular **Training Program** which will address all target groups' needs and modernization of cultivation, collection, production, promotion, marketing and trade of herbs. GA1 results, conclusions, suggestions, recommendations of each Project country (Greece, Moldova, Georgia, Armenia) is used as direct feedback and guidance for the development of the training program. This Training Program identify and evaluate the modernization processes needed, in order to lead investments in specific herb products of their enterprises.

PP2, PP3, PP4 and PP5 participate in the implementation of GA2 Activities (5) and their Deliverables (5) in their countries.

### 1.2 Short description of Activity A.T2.1

According to HEGO project, **Activity T2.1** “Development of concepts and contents of training modules (curriculum)”, is part of the Group of Activities GA\_T2 “Training program for modernization of herb enterprises”.

**PP2**, as the only **educational and academic organization** participating in the HEGO Project, will introduce the main training approach, the first draft of Farm Schools or Farmers' Field School (FFS) training curriculum, to the other Project Partners. All Partners are involved and contributed to the development of the conceptual basis of the training program. Each one will have an impact to the appropriate modules according to the expertise needed. The distribution of work

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among PPs followed their different expertise and experience. **PP2, PP4 and PP5** developed the theoretical and practical modules mainly about modernization of herb cultivation and production processes, while **LP and PP3** developed the theoretical and practical modules for trade, new business, and funding opportunities.

The **deliverable** of the Activity, **D.T2.1.1**, include 1) the **main training approach** for Farm Schools and 2) the **Training curriculum** with general description of modules structure and content. It is based on the training needs and modernization practices of GA1 Progress Reports. It is the basis to create modernized businesses by all target groups. The deliverable is written in English and translated in National Languages.

## 2. Materials and methods

### 2.1 Educational approach

FFS is an agricultural education approach developed in the late 80's by FAO (FAO, 2006). Rice Farmers in South East Asia investigated and learned by themselves, obtained required skills and inherit benefits from adopting Integrated Pest Management (IPM) practices in their fields. Since then, the approach is used globally in many other cultivations and directions (FAO, 2006).

FFS is following the directives of non-formal education. Farmers are sharing experiences and learn from each other. Practically, they “learn by doing” though work in groups in the field. In this bottom-up educational methodology, they empower communities and build their decision-making, promote adaptation

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practices though social learning and capacity building (Charatsari, 2020). The implementation of FFS usually follows three phases: Preparatory phase, FFS cycle and Post-graduation phase (FAO, 2019). Major principles of FFS are: 1) grow a healthy crop, 2) observe fields regularly, 3) conserve natural enemies, 4) understand the ecology and become experts in the field (FAO, 2016).

Nowadays, FFS approach is widely used, with studies and projects applying and proposing different versions, by keeping the core idea of FFS: learning by doing from farmers to farmers (USAID, 2017; Charatsari, 2018; FAO, 2019; Charatsari, 2020; FAO, 2020). Two examples are Climate Field School and Digital Farmers Field School. Some researchers are promoted an innovative FFS approach, the Digital Farmers Field School approach (DFFS), due to circumstances of diseases (i.e. ebola, covid-19) and other reasons of inability to “work on field”, as an alternative of classic FFS (Witteveen, 2017; Osumba, 2021).

DFFS is offering a new perspective of Agricultural Extension and can be leveraged to develop learning models of farmers’ group networks (Osumba, 2021). DFFS is implementing the same techniques and methods and keeping the core principles of FFS (Osumba, 2021). The main difference is that the focal facility of learning is not the field and there is no physical presence, but virtual (Osumba, 2021).

In HEGO, FFS and DFFS is proposed with their key features presented in Table 1 and revealed the main difference: the focal facility of seminars. Therefore, Training Program and modules in both FFS and DFFS approach will be the same, with some differentiation, as regards the physical or virtual environment used in these two approaches.

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**Table 1.** Key features and differences between Farmer Field Schools and Digital Farmers Field School in HEGO (modified from: (Osumba, 2021; Witteveen, 2017))

<b>Feature</b>	<b>FFS</b>	<b>DFFS</b>
<i>Approach</i>	Largely bottom-up	Largely bottom-up
<i>Major focus</i>	Experiments	Demonstrations of “good practice” or experiments
<i>Focal facility</i>	Field site (physical presence)	Digital environment via internet (not physical environment)
<i>Curriculum (Modules)</i>	An agricultural commodity or resource	An agricultural commodity or resource
<i>Key strategy</i>	Observation and knowledge co-generation	Dissemination following the concept of technology transfer

HEGO project is going to induce DFFS from theory to practice by incorporating elements of previous studies and projects of FFS and DFFS. Each project country will be able to use FFS or DFFS, targeting innovation as well as following covid-19 status during the seminars. Each project country will decide among the two educational approaches. DFFS is going to offer modernization of herb sector, whereas farmers will be promoted to use new technologies and the internet. Participants will be familiarized with new technological tools from problem-solving to collaboration. This dynamic approach of a “classic” and modernized approach will end with an added value to the HEGO project. Also, circumstances of covid-19 are ideal for more experimentation of DFFS as a new tool for innovation in herb sector, like in other crisis with highly transmitted virus disease outbreaks (Witteveen, 2017). Even if it covers the need of covid-19 safety rules, DFFS will mainly be an added value for innovation and growth of herbs.

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## 2.2 Training curriculum and modules

PP2 prepared the first draft of the training curriculum. PP2 constructed the Training curriculum with the modules, their general description and contents and the hours, following the below principles:

1. Each participant should attend 400 hours of training (120 h theory and 280 h practice).
2. Modules should cover the 10 topics (6 theoretical and 4 practical) of HEGO’s proposal (Table 1).
3. Each country’s participants should attend a mixture of modules, fulfilling the training needs derived from D.T1.5.1 (Table 2).

**Table 1.** Training needs and topics of the Training curriculum according to HEGO’s proposal

Theoretical	Practical
<ol style="list-style-type: none"> <li>1. Botanic Gardens and Farm Schools as conservation tools</li> <li>2. Sustainable conservation and utilization practices of herb plant species</li> <li>3. Certification and application of quality and environmental standards in herb collection and cultivation practices.</li> <li>4. Sustainable and organic farming with herb plant species.</li> <li>5. Use of new technologies and traditional methods unified for creating innovative herb products.</li> <li>6. Contractual farming, e-marketing and branding techniques for new trade opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Herb processing in laboratory and in nurseries using new and traditional knowledge (i.e., food products, cosmetics, food supplements)</li> <li>2. Transforming the unsustainable attitude of collecting herbs in mountainous to the farming of innovative products.</li> <li>3. Learning to promote herb products with common channels of the forums as well as e-commerce with SNS and other channels</li> <li>4. Learning to fund their herb enterprise.</li> </ol>

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**Table 2.** Training needs per country according to D.T1.5.1

Country	Category	Sub-category
<i>Greece</i>	<ul style="list-style-type: none"> <li>• Managerial/commercial skills</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing</li> <li>• Trading</li> <li>• Cooperating internationally</li> </ul>
<i>Moldova</i>	<ul style="list-style-type: none"> <li>• Managerial/commercial skills</li> <li>• Training for legislative skills</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding legislation for products, cultivation, propagation, taxes etc</li> <li>• Regulations about certifications</li> <li>• Evaluating market demand</li> </ul>
<i>Georgia</i>	<ul style="list-style-type: none"> <li>• Training for plant health conditions and weed control skills</li> <li>• Training for cultivation practices skills</li> <li>• Training for propagation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Disease control</li> <li>• On site selection like soil composition, pH level, drainage</li> <li>• On pest control</li> <li>• On selection of propagation methods and materials</li> </ul>
<i>Armenia</i>	<ul style="list-style-type: none"> <li>• Training for plant health conditions and weed control skills</li> <li>• Training for processing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Storage/ post-harvest practices</li> <li>• Identification of plant health problems</li> <li>• Drying techniques</li> </ul>

Each partner prepared the general description and contents of the modules, followed the above principles (Table 3):

1. Each partner was responsible in topics of its expertise, according to HEGO’s proposal
2. Each partner’s participants belonged to a main target group, according to D.T1.5.1
3. The number of hours were equally shared among partners

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**Table 3.** Partners’ expertise and main target groups according to D.T1.5.1 and HEGO proposal

Country	HEGO's name	Partner	Expertise	Main target group
<i>Greece</i>	LP	ANETXA	Trade, new business, and funding opportunities.	Farmers
<i>Greece</i>	PP2	AUTH	<ul style="list-style-type: none"> <li>• Educational institution</li> <li>• Modernization of herb cultivation and production processes</li> </ul>	Farmers
<i>Moldova</i>	PP3	ODIMM	Trade, new business, and funding opportunities.	SMEs
<i>Georgia</i>	PP4	GFA	Modernization of herb cultivation and production processes	SMEs
<i>Armenia</i>	PP5	CARD	Modernization of herb cultivation and production processes	SMEs

### 3.Results

The Training seminar in each country will be 400 educational hours (120 theoretical, 280 practical). Although, HEGO’s Training curriculum should be 465 hours (185 theory, 280 practice), because each county has different training needs, which leads to the need of more hours of educational material (Training curriculum). In a 6-month period, 60 participants (15 per country), will attend one seminar of 400 hours, leading to a certificate.

#### 3.1 Theoretical modules

The 6 theoretical topics of the proposal corresponded to the training needs of the D.T1.5.1. Each training need labeled with a module name in the educational

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program (Table 4). Conservation and Sustainability as well as management were not highlighted as training needs of all countries in D.T1.5.1, but they were induced in the training seminars of all countries because these were HEGO’s main goals.

**Table 4.** Correspondence of 6 HEGO’s topics, training needs and modules (theory)

<b>Theoretical topic</b> (from proposal)	<b>Training need</b> (from D.T1.5.1)	<b>Module</b>
Botanic Gardens and Farm Schools as conservation tools	Training for environmental ecosystems skills (HEGO's main goal, mandatory module)	Conservation
Sustainable conservation and utilization practices of herb plant species	Training for environmental ecosystems skills (HEGO's main goal, mandatory module)	Sustainability
Sustainable and organic farming with herb plant species.	Training for cultivation practices skills, Training for propagation skills	Cultivation-propagation
-	Training for plant health conditions and weed control skills	Plant health
Use of new technologies and traditional methods unified for creating innovative herb products.	Training for processing skills	Processing
Certification and application of quality and environmental standards in herb collection and cultivation practices.	Training for legislative skills	Legislation
Contractual farming, e-marketing and branding techniques for new trade opportunities.	Training for managerial/ commercial skills (HEGO's main goal, mandatory module)	Management

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According to D.T1.5.1 and HEGO’s main goals, participants in each country will attend the following theoretical modules (Table 5).

**Table 5.** Attendance of theoretical modules per country according to D.T1.5.1

Module	Attendance of module according to D.T1.5.1 training needs of each country			
	Greece	Moldova	Georgia	Armenia
<i>Conservation</i>	Yes	Yes	Yes	Yes
<i>Sustainability</i>	Yes	Yes	Yes	Yes
<i>Legislation</i>	Yes	Yes	No	No
<i>Cultivation-propagation</i>	No	No	Yes	Yes
<i>Plant health</i>	No	No	Yes	No
<i>Processing</i>	No	No	No	Yes
<i>Management</i>	Yes	Yes	Yes	Yes

Each partner is responsible to create specific theoretical educational material, regarding its expertise (Table 6), except AUTH, who is responsible for guiding and providing support in all partners as the only educational institution.

**Table 6.** Partners’ responsibility for the creation of theoretical contents per module according to their expertise

Partner	Expertise	Module
ANETXA	Trade, new business, funding	Management
AUTH	Educational institution	(Supporting all modules)
ODIMM	Trade, new business, funding	Legislation
GFA	Cultivation, production	<ul style="list-style-type: none"> <li>• Cultivation-propagation</li> <li>• Plant health</li> </ul>
CARD	Cultivation, production	<ul style="list-style-type: none"> <li>• Conservation</li> <li>• Sustainability</li> <li>• Processing</li> </ul>

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As a result, partners are responsible for the creation of 45-50 hours theoretical educational material according to their expertise. In the next deliverable, educational material will be 185 in total, whereas the hours of attendance per participant in each country will be 120 hours (Table 7).

Table 7. Number educational hours (theory) per module for each participant

Module	Number of educational hours				Partner responsible	Educational material (hours)
	Greece	Moldova	Georgia	Armenia		
Conservation	15	15	15	15	CARD	15
Sustainability	15	15	15	15	CARD	15
Cultivation-propagation	0	0	25	25	GFA	25
Plant health	0	0	20	0	GFA	20
Processing	0	0	0	20	CARD	20
Legislation	45	45	0	0	ODIMM	45
Management	45	45	45	45	ANETXA	45
<b>Total</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>		<b>185</b>

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### 3.2 Short description of theoretical modules

#### 1. Conservation (CARD, 15 h)

##### Botanic Gardens and Farm Schools as conservation tools

###### Contents:

- Environmental ecosystem and conservation
- What is a botanic garden?
- Which is the role of botanic gardens in conservation?
- What is a farm school?
- How farm schools help conservation of herbs?

#### 2. Sustainability (CARD, 15 h)

##### Sustainable conservation and utilization practices of herb plant species

###### Contents:

- Which are the directives of plants in national or international level?
- Which are the methods of conservation?
- How can farm schools help with the sustainable production of herbs?
- Are there any conservation tools to help herb cultivation?

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### 3. Cultivation-propagation (GFA, 25 h)

#### 3.1 Site selection like soil composition, pH level, drainage

##### Contents:

- Site selection factors for plant species cultivation
- Selection of suitable climatic (temperature, moisture level, altitude, exposition, air circulation, sunlight intensity, daylight duration and etc.) and soil (type, structure, chemical, physical and biological composition, nutrients and etc.) conditions for plant species cultivation
- Drainage system types
- Preparatory and care (watering, fertilization, wintering, pruning-trimming, mulching and etc.) activities for plant species cultivation.

#### 3.2 Selection of propagation methods and materials

##### Contents:

- Propagation types (sexual and asexual propagation)
- Selection of relevant providers of propagation materials
- Collection of propagation materials in wilderness
- Quality characteristics of propagation materials
- Tools and equipment for propagation
- Propagation timing and method characteristics

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- Handling and maintenance of propagation materials

#### 4. Plant health (GFA, 20 h)

##### 4.1 Disease control

###### **Contents:**

- Biotic factors (fungi, bacteria, virus, floral parasites, weeds and etc.) causing plant diseases
- Abiotic factors causing plant stress
- Plant diseases diagnosis methods (Phyto pathological and molecular biological)
- Weed species diagnosis methods
- Plant disease control principles and practice

##### 4.2 Pest control

###### **Contents:**

- Anatomy, physiology and morphology of plant pest species
- Ecological and biological characteristics of plant pest species
- Pest control principles and practice (biological, chemical, agrotechnical, physical-mechanical, integrated methods and etc.)
- Preparation methods for pest collection

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### 4.3 Identification of plant health problems

#### Contents:

- Identification of plant diseases according to symptoms
- Identification methods of plant pest types (insects, mites, nematodes, beetles, moths etc.) according to symptoms
- Identification of weed species
- Plant pest and diseases accounting methods

### 5. Processing (CARD, 20 h)

#### 5.1 Storage/ post-harvest practices

#### Contents:

- Post-harvest processing procedures (sorting, primary processing, drying, cooling, quality control, packaging, labelling, storing and documenting)
- Greenhouse and nursery structures
- Greenhouse and nursery management
- Safety, equipment and machinery for herb processing in nurseries
- Economics and government regulations on herb processing in nursery management
- Information sharing and adoption of good herb processing practices

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## 5.2 Drying techniques

### Contents:

- Traditional and new techniques in drying
- Other techniques to preserve products

## **6. Legislation (ODIMM, 45 h)**

### 6.1 Understanding legislation for products, cultivation, propagation, taxes

#### Contents:

- Legal framework for the cultivation, processing and marketing of herbaceous plants and plant products with commercial value added
- National and European/International legal framework on biodiversity conservation, protection of endemic and endangered plants, and environment protection
- Environmental standards in the collection of herbs and plant products
- Legal framework regarding the registration of herb plant varieties in the *Annual Catalog of Plant Varieties*, permitted for cultivation
- The legal framework for the entrepreneurial activity in herb sector
- Legal status of entrepreneurial activity. Organizational and legal form of the enterprise
- Rights and obligations in the entrepreneurial activity
- Fiscal code, taxes and duties. Regulation and authorization of entrepreneurial activity in herb sector
- Accounting and financial reporting

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## 6.2 Regulations about certifications

### Contents:

- National regulations on the certification of herbs and plant products with commercial value added
- Ecological certification of herbs and plant products with commercial value added
- Registration of Patents, Trademarks and intellectual property rights (IPR)
- Organic Certification: EU - Regulation Commission Regulation (EC) No. 889/2008, and Council Regulation (EC) No. 834/2007 on organic production and labelling of organic products with regard to organic production, labelling and control
- Procedure for registration in the Register of the European Chemicals Agency (ECHA) as an exporter of essential oil. The status of Member of the European Federation of Essential Oils
- Import / Export procedures for herbs and herb products with commercial value added. Customs procedures in accordance with Incoterms 2020
- Legal regulations on exports of herbs and plant products to EU markets and internationally. Documents required for the export of herbs and plant products.

## 7. Management (ANETXA, 45 h)

### 7.1 Entrepreneurship and business types

#### Contents:

- Herbs' cultivation and perception of entrepreneurship
- The idea behind entrepreneurship
- Why all should think as entrepreneurs
- Vision and Mission

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- Different types of business (pros and cons)
- Legal aspects of established businesses

## 7.2 Assessment of markets' demands/needs and trends

### Contents:

- What is the meaning of market demand?
- How to calculate market demand?
- How to find the target market for your product?
- How to create a strong and reliable position in the market?
- Continues alert of changes of market needs and market trends
- Communication and cooperation with other stakeholders and association of the herbs' industry at national and international level
- Readiness for continues changes and adjustments

## 7.3 Business Culture

### Contents:

- Cooperation with other actors in the herbs' industry
- Networking at national and international level
- Entrepreneurial mentality among business members, at all levels of the hierarchy

## 7.4 Cooperating internationally

### Contents:

- International cooperation
- How to reach new markets?
- Types of international certifications and food standards - HACCP Certification, ISO Standards, EAC certification, Organic certification

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- Imports and exports

### 7.5 Contract Farming

#### Contents:

- Description of the Contract Farming
- Pros and Cons of Contract Farming
- Contract Farming and cooperation with other actors of the herbs' industry

### 7.6 Business Plan

#### Contents:

- The importance of the business plan
- How to work on the preparation of the business plan (plain business plan)
- Authors of the business plan
- Key points of the business plan
- Business plan and reality
- Business plan - human resources
- Business plan - financial resources
- Continues assessment of the implementation of the business plan
- Business plan and indicators (for assessment)
- Development of business plan
- Business plan specimen

### 7.7 Trading

#### Contents:

- What is Trade and how it works?
- Classification of trade - Trading within the country and abroad (exports)

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## 7.8 Funding Tools

### Contents:

- Public funding tools for business development
- Private funding tools for business development
- Decision making to use/not to use certain funding tools

## 3.3 Practical modules

The 4 practical modules of the proposal corresponded to the training needs of the D.T1.5.1. Each training need was labeled with a module name of the Training Curriculum (Table 8).

**Table 8.** Correspondence of 4 HEGO’s practical topics, training needs and modules

Practical topics of the proposal	Training need	Module
Transforming the unsustainable attitude of collecting herbs in mountainous to the farming of innovative products.	Training for environmental ecosystems skills (mandatory)	Sustainability
Herb processing in laboratory and in nurseries using new and traditional knowledge (i.e. food products, cosmetics, food supplements)	Training for processing skills	Processing
Learning to promote herb products with common channels of the forums as well as e-commerce with SNS and other channels	Training for managerial/ commercial skills (mandatory)	Marketing
Learning to fund their herb enterprise.	Training for managerial/ commercial skills (mandatory)	Funding

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Each partner is responsible to create practical educational material regarding its expertise (Table 9), except AUTH, who will be responsible for guiding and providing support in all partners, as the only educational institution.

**Table 9.** Partners’ responsibility for the creation of practical contents per module according to their expertise

Partner	Expertise	Module
AUTH	Educational institution	(Supporting all modules)
CARD	Cultivation, production	Sustainability
GFA	Cultivation, production	Processing
ANETXA	Trade, new business, funding	Marketing
ODIMM	Trade, new business, funding	Funding

According to D.T1.5.1, participants in all countries will attend the same practical modules. Each partner will be responsible for the creation of 70 hours of practical educational material. As a result, both total hours of educational material and total number of educational hours per participant will be 280 hours (Table 10).

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**Table 10.** Number educational hours (practice) per module for each country’s participant

Module	Number of educational hours				Partner responsible	Educational material (hours)
	Greece	Moldova	Georgia	Armenia		
Sustainability	70	70	70	70	CARD	70
Processing	70	70	70	70	GFA	70
Marketing	70	70	70	70	ANETXA	70
Funding	70	70	70	70	ODIMM	70
<b>Total</b>	<b>280</b>	<b>280</b>	<b>280</b>	<b>280</b>		<b>280</b>

### 3.4 Short description of practical modules

#### 1. Sustainability (CARD, 70 h)

Transforming the unsustainable attitude of collecting herbs in mountainous to the farming of innovative products

##### Contents:

- Conservation techniques and methods in action
- How to avoid collecting from the wild
- Sustainable farming introduction

#### 2. Processing (GFA, 70 h)

Herb processing in laboratory and in nurseries using new and traditional knowledge (i.e., food products, cosmetics, food supplements)

##### Contents:

- How to conduct post-harvest procedures

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- How to use equipment for processing
- Traditional and new techniques of creating products

### 3. Marketing (ANETXA, 70 h)

#### 7.1 Marketing (Introduction)

##### Contents:

- What is product marketing and why it is important
- Market strategies - networking, direct marketing, advertising, training programs to increase awareness
- Press releases, writing articles and advertising material
- Give advice and become known as an expert
- Direct/personal selling, trade shows
- 4Ps: place, price, product, and promotion
- Branding

#### 7.2 Learning to promote herb products with common channels of the forums as well as e-commerce with Social Network Support (SNS) and other channels

##### Contents:

- Introduction about channels and forums
- How to promote your product?

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- What is SNS in e-commerce?
- Marketing strategies - networking, direct marketing, advertising, training programs to increase awareness, write articles, give advice, become known as an expert, direct/personal selling,
- publicity/press releases, trade shows, web site;
- How to create market linkages through online platforms?
- e-marketing techniques

### 7.3 Writing a marketing plan (simplicity)

#### Contents:

- The importance of preparing a marketing plan
- Key elements of a marketing plan
- How to write a plain marketing plan, that is appropriate for our business
- Marketing plan - human resources
- Marketing plan - financial resources (optimisation)
- Marketing plan - indicators
- Continues assessment of the implementation of the marketing plan
- Specimen of a plain marketing plan

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## 7.4 Justifying the usefulness of marketing plans and marketing, through examples

### **Contents:**

- Presentation of several examples of marketing plans and marketing justifying their usefulness in business development
- Comparison of investing in marketing and not investing in marketing, in different conditions (general recession, development period, increase/decrease of rivalry, new entrants (players), differentiation of suppliers' power; differentiation of buyers' power, entrance of substitutes in the market)

## **4. Funding (ODIMM, 70 h)**

### Learning to fund a herb enterprise

### **Contents:**

- Training in business finance and financial management skills of the enterprise in herb sector
- Identifying of material, financial and human resources, for launching/ developing a business in the sector
- Business financing opportunities in the sector of growing, production and promotion of herbs and plants products with commercial value added
- Identification and selection of funding sources. Advantages and disadvantages of funding sources. Calculation of cost for borrowed financial resources
- Elaboration of the Financial Plan for starting/ development of a business in herb sector

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- General notions about consumption and expenses
- Forecasting revenues and expenditures in a business in the in the sector of growing, producing, promoting and trading of herbs and plant products with commercial value added
- Price formation and pricing of herb products with commercial value added. Profitability calculation
- Preparation of the forecast balance sheet, and of the profit and loss report
- Analysis of the economic and financial activity of the enterprise in the sector of growth, processing, promotion and trade of herbs and plant products
- The need and role of economic and financial analysis
- Capacity building for making rational decisions on business asset management
- Calculation and interpretation of economic and financial indicators (net profit and gross profit, asset profitability)
- The commercial diagnosis of the enterprise (the market for herb products, the enterprise's supply market. Products, price, promotion)

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## 4. Conclusions and recommendations

**HEGO's Educational Approach** will be a dynamic and combined of FFS and DFFS. This innovation will offer an added value to the project and lead to a modernization of herb sector parallel to traditional educational paths of sustainability and growth.

**HEGO's Training curriculum** will be 465 educational hours and **HEGO's Training seminar** will be 400 educational hours. **HEGO's Training curriculum** modules and their subsections are presented in Table 11 and 12. Total modules will be 7 in theory and 4 in practice. HEGO's Training curriculum and its educational material will be 185 educational hours for theory and 280 for practice. All these modules will be written in English language, each one from the responsible partner.

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Table 11. HEGO's Training curriculum (theory)

Modules	Subsection/Description	Material (in hours)	Partner responsible
1. Conservation	Botanic Gardens and Farm Schools as conservation tools	15	CARD
2. Sustainability	Sustainable conservation and utilization practices of herb plant species	15	
3. Cultivation-propagation	3.1 Site selection like soil composition, pH level, drainage	25	GFA
	3.2 Selection of propagation methods and materials		
4. Plant health	4.1 Disease control	20	
	4.2 Pest control		
	4.3 Identification of plant health problems		
5. Processing	5.1 Storage/ post-harvest practices	20	CARD
	5.2 Drying techniques		
6. Legislation	6.1 Understanding legislation for products, cultivation, propagation, taxes	45	ODIMM
	6.2 Regulations about certifications		
7. Management	7.1 Entrepreneurship and business types	45	ANETXA
	7.2 Assessment of markets' demands/needs and trends		
	7.3 Business Culture		
	7.4 Cooperating internationally		
	7.5 Contract Farming		
	7.6 Business Plan		
	7.7 Trading		
	7.8 Funding Tools		
		185	

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**Table 12.** HEGO’s Training curriculum (practice)

1. Sustainability	Transforming the unsustainable attitude of collecting herbs in mountainous to the farming of innovative products	70	CARD
2. Processing	Herb processing in laboratory and in nurseries using new and traditional knowledge (i.e. food products, cosmetics, food supplements)	70	GFA
3. Marketing	7.1 Marketing (Introduction)	70	ANETXA
	7.2 Learning to promote herb products with common channels of the forums as well as e-commerce with Social Network Support (SNS) and other channels		
	7.3 Writing a marketing plan (simplicity)		
	7.4 Justifying the usefulness of marketing plans and marketing, through examples		
4. Funding	Learning to fund a herb enterprise	70	ODIMM
		<b>280</b>	

In HEGO’s Training seminar each participant will attend a 400-hour seminar (120 theory and 280 practice)., according to their country’s training needs (Table 13). This is happening because each country has different training needs. Total modules will be 4 in theory for Greece and Moldova and 5 for Georgia and Armenia. Practical modules will be the same in all four project countries. All HEGO’s Training curriculum modules will be written in English language. Hence, each partner should translate the modules of their training needs in the local language.

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Table 13. Training curriculum for each county

Theory/ practice	Greece	Moldova	Georgia	Armenia
<i>Theory</i>	Conservation (15 h)	Conservation (15 h)	Conservation (15 h)	Conservation (15 h)
	Sustainability (15 h)	Sustainability (15 h)	Sustainability (15 h)	Sustainability (15 h)
	Legislation (45 h)	Legislation (45 h)	Cultivation- propagation (25 h)	Cultivation- propagation (25 h)
	Management (45 h)	Management (45 h)	Plant health (20h) Management (45 h)	Processing (20h) Management (45 h)
<b>Total</b>	<b>120 h</b>			
<i>Practice</i>	Sustainability (70 h)			
	Processing (70 h)			
	Marketing (70 h)			
	Funding (70 h)			
<b>Total</b>	<b>280 h</b>			

This deliverable presents the educational approach and general description of modules. Contents of the modules present a general idea of what is going to be covered in theory or practice in each module. Development of the modules will be analyzed in the next deliverable. According to all the above, for the next deliverables, each country should:

1. **Prepare** the assigned modules educational material (in English): 45-50 h theory, 70 h practice
2. **-Translate** modules of their training needs in local language (400 h): 120 theory, 280 practice
3. **-Conduct** one seminar of 15 participants in local language (400 h): 120 theory, 280 practice

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## Important dates of T2 for partners

1. Activity A.T2.2- Development of training modules, training methodology and learning materials (April-February 2022, 8-month period)

*Deliverable D.T2.2.1:* Training modules with materials & Training methodology

**Deadline: February 2022**

4. Activity A.T2.3- Organization of training seminars in Project Countries (September-May 2022, 6-month period)

*Deliverable D.T2.3.1:* Final national reports and evaluation of training seminars

**Deadline: May 2022**

5. Activity A.T2.4 Adjustment of training modules in PP2 e-learning platform

Deliverable D.T2.4.1: Adjustment Guide for introduction of learning modules and training methodology via PP2 e-learning platform (January-March, 2-month period)

**Deadline: March 2022**

6. Activity A.T2.5-Organisation of training sessions via PP2 e-learning platform

Deliverable D.T2.5.1: Users' Guide for e-learning platform (March-June, 4-month period)

**Deadline: June 2022**

## Notes

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