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Deliverable

D.T2.2.1

Responsible Partner

PP2-Aristotle University of Thessaloniki (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.T2.2

HEGO's project **Activity A.T2.2** "Development of training modules, training methodology and learning materials", is part of the Group of Activities GA_T2 "Training program for modernization of herb enterprises", which offer herb sector traditional and innovative educational paths of sustainability and growth. The Deliverable D.T2.2.1 is "Training modules with materials and Training methodology".

In the above text there is the guidance which will lead to the finalization of training modules with materials and methodology.

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2. Context: theoretical and methodological framework

Firstly, we created the appropriate theoretical framework in order to specify the context of the training program. We settled an education and evaluation strategy which included the training curriculum. Training curriculum incline the training program divided in modules (seminars) of HEGO (Figure 1).

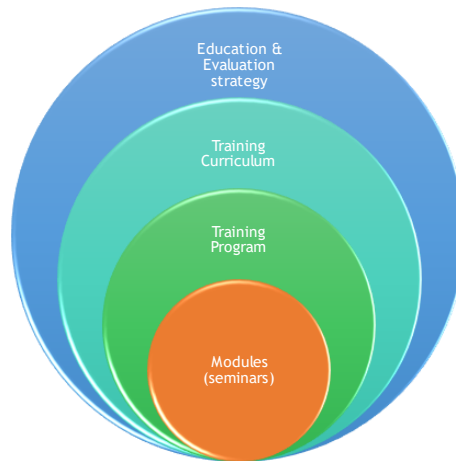


Figure 1. Theoretical framework of HEGO's modular training program

In order to result in a new theoretical framework for the training program, we develop an educational strategy which combined theories and methods used in previous research (Figure 2).

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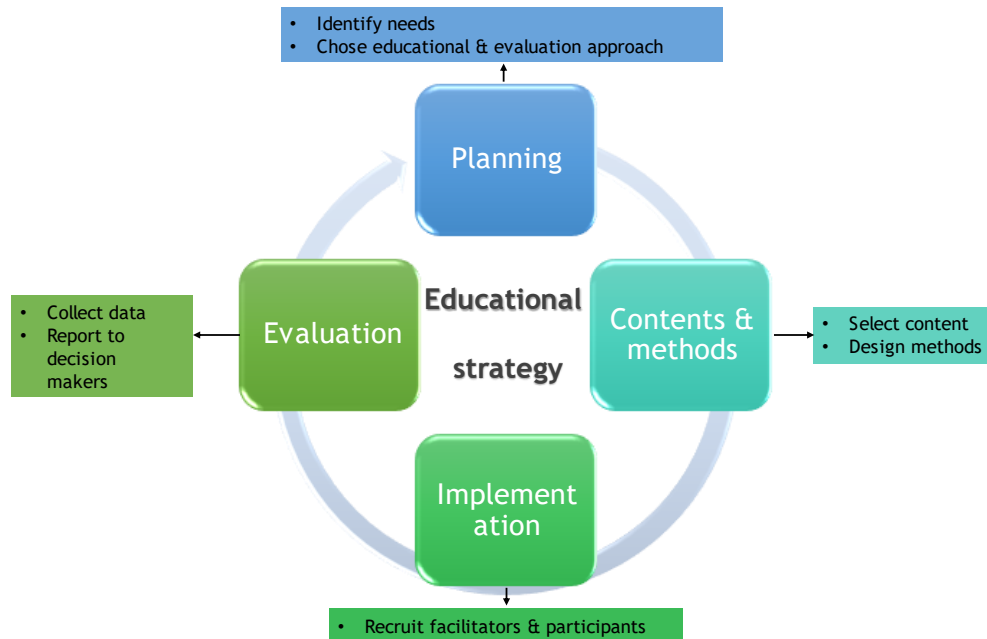


Figure 2. The educational strategy used for resulting the proposed theoretical framework (inspired from FAO, 1996; Salehi, 2021).

The educational strategy included four steps from a curriculum development non-formal education process, including planning, contents and methods, implementation and evaluation (FAO, 1996). For planning, we firstly used results from previous deliverable (D.T2.1.1), to identify needs of the participants.

2.1 Educational approach

As **educational approach** was a proposed innovative **Farmer Field School** approach. FFS is a bottom-up educational approach developed in the late 80's

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by FAO (FAO, 2006), which targets “learn by doing” and sharing experiences of farmers though work in groups in the field (USAID, 2017; Charatsari, 2018; FAO, 2019; Charatsari, 2020; FAO, 2020). FFS shifts towards a more sustainable production practices, by better understanding the agro-ecosystems and by enhancing ecosystem services (Osumba et al., 2021). On the other hand, **Climate Field School (CFS)**, as an alternative FFS approach, objectives were to increase smallholder farmers’ knowledge about climatological processes and ability to anticipate extreme events in their agricultural planning in conjunction with their own experiences and knowledge in their management decisions (Osumba et al., 2021).

Digital FFS due to circumstances of diseases (i.e. ebola, covid-19) and other reasons of inability to “work on field”, uses as focal facility of learning, the internet, instead of the field (Witteveen, 2017; Osumba, 2021). Also, **Farmer Business Schools** empower in the FFS, the entrepreneurial skills of farmers, improve knowledge and skills for viability and growth of farms as businesses (Naval et al., 2021), improve producer knowledge of markets, enhance farmers’ capacity to benefit from such activities. The above forms were the evolution of the “classic” FFS core idea fitted into the needs of farmers.

Our educational approach incorporates the core principles of FFS, CFS, Digital FFS and Farmer Business Schools in the **Hybrid Farmer Field School**. Key differences among Farmer Field School forms are presented at Table 1.

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Table 1. Key features of differences between Farmer Field School forms (adopted from Osumba, 2021)

Strategic question	Factor	IPM	Climate Field School	Farmer Business Schools	Digital Farmer Field School
	Why?	Approach	Largely bottom-up	Largely top-down	Largely bottom-up
Key strategy		Observation & knowledge/co-generation	Technology transfer & dissemination of information (how to use it)	Technology transfer & market responsiveness	Technology transfer & responsible innovation
What?	Curriculum	Agricultural commodity (i.e. plant, animal)	Meteorological hazard for cultivations/husbandries (i.e. heat stress, drought)	Agricultural commodity and business and entrepreneurship	Agricultural commodity and use of technology
	Major focus/content of modules	Integrated Pest management experiments	Climate analysis, demonstration of good practice (instead of experimentation)	Business and entrepreneurial skills development of smallholder, improving market orientation, apply improved techniques	Integrated Pest Management, certification, sustainability standard certification, market linkages in value chain
Where?	Focal facility	Outdoor (i.e. field)	Indoor (i.e. agrometeorological station)	Outdoor & Indoor (i.e. field, classroom, entire market)	Medium of communication (i.e. field, internet, radio, learning platform)
Whom?	Target groups	Farmers	Farmers	Farmers & other stakeholders	Stakeholders in the value-chain

Hybrid Farmer Field School (HFFS) is a combination of the above FFS forms, offering a more holistic approach to common challenges as described by the HEGO's project summary. HFFS is a combined top-down and bottom-up approach. Key strategy is technology transfer and sustainable trade. Training

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needs of participants shaped the training program by DT1.5.1 and modules included in each research area (in our case in each country). The major focus of this approach is the combination of sustainable and certified value chain products, using digital marketing and derived from business and entrepreneurial actions made from the farmers. The curriculum (in this case the herbs) is based on the digital marketing of value chain products. The training takes place in the field or the internet, depending on participants ability and challenges in each research area (country). Stakeholders are all beneficiaries from the value chain (see § 2.2 Target Groups). Evaluation is based on the identification of training needs and the impact assessment of the project.

HEGO's training program includes this innovative Conceptual and methodological framework: a proposed Hybrid FFS strategy. HFFS offers an added value to HEGO project. Curriculum and program are capable to be implemented in both virtual and physical environment (Figure 3).

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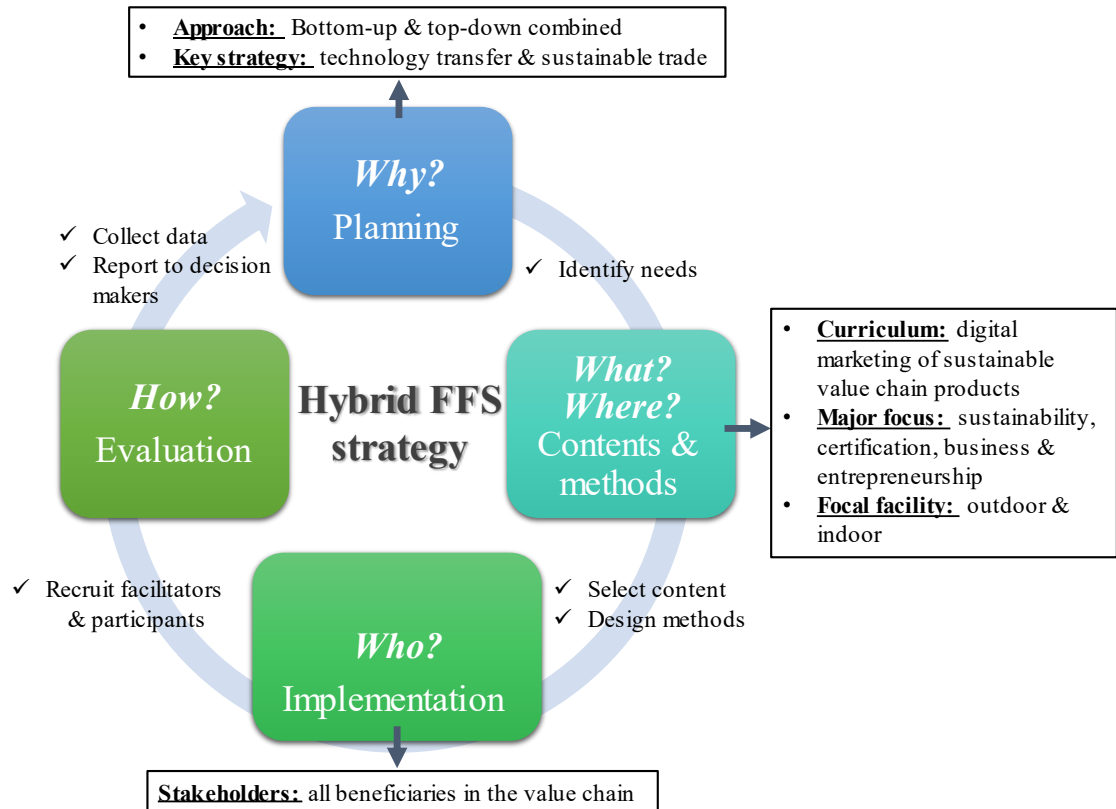


Figure 3. Conceptual and methodological framework of a proposed Hybrid FFS strategy (inspired from (Arnés et al., 2018; Charatsari et al., 2020; Maman et al., 2017; Osumba et al., 2021; Salehi et al., 2021; van den Berg et al., 2021) Amanah et al., 2021, 2006; Salehi et al., 2021)

Also, HEGO’s curriculum aims to improve cultivation practices, as well as business and economic performance (FFS and Farmer Business School). HEGO’s training program includes material for 465 educational hours.

Based on HEGOs’ assessment and analysis, herbs have been identified as a crop for business and economic development and there is a need for

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biodiversity conservation of herb endemic plant species with sustainable utilization. Previous (FAO, 2006; 2010), as well as recent (FAO, 2020; 2019; USAID, 2017; Vietnam Women’s Union, 2018) publications were combined for the development of **guiding principles** of HEGO’s training program and curriculum:

- Group corporation: modules should promote working in groups with discussions and activities; these activities will be the concluding remark of each module, in both theoretical and practical modules
- Hands-on learning process: all modules (theoretical and practical) should have activities “learning by doing”; theory should have a practical use for the participants
- Problem-solving learning: the core idea of FFS is using the knowledge and skills to solve problems of the group; after a theoretical part of a module, there is always a practical one, where participants should use this knowledge and skills to solve their problems as a group
- Participatory method: participants should identify their problems and find solutions by activities and be able to present them

On each module, two important persons should be identified:

- Facilitator: the educator will work as a group leader by offering learning to the group and promote working together, rather than impose knowledge; she/he will develop the educational material for the seminar and provide feedback information (notes, photos, results, etc.) of its implementation to partners and implement the evaluation of the seminars.

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- Technical expert: technical expert will share his/her knowledge and skills whereas facilitator will lead the learning process; she/he will be one or more experienced farmers, who will offer important knowledge to the group and host them to her/his field; learning from farmers is the core idea of FFS and activities can be occurred in the field or not (depending on the theme of the module). If there is lack of experienced farmers, technical expert(s) should be a specialist with both academic background and practical experience in the herb sector.

Both theoretical and practical modules will have **activities** following the principles of participatory technology development and non-formal learning. Activities will be non-formal education sessions for participants which will implement a participatory technology development. In simplified terms, **non-formal learning** or education is a process with not a specific design but 1) it leads in learning and 2) theory is incorporated with organized activities. **Participatory technology development** is a learning process where participants and facilitators (educators) create innovative solutions in problems towards sustainable agriculture.

In **theoretical modules**, activities can be a targeted discussion on the specific topic, which will help participants find their problems and propose solutions as a group (see FAO, 2019 p.12-14). In **practical modules**, theory is mostly covered by theoretical modules. Only a few hours of additional theoretical material can be included if needed. Activities will cover most of the educational hours. They can be exchange visits, farmer field days or farm as business sessions (see FAO, 2019 p.12-14). Offering a two-day implementation

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(virtual or physical) is proposed. For example, a physical implementation of a propagation in a nursery or a demonstration of a process such as distillation can be occurred virtually in this way: facilitator and technical expert (farmer) presenting the method virtually with web conferencing from the nursery (even with the use of a mobile phone) and participants repeat the method from home.

Regarding their educational needs the participants choose among of modules (training seminars) and participate in a 400-hour training program. Needs of each country have been identified in previous deliverable (D.T1.5.1). HEGO training program will offer techniques and practices in order to incorporate solutions to major problems of herbs, which were identified during the educational needs assessment (D.T2.1.1). According to HEGO's proposal the training program should:

- Transform current practices
- Offer appropriate mindset of knowledge and skills for GA3¹ and GA4²

HEGO training program is going to offer modernization of herb sector, whereas farmers will be promoted to use and be familiarized with new technologies, practices and tools and the internet, as well as develop their problem-solving and collaboration skills. In the next Table, you can find some examples of activities in previous projects and use them as a guide for the development of HEGO's contents of modules (Table 2).

¹ Establishment of cooperation of Black Sea Forum

² Preparatory actions for Black Sea Cluster

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Table 2. Activities from previous projects, used as examples for HEGO’s Training curriculum

	Modules	Previous projects examples
Theory	1. <i>Conservation</i>	FAO, 2006: p. 19
	2. <i>Sustainability</i>	USAID, 2017
	3. <i>Cultivation-propagation</i>	FAO, 2019: p. 19; USAID, 2017; David, 2007
	4. <i>Plant health</i>	FAO, 2019: p. 19; USAID, 2017; David, 2007
	5. <i>Processing</i>	FAO, 2019: p. 19; USAID, 2017
	6. <i>Legislation</i>	Vietnam Woman’s’ Union, 2018
	7. <i>Management</i>	FAO, 2020: p. 58-64; Vietnam Woman’s’ Union, 2018
Practice	8. <i>Sustainability</i>	FAO, 2006: p. 19; USAID, 2017; FAO, 2010: p. 12-13
	9. <i>Processing</i>	USAID, 2017; FAO, 2010: p. 12-13
	10. <i>Marketing</i>	FAO, 2020: p. 58-64; Vietnam Woman’s’ Union, 2018; FAO, 2010: p. 13
	11. <i>Funding</i>	Vietnam Woman’s’ Union, 2018; FAO, 2010: p. 13

In the following tables (Table 2 and 3), HEGO’s training program with all modules is presented. Each country will develop specific modules for all partners written in English language. Then, each country will implement a 400-hour training program with chosen modules, according to its educational needs.

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Table 3. HEGO's training program (theory)

Modules	Subsection/Description	Material (h)	Development	Implementation
1. Conservation	Botanic Gardens and Farm Schools as conservation tools	15	CARD	All countries
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	Georgia Armenia
	3.2 Selection of propagation methods and materials			
4. Plant health	4.1 Disease control	20		Georgia
	4.2 Pest control			
	4.3 Identification of plant health problems			
5. Processing	5.1 Storage/ post-harvest practices	20	CARD	Armenia
	5.2 Drying techniques			
6. Legislation	6.1 Understanding legislation for products, cultivation, propagation, taxes	45	ODIMM	Greece Moldova
	6.2 Regulations about certifications			
7. Management	7.1 Entrepreneurship and business types	45	ANETXA	All countries
	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			
Total			185	120

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Table 4. HEGO’s training program (practice)

Modules	Subsection/Description	Material (h)	Development	Implementation
8. Sustainability	Transforming the unsustainable attitude of collecting herbs in mountainous to the farming of innovative products	70	CARD	All countries
9. Processing	Herb processing in laboratory and in nurseries using new and traditional knowledge (i.e. food products, cosmetics, food supplements)	70	GFA	
10. 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			
11. Funding	Learning to fund a herb enterprise	70	ODIMM	
Total			280	280

2.2 Target groups

According to DT1.5.1, Greece’s main target groups were Farmers of herbs (53.33%), whereas in Moldova, Georgia and Armenia, SMEs (42.68%, 33,33% and 35,00% respectively), The main group of the total sample of the survey were SMEs (31,58%), followed by farmers of herbs with 23,03%.

Also, according to DT1.5.1, SMEs are the main target group, followed by farmers and collectors of herbs, in the total survey sample (Figure 4).

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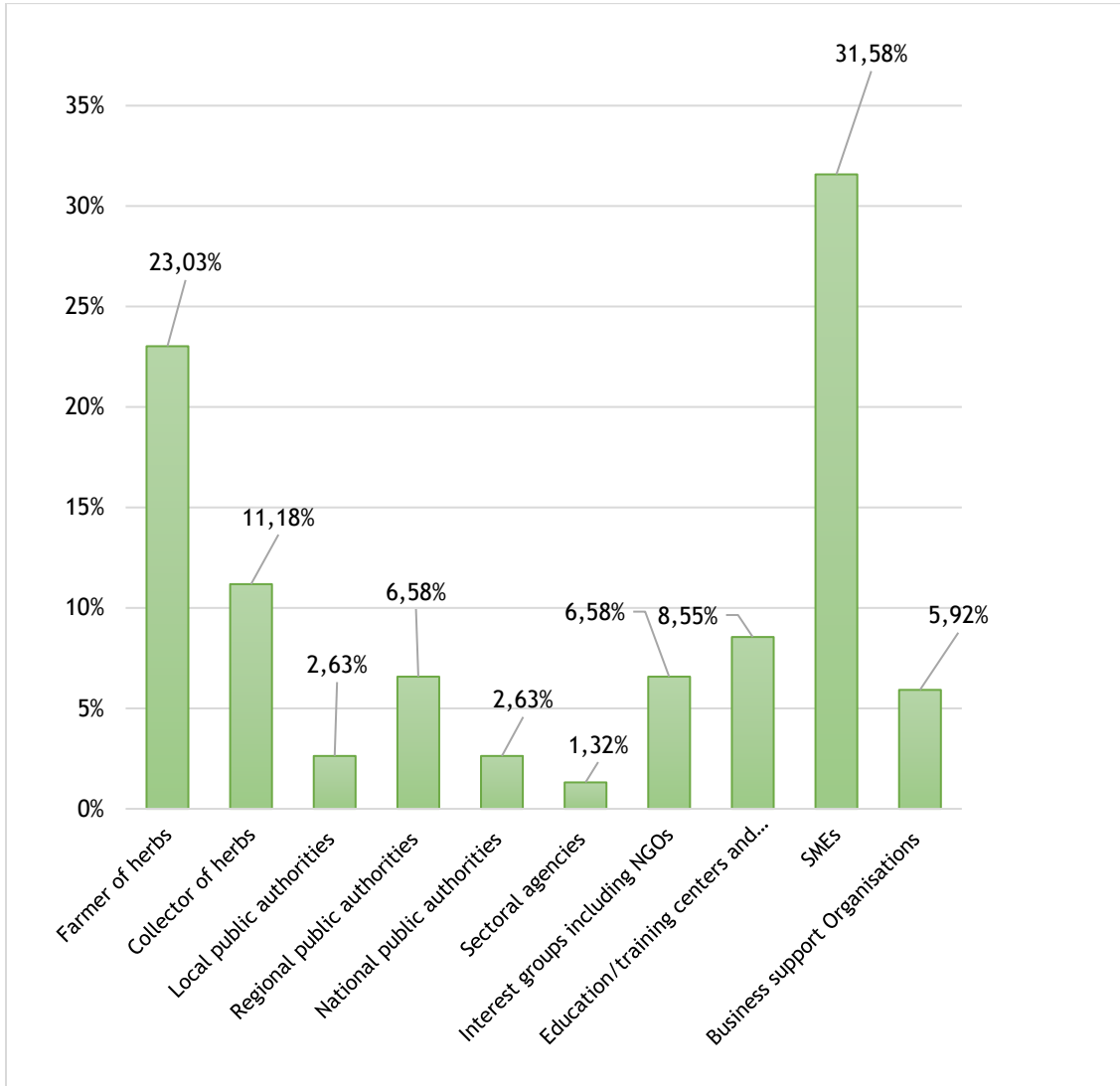


Figure 4. Distribution in the total survey sample (modified from DT1.5.1)

HEGO's curriculum will be implemented to 60 participants according to the project proposal. Criteria of participants selection will be based on these target groups. HEGO's curriculum was created to these target groups and

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relevant information of DT1.5.1. Although, current herbs' collectors will be prioritized to participation for reasons related to protection of endangered herbs (main goals of project's proposal).

2.3 Evaluation approach

For the evaluation approach, we propose a holistic view of assessing a training program. We propose a modified version of CIPP (Context, Input, Product, Process) methodology as an innovative evaluation approach evaluation. We developed the method by incorporating the cross-country survey analysis of the deliverable D.T.1.5.1.

Hence, HEGO's evaluation approach is a combination of two methods according to grounded theory of Owen's evaluation models (Owen, 2004): **program development** and **impact assessment**, in order to determine before and after, the worth of the training program. Program development was implemented in D.T.1.5.1 and we reveal the most important training needs, modernization practices and networking/participation issues. In this deliverable, we use the results of D.T.1.5.1 to develop an impact assessment evaluation. Hence, we proposed a mixed methodology of goal-based/needs-based evaluation for DT2.2.1 (Table 5).

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Table 5. Proposed evaluation of a holistic FFS model (inspired by Owen, 2004; Salehi et al., 2021)

Approach/ Evaluation stages	Owen's evaluation	Evaluator	Audience benefited	Type	Stage	Focus	Method	Time
<i>Needs evaluation (DT.1.5.1)</i>	Program development / proactive	Possible participants	Internal	Summ ative	Planning (program synthesis)	Goals/ objectives	Needs- based	Before implem entatio n
<i>Impact assessment CIPP (DT2.2.1)</i>	<i>Context</i>	Impact assessment/Learning accountability	Participants & experts	External	Summative/Formative	Evaluation (settled/finished program)	Outcomes/delivery	Goal-based/needs-based
	<i>Input</i>							
	<i>Process</i>							
	<i>Product</i>							
	<i>Output</i>							
	<i>Program reenginee ring</i>							

Specifically, the first step of the evaluation, program development was a summative evaluation for the improvement of the program at the stage of planning (program synthesis). This benefited the internal audience (staff of the program). Evaluators were external (possible participants). The focus was in the context: 1) training needs 2) rapid and participatory rural appraisal methods (modernization practices) and 3) networking/participation. As a medium a structured questionnaire was used and collected quantitative data for the statistical analysis.

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The next step, a proposed approach of Salehi (Salehi et al., 2021), applicable in FFS educational approach (context, process, product, output, program reengineering), created the impact assessment of the program. It will be a formative evaluation, be goal-based (goals of the modules). But also, it will have summative information (needs-based) because goals will be settled by the results of the program development (training needs of the first step of evaluation, DT1.5.1). This mixed type (summative-formative) can inform us with the extent the goals of the program (outcome) have been reached, but also the impact of the program to stakeholders and society (covering the training needs). It will be occurred at the finish of the program. It will benefit the external audience (i.e. decision makers). The evaluators will be external (participants and experts). The focus should be on the outcomes and the delivery of the program, but the method will be mixed (goal-based/needs-based) incorporated with rapid and participatory rural appraisal methods (modernization practices). Hence, it will cover the training needs, modernization practices and networking/participation issues, like DT1.5.1 evaluation. As a medium a structured questionnaire is constructed (Appendix 1) with quantitative data with statistical analysis. Overall, the proposed evaluation of the Hybrid FFS model is depicted at Figure 4. CIPP approach can have regional, national to multi-national level, depending on the data collection (Salehi et al., 2021). In our research, evaluation will be held in a national level (Greece, Moldova, Armenia, Georgia) and afterwards results will be presented in national and multinational level (D.T2.3.1). In the following figure, we present HEGO's evaluation conceptual framework (Figure 5).

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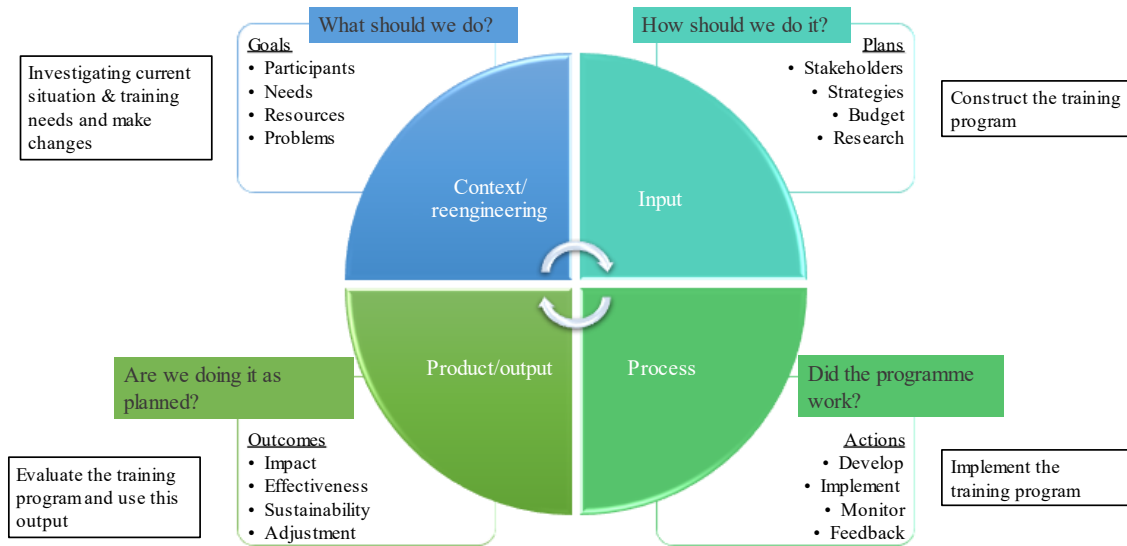


Figure 5. HEGO's evaluation conceptual framework (inspired from Kellaghan & Stufflebeam, 2003; Salehi et al., 2021)

At the end of the seminar, evaluation questionnaire should be filled by approximately 60 participants of the seminar and 40 experts in total. Each country should deliver approximately 15 valid questionnaires from participants and 10 from experts. Experts include extension workers, researchers/expert scientists, facilitators, educators, technical experts, professors related to HEGO project. All items should be answered by both experts and participants. We use a Likert scale for the answers. This assessment material (questionnaire) will be given to one facilitator/responsible for the organizing of the seminars in each country and will offer feedback with views and perceptions presented from target groups and experts. It should be filled by participants and experts and

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collected from the facilitator for the improvement of the process and the educational material. **The questionnaire should be filled at the end of the program, in the final meeting of all participants, as mandatory for participants to gain their certificate.**

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2.4 Guidelines for facilitators/educators

Each country should set a responsible of education (key facilitator). Key facilitator will be responsible to provide for collecting the appropriate feedback of the organization of training (deliverable DT2.3.1). Afterwards, project countries should set facilitators (educators) and technical experts of each module. Facilitators and technical experts should be provided with this deliverable DT2.2.1 in order to understand the methodology they should follow in their courses/meetings with the participants.

In the following figure we present the Key steps for development and implementation of HEGO's training curriculum (Figure 6).

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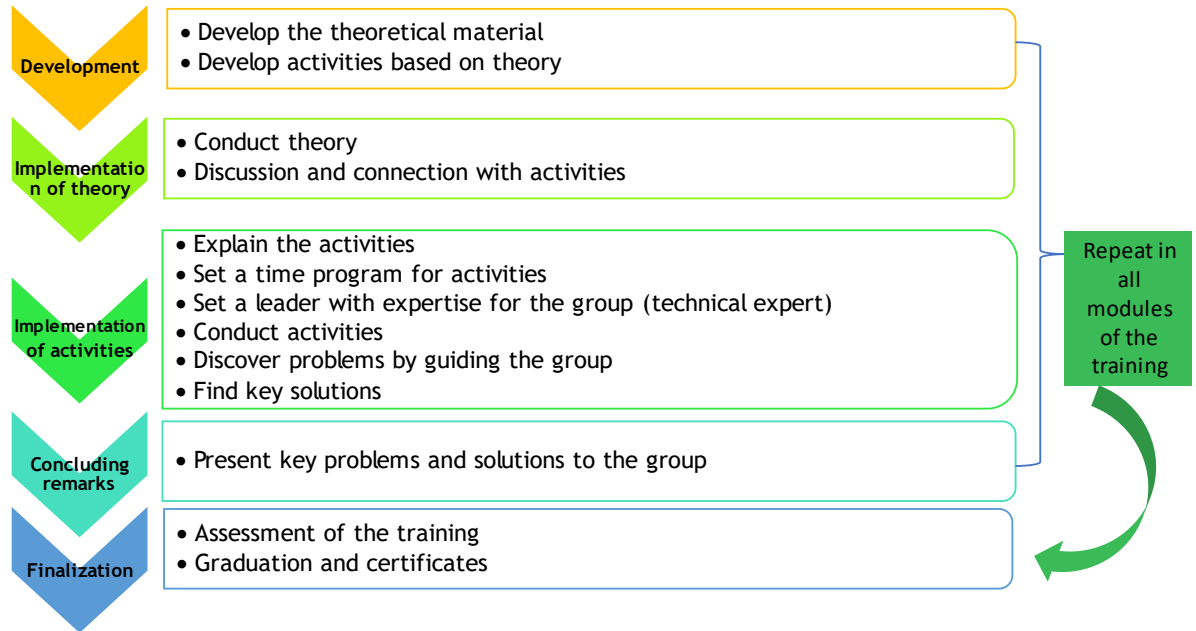


Figure 6. Key steps for development and implementation of modules

Each country will implement a different training program according to country’s training needs of DT1.5.1. (See Appendix 2). At the end of HEGO’s training program, **Key Facilitator should deliver to PP2 the following:**

1. Valid evaluation questionnaires (~15 participants and ~10 experts)
2. Worksheets or photos of whiteboard/print screen of each activity
3. Group’s concluding remarks of the group for each activity (approximately 500 words)

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3. Results: the HEGO Training Curriculum

In the following chapter, each module of the training program is analyzed. Educators/facilitators should follow the instructions given for the implementation of each module. The training program of each country, including the modules according to the need assessment from previous deliverable of HEGO (DT.1.5.1), is presented at Appendix 2. Greece and Moldova have identical training programs. Georgia and Armenia have similar training program (only one different module). This result depicts the target groups and training needs of possible participants, with similarities and differences in each country.

The educational methodology presented in the following modules, will be based upon a variety of educational techniques and materials. Components of these educational scheme could be no other than materials enhancing the establishment of ICT tools and the utilization of Internet in the agricultural sector, as well as the herb sector. With the adaption and implementation of those technologies our HEGO project is contributing to the improvement of the competences of projects' stakeholders, towards meeting projects' specific objective modernization of herb sector. Specifically, HEGO's training program compromised by 11 modules will impact the above specific project outputs and resolve the common challenges of training:

- Conservation and sustainability: reducing the collection of wild herbs (Modules 1, 2,8)

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- New cultivation methods: production of new added value products (Modules 3,4,5,9)
- Farmer entrepreneurship: new challenges in entrepreneurship, ICT and Marketing and Branding Strategies, trade links and legislation (Modules 6,7,10)
- Funding: granting and investment schemes (Modules 11)

3.1 Module 1. Conservation: Botanic Gardens and Farm Schools as Conservation Tools (Theory, by CARD)

Goal

To enhance knowledge and skills on conservation tools of herbs diversity.
To provide essential knowledge on herbs services in the environmental ecosystem and agro-ecosystem.

Competences

At the end of this subsection, participant will be able to:

- Identify the main principles of environmental ecosystem.
- Investigate how medicinal plants diversity effects on ecosystem services?
- Identify botanical gardens and farm schools as an essential conservation tools at the local, regional and the global scheme.

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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?

Educational methodology

Techniques

In this subsection, following techniques will be used:

- Lectures
- Group discussions/brainstorming
- Self-learning
- Collaborative learning
- Action learning
- Q&A

Materials

In this subsection, following materials will be used:

PPT Presentations

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- PPT-Theory Modul 1-Conservation-1.1-Herbs & Environmental Ecosystem
- PPT-Theory Modul 1-Conservation-1.2-Conservation Tools & Botanical Gardens

Videos:

- Video No. 1- [Herbs and Ecosystem Services](#)
- Video No. 2- [Botanical Garden in EU](#)
- Video No. 3- [Why is important to conserve diversity](#)
- Video No. 4- [Conservation tools](#)

E-Textbooks

Additional thematic reading materials will be provided to the audition for further self-learning of the subsection topic.

3.1.1 Educational material: Module 1

The module allows participants to enhance knowledge on environmental ecosystem and conservation focusing on ecosystem services, botanical gardens and farm schools as the essential conservation's tools. Through the presentations consisting of about 20% of this module, the participants will learn about herbs diversity, its peculiarities in Armenia. In addition, the participants will learn to measure the herbs ecosystem services and will be able to create added value in their local business identifying specific methods after the end of this module. Different educational techniques such as lectures, discussions, self-learning,

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collaborative learning etc. and materials; like PPT presentations, videos, detective materials, publications and thematic e-books will be applied during the module.

This module will consist of lectures with PPT for providing theoretical knowledge, group activities on thematic case studies to identify, analyze and solve different problems related with the subsection topic e.g. know how to identify the local threatening factors on herbs diversity growing in their communities, or analyze “why they need to act now?”, or/and “what will happen if they go the unsustainable harvesting of herbs in Armenia?”. Also, the participants will learn to measure ecosystem services and to design for their communities or businesses. In addition, videos for better visualization of the topic will be provided, testing to evaluate gained knowledge among the participants and additional educational materials in Armenian and in English for self-learning will be provided.

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Table 6. User’s guide for the educational material for Conservation - Botanic Gardens and Farm Schools as conservation tools

Contents	Material	Duration (h)
Environmental ecosystem and conservation	PPT-Theory Modul 1- Conservation-1.1 (90 min) Video No.1 (20 min) E-textbook (30 min)	2,30
What is a botanic garden? Which is the role of botanic gardens in conservation?	PPT-Theory Modul 1- Conservation-1.2 (1 h) Video No.2 (15 min) E-textbook (30 min)	1,45
What is a farm school? How farm schools help conservation of herbs?	PPT-Theory Modul 1- Conservation-1.2 (60min) Video No.3 (15 min) Video No.4 (15 min) E-textbook (30 min)	2
Activity 1	Worksheets, pencils, whiteboard. Zoom platform (in case of online training format)	2,5
Activity 2	Worksheets, pencils. Virtual testing platform (in case of online training format)	2
Activity 3	Worksheets, pencils, whiteboard. Zoom platform (in case of online training format)	1
Total		11,25 h (academic 15h)

Participants will join different activities during the module and share feedback to facilitator and technical expert. Participants will be able to increase knowledge directly from expert, peer-discussions, reading materials, group work, simulators, to imitate real work experiences applicable for use cases. The module offers text and non-text materials for participants in national and foreign

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languages as an additional educational material for better understand the topic of the module, which will be uploaded on HEGO cloud.

3.1.2 Activities: Module 1

In this subsection, following activities will be conducted:

Activity 1 - Group work on defining local herbs diversity values and threats.

Description of the activity 1: 15 Participants will be paired in 3 groups and each group will receive a thematic case study for discussion e.g. to define their local herbs diversity values (extrinsic and Intrinsic values)/ threats. Each group will find solutions to different challenges related to lectures' topic and then present their findings to other participants. In particular, the group idea generation-brainstorming in each local business will take place to add the added value due to the indirect use of herbs values. This will allow participant to bring innovative ideas in their local business at the same time increasing conservation of herbs diversity. In its turn, it can bring additional income for the local people.

After group presentations, further discussion and Q&A will take place. Finally, the case study will be summarized with facilitator and technical expert and overall conclusions will be drawn.

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Table 7. Description of Activity 1 - Group work on local herbs diversity values and threats

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format)	0.25
Group work	Brainstorming, Discussion	Whiteboard, paper, pencils. Zoom platform (in case of online training format)	1,5
Concluding remarks	Presentation/Discussion/ Q & A	Whiteboard. Zoom platform (in case of online training format)	0.75
Total			2,5

Activity 2 - Group work on defining local herbs diversity ecosystem services.

Description of the activity 2: 15 Participants will be paired in 3 groups and each group will define the Herbs Ecosystem Services in the local Area A and Area B. Per group will define Ecosystem services in the Area A and Area B. Than the ecosystem services within different areas will be measured among the participants.

After group presentations, further discussion and Q&A will take place. Finally, the case study will be summarized with facilitator and technical expert and overall conclusions will be drawn.

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Table 8. Description of Activity 2- Group work on defining local herbs diversity ecosystem services

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format)	0.25
Group work	Brainstorming, Discussion	Whiteboard, paper, pencils. Zoom platform (in case of online training format)	1
Concluding remarks	Presentation/Discussion/ Q & A	Whiteboard. Zoom platform (in case of online training format)	0.35
Total			2

Activity 3 - Test for evaluation of gained knowledge.

Description of the activity 2: Participants will have to take tests with 25 questions related to subsection topic. Testing will give participants an opportunity to evaluate gained knowledge.

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Table 9. Description of Activity 3 - Testing to evaluate gained knowledge by participants

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard Zoom platform (in case of online training format).	0.25
Testing	Tests with questions	Whiteboard, paper, pencils. Virtual testing platform (in case of online training format).	0.35
Total			1

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[Schollary paper](#)

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Laboratory of Systematic Botany and Phytogeography, Department of Botany, School of Biology, Aristotle University of Thessaloniki, ThessalonikiGR-54124, Greece.

Facilitator (educator)

Facilitator (educator) for this subsection would preferably be specialized in life sciences (environmental sciences, plant science, biology and etc.) and preferably should have relevant knowledge and experience in environmental conservation.

Moreover, facilitator must have the excellent communication and organizational skills and should be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

Technical expert (i.e. farmer or expert practitioner)

Technical expert for this subsection would preferably have an academic background in life sciences (conservation biology, plant sciences, ecology and

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etc.), relevant knowledge and long-term experience in plant conservation. Moreover, technical expert must have the excellent communication skills, promote its expertise comprehensively and successfully lead learning process.

3.2 Module 2. Sustainability: Sustainable Conservation and Utilization Practices of Herbal Plants (Theory, by CARD)

Goal

To improve knowledge and skills on sustainable utilization practices and conservation methods of herbs diversity. To provide essential knowledge on national and international regulations of conservation and sustainable use and conservation. To provide knowledge on know how to use conservation tools for herbal cultivation.

Competences

At the end of this subsection, participant will be able to:

- Define the national laws and regulations of plants sustainable use and conservation.
- Define international regulations, conventions and organizations to support plant diversity conservation.
- Identify causes and consequences of plants diversity unsustainable use.
- Define the conservation tools and methods and know how to apply them.
- Identify conservation tools to contribute herbs cultivation.

Contents

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- Which are the directives of plants in national or international level?
- Which are the methods of conservation (are there any conservation tools to help herb cultivation?)?
- How can farm schools help with the sustainable production of herbs?
- Causes and consequences of plants diversity unsustainable use.

Educational methodology

Techniques

In this subsection, following techniques will be used:

- Lectures
- Group discussions/brainstorming
- Self-learning
- Collaborative learning
- Action learning
- Q&A

Materials

In this subsection, following materials will be used:

Elaborated Module Content

- HEGO-Theory-Module 2-Sustainability

PPT Presentations

- PPT-Theory Modul 2-Sustainability-2.1-Laws
- PPT-Theory Modul 2-Sustainability-2.2-Conservation Tools for Cultivation

Videos:

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- Video No. 1- [International Conventions](#)
- Video No. 2- [Conservation techniques in action](#)
- Video No. 3- [Guidline of Wild Collection](#)
- Video No. 4- [Sustainable farming of herbs](#)

E-Textbooks

Additional thematic reading materials will be provided to the audition for further self-learning of the subsection topic.

3.2.1 Educational material: Module 2

The module allows participants to enhance knowledge on sustainable utilization practices of herbs and conservation focusing on tools to apply towards farming innovative products. Comprehensive text module was elaborated to encompass national laws, directives, of unsustainable use of herbs, conservation methods and tools to enhance the cultivation of herbs etc. For this module two presentations were also elaborated to comprise of about 20% of the total duration. The participants will know how to avoid from wild harvesting, they will learn about IoT tools for the daily application to improve local herbs sustainable use. In addition, videos for better visualization of the topic will be provided, testing to evaluate gained knowledge among the participants and additional educational materials in Armenian and in English for self-learning will be provided.

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Table 10. User’s guide for the educational material for Sustainability - Sustainable conservation and utilization practices of herbal plants

Contents	Material	Duration (h)
Which are the directives of plants in national or international level?	PPT-Theory Modul 2- Sustainability-2.1-Laws -1.1 (90 min) Video No.1 (20 min) E-textbook (30 min)	2,30
Which are the methods of conservation (are there any conservation tools to help herb cultivation?)?	PPT-Theory Modul 2- Sustainability-2.2 Conservation Tools for Cultivation-1.2 (1,5 h) Video No.2 (30 min) E-textbook (30 min)	2,30
How can farm schools help with the sustainable production of herbs? Causes and consequences of plants diversity unsustainable use.	PPT- Theory Modul 2- Sustainability-2.2 Conservation Tools for Cultivation -1.2 (110min) Video No.3 (25 min) Video No.4 (20 min) E-textbook (30 min)	2,25
Activity 1	Worksheets, pencils, whiteboard. Zoom platform (in case of online training format)	3
Activity 2	Worksheets, pencils, whiteboard. Zoom platform (in case of online training format)	1
Total		11,25 h (15 academic h)

3.2.2 Activities: Module 2

In this subsection, following activities will be conducted:

Activity 1 - Group work on designing the local herbs conservation strategy for better sustainability.

Description of the activity 1:

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15 Participants will be paired in 3 groups and each group will define the Herbs Conservation Tools and Strategy in their local communities to enhance future sustainable use herbs Per group will define the specific tools of avoiding wild harvesting of herbs. After group presentations, further discussion and Q&A will take place. Finally, the case study will be summarized with facilitator and technical expert and overall conclusions will be drawn.

Table 11. Description of Activity 1- Group work on defining local herbs diversity ecosystem services

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format)	0.25
Group work	Brainstorming, Discussion	Whiteboard, paper, pencils. Zoom platform (in case of online training format)	1
Concluding remarks	Presentation/Discussion/ Q & A	Whiteboard. Zoom platform (in case of online training format)	0.35
Total			2

Activity 2 - Test for evaluation of gained knowledge.

Description of the activity 2:

Participants will have to take tests with 20 questions related to subsection topic. Testing will give participants an opportunity to evaluate gained knowledge.

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Table 12. Description of Activity 2 - Testing to evaluate gained knowledge by participants

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format).	0.25
Testing	Tests with questions	Whiteboard, paper, pencils. Virtual testing platform (in case of online training format).	0.35
Total			1

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Facilitator (educator)

Facilitator (educator) for this subsection must be specialized in life sciences (environmental sciences, plant sciences, crop breeding, crop production, biology and etc.) and preferably should have relevant knowledge and experience in conservation biology.

Moreover, facilitator must have the excellent communication and organizational skills and should be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

Technical expert (i.e. farmer or expert practitioner)

Technical expert for this subsection must have an academic background in life sciences (conservation biology, plant sciences, plant breeding, ecology and etc.), relevant knowledge and long-term experience in plant conservation and sustainable production. Moreover, technical expert must have the excellent communication skills, promote its expertise comprehensively and successfully lead learning process.

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3.3 Module 3. Cultivation-propagation (Theory, by GFA)

3.3.1 Subsection 3.1 - Site selection like soil composition, pH level, drainage

Goal

To enhance knowledge and skills on improved and sustainable cultivation techniques through addressing the specific issues associated with selection of relevant sites for herbs cultivation.

Competences

At the end of this subsection, participant will be able to:

- Identify and evaluate key factors and conditions to select proper site for plant species cultivation.
- Select relevant type of drainage system for plant species cultivation.
- Conduct preparatory and care activities during plant species cultivation.

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.

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- Drainage system types.
- Preparatory and care (watering, fertilization, wintering, pruning-trimming, mulching and etc.) activities for plant species cultivation.

Educational methodology

Techniques

In this subsection, following techniques will be used:

- Lectures
- Group discussions/Testing
- Self-learning

Materials

In this subsection, following materials will be used:

PPT Presentations:

- Ppt No.3.1.1 - Site selection factors for plant species cultivation.
- Ppt No. 3.1.2 - Selection of suitable climatic and soil conditions for plant species cultivation.
- Ppt No. 3.1.3 - Drainage system types.
- Ppt No. 3.1.4 - Preparatory and care activities for plant species cultivation.

Videos:

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- Video No.1 - Site selection factors for plant species cultivation.
- Video No.2 - Selection of suitable climatic and soil conditions for plant species cultivation.
- Video No.3 - Drainage system types.
- Video No.4 - Preparatory and care activities for plant species cultivation.

E-Textbooks

Thematic E-textbooks for additional reading and self-learning. Additional thematic reading materials will be provided to the participants for further self-learning of the subsection topic.

3.3.1.1 Educational material: Subsection 3.1

In this subsection, participants will learn topics related to site selection factors, suitable climatic and soil conditions, drainage system types and maintenance activities for plant species cultivation.

Training will consist of lectures with PPT presentations for providing theoretical knowledge, group activities on thematic case studies to identify, analyze and solve different problems related to subsection topic, videos for better visualization of the topic, testing to evaluate gained knowledge by participants and additional thematic textbooks in Georgian and English languages for self-learning.

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Table 13. User’s guide for the educational material of Subsection 3.1 - Site selection like soil composition, pH level, drainage

Contents	Material	Duration (h)
Site selection factors for plant species cultivation	Ppt No.3.1.1 (1 h min) Video No.1 (30 min) E-textbook (30 min)	2
Selection of suitable climatic and soil conditions for plant species cultivation	Ppt No.3.1.2 (45 min) Video No.2 (15 min) E-textbook (30 min)	1.5
Drainage system types	Ppt No.3.1.3 (45 min) Video No.3 (15 min) E-textbook (30 min)	1.5
Preparatory and care activities for plant species cultivation.	Ppt No.3.1.4 (45 min) Video No.4 (15 min) E-textbook (30 min)	1.5
Activity 1	Worksheets, pencils, whiteboard. Zoom platform (in case of online training format)	3
Activity 2	Worksheets, pencils. Virtual testing platform (in case of online training format)	0.5
Total		10

3.3.1.2 Activities: Subsection 3.1

In this subsection, following activities will be conducted:

Activity 1 - Group work on thematic case studies of the subsection.

Description of the activity 1: 15 Participants will be paired in 3 groups and each group will receive a thematic case study for discussion. Each group will find solutions to different challenges related to lectures’ topic and then present their findings to other participants. After group presentations, further discussion and Q&A will take place. Finally, the case study will be summarized with facilitator and technical expert and overall conclusions will be drawn.

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Table 14. Description of Activity 1 of Subsection 3.1 - Group work on thematic case studies of the subsection

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format)	0.25
Group work	Brainstorming, discussion	Whiteboard, paper, pencils. Zoom platform (in case of online training format)	2
Concluding remarks	Presentation/Discussion/ Q & A	Whiteboard. Zoom platform (in case of online training format)	0.75
Total			3

Activity 2 - Test for evaluation of gained knowledge.

Description of the activity 2:

Participants will have to take tests with 20 questions related to subsection topic. Testing will give participants an opportunity to evaluate gained knowledge.

Table 15. Description of Activity 2 of Subsection 3.1 - Test for evaluation of gained knowledge

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format).	0.25
Testing	Tests with questions	Whiteboard, paper, pencils. Virtual testing platform (in case of online training format).	0.25
Total			0.5

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3.3.2 Subsection 3.2 - Selection of propagation methods and materials

Goal

To enhance knowledge and skills on improved and sustainable cultivation techniques through addressing the specific issues associated with selection of propagation methods and materials for plant species cultivation.

Competences

At the end of this subsection, participant will be able to:

- Define propagation types.
- Identify and select relevant providers of propagation materials.
- Identify and evaluate quality characteristics of propagation materials.
- Organize field trip to collect propagation materials in wilderness.
- Select and use relevant tools and equipment for propagation.
- Define timing and characteristics methods for propagation.
- Conduct proper handling and maintenance activities of propagation materials.

Contents

- Propagation types (sexual and asexual propagation).
- Selection of relevant providers of propagation materials.
- Collection of propagation materials in wilderness.

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- Quality characteristics of propagation materials.
- Tools and equipment for propagation.
- Propagation timing and method characteristics.
- Handling and maintenance of propagation materials.

Educational methodology

Techniques

In this subsection, following techniques will be used:

- Lectures
- Group discussions/testing
- Self-learning

Materials

In this subsection, following materials will be used:

PPT Presentations:

- Ppt No.3.2.1 - Propagation types.
- Ppt No.3.2.2 - Selection of relevant providers of propagation materials.
- Ppt No.3.2.3 - Collection of propagation materials in wilderness.
- Ppt No.3.2.4 - Quality characteristics of propagation materials.
- Ppt No.3.2.5 - Tools and equipment for propagation.
- Ppt No.3.2.6 - Propagation timing and method characteristics.
- Ppt No.3.2.7 - Handling and maintenance of propagation materials.

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Videos:

- Video No.1 - Propagation types.
- Video No.2 - Selection of relevant providers of propagation materials.
- Video No.3 - Collection of propagation materials in wilderness.
- Video No.4 - Quality characteristics of propagation materials.
- Video No.5 - Tools and equipment for propagation.
- Video No.6 - Propagation timing and method characteristics.
- Video No.7 - Handling and maintenance of propagation materials.

E-Textbooks

- Thematic E-textbooks for additional reading and self-learning.

3.3.2.1 Educational material: Subsection 3.2

In this subsection, participants will learn topics related to propagation types, selection methods, quality characteristics of propagation materials, wildcrafting practices to collect seeds, equipment for propagation, timing, method characteristics, handling and maintenance of propagation materials.

Training will consist of lectures with PPT presentations for providing theoretical knowledge, group discussions on thematic case studies to identify, analyze and solve different problems related to subsection topic, videos for better visualization of the topic, testing to evaluate gained knowledge by participants and additional thematic textbooks in Georgian and English languages for self-learning purposes.

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Table 16. User’s guide for the educational material for subsection 3.2 - Selection of propagation methods and materials.

Contents	Material	Duration (h)
Propagation types	Ppt No.3.2.1 (1 h) Video No.1 (30 min) E-textbook (30 min)	2
Selection of relevant providers of propagation materials	Ppt No.3.2.2 (1 h) Video No.2 (30 min) E-textbook (30 min)	2
Collection of propagation materials in wilderness	Ppt No.3.2.3 (30 min) Video No.3 (15 min) E-textbook (15 min)	1
Quality characteristics of propagation materials	Ppt No.3.2.4 (1 h) Video No.4 (15 min) E-textbook (15 min)	1.5
Tools and equipment for propagation	Ppt No.3.2.5 (1 h) Video No.5 (30 min) E-textbook (30 min)	2
Propagation timing and method characteristics	Ppt No.3.2.6 (1 h) Video No.6 (30 min) E-textbook (30 min)	2
Handling and maintenance of propagation materials	Ppt No.3.2.7 (30 h) Video No.7 (15 min) E-textbook (15 min)	1
Activity 1	Worksheets, pencils, whiteboard. Zoom platform (in case of online training format)	3
Activity 2	Worksheets, pencils. Virtual testing platform (in case of online training format)	0.5
Total		15

3.3.2.2 Activities: Subsection 3.2

In this subsection, following activities will be conducted:

Activity 1 - Group work on thematic case studies of the subsection.

Description of the activity 1:

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15 Participants will be paired in 3 groups and each group will receive a thematic case study for discussion. Each group will find solutions to different challenges related to lectures' topic and then present their findings to other participants.

After group presentations, further discussion and Q&A will take place. Finally, the case study will be summarized with facilitator and technical expert and overall conclusions will be drawn.

Table 17. Description of Activity 1 - Group work on thematic case studies of the subsection

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format).	0.25
Group work	Brainstorming, discussion	Whiteboard, paper, pencils. Zoom platform (in case of online training format).	2
Concluding remarks	Presentation/Discussion/ Q & A	Whiteboard. Zoom platform (in case of online training format)	0.75
Total			3

Activity 2 - Test for evaluation of gained knowledge.

Description of the activity 2:

Participants will have to take tests with 20 questions related to subsection topic. Testing will give participants an opportunity to evaluate gained knowledge.

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Table 18. Description of Activity 2 - Testing to evaluate gained knowledge by participants

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format).	0.25
Testing	Tests with questions	Whiteboard, paper, pencils. Virtual testing platform (in case of online training format)	0.25
Total			0.5

References

- Bakuridze A., Berashvili D. (2016). Basics of processing medicinal plant raw materials. National Center for Educational Quality Enhancement of Georgia.
- Deshpande R.S., Neelakanta N.T., Hegde N. (2006). Cultivation of medicinal crops and aromatic crops as a means of diversification in agriculture. Institute for Social and Economic Change.
- Graham A., Day J., Bray B., Mackenzie S. (2012). Sustainable drainage systems. Wildfowl & Wetlands Trust (WWT).
- Gugava E. (2014). Cultivation technologies of medicinal plants. Georgian Academy of Agricultural Sciences.
- Hudson H.R. (2005). Sustainable drainage management. New Zealand Water Environment Research Foundation (NZWERF).
- Jomardidze G., Mikadze N. (2009). Medicinal plants - cultivation and maintenance Agro-techniques. Georgian Academy of Agricultural Sciences.
- Magdoff F., Van Es H. (2021). Building soils for better crops (4th Ed.). Sustainable Agriculture Research and Education (SARE).

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- Matarasso M., Dung N.V., Huyen D.T.T. (2003). The agroforestry field guide: a tool for community-based environmental education. World Wide Fund for Nature (WWF).
- Patel D. K. (2015). Medicinal and aromatic plants (MAPs): diversity and vegetative propagation (1st Ed.). OMICS Group eBooks.
- Ritzema H.P., Kselik R.A.L. (1996). Drainage of irrigate lands. Food and Agriculture Organization of United Nations (FAO).
- Bakuridze A., Berashvili D. (2016). Basics of processing medicinal plant raw materials. National Center for Educational Quality Enhancement of Georgia.
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- Jomardidze G., Mikadze N. (2009). Medicinal plants - cultivation and maintenance Agro-techniques. Georgian Academy of Agricultural Sciences.
- Landis, T.D.; Dumroese, R.K.; Haase, D.L. (2010). Seedling processing, storage, and out planting (Vol.7). Forest Service, U.S. Department of Agriculture.
- Magdoff F., Van Es H. (2021). Building soils for better crops (4th Ed.). Sustainable Agriculture Research and Education (SARE).
- Matarasso M., Dung N.V., Huyen D.T.T. (2003). The agroforestry field guide: a tool for community-based environmental education. World Wide Fund for Nature (WWF).
- McCormack J.H. (2004). Seed processing and storage: principles and practices. Garden Medicinals and Culinaries.
- Patel D.K.(2015). Medicinal and aromatic plants (MAPs): diversity and vegetative propagation (1st Ed.). OMICS Group eBooks.
-

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Facilitator (educator)

Facilitator (educator) for this subsection would preferably be specialized in life sciences (forestry, soil science, biology and etc.) and preferably should have relevant knowledge and experience in plant species cultivation.

Moreover, facilitator must be equipped with excellent communication and organizational skills and must be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

Technical expert (i.e. farmer or expert practitioner)

Technical expert for this subsection would preferably have academic background in life sciences (biology, soil sciences, forestry and etc.), relevant knowledge and practical experience in plant species cultivation. Moreover, technical expert must be equipped with excellent communication skills, promote its expertise comprehensively and successfully lead learning process. is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

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3.4 Module 4. Plant health (Theory, by GFA)

3.4.1 Subsection 4.1 - Disease control

Goal

To enhance knowledge on plant disease management through addressing the specific issues associated with factors influencing plant health, diagnosis methods and control approaches.

Competences

At the end of this subsection, participant will be able to:

- Differentiate biotic and abiotic factors causing plant diseases.
- Identify and diagnose plant diseases.
- Identify and diagnose weed species.
- Control plant diseases through different approaches.

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).

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- Weed species diagnosis methods.
- Plant disease control principles and practice.

Educational methodology

Techniques

In this subsection, following techniques will be used:

- Lectures
- Group discussions/testing
- Self-learning

Materials

In this subsection, following materials will be used:

PPT Presentations:

- Ppt No.4.1.1 - Biotic factors causing plant diseases.
- Ppt No.4.1.2 - Abiotic factors causing plant stress.
- Ppt No.4.1.3 - Plant diseases diagnosis methods.
- Ppt No.4.1.4 - Weed species diagnosis methods.
- Ppt No.4.1.5 - Plant disease control principles and practice.

Videos:

- Video No.1 - Biotic factors causing plant diseases.
- Video No.2 - Abiotic factors causing plant stress.

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- Video No.3 - Plant diseases diagnosis methods.
- Video No.4 - Weed species diagnosis methods.
- Video No.5 - Plant disease control principles and practice.

E-Textbooks

E-Textbooks Thematic E-textbooks for additional reading and self-learning.

3.4.1.1 Educational material: Subsection 4.1

In this subsection, participants will learn topics related to biotic and abiotic factors causing plant diseases and their diagnosis methods, control principles and practice of plant diseases and weed species diagnosis methods.

Training will consist of lectures with PPT presentations for providing theoretical knowledge, group discussions on thematic case studies to identify, analyze and solve different problems related to subsection topic, videos for better visualization of the topic, testing to evaluate gained knowledge by participants and additional thematic textbooks in Georgian and English languages for self-learning purposes.

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Table 19. User’s guide for the educational material for subsection 4.1 - Disease control

Contents	Material	Duration (h)
Biotic factors causing plant diseases	Ppt No.4.1.1 (30 min) Video No.1 (15 min) E-textbook (15 min)	1
Abiotic factors causing plant stress	Ppt No.4.1.2 (30 min) Video No.2 (15 min) E-textbook (15 min)	1
Plant diseases diagnosis methods	Ppt No.4.1.3 (30 min) Video No.3 (15 min) E-textbook (15 min)	1
Weed species diagnosis methods	Ppt No.4.1.4 (30 min) Video No.4 (15 min) E-textbook (15 min)	1
Plant disease control principles and practice	Ppt No.4.1.5 (30 min) Video No.5 (15 min) E-textbook (15 min)	1
Activity 1	Worksheets, pencils, whiteboard. Zoom platform (in case of online training format)	2
Activity 2	Worksheets, pencils. Virtual testing platform (in case of online training format)	0.5
Total		7.5

3.4.1.2 Activities: Subsection 4.1

In this subsection, following activities will be conducted:

Activity 1 - Group work on thematic case studies of the subsection.

Description of the activity 1: 15 Participants will be paired in 3 groups and each group will receive a thematic case study for discussion. Each group will find

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solutions to different challenges related to lectures’ topic and then present their findings to other participants.

After group presentations, further discussion and Q&A will take place. Finally, the case study will be summarized with facilitator and technical expert and overall conclusions will be drawn.

Table 20. Description of Activity 1 - Group work on thematic case studies of the subsection

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format).	0.25
Group work	Brainstorming, discussion.	Whiteboard, paper, pencils. Zoom platform (in case of online training format)	1
Concluding remarks	Presentation/Discussion Q & A	Whiteboard. Zoom platform (in case of online training format)	0.75
Total			2

Activity 2 - Test for evaluation of gained knowledge.

Description of the activity 2: Participants will have to take tests with 20 questions related to subsection topic. Testing will give participants an opportunity to evaluate gained knowledge.

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Table 21. Description of Activity 2 - Testing to evaluate gained knowledge by participants

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format)	0.25
Testing	Tests with questions	Whiteboard, paper, pencils. Virtual testing platform (in case of online training format)	0.25
Total			0.5

References

- Burgess L.W., Knight T.E., Tesoriero L., Phan H.T. (2008). Diagnostic manual for plant diseases in Vietnam. Australian Centre for International Agricultural Research.
- Ciancio, A., Mukerji, K. G. (2007). General concepts in integrated pest and disease management. Springer.
- Franc G.D. (1998). An introduction to plant pathology and plant disease management. University of Wyoming, USA.
- Meltem A. (2021). Important fungal diseases in medicinal and aromatic plants and their control. Ankara University, Turkey.
- Mondal G., Dasgupta B., Sharma R. (2018). Diseases of medicinal & aromatic plants and their management. Bidhan Chandra Agricultural University, India.
- Panth M., Hassler S.C., Baysal-Gurel F. (2020). Methods for Management of Soilborne Diseases in Crop Production. Tennessee State University, USA.
- Sharma J. N., Karthikeyan G., Singh S.M. (2017). Fundamentals of plant pathology. Indian Institute of Horticultural Research (ICAR).
- Van Bruggen A.H.C., Finckh M.R. (2016). Plant diseases and management approaches in organic farming systems. The Annual Review of Phytopathology.

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Facilitator (educator)

Facilitator (educator) for this subsection must be specialized in life sciences (forestry, plant physiology and etc.) and preferably should have relevant knowledge and experience in phytopathology.

Moreover, facilitator must be equipped with excellent communication and organizational skills and must be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

Technical expert (i.e. farmer or expert practitioner)

Technical expert for this subsection must have academic background in life sciences (plant physiology, biology, soil sciences, forestry and etc.), relevant knowledge and practical experience in phytopathology. Moreover, technical expert must be equipped with excellent communication skills, promote its expertise comprehensively and successfully lead learning process.

3.4.2 Subsection 4.2 - Pest control

Goal

To enhance knowledge on integrated pest management (IPM) through addressing the specific concerns associated with characteristics of pest species and their control methods.

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Competences

At the end of this subsection, participant will be able to:

- Differentiate plant pest species.
- Evaluate negative impact caused by plant pest species.
- Conduct controlling activities through different methods.
- Collect pest samples.

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.

Educational methodology

Techniques

In this subsection, following techniques will be used:

- Lectures
- Group discussions/testing
- Self-learning

Materials

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In this subsection, following materials will be used:

PPT Presentations:

- Ppt No.4.2.1 - Anatomy, physiology and morphology of plant pest species.
- Ppt No.4.2.2 - Ecological and biological characteristics of plant pest species.
- Ppt No.4.2.3 - Pest control principles and practice.
- Ppt No.4.2.4 - Preparation methods for pest collection.

Videos:

- Video No.1 - Anatomy, physiology and morphology of plant pest species.
- Video No.2 - Ecological and biological characteristics of plant pest species.
- Video No.3 - Pest control principles and practice.
- Video No.4 - Preparation methods for pest collection.

E-Textbooks

E-Textbooks Thematic E-textbooks for additional reading and self-learning.

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3.4.2.1 Educational material: Subsection 4.2

In this subsection, participants will learn topics related to anatomy, physiology, morphology and ecological and biological characteristics of plant pest species, pest control principles and preparation methods for pest collection.

Training will consist of lectures with PPT presentations for providing theoretical knowledge, group discussions on thematic case studies to identify, analyze and solve different problems related to subsection topic, videos for better visualization of the topic, testing to evaluate gained knowledge by participants and additional thematic textbooks in Georgian and English languages for self-learning purposes.

Table 22. User’s guide for the educational material for subsection 4.2 - Pest control

Contents	Material	Duration (h)
Anatomy, physiology and morphology of plant pest species	Ppt No.4.2.1 (30 min) Video No.1 (15 min) E-textbook (15 min)	1
Ecological and biological characteristics of plant pest species	Ppt No.4.2.2 (30 min) Video No.2 (10 min) E-textbook (20 min)	1
Pest control principles and practice	Ppt No.4.2.3 (30 min) Video No.3 (15 min) E-textbook (15 min)	1
Preparation methods for pest collection	Ppt No.4.2.4 (30 min) Video No.4 (10 min) E-textbook (20 min)	1
Activity 1	Worksheets, pencils, whiteboard. Zoom platform (in case of online training format)	2
Activity 2	Worksheets, pencils. Virtual testing platform (in case of online training format)	0.5
Total		6.5

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3.4.2.2 Activities: Subsection 4.2

In this subsection, following activities will be conducted:

Activity 1 - Group work on thematic case studies of the subsection.

Description of the activity 1:

15 Participants will be paired in 3 groups and each group will receive a thematic case study for discussion. Each group will find solutions to different challenges related to lectures' topic and then present their findings to other participants.

After group presentations, further discussion and Q&A will take place. Finally, the case study will be summarized with facilitator and technical expert and overall conclusions will be drawn.

Table 23. Description of Activity 1 - Group work on thematic case studies of the subsection.

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format)	0.25
Group work	Brainstorming, discussion	Whiteboard, paper, pencils. Zoom platform (in case of online training format).	1.5
Concluding remarks	Presentation/Discussion Q & A	Whiteboard. Zoom platform (in case of online training format)	0.75
Total			2.5

Activity 2 - Test for evaluation of gained knowledge.

Description of the activity 2:

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Participants will have to take tests with 20 questions related to subsection topic. Testing will give participants an opportunity to evaluate gained knowledge.

Table 24. Description of Activity 2 - Testing to evaluate gained knowledge by participants.

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format)	0.25
Testing	Tests with questions	Whiteboard, paper, pencils. Virtual testing platform (in case of online training format)	0.25
Total			0.5

References

- Bauernfeind Et al. (2011). Agricultural plant pest control. Kansas State Research and Extension.
- Ciancio, A., Mukerji, K. G. (2007). General concepts in integrated pest and disease management. Springer.
- Dalip K. (2016). Pest management operators training manual. Inter-American Institute for Cooperation on Agriculture (IICA).
- Dent D. (2000). Insect pest management (2nd Ed.). CABI Publishing.
- Greathead D.J., Waage J.K. (1983). Opportunities for biological control of agricultural pests in developing countries. The World Bank.
- Hinds J. (2020). A whole-farm approach to managing pests. Sustainable Agriculture Research and Education (SARE).
- Horne P.A. (2007). Pest management for organic agriculture. Rural Industries Research and Development Corporation.

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Perry S., Randall C. (2000). Forest pest management: a guide for commercial applicators. Michigan State University, USA.

Randall C. (1998). General pest management: a guide for commercial applicators. Michigan State University, USA.

Sreenivasa Rao C., Murthy L., Kumar S. (2019). Ecologically sustainable strategies for pest management. National Institute of Agricultural Extension Management (MANAGE).

Vreysen M.J.B., Robinson A.S., Hendrichs J. (2007). Area-wide control of insect pests: from research to field implementation. Springer.

Facilitator (educator)

Facilitator (educator) for this subsection must be specialized in life sciences (forestry, biology and etc.) and preferably should have relevant knowledge and experience in entomology.

Moreover, facilitator must be equipped with excellent communication and organizational skills and must be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

Technical expert (i.e. farmer or expert practitioner)

Technical expert for this subsection must have academic background in life sciences (biology, soil sciences, forestry and etc.), relevant knowledge and practical experience in entomology. Moreover, technical expert must be

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equipped with excellent communication skills, promote its expertise comprehensively and successfully lead learning process.

3.4.3 Subsection 4.3 - Identification of plant health problems

Goal

To increase knowledge on plant health problems through addressing the specific concerns associated with identification, accounting and management of pest, weed and disease types through different methods.

Competences

At the end of this subsection, participant will be able to:

- Identify plant diseases according to their symptoms and impacts.
- Identify plant pest types according to their symptoms and impacts.
- Identify weed species according to their impacts.
- Evaluate threats (diseases, pests and weeds) causing 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.

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- Identification of weed species.
- Plant pest and diseases accounting methods.

Educational methodology

Techniques

In this subsection, following techniques will be used:

- Lectures
- Group discussions/testing
- Self-learning

Materials

In this subsection, following materials will be used:

PPT Presentations:

- Ppt No.4.3.1 - Identification of plant diseases according to symptoms.
- Ppt No.4.3.2 - Identification methods of plant pest types according to symptoms.
- Ppt No.4.3.3 - Identification of weed species.
- Ppt No.4.3.4 - Plant pest and diseases accounting methods.

Videos:

- Video No.1 - Identification of plant diseases according to symptoms.
- Video No.2 - Identification methods of plant pest types according to symptoms.

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- Video No.3 - Identification of weed species.
- Video No.4 - Plant pest and diseases accounting methods.

E-Textbooks

E-Textbooks Thematic E-textbooks for additional reading and self-learning.

3.4.3.1 Educational material: Subsection4.3

In this subsection, participants will learn topics related to identification of plant diseases and plant pest types according to symptoms, identification of weed species and accounting methods for plant pest and diseases.

Training will consist of lectures with PPT presentations for providing theoretical knowledge, group discussions on thematic case studies to identify, analyze and solve different problems related to subsection topic, videos for better visualization of the topic, testing to evaluate gained knowledge by participants and additional thematic textbooks in Georgian and English languages for self-learning purposes.

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Table 25. User’s guide for the educational material for subsection 4.3 - Identification of plant health problems

Contents	Material	Duration (h)
Identification of plant diseases according to symptoms	Ppt No.4.3.1 (30 min) Video No.1 (15 min) E-textbook (15 min)	1
Identification methods of plant pest types according to symptoms	Ppt No.4.3.2 (30 min) Video No.2 (15 min) E-textbook (15 min)	1
Identification of weed species	Ppt No.4.3.3 (30 min) Video No.3 (10 min) E-textbook (20 min)	1
Plant pest and diseases accounting methods	Ppt No.4.3.4 (30 min) Video No.4 (20 min) E-textbook (10 min)	1
Activity 1	Worksheets, pencils, whiteboard. Zoom platform (in case of online training format)	1.5
Activity 2	Worksheets, pencils. Virtual testing platform (in case of online training format)	0.5
Total		6

3.4.3.2 Activities: Subsection 4.3

In this subsection, following activities will be conducted:

Activity 1 - Group work on thematic case studies of the subsection.

Description of the activity 1:

15 Participants will be paired in 3 groups and each group will receive a thematic case study for discussion. Each group will find solutions to different challenges related to lectures’ topic and then present their findings to other participants.

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After presentation, further discussion and Q&A will take place. Finally, the case study will be summarized with facilitator and technical expert and overall conclusions will be drawn.

Table 26. Description of Activity 1 - Group work on thematic case studies of the subsection.

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format).	0.25
Group work	Brainstorming, discussion	Whiteboard, paper, pencils. Zoom platform (in case of online training format).	0.75
Concluding remarks	Presentation/Discussion Q & A	Whiteboard. Zoom platform (in case of online training format).	0.5
Total			1.5

Activity 2 - Test for evaluation of gained knowledge.

Description of the activity 2:

Participants will have to take tests with 20 questions related to subsection topic. Testing will give participants an opportunity to evaluate gained knowledge.

Table 27. Description of Activity 2 - Testing to evaluate gained knowledge by participants.

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format).	0.25
Testing	Tests with questions	Whiteboard, paper, pencils. Virtual testing platform (in case of online training format)	0.25
Total			0.5

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-

Facilitator (educator)

Facilitator (educator) for this subsection would preferably be specialized in life sciences (forestry, biology, plant physiology and etc.) and preferably should have relevant knowledge and experience in entomology and phytopathology.

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Moreover, facilitator must be equipped with excellent communication and organizational skills and must be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

Technical expert (i.e. farmer or expert practitioner)

Technical expert for this subsection would preferably have an academic background in life sciences (biology, plant physiology, forestry and etc.), relevant knowledge and practical experience in entomology and phytopathology. Moreover, technical expert must be equipped with excellent communication skills, promote its expertise comprehensively and successfully lead learning process.

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3.5 Module 5. Processing (Theory, by CARD)

3.5.1 Subsection 5.1 - Storage/ post-Harvest Practices

Goal

To provide essential knowledge on post-harvest technologies focusing on the quality of the processing, infrastructure and product. To enhance knowledge on GMP and work safety during the herb processing. Also, to develop design thinking to tackle the challenges in post-harvest technologies and know how to adopt the processing phases for the local needs.

Competences

At the end of this subsection, participant will be able to:

- Identify the steps of post-harvest technology.
- Define post harvest technologies' impact on the final product.
- Identify the primary processing and quality protection.
- Recognize the essential infrastructure in post-harvest technology in order to apply GMP.
- Apply work safety during the herb processing.

Contents

- Post-harvest processing procedures (sorting, primary processing, drying, cooling, quality control, packaging, labelling, storing and documenting).

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- Post-harvest processing infrastructure. Economics and government regulations: GMP.
- Safety, equipment and machinery for herb processing.
- Information sharing and adoption of good herb processing practices.

Educational methodology

Techniques

In this subsection, following techniques will be used:

- Lectures
- Group discussions/brainstorming
- Self-learning
- Collaborative learning
- Action learning
- Q&A

Materials

In this subsection, following materials will be used:

PPT Presentations

- PPT-Theory Module 5-Processing-5.1.1-Post Harvest Practices
- PPT-Theory Module 5-Processing-5.1.2-Post Harvest Processing Infrastructure

Videos:

- Video No. 1- [Post Harvest Processing of MAP](#)
- Video No. 2- [Post Harvest Hygiene](#)

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- Video No. 3- [Processing and Certification](#)

E-Textbooks

Additional thematic reading materials will be provided to the audition for further self-learning of the subsection topic.

3.5.1.1 Educational material: Subsection 5.1

The module allows participants to enhance knowledge on post-harvest technologies focusing on the quality of its processing, product, infrastructure as well as on the safety of post-harvest technology. It encompasses elaborated different educational materials such as Text materials and PPT for lectures. Special activities were designed to involve the participants into a group discussions and work in order to improve practical knowledge on GAP for the post harvest processing and infrastructure. Participants will join different activities during the module and share feedback to facilitator and technical expert. Participants will be able to increase knowledge directly from expert, peer-discussions, collaborative learning, action learning, reading materials, group work, simulators, to imitate real work experiences applicable for use cases. This module contains videos for better visualization of the topic will be provided, testing to evaluate gained knowledge among the participants and additional educational materials in Armenian and in English for self-learning will be provided.

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Table 28. User’s guide for the educational material for subsection 5.1 Storage/ post-harvest practices

Contents	Material	Duration (h)
Post-harvest processing procedures. Information sharing and adoption of good herb processing practices.	PPT-Theory Module 5-Processing-5.1.1-Post Harvest Practices -1.1 (90 min) Video No.1 (20 min) E-textbook (30 min)	2,30
Post-harvest processing infrastructure. Economics and government regulations: GMP.	PPT-Theory Modul 1-Conservation-1.2 (1 h) Video No.3 (15 min) E-textbook (30 min)	1,45
Safety, equipment and machinery for herb processing.	PPT-Theory Modul 1-Conservation-1.2 (60min) Video No.2(15 min) E-textbook (30 min)	2
Activity 1	Worksheets, pencils, whiteboard. Zoom platform (in case of online training format)	2,5
Activity 2	Worksheets, pencils, whiteboard. Zoom platform (in case of online training format)	1
Total		7,5 h (academic 10h)

3.5.1.2 Activities: Subsection 5.1

In this subsection, following activities will be conducted:

Activity 1 - Group work on post harvest processes and infrastructure based on GMP will be conducted.

Description of the activity 1:

15 Participants will be paired in 3 groups and each group will define local business herbs post harvest technologies and infrastructure technologies to design based on GMP practices and regulations. After group presentations,

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further discussion and Q&A will take place. Finally, the case study will be summarized with facilitator and technical expert and overall conclusions will be drawn.

Table 29. Description of Activity 1- Group work on post harvest processes and infrastructure based on GMP will be conducted

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format)	0.25
Group work	Brainstorming, Discussion	Whiteboard, paper, pencils. Zoom platform (in case of online training format)	1,5
Concluding remarks	Presentation/Discussion/ Q & A	Whiteboard. Zoom platform (in case of online training format)	0.35
Total			2,5

Activity 2 - Test for evaluation of gained knowledge.

Description of the activity 2:

Participants will have to take tests with 20 questions related to subsection topic. Testing will give participants an opportunity to evaluate gained knowledge.

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Table 30. Description of Activity 2 - Testing to evaluate gained knowledge by participants

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format).	0.25
Testing	Tests with questions	Whiteboard, paper, pencils. Virtual testing platform (in case of online training format).	0.35
Total			1

3.5.2 Subsection 5.2 - Drying techniques

Goal

To enhance knowledge on herbs drying techniques emphasizing novel drying techniques and addressing the specific issues associated with the selection of drying methods and temperature relevant to each herbal plants.

Competences

At the end of this subsection, participant will be able to:

- Identify the types of drying techniques.
- Apply novel drying infrastructure

Contents

- Traditional and new techniques in drying.
- Other technique to preserve the products: Innovative drying techniques.

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Educational methodology

Techniques

In this subsection, following techniques will be used:

- Lectures
- Group discussions/brainstorming
- Self-learning
- Collaborative learning
- Action learning
- Q&A

Materials

In this subsection, following materials will be used:

PPT Presentations

- PPT-Theory Module 5-Processing-5.2-Drying Technologies

Videos:

- Video No. 1- [How to dehydrate and store herbs](#)
- Video No. 2- [Vacuum Dryer](#)
- Video No. 3- [Spray Dryer](#)

E-Textbooks

Additional thematic reading materials will be provided to the audition for further self-learning of the subsection topic.

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3.5.2.1 Educational material: Subsection 5.2

The module allows participants to enhance knowledge on post-harvest technologies focusing on drying technology and temperature relevant to each plant species. It encompasses different educational techniques such as lectures, discussions, self-learning, collaborative learning etc. and materials; like PPT presentations, videos, detective materials, publications and thematic e-books. Participants will join different activities during the module to work on different herbs drying technologies. Participants will be able to increase knowledge directly from expert, peer-discussions, collaborative learning, action learning, reading materials, group work, simulators, to imitate real work experiences applicable for use cases. This module contains videos for better visualization of the topic will be provided, testing to evaluate gained knowledge among the participants and additional educational materials in Armenian and in English for self-learning will be provided.

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Table 31. User’s guide for the educational material for subsection 5.2 Drying Technologies

Contents	Material	Duration (h)
Traditional drying techniques. New drying techniques.	PPT-Theory Module 5-Processing-5.2-Drying Technologies (90 min)	2,30
	Video No. 1 (25min)	
Other techniques to preserve the product.	Video No.2 (20 min)	1,45
	E-textbook (30 min)	
	PPT-Theory Module 5-Processing-5.2-Drying Technologies (90 min)	
Activity 1	Video No.3 (15 min)	2,5
	E-textbook (30 min)	
Activity 2	Worksheets, pencils, whiteboard.	1
	Zoom platform (in case of online training format)	
Total		7,5 h (academic 10h)

3.5.2.2 Activities: Subsection 5.2

In this subsection, following activities will be conducted:

Activity 1 - Group work on different herbs drying technologies and processes will be conducted.

Description of the activity 1:

15 Participants will be paired in 3 groups and each group will define local herbs drying technologies e.g. temperature differences during different product among the same herb and different temperature among different herbs, know how to develop their business infrastructure based on novel technologies. After group presentations, further discussion and Q&A will take place. Finally, the case study

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will be summarized with facilitator and technical expert and overall conclusions will be drawn.

Table 32. Description of Activity 1- Group work on different herbs drying technologies and processes will be conducted.

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format)	0.25
Group work	Brainstorming, Discussion	Whiteboard, paper, pencils. Zoom platform (in case of online training format)	1,75
Concluding remarks	Presentation/Discussion/ Q & A	Whiteboard. Zoom platform (in case of online training format)	0.35
Total			2,75

Activity 2 - Test for evaluation of gained knowledge.

Description of the activity 2:

Participants will have to take tests with 20 questions related to subsection topic. Testing will give participants an opportunity to evaluate gained knowledge.

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Table 33. Description of Activity 2 - Testing to evaluate gained knowledge by participants

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format).	0.25
Testing	Tests with questions	Whiteboard, paper, pencils. Virtual testing platform (in case of online training format).	0.35
Total			1

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- Pandey, A.K., Savita, Harvesting and post-harvest processing of medicinal plants: Problems and prospects. *The Pharma Innovation Journal*, 2017, 6(12), 229-235
- 3TNAU Agritech Portal : Good Agricultural Practices (GAP)
https://agritech.tnau.ac.in/gap_gmp_glp/gap_Guidelines_%20farmers.html
- Standard for Good Field Collection Practices of Medicinal Plants- National Medicinal Plants Board
https://qcin.org/public/uploads/ckdocs/1586972175.5.%20STANDARD_FOR_GFCP.pdf
- https://www.nmpb.nic.in/sites/default/files/publications/Good_Field_Collection_Practices_GFCPs_BookletPart-I.pdf
- Safarov J.E., Abdurakhmanova Z.A., Sultanova Sh.A. Study thermal characteristics of medicinal plants. VII International scientific-technical conference "in the XXI century, Refrigeration and Food Technology". November 17-20, 2015. St. Petersburg. Pp 129.
- Sultanova Sh.A., Khonboev F.Z., Tuxtaboyev A. Intensification of convective dryers for medicinal plants. Fourth All-Russian Student Scientific Conference "The intensification of heat-massexchange processes, Safety and Environment" 16-18 December 2015 in Kazan. Republic of Tatarstan. Russia. Pp 162.

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Ginzburg A.S. Fundamentals of the theory and technology of drying foods. M.: Food Industry, 1973. - 528 p.

Facilitator (educator)

Facilitator (educator) for this subsection would preferably be specialized in life sciences (plant science, crop cultivation, post-harvest technology, biology, food technology etc.) and preferably should have relevant knowledge and experience in herbs production.

Moreover, facilitator must have the excellent communication and organizational skills and should be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

Technical expert (i.e. farmer or expert practitioner)

Technical expert for this subsection would preferably have an academic background in life sciences (crop production, post-harvest technology, biology, plant sciences, ecology and etc.), relevant knowledge and long-term experience in crop production. Moreover, technical expert must have the excellent communication skills, promote its expertise comprehensively and successfully lead learning process.

3.6 Module 6. Legislation (Theory, by ODIMM)

3.6.1 Subsection 6.1: Understanding of legislation for products, taxes, cultivation, etc.

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Goal:

To enhance knowledge and skills for understanding of European / international/ National legal framework on the cultivation, processing and marketing of aromatic, medicinal and condimentary plants, and herb products with commercial value added and apply them on environmental standards in the collection of herbs and production.

Competences:

At the end of this subsection, participant will be able to:

- Understand the legislation for products, cultivation, propagation and taxes in herb sector and plant products with commercial value added.
- Apply the knowledge gained on Environmental policy: general principles and basic framework
- Understanding and use of the legal norms: Fiscal code, taxes and duties, regulation and authorization in the process of developing entrepreneurial activities in herb sector.
- Apply the legal framework for developing the entrepreneurial activity in herb sector
- Define their legal forms of organization of the
- Acquire knowledge on the rights and obligations in the entrepreneurial activity
- Use of legislative provisions regarding the accounting and financial reporting
- Use of legislative provisions regarding the accounting and financial reporting
- Understanding and use of the legal norms: Fiscal code, taxes and duties, regulation and authorization in the process of developing entrepreneurial activities in herb sector

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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.

Educational methodology

Techniques

In this subsection, following techniques will be used:

- Lessons
- Lectures
- Group discussions/testing
- Self-learning
- Collaborative learning
- Quiz
- Q&A

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Materials

In this subsection, following materials will be used:

PPT Presentations:

- *PPT 1: Theory_Module_Legislation_ENG_Bloc_1_Tema_1_FV3 Theme 1: National legislation on the cultivation, processing and marketing of aromatic, medicinal and condimentary plants, and herbal products with commercial value added*
- *PPT 2: Theory_Module_Legislation_ENG_Bloc_1_Tema_2_FV3 Theme 2: European / international legal framework on environmental protection and biodiversity conservation, protection of endemic and endangered plants*
- *PPT 3: Theory_Module_Legislation_ENG_Bloc_1_Tema_3_FV3 Theme 3 The legal framework regarding the entrepreneurial activity in the Republic of Moldova. Legal status and forms of organization of entrepreneurial activity. Rights and obligations of the contractor.*
- *PPT 4: Theory_Module_Legislation_ENG_Bloc_1_Tema_4_FV3 Theme 4: Fiscal code. Accounting and Financial Reporting Law. Taxes and fees.*
- *PPT 5: Theory_Module_Legislation_ENG_Bloc_2_Tema_5_FV3 Theme 5: Environmental standards for the cultivation, collection and processing of aromatic, medicinal and condimentary plants*

E-Textbooks

English language:

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- https://ec.europa.eu/environment/nature/legislation/index_en.htm
- Document of Strategic Policies for the Protection of Biodiversity in Albania:
- file:///D:/HEGO%20Proiect/T2/T2%20Moldova/A%20H%20materiale%20educational%20gasite_in%20en%20in%20ro%20si%20eng/Strategic%20Document%20of%20Biodiversity%20Policy%20Albania-english.pdf
- Legal Framework for Pontocaspian Biodiversity Conservation in the Danube Delta (Romania and Ukraine) :
- <https://www.frontiersin.org/articles/10.3389/fcosc.2022.814781/full>
- European Red List of Trees:
- <https://portals.iucn.org/library/sites/library/files/documents/RL-4-026-En.pdf>
- Guidance Note for Standard 3 on Biodiversity and Ecosystems
- https://www.eib.org/attachments/strategies/guidance_note_for_standard_3_on_biodiversity_and_ecosystems_en.pdf
- What requirements must spices and herbs comply with to be allowed on the European market?
- <https://www.cbi.eu/market-information/spices-herbs/what-requirements-should-your-product-comply>
- <https://www.cbi.eu/market-information/natural-ingredients-health-products/buyer-requirements>

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- VAT rates applied in the Member States of the European Union Situation at 1st January 2021
- https://ec.europa.eu/taxation_customs/system/files/2021-06/vat_rates_en.pdf
- Romanian language:
 - GHID PRACTIC PRIVIND CULTIVAREA LAVANDEI ȘI ADMINISTRAREA AFACERII

3.6.1.1 Educational material: Subsection 6.1

The module allows participants to improve their knowledge in legal requirements as for agricultural business in herb sector.

It encompasses different educational techniques such as lectures, discussions, self-learning, team discussions, group discussions, quiz, sessions “Questions and Answers”, etc... Educational material are concentrated in PPT presentations, which contains for every session: video for self-learning, materials for interactive learning, like practical tasks, success story, some specialized publications and didactic educational materials. Participants will join different activities during the module and share feedback to facilitator and technical expert. Participants will be able to increase knowledge directly from expert, peer-discussions, reading materials, group work, simulators, to imitate real work experiences applicable for use cases. The module offers text and video materials for participants in national language, as well as in English.

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Table 34. User’s guide for the educational material for subsection 6.1 - Understanding of legislation for products, taxes, cultivation, propagation of herbs, etc.

Contents	Material	Duration (h)
National legislation on the cultivation, processing and marketing of aromatic, medicinal and condimentary plants, and herbal products with added commercial value	PPT: Theory_Module_Legislation_ENG_Bloc_1_Theme_1_FV3 Theme 1: National legislation on the cultivation, processing and marketing of aromatic, medicinal and condimentary plants, and herbal products with added commercial value	3 hours
European / international legal framework on environmental protection and biodiversity conservation, protection of endemic and endangered plants	PPT: Theory_Module_Legislation_ENG_Bloc_1_Theme_2_FV3 Theme 2: European / international legal framework on environmental protection and biodiversity conservation, protection of endemic and endangered plants	3 hours
Legal framework regarding the entrepreneurial activity in the Republic of Moldova. Legal status and forms of organization of entrepreneurial activity. Rights and obligations of the contractor	PPT: Theory_Module_Legislation_ENG_Bloc_1_Theme_3_FV3 Theme 3: The legal framework regarding the entrepreneurial activity in the Republic of Moldova. Legal status and forms of organization of entrepreneurial activity. Rights and obligations of the contractor.	4 hours
Fiscal code. Accounting and Financial Reporting Law. Taxes and fees	PPT: Theory_Module_Legislation_ENG_Bloc_1_Theme_4_FV3 Theme 4: Fiscal code. Accounting and Financial Reporting Law. Taxes and fees	4 hours
Activity 1	Zoom platform (for the trainings in online format) Worksheets, pencils, whiteboard. PPT presentation Publications, Teaching materials. Virtual testing platform (in case of online training format) Interactive digital whiteboard	0.5 hours
Activity 2	Zoom platform (for the trainings in online format) Worksheets, pencils.	0.5 hours

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	PPT presentation Publications, Teaching materials. Virtual testing platform (in case of online training format) Interactive digital whiteboard	
Total		15 hours

3.6.1.2 Activities: Subsection 6.1

In this subsection, following activities will be conducted:

Activity 1 - Group work on thematic case studies of the subsection.

Description of the activity 1: 15 Participants will be paired in 3 groups and each group will receive a thematic case study for discussion. Each group will find solutions to different challenges related to lectures' topic and then present their findings to other participants.

After group presentations, further discussion and Q&A will take place. Finally, the case study will be summarized with facilitator and technical expert and overall conclusions will be drawn.

Table 35. Description of Activity 1- Group work on thematic case studies of the subsection

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format).	0.25
Group work	Brainstorming, discussion	Whiteboard, paper, pencils. Zoom platform (in case of online training format).	1 hour
Concluding remarks	Presentation/Discussion Q & A	Whiteboard. Zoom platform (in case of online training format)	0.5 hours
Total			

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Activity 2 - Test for evaluation of gained knowledge.

Description of the activity 2:

Participants will have to take tests with questions related to subsection topic. Testing will give participants an opportunity to evaluate gained knowledge during the legislation training module.

Table 36. Description of Activity 2 - Testing to evaluate gained knowledge by participants

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format)	0.25
Testing	Tests with questions	Whiteboard, paper, pencils. Virtual testing platform (in case of online training format)	0.25
Total			0.5

3.6.2 Subsection 6.2: Regulations on certifications, quality and environmental standards in the sector of medicinal plants with added commercial value

Goal:

To enhance knowledge and skills on Environmental standards for the cultivation, collection and processing of aromatic and medicinal plants, Certification of herbs and plant products of high commercial value; Ecological certification; Registration of Patents; Trademarks and intellectual property rights (IPR), Registration in the Register of the European Chemicals Agency (ECHA) as an

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exporter of essential oil; 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.

Competences

At the end of this subsection, participant will be able to:

- Apply the skills and knowledge of national regulations on the certification of herbs and plant products with commercial value added
- Understand and meet the requirements for the c Ecological certification of herbs and plant products with commercial value added
- Perform the procedures for registration of Patents, Trademarks and intellectual property rights (IPR)
- Understand the general principles of organic certification 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.
- Certificate the organic products, and compliance with control measures
- Apply the knowledge gained for the authorization procedures of products and substances for use in organic production, and to meet the obligations and actions in case of suspicion of non-compliance
- Understand and perform the registration procedures of the herb enterprise in the Register of the European Chemicals Agency (ECHA) as an exporter of

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essential oil. The status of Member of the European Federation of Essential Oils

- Perform the import / export procedures for herbs and plant products with commercial value added. Conducting of customs procedures in accordance with Incoterms 2020.
- To comply with legal procedures and regulations on exports of herbs and plant products to EU markets and internationally. Documents required for the export of herbs and plant products.

Contents

- Environmental standards for the cultivation, collection and processing of aromatic, medicinal and spicy herbs.
- Certification of herbs, medicinal and condimentary, and plant products of high commercial value. Ecological certification
- EU regulations on organic certification of plant products, labeling of organic products and control
- Registration of patents, trademarks and intellectual property rights for plant products
- Customs procedures and documents required for import / export operations with commercial value-added plants and plant products

Educational methodology

Techniques

In this subsection, following techniques will be used:

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- Lectures
- Group discussions/testing
- Self-learning

Materials

In this subsection, following materials will be used:

PPT Presentations:

- PPT 5: Theory_Module_Legislation_ENG_Bloc_2_Theme_5_FV3 - ***“Environmental standards for the cultivation, collection and processing of aromatic, medicinal and condimentary plants”***
- PPT 6: Theory_Module_Legislation_ENG_Bloc_2_Tema_6_FV3 - ***“National regulations on the registration of plants in the Annual Catalog of Plant Varieties, Permitted for Cultivation”***
- PPT 7: Theory_Module_Legislation_ENG_Bloc_2_Tema_7_FV3 - ***“Certification of herbs, medicinal and condimentary, and plant products of high commercial value. Ecological certification”***
- PPT 8: Theory_Module_Legislation_ENG_Bloc_2_Tema_8_FV3 - ***“EU regulations on organic certification of plant products, labeling of organic products and control”***
- PPT 9: Theory_Module_Legislation_ENG_Bloc_2_Tema_9_FV3 - ***“Registration of patents, trademarks and intellectual property rights for plant products”***

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- PPT 10: Theory_Module_Legislation_ENG_Bloc_2_Tema_10_FV3 - ***“Procedure for registration in the European Chemicals Agency (ECHA) Register as an exporter of essential oils. Obtaining Membership of the European Federation of Essential Oils”***
- PPT 11: Theory_Module_Legislation_ENG_Bloc_2_Tema_11_FV2 - ***“Customs procedures and documents required for import / export operations with commercial value-added plants and plant products”***

E-Textbooks

Thematic E-textbooks for additional reading and self-learning:

E-textbooks in Romanian language

- [Strategy for 2014-2023 and the Action Plan for its implementation](#)
- https://www.legis.md/cautare/getResults?doc_id=112032&lang=ro
- https://www.legis.md/cautare/getResults?doc_id=112032&lang=ro
- https://www.legis.md/cautare/getResults?doc_id=112032&lang=ro
- https://www.legis.md/cautare/getResults?doc_id=112032&lang=ro
- https://www.legis.md/cautare/getResults?doc_id=112032&lang=ro
- [LP1515/1993 \(legis.md\)](#)
- Law of the Republic of Moldova no. 1515 of 16.06.1993 on the protection of the environment, with subsequent amendments.
https://www.legis.md/cautare/getResults?doc_id=112032&lang=ro

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- Art. 75 of the Law of the Republic of Moldova no. 1515 of 16.06.1993 on the protection of the environment, with subsequent amendments.
- **Σφάλμα! Η αναφορά της υπερ-σύνδεσης δεν είναι έγκυρη.** www.legis.md/cautare/getResults?doc_id=112032&lang=ro

Textbooks in English language

- [EUR-Lex - 32008L0105 - EN - EUR-Lex \(europa.eu\)](#)
- EU water directive (Directive 2000/60 / EC) [EUR-Lex - l28002b - EN - EUR-Lex \(europa.eu\)](#)
- DIRECTIVE 2008/105/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL, of 16 December 2008, on environmental quality standards in the field of water policy, amending and subsequently repealing Council Directives 82/176/EEC, 83/513/EEC, 84/156/EEC, 84/491/EEC, 86/280/EEC and amending Directive 2000/60/EC of the European Parliament and of the Council [EUR-Lex - 32008L0105 - EN - EUR-Lex \(europa.eu\)](#)
- https://www.shop.standard.md/en/search_standards
- Regulation (EU) 2018/848 of the European Parliament and of the Council of 30 May 2018 on organic production and labelling of organic products and repealing Council Regulation (EC) No 834/2007 [EUR-Lex - 32018R0848 - EN - EUR-Lex \(europa.eu\)](#)

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- [Legislation for the organics sector | Comisia Europeană \(europa.eu\)](https://ec.europa.eu/info/food-farming-fisheries/farming/organic-farming/legislation_ro)
https://ec.europa.eu/info/food-farming-fisheries/farming/organic-farming/legislation_ro
- <https://kingwest.co.uk/a-guide-to-the-code-of-good-agricultural-practice-of-water/>
- <https://www.informea.org/en/legislation/european-union-good-agricultural-practice-protection-waters-regulations-2017-si-no-605>

3.6.2.1 Educational material: Subsection 6.2

In this subsection, participants will learn topics related to: Environmental protection requirements; Harmonization of legislation referent to herb sector; Responsibilities of individuals /legal entities from herb sector; Soil protection; Codes of good agricultural practice for water protection, Biodiversity protection, Environmental management system; Regulations on the registration of plants in the Catalog of Plant Varieties; EU regulations on organic certification; Registration of patents; Trademarks and intellectual property rights for plant products; Registration in the European Chemicals Agency Register (ECHA), etc.

Training will consist of lectures with PPT presentations for providing theoretical knowledge, group discussions on thematic case studies to identify, analyze and solve different problems related to subsection topic, videos for better visualization of the topic, testing to evaluate gained knowledge by

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participants and additional thematic textbooks in Romanian and English languages for self-learning purposes.

Table 37. User’s guide for the educational material for subsection 6.2 - Regulations on certifications, quality and environmental standards in the sector of medicinal plants with commercial value added

Contents	Material	Duration (h)
Environmental standards for the cultivation, collection and processing of aromatic, medicinal and condimentary plants	Ppt: Theory_Module_Legislation_ENG_Bloc_2_Theme_5_FV3 “Environmental standards for the cultivation, collection and processing of aromatic, medicinal and condimentary plants”	3.5 hours
National regulations on the registration of plants in the Annual Catalog of Plant Varieties, Permitted for Cultivation	Ppt: Theory_Module_Legislation_ENG_Bloc_2_Theme_6_FV3 “National regulations on the registration of plants in the Annual Catalog of Plant Varieties, Permitted for Cultivation”	3 hours
Certification of herbs, medicinal and condimentary, and plant products of high commercial value. Ecological certification	Ppt: Theory_Module_Legislation_ENG_Bloc_2_Theme_7_FV3 “Certification of herbs, medicinal and condimentary, and plant products of high commercial value. Ecological certification”	3.5 hours
EU regulations on organic certification of plant products, labeling of organic products and control	Ppt: Theory_Module_Legislation_ENG_Bloc_2_Theme_8_FV3 “EU regulations on organic certification of plant products, labeling of organic products and control”	4.5 hours
Registration of patents, trademarks and intellectual property rights for plant products	PPT: Theory_Module_Legislation_ENG_Bloc_2_Theme_9_FV3 “Registration of patents, trademarks and intellectual property rights for plant products”	7 hours
Procedure for registration in the Register of the European Chemicals Agency (ECHA) as an exporter of essential oils. Obtaining Membership of	PPT: Theory_Module_Legislation_ENG_Bloc_2_Theme_10_FV3 “Procedure for registration in the European Chemicals Agency (ECHA) Register as an exporter of essential oils. Obtaining Membership of the European Federation of Essential Oils”	3 hours

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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.

PPT: Theory_Module_Legislation_ENG_Bloc_2_Theme_11_FV2

“Customs procedures and documents required for import /
export operations with commercial value-added plants and
plant products”

4.5
hours

Activity 1

Worksheets, pencils, whiteboard.
Zoom platform (in case of online training format)

0.5 hour

Activity 2

Worksheets, pencils.
Virtual testing platform (in case of online training format)

0.5 hour

Total

**30
hours**

Trainings will consist of lectures with PPT presentations for providing theoretical knowledge, group discussions on thematic case studies to identify, analyze and solve different problems related to subsection topic, videos for better visualization of the topic, testing to evaluate gained knowledge by participants and additional thematic textbooks in Romanian and English languages for self-learning purposes.

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3.6.2.2 Activities: Subsection 6.2

In this subsection, following activities will be conducted:

Activity 1 - Group work on thematic case studies of the subsection.

Description of the activity 1:

15 Participants will be paired in 3 groups and each group will receive a thematic case study for discussion. Each group will find solutions to different challenges related to lectures' topic and then present their findings to other participants.

After presentation, further discussion and Q&A will take place. Finally, the case study will be summarized with facilitator and technical expert and overall conclusions will be drawn.

Table 38. Description of Activity 1 - Group work on thematic case studies of the subsection

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format). PPT presentation Publications Teaching materials	0.5 hours
Group work	Brainstorming, Discussion	Whiteboard, paper, pencils. Zoom platform (in case of online training format). Interactive digital whiteboard	0.75 hours
Concluding remarks	Presentation/Discussion Q & A	Whiteboard. Zoom platform (in case of online training format).	0.5 hours
Total			1.75

Activity 2 - Test for evaluation of gained knowledge.

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Description of the activity 2:

Participants will have to take tests with questions related to subsection topic. Testing will give participants an opportunity to evaluate gained knowledge.

Table 39. Description of Activity 2 - Testing to evaluate gained knowledge by participants

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format).	0.25 hours
Testing	Tests with questions	Whiteboard, paper, pencils. Interactive digital whiteboard Virtual testing platform (in case of online training format)	0.25 hours
Total			0.5 hours

References

National Legislation of Republic of Moldova

- Law of the Republic of Moldova no. 239 of 08.11.2007 to the vegetable kingdom;
- Law no. 39 of 29.02.2008 on the protection of plant varieties;
- Government Decision no. 43 of 15.01.2013 for the approval of the Regulation on testing and admission of varieties in the Catalog of Plant Varieties.
- Law no. 68 of 05.04.2013 about seeds;
- Law no. 422 of 22.12.2006 on general product security.

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- Law no. 228 of 23.09.2010 on plant protection and phytosanitary quarantine.
- Law no. 119 of 22.06.2004 on phytosanitary products and fertilizers.
- Internal procedures of the National Agency for Food Safety.
- Law no. 257 of 27.07.2006 on the organization and functioning of the markets of agricultural and agri-food products.
- Law no. 312 of 20.12.2013 on agricultural producer groups and their associations.

2. Legal framework for organic farming:

- Law no. 115 of 09.06.2005 on ecological agri-food production.
- Government Decision no. 149 of 10.02.2006 for the implementation of the Law on organic agri-food production.
- Government Decision no. 1078 of 22.09.2008 on the approval of the Technical Regulation "Organic agri-food production and labeling of organic agri-food products"

3. Legal framework governing the obligations of the manufacturer in relation to the consumer:

- Law no. 279 of 15.12.2017 on informing the consumer about food products.
- Law no. 105 of 13.03.2003 on consumer protection.

References at national level (from Republic of Moldova)

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- Law of the Republic of Moldova no. 1515 of 16.06.1993 on the protection of the environment, with subsequent amendments;
- Law of the Republic of Moldova no. 755 of 21.12.2001 on biological security, with subsequent amendments;
- Law of the Republic of Moldova no. 119 of 22 April 2004 on plant protection products and fertilizers, as subsequently amended;
- Water Law of the Republic of Moldova no. 272 of 23.12.2011, with subsequent amendments;
- Law on waste of the Republic of Moldova no. 209 of 29.07.2016, with subsequent amendments;
- The environmental strategy of the Republic of Moldova, for the years 2014 - 2023, and the Action Plan for its implementation, approved by Government Decision no. 301 of 24.04.2014;
- Government Decision no. 836 of 29.10.2013 of the Republic of Moldova, for the approval of the Regulation on the prevention of water pollution from agricultural activities;
- Code of good agricultural practices of the Republic of Moldova, approved by the Order of the Ministry of Agriculture, Regional Development and Environment no. 160 of 27.07.2020;
- www.ipm.gov.md
- www.mediu.gov.md
- <http://www.meteo.md/images/uploads/news/CODUL%20DE%20BUNE%20PRACTICI%20AGRICOLE.pdf>

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- <https://eur-lex.europa.eu/legal-content/RO/TXT/PDF/?uri=CELEX:32000L0060&from=RO>
- <https://eur-lex.europa.eu/legal-content/RO/TXT/HTML/?uri=LEGISSUM:l28180>
- <https://administrare.info/domenii/economie/15398-sisteme-de-management-de-mediu>
- https://www.legis.md/cautare/getResults?doc_id=107644&lang=ro
- <https://www.slideshare.net/Standardizare/5standardele-de-mediu-i-dezvoltarea-durabil>
- Law no. 39 of 29.02.2008 *of the Republic of Moldova*, on the protection of plant varieties, version in force since 24.06.2016 based on amendments by Parliament Law no. 101 of 26.05.2016, Official Gazette no. 169-183 / 24.06.2016, art. 355
- Government Decision no. 43 of 15.01.2013 for the approval of the Regulation on the testing and admission of varieties in the Catalog of plant varieties, with the latest amendments approved by Government Decision no. 1143 of 11/21/2018, published in the Official Gazette of the Republic of Moldova no. 13-21 / 18.01.2019, art. 7, in force since 18.01.2019
- <https://cstsp.md/ro/catalogul-soiurilor-de-plante-.html>
- www.legis.md
- LAW of the Republic of Moldova No. 228 of 23-09-2010 on plant protection and phytosanitary quarantine
- Government Decision of the Republic of Moldova no. 149 from February 10, 2006 REGULATION on the system of inspection and certification of organic agri-food production

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- LAW of the Republic of Moldova No. 115 of 09-06-2005 regarding the ecological agri-food production
- Government DECISION of the Republic of Moldova, No. 1078 of 22-09-2008 on the approval of the Technical Regulation "Organic agri-food production and labeling of organic agri-food products"
- Government DECISION No. 149 of 10-02-2006 for the implementation of the Law on organic agri-food production Ghid practic pentru producția vegetală în agricultura ecologică
- <https://madr.gov.md/ro/content/agricultura-ecologic%C4%83>
- REGULATION (EU) 2018/848 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 30 May 2018 on organic production and labeling of organic products and repealing Regulation (EC) No 1234/2007 Council Regulation (EC) No 834/2007
- EU rules on the production and labeling of organic products (since 2022) - <https://eur-lex.europa.eu/legal-content/RO/TXT/HTML/?uri=LEGISSUM:4353956>
- COMMISSION REGULATION (EC) No 889/2008 of 5 September 2008 laying down detailed rules for the application of Regulation (EC) No Council Regulation (EC) No 834/2007 on organic production and labeling of organic products as regards organic production, labeling and control
- Law of the Republic of Moldova, on state regulation of foreign trade activity no. 1031 of 8.06.2000. - MO no. 119- 120/838 of 21.09.2000;
- Law of the Republic of Moldova on the regulation of the repatriation of funds, goods and services from foreign economic transactions no. 1466 of 29.01.1998.- OJ no. 28 of 2.04.1998;

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- Law of the Republic of Moldova no. 228 of 23.09.2010 on plant protection and phytosanitary quarantine;
- Decision of the Government of the Republic of Moldova no. 1599 of 13.12.2002. - OJ no. 174 of 20.12. 2002, On the rules of origin of goods.
- Law of the Republic of Moldova no. 25 / 04.03.2016 on the application of international restrictive measures;
- Government Decision of the Republic of Moldova no. 558 of 22.07.2011 on emergency measures in the phytosanitary field to prevent the introduction and spread in the Republic of Moldova of quarantine bodies;
- Regulation on the application of the customs destination provided by the Customs Code of the Republic of Moldova, approved by the Decision of the Government of the Republic of Moldova no. 1140 of 2.11.2005. -OJ no. 157 of 25.11.2005.
- Government Decision no. 594 of 20.08.2011 on the approval of the Special Requirements for the introduction and circulation of plants, plant products and other objects on the territory of the Republic of Moldova.
- Government Decision of the Republic of Moldova no. 93 of 01.02.2013 on the approval of the Regulation on the refund of value added tax;
- Government Decision of the Republic of Moldova no. 970 of 17.11.2014 on the approval of the Regulation on the creation and operation of the one-stop shop for the issuance of the phytosanitary certificate for export / re-export;
- Government Decision of the Republic of Moldova no. 1408 of 10.12.2008 regarding the approval of some sanitary-veterinary norms;

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- Government Decision of the Republic of Moldova no. 904 of 13.11.2013 on the approval of the Regulation on the procedure for electronic customs clearance of export goods, Order of the Customs Service of the Republic of Moldova no. 276 of 24.10.2002.- OJ no. 162 of 6.12.2002 on the completion of customs documents for the customs clearance of goods from foreign economic transactions.
- Guidance on Authorized Economic Operators (ver.6) prepared by DG-TAXUD (European Commission)
- The Regional Convention on Pan-Euro-Mediterranean Preferential Rules of Origin, acceded by the Republic of Moldova by the Law no. 111 / 28.05.2015 of the Republic of Moldova
- Government Decision no. 1140 / 02.11.2005 for the approval of the Regulation on the application of customs destinations provided by the Customs Code of the Republic of Moldova;
- Guide_EXPORT_PROCEDURES_OF_AGRO-FOOD_PRODUCTS, Dr. Nicolae Dumbrăveanu, year 2014
- EXPORT PROCEDURES FOR AGRI-FOOD PRODUCTION IN THE REPUBLIC OF MOLDOVA ON EUROPEAN UNION MARKETS, November 2017;
- Regulation (EC) no. Regulation (EC) No 1907/2006 on the registration, evaluation, authorization and restriction of chemicals for the establishment of the European Chemicals Agency;
- Regulation (EC) No Regulation (EC) No 1272/2008 on classification, labeling and packaging (CLP) is based on the United Nations Global Harmonized System (GHS) and aims to ensure a high level of protection

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- of health and the environment and the free movement of substances, mixtures and articles;
- Biocidal Products Regulation (BPR, Regulation (EU) no. 528/2012];
 - Regulation (EU) no. 649/2012 on the prior informed consent procedure (PIC Regulation);
 - Directive 2008/98 / EC of the European Parliament and of the Council of 19 November 2008 on waste and repealing certain Directives;
 - Stockholm Convention on Persistent Organic Pollutants (POPs).
 - Statute of the European Federation of Essential Oils
 - Directive (EC) no. 48/2004 of the European Parliament and of the Council of 29 April 2004 on the enforcement of intellectual property rights;
 - Introductory guide for producers on registration of geographical indications and designations of origin, State Agency for Intellectual Property of the Republic of Moldova, AGEPI 2012;
 - Law on the protection of geographical indications, designations of origin and traditional specialties guaranteed no. 66-XVI (adopted on 27.03.2008, in force since 25.10.2008) 18. Law no. 101 of 12.06.2014
 - "Practical guide for identifying potential products, beverages, dishes and crafts to be registered as Protected Geographical Indications (PGI), Protected Designations of Origin (PDO) and Guaranteed Traditional Specialties (TSG) in the Republic of Moldova" Chisinau, 2017;
 - http://agepi.gov.md/sites/default/files/ipr_project/Site_Guideline_RO_M_GI_%2004-09-2017.pdf

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- www.customs.gov.md
- www.trade.gov.md
- www.ansa.gov.md

References at European level

- <https://ec.europa.eu/info/food-farming-fisheries/food-safety-and-quality/certification/quality-labels/geographical-indications-register/>
- https://europa.eu/youreurope/business/running-business/intellectual-property/geographical-indications/index_ro.htm
- https://europa.eu/youreurope/business/running-business/intellectual-property/trade-marks/index_ro.htm https://ec.europa.eu/growth/industry/strategy/intellectual-property_en
- <https://efeo.eu/about-us/statutes/>
- https://ec.europa.eu/environment/chemicals/reach/reach_en.htm
- https://www.reachinfo.eu/?gclid=EAlaIQobChMI5tLDp-LR9QIVUOh3Ch2ivAl7EAAYAiAAEgIV0PD_BwE
- https://ec.europa.eu/info/food-farming-fisheries/farming/organic-farming/organics-glance_ro
- <https://echa.europa.eu>
- <https://efeo.eu/>
- www.globalgap.org
- <https://ec.europa.eu/trade/>

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- <https://trade.ec.europa.eu/access-to-markets/en/home>

Facilitator (educator)

Facilitator (educator) for this subsection would preferably be specialized in legal sciences in agriculture, plant protection, certification of plant products, export procedures, taxes and regulations, etc. It is preferable for the facilitator to have relevant knowledge and experience in legal framework on the cultivation, processing and marketing of aromatic, medicinal and condimentary plants, and herb products with commercial value added, to meet international legal framework on environmental protection, biodiversity conservation, protection of endemic and endangered plants, export, taxes and duties for herbs and plant products.

Moreover, the facilitator must dispose with excellent communication and organizational skills and must be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

Technical expert (i.e. farmer or expert practitioner)

Technical expert for this subsection would preferably have an academic background in law sciences, relevant knowledge and practical experience in environmental legislation, knowledge of regulations and certification of plants

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and plant products. Moreover, technical expert must be equipped with excellent communication skills, promote its expertise comprehensively and successfully lead learning process.

3.7 Module 7. Management (Theory, by ANETXA)

3.7.1 Subsection 7.1 - Entrepreneurship and business types

Goal

To enhance knowledge on entrepreneurship and the advantages and disadvantages for all different types. To obtain managerial skills so to manage effectively the business risk and mitigate it.

Competences

At the end of this subsection, participant will be able to:

- Understand what entrepreneurship is and the main idea behind it.
- Deepen the knowledge of the characteristics of successful entrepreneur and realize why all should think as entrepreneurs.
- Acquire knowledge on the goals and objectives in entrepreneurship
- Meet the general types of entrepreneurships and know the advantages and disadvantages of entrepreneurship, based on its ownership.

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- Understand the steps followed to start a business and some legal aspects of established a business.
- Acquire the skills on business management based on type of enterprises.
- Deepen their knowledge on the meaning of financial statement analysis and understand how it contributes to making managerial decisions.
- Identify the types of risk in the business.
- Obtain managerial skills about the risk assessment and how it can be mitigated in the entrepreneurship.
- To understand what includes the management of enterprise borrowed capital.

Contents

- The idea behind entrepreneurship
- Why all should think as entrepreneurs
- Goals and Objectives in Entrepreneurship
- Different types of business (pros and cons)
- Legal aspects of established businesses.
- Business management based on type of enterprises.
- The essence and role of financial analysis and evaluation.
- Financial analysis as a basis for making managerial decisions.

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- Risk management and risk mitigation
- Management of borrowed resources

Educational methodology

Techniques

In this subsection, following techniques will be used:

- Lectures
- Testing
- Self-learning

Materials

In this subsection, following materials will be used:

PPT Presentations:

1. Ppt No. 7.1 Entrepreneurship and business types

E-Textbooks

Thematic E-textbooks for additional reading and self-learning.

Additional thematic reading materials will be provided to the participants for further self-learning of the subsection topic.

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3.7.1.1 Educational material: Subsection 7.1

In this subsection, participants will learn topics related to goals and objectives in entrepreneurship, legal aspects of established businesses, business management based on type of enterprises and management of borrowed resources.

Training will consist of lectures with PPT presentations for providing theoretical knowledge and additional thematic textbooks in Greek and English languages for self-learning.

Table 40. User’s guide for the educational material of Subsection 7.1 - Entrepreneurship and business types

Contents	Material	Duration (h)
Entrepreneurship and business types	Ppt No.7.1 (5 h) E-textbook (2 h & 30 min)	7.5
Activity 1 - Testing	Worksheets, pencils. Virtual testing platform (in case of online training format) (30 min)	0.5
Total		8

3.7.1.2 Activities

In this subsection, the following activity will be conducted:

Description of the activity 1:

Participants will have to take tests with 20 questions related to subsection topic. Testing will give participants an opportunity to evaluate gained knowledge.

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Table 41. Description of Activity 1 of Subsection 7.1 - Entrepreneurship and business types

Contents	Methods	Materials	Duration (h)
Testing	Tests with questions	Whiteboard, paper, pencils. Virtual testing platform (in case of online training format).	0.5
Total			0.5

References

Carpenter, K., 2021. Introduction to Entrepreneurship. ISBN 13: 9781989864500. online at: <https://open.umn.edu/opentextbooks/textbooks/introduction-to-entrepreneurship>

Havinal, V. 2009. Management and Entrepreneurship. New Delhi: New Age International.

Kozubíková, L., Belás, J., Bilan, Y., Bartoš, P. 2015. Personal characteristics of entrepreneurs in the context of perception and management of business risk in the SME segment, Economics and Sociology, Vol. 8, No 1, pp. 41-54.

Matson, J., Thayer, J., Shaw, J., 2015. Running a Food Hub, a Business Operation Guide. U.S. Department of Agriculture, Rural Development, Economic Research, Washington DC. Rep. 77, July.

Roncalli, T. 2020. Handbook of Financial Risk Management; CRC Press: Boca Raton, FL, USA.

Facilitator (educator)

Facilitator (educator) for this subsection must be specialized in business management and preferably should have relevant knowledge in managing business risk.

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Moreover, facilitator must be equipped with excellent communication and organizational skills and must be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

3.7.2 Subsection 7.2 - Assessment of markets' demands/needs and trends

Goal

To enhance knowledge on the meaning of market demand. To improve participants skills in creation a strong and reliable position in the market and finding target market for their products.

Competences

At the end of this subsection, participant will be able to:

- Know what the meaning of market demand is and understand the various factors that determine the demand for each business.
- Obtain knowledge to calculate total market demand for their products.

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- Understand which are the crucial actions and elements for creating a strong and reliable position in the market.
- Gain greater adjustment to continues alert of changes of market needs and market trends.
- Obtain skills for adapting to continuous changes and adjustments.
- Apply some actions for implementing changes in the business.

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
- Readiness for continuous changes and adjustments

Educational methodology

Techniques

In this subsection, following techniques will be used:

- Lectures
- Testing
- Self-learning

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Materials

In this subsection, following materials will be used:

PPT Presentations:

1. Ppt No.7.2 - Assessment of markets' demands/needs and trends.

E-Textbooks

- Thematic E-textbooks for additional reading and self-learning.

3.7.2.1 Educational material

In this subsection, participants will learn topics related to market needs, estimation of market demand, creation a strong and reliable position in the market. Participants will obtain knowledge to follow the changes of market needs and market trends.

Training will consist of lectures with PPT presentations for providing theoretical knowledge, group discussions on thematic case studies to identify, testing to evaluate gained knowledge by participants and additional thematic textbooks in English languages for self-learning purposes.

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Table 42. User’s guide for the educational material for subsection 7.2 - Assessment of markets’ demands/needs and trends

Contents	Material	Duration (h)
Assessment of markets’ demands/needs and trends	Ppt No.7.2 (5 h) E-textbook (1 h & 30 min)	6.5
Activity 1	Worksheets, pencils. Virtual testing platform (in case of online training format)	0.5
Total		7

3.7.2.2 Activities

In this subsection, following activity will be conducted:

Activity 1 - Test for evaluation of gained knowledge.

Description of the Activity 1:

Participants will have to take tests with 15 questions related to subsection topic.

Testing will give participants an opportunity to evaluate gained knowledge.

Table 43. Description of Activity 1 - Testing to evaluate gained knowledge by participants

Contents	Methods	Materials	Duration (h)
Testing	Tests with questions	Whiteboard, paper, pencils. Virtual testing platform (in case of online training format)	0.50
Total			0.50

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References

Weinstein, A. (2004). Handbook of Market Segmentation: Strategic Targeting for Business and Technology Firms (1st ed.). Routledge. <https://doi.org/10.4324/9780203862483>

OECD (2021), Methodologies to measure market competition, OECD Competition Committee Issues Paper, <https://oe.cd/mmmc>.

Facilitator (educator)

Facilitator (educator) for this subsection must be specialized in the field of economics and business management and accounting.

Moreover, facilitator must be equipped with excellent communication and organizational skills and must be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

3.7.3 Subsection 7.3 - Business Culture

Goal

To enhance knowledge on the business culture. To improve participants skills in developing a spirit of cooperation and entrepreneurial mentality. Participants will, also, better understand the meanings of business ethics and internal communication.

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Competences

At the end of this subsection, participant will be able to:

- Know, understand the meaning of business culture and how it can benefit a business.
- Meet and apply the knowledge on networking at national and international level.
- Understand how cooperation with other actors might benefit the herbs' industry.
- Define the meaning of business ethics and internal communication.
- Understand the characteristic of entrepreneurial mentality and its importance for the business members.
- Realize the importance and benefits of business ethics and how it can help a business.

Contents

- Business culture.
- 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
- Business ethics and internal communication

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Educational methodology

Techniques

In this subsection, following techniques will be used:

- Lectures
- Testing
- Self-learning

Materials

In this subsection, following materials will be used:

PPT Presentations:

1. Ppt No.7.3 - Business Culture

E-Textbooks

- Thematic E-textbooks for additional reading and self-learning.

3.7.3.1 Educational material: Subsection 7.3

In this subsection, participants will learn topics related to business culture, networking at national and international level, business ethics and entrepreneurial mindset.

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Training will consist of lectures with PPT presentations for providing theoretical knowledge, testing to evaluate gained knowledge by participants and additional thematic textbooks in English languages for self-learning purposes.

Table 44. User’s guide for the educational material for subsection 7.2 - Business Cultures

Contents	Material	Duration (h)
Business Culture	Ppt No.7.3 (3.5 h) E-textbook (1 h)	4.5
Activity 1	Worksheets, pencils. Virtual testing platform (in case of online training format)	0.5
Total		5

3.7.3.2 Activities

In this subsection, following activity will be conducted:

Activity 1 - Test for evaluation of gained knowledge.

Description of the Activity 1:

Participants will have to take tests with 15 questions related to subsection topic.

Testing will give participants an opportunity to evaluate gained knowledge.

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Table 45. Description of Activity 1 - Business Culture

Contents	Methods	Materials	Duration (h)
Testing	Tests with questions	Whiteboard, paper, pencils. Virtual testing platform (in case of online training format)	0.50
Total			0.50

References

Asenge, E., Diaka, H., & Soom, A. (2018). Entrepreneurial mindset and performance of small and medium scale enterprises in Makurdi Metropolis, Benue State-Nigeria. *International Journal of Innovation*, 6(2), 124-146. <https://doi.org/10.5585/iji.v6i2.223>.

Daspit, J. J., C. J. Fox, & S. K. Findley. (2021). Entrepreneurial mindset: An integrated definition, a review of current insights, and directions for future research. *Journal of Small Business Management*, 1-33. <https://doi.org/10.1080/00472778.2021.1907583>.

Ireland R. D., Hitt M. A., and Sirmon D. G., (2003). A model of strategic entrepreneurship: The construct and its dimensions. *Journal of Management* 29: Neck, Entrepreneurship. SAGE Publications, 2018.

Byars, S. M. and Stanberry, K. (2018). *Business ethics*. Open Stax, Rice University, Houston, TX.

Facilitator (educator)

Facilitator (educator) for this subsection must be specialized in the field of economics and business management.

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Moreover, facilitator must be equipped with excellent communication and organizational skills and must be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

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3.7.4 Subsection 7.4 - Cooperating internationally

Goal

To enhance knowledge on imports, exports, international cooperation and types of international certifications and food standards. To improve participants skills in expanding their business into new markets.

Competences

At the end of this subsection, participant will be able to:

- Meet the knowledge on international cooperation.
- Understand the purpose of expanding into a new market and its benefits for the business.
- Obtain knowledge to enter into new markets.
- Deepen the knowledge on the types of international certifications and food standards.
- Understand the difference between import and export, and the meaning of balance of trade as well.

Contents

- International cooperation.
- Expanding into new markets.
- How to reach new markets?
- Types of international certifications and food standards.

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- Imports and exports

Educational methodology

Techniques

In this subsection, following techniques will be used:

- Lectures
- Testing
- Self-learning

Materials

In this subsection, following materials will be used:

PPT Presentations:

1. Ppt No.7.4 - Cooperating internationally

E-Textbooks

- Thematic E-textbooks for additional reading and self-learning.

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3.7.4.1 Educational material: Subsection 7.4

In this subsection, participants will learn topics related to international cooperation, expanding into new markets and the types of international certifications and food standards.

Training will consist of lectures with PPT presentations for providing theoretical knowledge, testing to evaluate gained knowledge by participants and additional thematic textbooks in English languages for self-learning purposes.

Table 46. User’s guide for the educational material for subsection 7.4 - Cooperating internationally

Contents	Material	Duration (h)
Cooperating internationally	Ppt No.7.4 (3.5 h) E-textbook (1 h)	4.5
Activity 1	Worksheets, pencils. Virtual testing platform (in case of online training format)	0.5
Total		5

3.7.4.2 Activities

In this subsection, following activity will be conducted:

Activity 1 - Test for evaluation of gained knowledge.

Description of the Activity 1:

Participants will have to take tests with 15 questions related to subsection topic.

Testing will give participants an opportunity to evaluate gained knowledge.

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Table 47. Description of Activity 1 - Cooperating internationally

Contents	Methods	Materials	Duration (h)
Testing	Tests with questions	Whiteboard, paper, pencils. Virtual testing platform (in case of online training format)	0.50
Total			0.50

References

Chaturvedi, S., Janus, H., Klingebiel, S., Xiaoyun, L., deMello e Souza, A., Sidiropoulos, E., & Wehrmann, D. (2021). The Palgrave handbook of development cooperation for achieving the 2030 agenda: contested collaboration. Cham: Palgrave Macmillan.

European Commission, Directorate-General for Communication, Trade: free trade is a source of economic growth, Publications Office, 2016, <https://data.europa.eu/doi/10.2775/42184>

Snidal, D. 1991. Relative Gains and the Pattern of International Cooperation. American Political Science Review, (85): 725, 33.

Facilitator (educator)

Facilitator (educator) for this subsection must be specialized in the field of economics and business cooperation.

Moreover, facilitator must be equipped with excellent communication and organizational skills and must be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or

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reports to the upper management and project partners on the progress of the training module.

3.7.5 Subsection 7.5 - Contract Farming

Goal

To enhance knowledge on the contract farming and to go deeper in advantages and disadvantages of contract farming.

Competences

At the end of this subsection, participant will be able to:

- Understand the meaning of contract farming and its purposes.
- Obtain knowledge about pros and cons of contract farming.

Contents

- Description of the Contract Farming
- Pros and Cons of Contract Farming

Educational methodology

Techniques

In this subsection, following techniques will be used:

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- Lectures
- Testing
- Self-learning

Materials

In this subsection, following materials will be used:

PPT Presentations:

1. Ppt No.7.5 - Contract Farming

E-Textbooks

- Thematic E-textbooks for additional reading and self-learning.

3.7.5.1 Educational material: Subsection 7.5

In this subsection, participants will learn topics related to contract farming and its opportunities.

Training will consist of lectures with PPT presentations for providing theoretical knowledge, testing to evaluate gained knowledge by participants and additional thematic textbooks in English languages for self-learning purposes.

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Table 48. User’s guide for the educational material for subsection 7.5 - Contract Farming

Contents	Material	Duration (h)
Contract farming	Ppt No.7.5 (2.5 h) E-textbook (1 h)	3.5
Activity 1	Worksheets, pencils. Virtual testing platform (in case of online training format)	0.5
Total		4

3.7.5.2 Activities

In this subsection, following activity will be conducted:

Activity 1 - Test for evaluation of gained knowledge.

Description of the Activity 1:

Participants will have to take tests with 15 questions related to subsection topic.

Testing will give participants an opportunity to evaluate gained knowledge.

Table 49. Description of Activity 1 - Contract Farming

Contents	Methods	Materials	Duration (h)
Testing	Tests with questions	Whiteboard, paper, pencils. Virtual testing platform (in case of online training format)	0.50
Total			0.50

References

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FAO, 2022. Contract Farming Resource Centre. Available from: <https://www.fao.org/in-action/contract-farming/background/en>. (Accessed: 4 April 2022).

Will, M. (2013). Contract farming handbook A practical guide for linking small-scale producers and buyers through business model innovation available. Bonn and Eschborn, Germany; online at:
file:///C:/Users/Dell%20XPS%20User/Downloads/giz20contract20farming20manual_low20resolution.pdf.

Facilitator (educator)

Facilitator (educator) for this subsection must be specialized in the field of economics, agriculture, or agricultural business consulting.

Moreover, facilitator must be equipped with excellent communication and organizational skills and must be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

3.7.6 Subsection 7.6 - Business Plan

Goal

To enhance knowledge and skills on development an efficient business plan, taken into consideration all the essential components should be included. To better understand the strategic management, and its effectively implementation using contemporary management tools.

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Competences

At the end of this subsection, participant will be able to:

- Deepen the knowledge on the meaning of a business plan and its purpose.
- Understand the process of preparation of a business plan and assessment of its implementation.
- Meet the knowledge of a business plan contents (financial and non-financial items)
- Understand some staffing issues need to be taken under consideration in the entrepreneurship.
- Obtain knowledge about resources planning.
- Acquire knowledge about the business model approach.
- Perform the procedure to develop a business model canvas, by using the required elements.
- Realize the role of strategy in business and its importance.
- Know about the technique of SWOT analysis and the advantages of its implementation in the business plan.

Contents

- The importance of the business plan
- How to work on the preparation of the business plan (plain business plan)

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- 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
- Resources planning (materials, human etc.)
- A business model approach
- Business Plan elaboration
- The role of strategy in business
- Strategic management and company strategy
- Implementation of SWOT analysis in the business plan

Educational methodology

Techniques

In this subsection, following techniques will be used:

- Lectures

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- Group discussions/Testing
- Self-learning

Materials

In this subsection, following materials will be used:

PPT Presentations:

1. Ppt No. 7.6 Business Plan

E-Textbooks

Thematic E-textbooks for additional reading and self-learning.

Additional thematic reading materials will be provided to the participants for further self-learning of the subsection topic.

3.7.6.1 Educational material: Subsection 7.6

In this subsection, participants will learn topics related to business plan elaboration, business model approach, strategic management, assessment of business plan.

Training will consist of lectures with PPT presentations for providing theoretical knowledge, group activities on thematic case studies to identify, analyze and solve different problems related to subsection topic, testing to evaluate gained knowledge by participants and additional thematic textbooks in English languages for self-learning.

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Table 50. User’s guide for the educational material of Subsection 7.6 - Business Plan

Contents	Material	Duration (h)
Site selection factors for plant species cultivation	Ppt No.7.6 (4 h & 30 min) E-textbook (1 h & 30 min)	6
Activity 1	Worksheets, pencils, whiteboard. Zoom platform (in case of online training format) (2 h & 30 min)	2.5
Activity 2	Worksheets, pencils. Virtual testing platform (in case of online training format) (30 min)	0.5
Total		9

3.7.6.2 Activities

In this subsection, following activities will be conducted:

Activity 1 - Group work on thematic case studies of the subsection.

Description of the activity 1: Participants will be paired in groups and each group will try to draw up a business model canvas for a herb enterprise. Each group will identify and include the critical elements for the hypothetical enterprise. After that, groups will undertake to implement a SWOT analysis for their enterprise. The Strength, Weaknesses, Opportunities and Threats will be recognized and evaluated in this task.

Groups will present their outputs and after presentations further discussion and Q&A will take place.

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Table 51. Description of Activity 1 of 7.6 - Subsection Business Plan

Contents	Methods	Materials	Duration (h)
Introduction	Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format)	0.25
Group work	Brainstorming, discussion	Whiteboard, paper, pencils. Zoom platform (in case of online training format)	1.30
Concluding remarks	Presentation/Discussion/ Q & A	Whiteboard. Zoom platform (in case of online training format)	0.75
Total			2.30

Activity 2 - Test for evaluation of gained knowledge.

Description of the activity 2:

Participants will have to take tests with 20 questions related to subsection topic. Testing will give participants an opportunity to evaluate gained knowledge.

Table 52. Description of Activity 2 of Subsection 7.6 - Business Plan

Contents	Methods	Materials	Duration (h)
Testing	Tests with questions	Whiteboard, paper, pencils. Virtual testing platform (in case of online training format).	0.5
Total			0.5

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References

DaSilva, C.M., Trkman, P. 2014. Business Model: What It Is and What It Is Not. Long Range Planning 47 (6), 379-389.

McKeever MP, 2011. How to Write a Business Plan. 10th ed. Berkeley, CA: Nolo.

A. Sarsby, 2012. A useful guide to SWOT analysis. Pansophix Online, Nottingham, England.

Facilitator (educator)

Facilitator (educator) for this subsection must be specialized in the field of economics and business management.

Moreover, facilitator must be equipped with excellent communication and organizational skills and must be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

3.7.7 Subsection 7.7 - Trading

Goal

To enhance knowledge on the international affairs, international trading and to go deeper in the kind of classification of trade within the country and abroad.

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Competences

At the end of this subsection, participant will be able to:

- Understand what the trade is and how it works.
- Obtain knowledge about classification of the trade.
- Better understand the meaning of trading within the country and abroad (exports).

Contents

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

Educational methodology

Techniques

In this subsection, following techniques will be used:

- Lectures
- Testing
- Self-learning

Materials

In this subsection, following materials will be used:

PPT Presentations:

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1. Ppt No.7.7 - Trading

E-Textbooks

- Thematic E-textbooks for additional reading and self-learning.

3.7.7.1 Educational material: Subsection 7.7

In this subsection, participants will learn topics related to internal and external trade.

Training will consist of lectures with PPT presentations for providing theoretical knowledge, testing to evaluate gained knowledge by participants and additional thematic textbooks in English languages for self-learning purposes.

Table 53. User’s guide for the educational material for subsection 7.7 - Funding Tools

Contents	Material	Duration (h)
Trading	Ppt No.7.7 (2.5 h) E-textbook (1 h)	3.5
Activity 1	Worksheets, pencils. Virtual testing platform (in case of online training format)	0.5
Total		4

3.7.7.2 Activities

In this subsection, following activity will be conducted:

Activity 1 - Test for evaluation of gained knowledge.

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Description of the Activity 1:

Participants will have to take tests with 15 questions related to subsection topic. Testing will give participants an opportunity to evaluate gained knowledge.

Table 54. Description of Activity 1 - Trading

Contents	Methods	Materials	Duration (h)
Testing	Tests with questions	Whiteboard, paper, pencils. Virtual testing platform (in case of online training format)	0.50
Total			0.50

References

Congressional Research Service, 2021. World Trade Organization: Overview and Future Direction. Available at: <https://sgp.fas.org/crs/row/R45417.pdf>. (Accessed on 28 April 2022)

OECD (2022), Import content of exports (indicator). doi: 10.1787/5834f58a-en (Accessed on 28 April 2022)

Facilitator (educator)

Facilitator (educator) for this subsection must be specialized in the field of economics, international affairs, *foreign trade* and international marketing.

Moreover, facilitator must be equipped with excellent communication and organizational skills and must be able to prepare, coordinate and evaluate

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training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

3.7.8 Subsection 7.8 - Funding Tools

Goal

To enhance knowledge on public and private available funding tools for business development. To better understand the processes an entrepreneur should follow before request for funding.

Competences

At the end of this subsection, participant will be able to:

- Obtain knowledge about the public funding tools for business development.
- Obtain knowledge about the private funding tools for business development.
- Better understand the processes an entrepreneur should follow before request for funding.

Contents

- Public funding tools for business development
- Private funding tools for business development

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- Funding request

Educational methodology

Techniques

In this subsection, following techniques will be used:

- Lectures
- Testing
- Self-learning

Materials

In this subsection, following materials will be used:

PPT Presentations:

1. Ppt No.7.8 - Funding Tools

E-Textbooks

- Thematic E-textbooks for additional reading and self-learning.

3.7.8.1 Educational material: Subsection 7.8

In this subsection, participants will learn topics related public and private funding tools for business development.

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Training will consist of lectures with PPT presentations for providing theoretical knowledge, testing to evaluate gained knowledge by participants and additional thematic textbooks in English languages for self-learning purposes.

Table 55. User’s guide for the educational material for subsection 7.8 - Funding Tools

Contents	Material	Duration (h)
Funding Tools	Ppt No.7.8 (2 h) E-textbook (1 h)	3
Total		3

References

OECD (2016), “Government financing of business R&D and innovation”, in OECD Science, Technology and Innovation Outlook 2016, OECD Publishing, Paris.

Un, C. A., & Montoro-Sanchez, A. 2010. Public funding for product, process and organisational innovation in service industries. The Service Industries journal, 30(1): 133-147.

European Innovation Council, 2021. Finance your social innovations. Funding Toolkit for early-stage social innovators.

Stefani, U., Schiavone, F., Laperche, B. and Burger-Helmchen, T. 2019. New Tools and Practices for Financing Novelty: A Research Agenda. European Journal of Innovation Management 23 (2): 314-328. doi:10.1108/EJIM-08-2019-0228.

Facilitator (educator)

Facilitator (educator) for this subsection would preferably be specialized in the field of economics, financial accounting and business consulting.

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Moreover, facilitator must be equipped with excellent communication and organizational skills and must be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

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3.8 Module 8. Sustainability (Practice, by CARD) - Transforming the unsustainable attitude of collecting herbs in mountainous to the farming of innovative products.

Goal

To enhance knowledge and skills on know-how to transform unsustainable collection of herbs into the innovative approaches and farming practices. To provide knowledge on good agriculture and collection practices addressing the specific topics on cultivation techniques and design of agro-technological maps.

Competences

- **At the end of this subsection, participant will be able to:**
- Conduct Good Agricultural and Collection Practices (GACP).
- Manage sustainable use of plants diversity.
- Select appropriate conservation tools.
- Apply sustainable farming system for herbal production.
- Design agro-technological map of herbs cultivation.

Contents

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

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Educational methodology

- Techniques
- In this subsection, following techniques will be used:
- Study visits
- On-site group activities
- Experimental learning

In this subsection, following materials will be used:

PPT Presentations - oral presentation on site

- PPT-Practice 1-Sustainability-1.1-Conservation techniques and methods in action
- PPT-Practice 1-Sustainability-1.2-How to avoid collecting from the wild
- PPT-Practice 1-Sustainability-1.3-Sustainable Farming Introduction
- Oral presentations on site
- Cultivation techniques, conservation tools and equipments on site

Videos:

- Video No. 1- [Conservation Tools under global climate change impact](#)
- Video No. 2- [Innovative Farming System](#)

3.8.1 Educational material: Module 8

The module provides participants the essential knowledge and practical skills on mainstreaming herbs' diversity sustainable use and the innovative approaches of

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transferring wild collection into the farming system. It encompasses different educational techniques (lecture, discussions, experiential and self-learning, storytelling and learning meetings) and materials (PPT presentations, videos, study visits, field trips, papers (publication), e-books).

Participants will join different activities during the module, field trip will be conducted during the modul and specific IoT tools will be applied to enhance herbs sustainable conservation. During the field trip the participants will work within the group to define agrotechnological maps of essential and endanaged herbs to know how to enhance cultivation practices in their local communities. Participants will be able to increase knowledge directly from expert, peer-discussions, collaborative learning, action learning, reading materials, group work, simulators, to imitate real work experiences applicable for use cases. This module contains videos for better visualization of the topic will be provided, testing to evaluate gained knowledge among the participants and additional educational material in Armenian and in English for self-learning will be provided.

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Table 56. User’s guide for the educational material of Module 8- Transforming the unsustainable attitude of collecting herbs in mountainous to the farming of innovative products

Contents	Material	Duration (h)
Conservation techniques and methods in action.	Oral Presentation (30 min) Video No.1 (30 min) Machinery, equipment and tools on site (7 h)	8
How to avoid collecting from the wild.	Oral Presentation (30 min) Video No.1(30 min) Machinery, equipment and tools on site (6 h)	7
Sustainable farming introduction.	Oral Presentation (30 min) Video No.2 (30 min) Machinery, equipment and tools on site (7 h)	8
Activity 1	Machinery, equipment and tools on site.	10
Activity 2	IoT tools on site	20
Activity 3	Machinery, equipment and tools on site	10
Total		70

3.8.2 Activities: Module 8

In this subsection, following activities will be conducted:

Activity 1 - On-site group work on conservation tools and techniques in action.

Description of the activity 1:

15 Participants will conduct a study visit to herb conservation techniques in the in situ conservation side (Botanical Gardens, Geen bank, Seed bank, Field bank) and will participate in each conservation procedure and actions. Facilitator and technical expert will provide detailed theoretical and practical information

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about conservation practices and participants will have an opportunity to get involved in each step of the conservation practices.

After on-site group activity, discussion and Q&A will take place with facilitator and technical expert to summarize and draw conclusions about the topic of group activity.

Table 57. Description of Activity 1 - On-site group work on conservation tools and techniques in action

Contents	Methods	Materials	Duration (h)
Introduction	Oral Presentation/Discussion	Machinery, equipment and tools on site	1
On-site group work	Experiential learning	Machinery, equipment and tools on site	8
Concluding remarks	Oral Presentation/Discussion	Whiteboard	1
Total			10

Activity 2 - On-site group work on field trip: learning to avoid of wild harvesting for endangered species.

Description of the activity 2:

15 Participants will conduct a study visit in the field to use IoT tools and Red book app to avoid of wild harvesting for endangered species. Facilitator and technical expert will provide detailed information (how to use app, IoT, I-naturalist) to obtain data on endangered wild herbs. Afterwards, participants will be able to use IoT and apps to recognize endangered species based in IUCN criteria.

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After on-site group activity, discussion and Q&A will take place with facilitator and technical expert to summarize and draw conclusions about the topic of group activity.

Table 58. Description of Activity 2 - On-site group work on field trip: learning to avoid of wild harvesting for endangered species

Contents	Methods	Materials	Duration (h)
Introduction	Oral Presentation/Discussion	IoT tools on site	3
On-site group work	Experiential learning	IoT tools on site	16
Concluding remarks	Oral Presentation/Discussion	Whiteboard	1
Total			20

Activity 3 - On-site group work on innovative farming system.

Description of the activity 3:

15 Participants will conduct a study visit to herb innovative farming fields and will be acquainted with innovation techniques of creating sustainable herbal production. Facilitator and technical expert will provide detailed information on agri-technological maps, cultivation techniques, quality characteristics and tools to create sustainable herbal products. Participants will be able to get involved in herb production process using innovation techniques.

After on-site group activity, discussion and Q&A will take place with facilitator and technical expert to summarize and draw conclusions about the topic of group activity.

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Table 59. Description of Activity 3 - On-site group work on innovative farming system

Contents	Methods	Materials	Duration (h)
Introduction	Oral Presentation/Discussion	Machinery, equipment and tools on site	1
On-site group work	Experiential learning	Machinery, equipment and tools on site	8
Concluding remarks	Oral Presentation/Discussion	Whiteboard	1
Total			1

References

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Facilitator (educator)

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Facilitator (educator) for this subsection would preferably be specialized in life sciences (ecology, plant sciences, crop cultivation, agronomy and etc.) and preferably should have relevant knowledge and experience in agriculture and conservation agriculture.

Moreover, facilitator must be equipped with excellent communication and organizational skills and must be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

Technical expert (i.e. farmer or expert practitioner)

Technical expert for this subsection would preferably have academic background in life sciences (ecology, plant sciences, crop cultivation, agronomy and etc.), relevant knowledge and long-term experience in agriculture. Moreover, technical expert must be equipped with excellent communication skills, promote its expertise comprehensively and successfully lead learning process.

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3.9 Module 9. Processing (Practice, by GFA) - Herb processing in laboratory and in nurseries using new and traditional knowledge (i.e., food products, cosmetics, food supplements)

Goal

To enhance knowledge and skills on traditional and innovative approaches and practices of herb processing through addressing specific issues associated with herb post-harvesting procedures, relevant equipment and international standards for herb production.

Competences

At the end of this subsection, participant will be able to:

- Conduct and manage post-harvesting procedures.
- Select relevant equipment and machinery for herb processing and maintain safety measures in processing facilities.
- Adopt international standards and practices for herb processing.

Contents

- Post-harvesting procedures (sorting, primary processing, drying, cooling, quality control, packaging, labelling, storing and documenting).
- Safety, equipment and machinery for herb processing.
- Traditional and innovation techniques of creating herbal products.
- Introduction and adoption of International standards for herbs processing.

Educational methodology

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Techniques

In this subsection, following techniques will be used:

- Study visits
- On-site group activities
- Experiential learning

Materials

In this subsection, following materials will be used:

- Oral presentations on site
- Machinery, equipment and tools on site

Videos:

- Video No.1 - Post-harvesting procedures.
- Video No.2 - Safety, equipment and machinery for herb processing.
- Video No.3 - Traditional and innovation techniques of creating herbal products.
- Video No.4 - Introduction and adoption of International standards for herbs processing.
-

3.9.1 Educational material: Module 9

In this subsection, participants will learn topics related to post-harvesting procedures, safety, equipment and machinery for herb processing, traditional

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and innovation techniques of creating herbal products and international standards for herbs processing.

Training will consist of study visits to processing facilities, on-site group activities using different tools for herbs processing, thematic videos for additional visualization of the topic and additional thematic textbooks in Georgian and English languages for self-learning purposes.

Table 60. User’s guide for the educational material for subsection 2.1 - Herb processing in laboratory and in nurseries using new and traditional knowledge

Contents	Material	Duration (h)
Post-harvesting procedures	Oral Presentation (30 min) Video No.1 (30 min) Machinery, equipment and tools on site (7 h)	8
Safety, equipment and machinery for herb processing	Oral Presentation (30 min) Video No.2 (30 min) Machinery, equipment and tools on site (6 h)	7
Traditional and innovation techniques of creating herbal products	Oral Presentation (30 min) Video No.3 (30 min) Machinery, equipment and tools on site (7 h)	8
Introduction and adoption of International standards for herbs processing	Oral Presentation (30 min) Video No.4 (30 min) Machinery, equipment and tools on site (6 h)	7
Activity 1	Machinery, equipment and tools on site.	10
Activity 2	Machinery, equipment and tools on site	10
Activity 3	Machinery, equipment and tools on site	10
Activity 4	Machinery, equipment and tools on site	10
Total		70

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3.9.2 Activities: Module 9

In this subsection, following activities will be conducted:

Activity 1 - On-site group work on post-harvesting procedures of herb plant species.

Description of the activity 1:

15 Participants will conduct a study visit to herb processing facility and will participate in each post-harvesting procedure of herb plant species. Facilitator and technical expert will provide detailed theoretical and practical information about post-harvesting procedures and participants will have an opportunity to get involved in each step of post-harvesting process.

After on-site group activity, discussion and Q&A will take place with facilitator and technical expert to summarize and draw conclusions about the topic of group activity.

Table 61. Description of Activity 1 - On-site group work on post-harvesting procedures of herb plant species

Contents	Methods	Materials	Duration (h)
Introduction	Oral Presentation/Discussion	Machinery, equipment and tools on site	1
On-site group work	Experiential learning	Machinery, equipment and tools on site	8
Concluding remarks	Oral Presentation/Discussion	Whiteboard	1
Total			10

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Activity 2 - On-site group work on safety, equipment and machinery for herb processing.

Description of the activity 2:

15 Participants will conduct a study visit to herb processing facility and will be acquainted with safety measures used in enterprises to provide safe work environment for the employees. Facilitator and technical expert will provide detailed information (specifications, user manuals, pricing and etc.) about equipment and machinery. Afterwards, participants will be able to conduct herb processing activities using these tools.

After on-site group activity, discussion and Q&A will take place with facilitator and technical expert to summarize and draw conclusions about the topic of group activity.

Table 62. Description of Activity 2 - On-site group work on safety, equipment and machinery for herb processing

Contents	Methods	Materials	Duration (h)
Introduction	Oral Presentation/Discussion	Machinery, equipment and tools on site	1
On-site group work	Experiential learning	Machinery, equipment and tools on site	8
Concluding remarks	Oral Presentation/Discussion	Whiteboard	1
Total			10

Activity 3 - On-site group work on traditional and innovation techniques of creating herbal products.

Description of the activity 3:

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15 Participants will conduct a study visit to herb processing facility and will be acquainted with traditional and innovation techniques of creating herbal products. Facilitator and technical expert will provide detailed information processing technologies, quality characteristics and tools to create herbal products. Participants will be able to get involved in herb production process using traditional and innovation techniques.

After on-site group activity, discussion and Q&A will take place with facilitator and technical expert to summarize and draw conclusions about the topic of group activity.

Table 63. Description of Activity 3 - On-site group work on traditional and innovation techniques of creating herbal products

Contents	Methods	Materials	Duration (h)
Introduction	Oral Presentation/Discussion	Machinery, equipment and tools on site	1
On-site group work	Experiential learning	Machinery, equipment and tools on site	8
Concluding remarks	Oral Presentation/Discussion	Whiteboard	1
Total			10

Activity 4 - On-site group work on introduction and adoption of international standards for herbs processing.

Description of the activity 4:

15 Participants will conduct a study visit to herb processing facility and will be acquainted with international standards for herbs processing. Facilitator and technical expert will provide detailed information about requirements, pricing,

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documentation and adoption procedure for different international standards for herbs processing. Participants will visit processing facility with adopted international standard and will be involved in herb production process based on the requirements of the standard procedures.

After on-site group activity, discussion and Q&A will take place with facilitator and technical expert to summarize and draw conclusions about the topic of group activity.

Table 64. Description of Activity 4 - On-site group work on introduction and adoption of international standards for herbs processing

Contents	Methods	Materials	Duration (h)
Introduction	Oral Presentation/Discussion	Machinery, equipment and tools on site	1
On-site group work	Experiential learning	Machinery, equipment and tools on site	8
Concluding remarks	Oral Presentation/Discussion	Whiteboard	1
Total			10

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-

Facilitator (educator)

Facilitator (educator) for this subsection would preferably be specialized in food technologies (production, handling, quality control and etc.) and preferably should have relevant knowledge and experience in production of herb plant species. Moreover, facilitator must be equipped with excellent communication and organizational skills and must be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module

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is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

Technical expert (i.e. farmer or expert practitioner)

Technical expert for this subsection would preferably have an academic background in food sciences (food safety, production and etc.), relevant knowledge and practical experience in food technologies. Moreover, technical expert must be equipped with excellent communication skills, promote its expertise comprehensively and successfully lead learning process.

3.10 Module 10. Marketing (by ANETXA)

Goal

To understand basic strategic marketing issues and be able to design business portfolios and marketing processes

Targets

- To understand companywide strategic planning and its four steps.
- To learn how to design business portfolios and develop strategies for growth and downsizing.

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- To understand marketing's role in strategic planning and how marketers' partner with others.
- To understand what value is created by marketing
- To learn what are business eras
- To learn what is marketing myopia
- To understand what is a need
- To understand what is a want
- To understand what is a market
- To understand what is a demand
- To understand companywide strategic planning and its four steps
- To learn how to design business portfolios and develop strategies for growth and downsizing
- To understand marketing's role in strategic planning and how marketers' partner with others
- To be able to describe the marketing process and the forces that influence it
- To understand the marketing management functions, including the elements of the marketing mix

Competences

At the end of this subsection, participant will be able to:

- Design a good marketing plan and strategy.

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- Build a business that works.
- Design a SWOT analysis
- Design a PEST analysis
- Employ a Business Model Canvas

Contents

- Introduction to Marketing
- Value created by Marketing
- Need, Want, Market & Demand
- Strategic Planning
- The Marketing process
- The Marketing mix
- Marketing plan design
- Build a business

Educational methodology

- PPT presentations
- Videos
- Agrofood company visit
- Interview
- Experiential learning (SWOT, PEST, Business Model Canvas)

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In this subsection, following materials will be used:

PPT Presentations

- PPT-Practice 1-Marketing-10.1-Introduction to Marketing
- PPT-Practice 1-Marketing-10.2-Value created by Marketing
- PPT-Practice 1-Marketing-10.3-What is a need?
- PPT-Practice 1-Marketing-10.4-Strategic Planning
- PPT-Practice 1-Marketing-10.5-The Marketing process
- PPT-Practice 1-Marketing-10.6-The Marketing mix

Videos:

- Video No. 1 - [How to create a Marketing Plan?](#)
- Video No. 2 - [How To Build A Business That Works?](#)
- Video No. 3 - [SWOT Analysis - Definition, Examples and How to Do it?](#)
- Video No. 4 - [PEST Analysis Explained Step by Step](#)
- Video No. 5 - [Introduction to the Business Model Canvas \(BMC\)](#)

3.10.1 Educational material: Module 10

The module provides participants basic principles of Marketing starting from general introductory elements and step-by-step to more sophisticated ones like how to create a value? What is the difference between need and want? How to plan a marketing strategy? How to utilize the marketing process and the marketing mix? It encompasses different educational techniques (lecture, discussions, experiential and learning meetings) and materials (PPT presentations, videos, study visits, field trips, papers (publication) & e-books).

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Participants will join different activities during the module. In particular, a visit to an agri-food company will be conducted, during the module, and specific interview tools will be applied to understand the role of Marketing in business success. During the visit, a marketing expert representing an agri-food company will be identified and the participants working as a group will be asked to select the most suitable questions in order to understand the respective recipe for success. After the visit participants will be asked to present a SWOT and PEST analysis and to employ a Business Model Canvas methodology for the respective agri-food company. Participants will be able to increase knowledge directly from experts, collaborative learning, action learning, reading materials, group work, and imitating real work experiences applicable for use cases. This module contains 5 videos for better visualization of the topic and additional educational material in English for self-learning will be provided.

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Table 65. User’s guide for the educational material of Module 10-Marketing

Contents	Material	Duration (h)
Introduction to Management	PPT Presentation (30 min) Literature study (2 h)	3.50
Value created by Marketing	PPT Presentation (30 min) Literature study (2 h)	4.50
Need, Want, Market Demand	PPT Presentation (30 min) Literature study (2 h)	2.50
Strategic planning	PPT Presentation (30 min) Literature study (2 h) Video (2 h)	4.50
Marketing process	PPT Presentation (30 min) Literature study (2 h) Video (1 h)	3.50
Marketing mix	PPT Presentation (30 min) Literature study (2 h)	2.50
Activity 1	Agri-food company visit Interview	10
Activity 2	SWOT and PEST Analyses of the Agri-food company (15 h) Literature study (3 h) Video (1 h)	19
Activity 3	Business Model Canvas Analysis of the Agri-food company (16 h) Literature study (3 h) Video (1 h)	20
Total		70

3.10.2 Activities: Module 10

In this subsection, following activities will be conducted:

Activity 1 - Agri-food company Visit and interview with a marketing expert

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Description of the activity 1:

15 Participants will conduct a study visit to herb conservation techniques in the in situ conservation side (Botanical Gardens, Gene bank, Seed bank, Field bank) and will participate in each conservation procedure and actions. Facilitator and technical expert will provide detailed theoretical and practical information about conservation practices and participants will have an opportunity to get involved in each step of the conservation practices.

After on-site group activity, discussion and Q&A will take place with facilitator and technical expert to summarize and draw conclusions about the topic of group activity.

Table 66. Description of Activity 1 - On-site group work on conservation tools and techniques in action

Contents	Methods	Materials	Duration (h)
Introduction	Oral Presentation/Discussion	Oral Presentation by the Marketing Expert	1
On-site group work	Experiential learning	Interview	8
Concluding remarks	Oral Presentation/Discussion	Whiteboard	1
Total			10

Activity 2 - learning to design SWOT and PEST analyses.

Description of the activity 2:

15 Participants based on the interview results with the marketing expert of the agri-food company will try to design their own SWOT and PEST analyses. Specific videos and articles will provide detailed information (how to do it?). Afterwards,

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participants will be able to work as a group to discuss their ideas and to finalise their analyses in a common draft.

After group activity, discussion will take place with facilitator and technical expert to summarize and draw conclusions about the topic of group activity.

Table 67. Description of Activity 2 - SWOT and PEST analyses

Contents	Methods	Materials	Duration (h)
Introduction	Oral Presentation/Discussion	Oral presentation	1
Work in person	Experiential learning	Videos and articles	14
On-site group work	Brainstorming	Discussion	3
Concluding remarks	Oral Presentation/Discussion	Whiteboard	1
Total			19

Activity 3 - Business Model Canvas

Description of the activity 3:

15 Participants will conduct a group work activity, based on the results of the previous activities, to organize a Business Model Canvas Methodology. Facilitator and technical expert will provide detailed information on the requested technical information of the employed methodology and will be responsible for the designment of the final canvas. Participants will be able to get involved in the Business Model Canvas process using a brainstorming type of involvement.

After this group activity, discussion will take place with facilitator and technical expert to summarize and draw conclusions about the topic of group activity.

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Table 68. Description of Activity 3 - Business Model Canvas

Contents	Methods	Materials	Duration (h)
Introduction	Oral Presentation/Discussion	Oral presentation	1
On-site group work	Brainstorming	Discussion	18
Concluding remarks	Oral Presentation/Discussion	Whiteboard	1
Total			20

References

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Facilitator (educator)

Facilitator (educator) for this subsection would preferably be specialized in Marketing and preferably should have relevant knowledge and experience in Interview techniques, SWOT, PEST and BMC analyses.

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Moreover, facilitator must be equipped with excellent communication and organizational skills and must be able to prepare, coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

Technical expert (i.e. expert practitioner, marketing expert - representing an agri-food company)

Technical expert for this subsection would preferably have an academic background in life sciences (ecology, plant sciences, crop cultivation, agronomy and etc.), relevant knowledge and long-term experience in agriculture. Moreover, technical expert must be equipped with excellent communication skills, promote its expertise comprehensively and successfully lead learning process.

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3.11 Module 11. Funding (by ODIMM)

Goal:

Training in business finance skills in the growth, production, promotion and marketing of herbs (medicinal, aromatic and spices) and herb products with commercial value added.

Competences:

At the end of this subsection, participant will be able to perform the following:

- Understanding the basis of business finance and financial management of the enterprise in herb sector
- Identifying the material, financial and human resources, for launching and developing the business in the sector of herbs and plant products with commercial value added
- Identification selection and of the business financing opportunities in the sector of growing, production and promotion of herbs and plants products with commercial value added
- Defining the importance of funding resources for business development
- Analysis and determination of the advantages and disadvantages of funding sources
- Calculation of the cost for borrowed financial resources
- Preparing the Financial Plan for the launching of a business in herb sector
- Defining consumption and expenditure.
- Forecasting of revenue and expenditure in herb business: cultivation, production, promotion and marketing of aromatic, medicinal and spice plants and their products.

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- Calculation and setting the prices for medicinal, aromatic and spice plants, as well as for herb products with commercial value added.
- Preparing the forecast balance sheet, and the profit and loss report.
- Performing the analysis of the economic and financial activity of the enterprise in the herb sector.
- Identifying the role of economic and financial analysis
- Making rational decisions regarding the management of business assets
- Calculation and interpretation of economic and financial indicators (net profit and gross profit, return on assets)
- Performing the commercial diagnosis of the enterprise (the market for herb products, the enterprise's supply market. Products, price, promotion)
- Selecting of the types and methods of business funding, and sources of funding for business development.
- Determining and advantages and disadvantages of using different sources of business financing (own resources or borrowed ones)
- Assessing the needs for business funding and cost-effectiveness
- Identification and selection of Financial Business Tools / Resources (Loans: negotiation, borrowing, management and reimbursement).
- Applying for alternative business financing opportunities such as: grants, subsidies, fiscal exemptions etc..

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

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- Elaboration of the Financial Plan for starting/ development of a business in herb sector
- 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)
- Types and methods of business funding.
- Advantages and disadvantages of using different sources of business financing (own resources or borrowed ones)
- Assessing the need of funding and cost-efficiency.
- Loans: negotiation, borrowing, management and reimbursement.
- Alternative business financing: grants, subsidies, fiscal exemptions etc.

Educational methodology

Techniques

In this subsection, following techniques will be used:

- Study visits

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- On-site group activities
- Experiential learning

Materials

In this subsection, following materials will be used:

- Oral presentations on-line
- Oral presentation in class rooms
- On site visits at the local enterprises, specialized in the cultivation, production, promotion, branding and marketing of medicinal, aromatic and spicy plants, and plant products with commercial value added

PPT Presentations:

- **PPT Presentation No.1:** Practical_Module_Funding_Tema_1_ENG_FV3,
Theme 1: Enterprise Financial Management Basis
- **PPT Presentation No.2:** Practical_Module_Funding_Tema_2_ENG_FV3,
Theme 2: Business Financing: Opportunities, Identifying and Selecting Funding Sources, Advantages and Disadvantages
- **PPT Presentation No.3:** Practical_Module_Funding_Tema_3_ENG_FV3,
Theme: Key business activity criteria: income, expenses, profitability and pricing.
- **PPT Presentation No.4:** Practical_Module_Funding_Tema_4_ENG_FV3,
Theme: Business plan elaboration for launching of medicinal plant production. Economic activity analysis

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Videos:

- Eng: Financial analysis made easy (and quick!)
- <https://www.youtube.com/watch?app=desktop&v=bd1COLKmvNc>
- Eng: How to Read Company Financial Statements (Basics Explained)
www.youtube.com/watch?app=desktop&v=__5ZscqYQiw
- Rus: Как читать финансовые отчеты Суть простыми словами
- Rus: Баланс, PL, Кэш-фло - базовые понятия в финансах и основы финансового анализа.
- www.youtube.com/watch?app=desktop&v=KCNKpyP-DNQ

E-Textbooks

- <https://www.accountingcoach.com/outline>
- <https://www.accountingcoach.com/outline>

3.11.1 Educational material: Module 11

In this subsection, participants will learn topics related to Trade, new business, and funding opportunities for herbs businesses.

Educational material is concentrated in PPT presentations, which contains for every session: video for self-learning, materials for interactive learning, like

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practical tasks, success story, some specialized publications and didactic educational material. Participants will join different activities during the module and share feedback to facilitator and technical expert. Participants will be able to increase knowledge directly from expert, peer-discussions, reading materials, group work, simulators, to imitate real work experiences applicable for use cases. The module offers text and video materials for participants in national language, as well as in English.

Table 69. User’s guide for the educational material for Module - Funding

Contents	Material	Duration (h)
Enterprise Financial Management Basis	PPT Presentation: Practical_Module_Funding_Tema_1_ENG_FV3 Theme 1: Enterprise Financial Management Basis Video No.1: Small Business Basics: Financial Management Small Business Basics: Financial Management - YouTube (4:46 min) Video No.2: Financial analysis made easy (and quick!) Financial analysis made easy (and quick!) - YouTube (11:45 min) Video No.3: How to Read Company Financial Statements (Basics Explained) How to Read Company Financial Statements (Basics Explained) - YouTube (11:32 min) Video No.4: Balance, Cash flow - basic concepts in finance and fundamentals of financial analysis. www.youtube.com/watch?app=desktop&v=KCNKpyP-DNQ (25.15 min)	10 hours
Business Funding: Opportunities, Identifying and Selecting Funding Sources,	PPT Presentation: Practical_Module_Funding_Tema_2_ENG_FV3 Theme 2: Business Financing: Opportunities, Identifying and Selecting Funding Sources, Advantages and Disadvantages	20 hours

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Advantages and Disadvantages		
Key business activity criteria: income, expenses, profitability and pricing	<p>PPT Presentation: Practical_Module_Funding_Tema_3_ENG_FV3 (1 hour) Theme: Key business activity criteria: income, expenses, profitability and pricing Video No.1: Pricing Your Agricultural Product https://www.youtube.com/watch?v=Ggj-vrKpJ1A (1:28 min) Machinery, equipment and tools on site (7 h)</p>	10 hours
Business plan elaboration for launching of medicinal plant production. Economic activity analysis	<p>PPT Presentation: Practical_Module_Funding_Tema_4_ENG_FV3 (1 hour) Video No.1: SWOT Analysis - What is SWOT? Definition, Examples and How to Do a SWOT Analysis https://www.youtube.com/watch?v=JXXHqM6RzZQ</p>	10 hours
Activity 1	<p>On-site group work/Practical activity on Financial Management Basis of enterprise: - Enterprise financial management - Financial statement - Identification of the necessary material, financial and human resources</p>	5 hours
Activity 2	On-site group work/Practical activity on Identifying and Selecting Funding Sources	5 hours
Activity 3	Practical activity on profitability and pricing of herb products	5 hours
Activity 4	Practical activity on Business plan elaboration for funding a herb enterprise	5 hours
Total		70

3.11.2 Activities: Module 11

In this subsection, following activities will be conducted:

Activity 1 - On-site group work on Enterprise financial management.

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Description of the activity 1: 15 Participants will conduct practical lessons in financial management and will participate in activities for Identification of the necessary material, financial and human resources for launching and developing a business in the field of medicinal plants. The module content will be presented based on interactive teaching methods. Different approach will be applied to enhance the engagements and active participations for better interactions and results. Facilitator and technical expert will provide detailed theoretical and practical information about Financial management, and participants will have an opportunity to get involved in each step of Enterprise financial management.

After on-site group activity, discussion and Q&A will take place with facilitator and technical expert to summarize and draw conclusions about the topic of group activity.

Table 70. Description of Activity 1 - On-site group work on Enterprise financial management

Contents	Methods	Materials	Duration (h)
Introduction	Oral Presentation/Discussion	PPT presentation	1
Practical group work	Experiential learning	Materials for quizzes Publications Teaching materials	8
Concluding remarks	Oral Presentation/Discussion	Whiteboard flip-chart Interactive digital whiteboard	1
Total			10

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Activity 2 - Activity 2 - On-site group work on Business Funding: Opportunities, Identifying and Selecting Funding Sources, Advantages and Disadvantages

Description of the activity 2:

15 Participants will conduct a practical activity on the following topics:

- Identifying and Selecting Funding Sources, Advantages and Disadvantages:
 - Tools granted by state as a business support
 - Private Business Financial Tools / Resources
 - The decision-making process regarding the use / non-use of certain business finance instruments

Facilitator and technical expert will provide detailed information and specifications, user manuals, pricing etc.

Table 71. Description of Activity 2 - On-site group work on Business Funding: Opportunities. Identifying and Selecting of Funding Sources, Advantages and Disadvantages

Contents	Methods	Materials	Duration (h)
Introduction	Oral Presentation/Discussion	Whiteboard. Zoom platform (in case of online training format). PPT presentation Publications Teaching materials	1
On-site/ Practical group work	Experiential learning Brainstorming,	Whiteboard, paper, pencils. Zoom platform (in case of online training format). Interactive digital whiteboard	8
Concluding remarks	Oral Presentation/Discussion Q & A	Whiteboard. Zoom platform (in case of online training format). Interactive digital whiteboard	1
Total			10

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Activity 3 - Practical group work on Key business activity criteria: income, expenses, profitability and pricing

Participants as a group will analyze and discuss the lectures' topic, share opinions, conclusions, use cases and experiences related to the topic.

Description of the activity 3:

15 Participants will conduct practical activities on the following:

- Definitions of consumption expenditure and expenses.
- Forecasting income and expenses in a medicinal plants business: growing, producing, promoting and marketing of aromatic, medicinal and spice plants, and its products
- Calculation of profitability of economic activity
- Pricing calculation for aromatic for medicinal plant products
- Enterprise commercial diagnosis (sales of plant products, the company's supply market).
- Products, price, promotion.

After on-site group activity, discussion and Q&A will take place with facilitator and technical expert to summarize and draw conclusions about the topic of group activity. Q&A session will be conducted during each topic: to ensures participants equal expression different techniques will be applied e.g. doodle for a “passive” or “shy” person to raise the questions or/and opinion.

“World coffee method” will be used in the small groups and prepare a response or find solution to different issues related to lectures' topic and then explain their ideas to another groups. After the groups have discussed the issues, they

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share views and emerge with a group conclusion or perspective (Think-Alone-Task; Think-All-Teams-Share; Think-Team-Share task).

Table 72. Description of Activity 3 - Practical group work on Key business activity criteria: income, expenses, profitability and pricing

Contents	Methods	Materials	Duration (h)
Introduction	Oral Presentation/Discussion	Whiteboard	1
		Zoom platform (in case of online training format). PPT presentation	
On-site/ practical group work in physically format	Experiential learning Brainstorming,	Publications	8
		Teaching materials Whiteboard, paper, pencils. Zoom platform (in case of online training format).	
Concluding remarks	Oral Presentation/Discussion Q & A	Interactive digital whiteboard	1
		Whiteboard Zoom platform (in case of online training format).	
Total		Interactive digital whiteboard	10

Activity 4 - Practical group work class room work on Business plan elaboration for herb enterprises.

Description of the activity 4:

15 Participants will participate in practical trainings and will learn to prepare the business plan for launching of herb enterprise. Economic activity analysis. The module content will be presented based on interactive teaching

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methods. Different approach will be applied to enhance the engagements and active participations for better interactions and results.

After practical group activity, the discussions and Q&A session will be conducted within each topic: to ensures participants equal expression, and different techniques will be applied e.g. doodle for a “passive” or “shy” person to raise the questions or/and opinion.

Participants as a group will analyze and discuss the lectures’ topic, share opinions, conclusions, use cases and experiences.

“World coffee method” will be used in the small groups and prepare a response or find solution to different issues related to lectures’ topic and then explain their ideas to another groups. After the groups have discussed the issues, they share views and emerge with a group conclusion or perspective (Think-Alone-Task; Think-All-Teams-Share; Think-Team-Share task).

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Table 73. Description of Activity 4 - Practical group work on Business plan elaboration for launching of medicinal plant production. Economic activity analysis

Contents	Methods	Materials	Duration (h)
Introduction	Oral Presentation/Discussion	Whiteboard.	1
		Zoom platform (in case of online training format). PPT presentation	
On-site group work	Experiential learning Brainstorming,	Publications	8
		Teaching materials Whiteboard, paper, pencils.	
Concluding remarks	Oral Presentation/Discussion Q & A	Zoom platform (in case of online training format).	1
		Interactive digital whiteboard Whiteboard.	
Total			10

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Facilitator (educator)

Facilitator (educator) for this subsection would preferably be in the business financing in herb sector, and particularly in the financial analysis and the elaboration of the business plan. It is preferable for the facilitator to have

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relevant knowledge and experience in business financing and entrepreneurial skills for launching of new business in the herb sector, economics, trading of herb products with commercial value added, etc.

This competence is very important taking into account the importance of Funding module, and the purpose to gain the stakeholders attention and participation during the module.

Moreover, facilitator must have the excellent communication and organizational skills and should be able coordinate and evaluate training module, monitor participants' performance, ensure that training module is executed properly and at an accurate time, while also provide updates or reports to the upper management and project partners on the progress of the training module.

Technical expert (i.e. farmer or expert practitioner)

Technical expert for this subsection would preferably have an academic background in business financing, relevant knowledge and practical experience with SME/business from sector. Moreover, technical expert must be equipped with excellent communication skills, promote its expertise comprehensively and successfully lead learning process.

5. Conclusions and recommendations

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4. Appendixes

Appendix 1. Questionnaire for the evaluation at the end of the training program (impact assessment)

Part I. General information

1. Country of stakeholder:

- Greece [1]
- Georgia [2]
- Armenia [3]
- Moldova [4]

2. Select your target group:

- Farmer of herbs [1]
- Herb collector [2]
- Local public authorities [3]
- Regional public authorities [4]
- National public authorities [5]
- Sectoral agencies [6]
- Interest groups including NGOs [7]
- Education/training centers and schools [8]
- SMEs [9]
- Business support Organizations [10]

3. Ability to cooperate internationally (knowing foreign languages):

- None [1]
- Small [2]
- Medium [3]

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- High [4]
- Very high [5]

4. Capacity to interact electronically (access to internet):

- Yes [1]
- No [2]

Part II. Evaluation of HEGO program

5. In your opinion, rate your experience in the HEGO program regarding its training needs, modernization practices and participation/networking activities the following sentences, from none (1) to very high (5):

No	Component	Strongly disagree [1]	Disagree [2]	Neutral [3]	Agree [4]	Strongly agree [5]
1	Having relevant experience in the agri-food sector					
2	Having necessary selection criteria to prioritize participants					
3	Proximity of conditions and facilities to participants					
4	Checking the conditions and facilities of participants before deciding on how to implement the program					
5	Matching the subject with the basic needs of participants					
6	Participation of top stakeholders in planning and implementation of techniques					
7	Paying attention to the real priorities and needs of participants					
8	Educational needs assessment of target farmers before the program implementation					
9	Announcing the final goals of the program to the participants					
10	Declaration of equipment required to participate					
11	Informing about the exact time of starting the program					

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12	Information about the details of the implementation time of the program					
13	Indicate responsible to inform about the program					
14	Providing appropriate educational materials (i.e. presentations, workshops' materials)					
15	Preparing suitable educational hybrid environment (i.e. e-learning, heating, cooling, nutrition, etc.)					
16	Developing and distributing technical instructions for experts and participants for e-learning					
17	Introducing experts and researchers with appropriate background					
18	Announcing duties of facilitators and technical experts to participants					
19	Holding coordination meetings between experts and participants					
20	Providing transport tools to the practical courses					
21	Providing suitable environments for the goals					
22	Holding theoretical training courses prior to the practical courses					
23	Ability to implement recommendations in local agri-food sector					
24	Number of activities held for participants					
25	Comprehensibility of content presented in educational programs for participants					
26	Number of modules/thematic areas held for participants					
27	Ability of stakeholders to use technologies introduced into the agri-food businesses in the region					
28	Ability to implement recommendations provided with no support of the public sector					
29	Participation in the implementation of educational programs					
30	Quality of educational programs					
31	Level of satisfaction among participants with educational programs					
32	Satisfaction with facilitators/educators in terms of transferring knowledge and technology to participants					

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33	Satisfaction with technical experts/practitioners in terms of meeting technical needs in the region					
34	Number of booklets and brochures distributed among participants					
35	Increasing modernization practices					
36	Augmenting performance per unit area					
37	Increasing participants' knowledge about production of agricultural commodities					
38	Reducing costs compared with traditional methods of production					
39	Increasing creativity in performing production activities					
40	Building a spirit of creativity and innovation among participants					
41	Establishing interactions between participants					
42	Raising skills in performing agricultural activities					
43	Boosting participants' willingness to work in a team					
44	Changing participants' attitudes towards modernization practices					
45	Strengthening problem-solving ability as a team and recognizing solutions to problems					
46	Expanding risk-taking power					
47	Multiplying participants' relationships with agricultural extension and research institutions					
48	Fostering mutual trust between participants and experts					
49	Increased profit compared with the previous production period					
50	Usefulness of recommendations provided of modernization practices					
51	Time required to spread technology and equipment proposed among participants					
52	Increased interest in participating in the program					
53	Extent satellite participants implement recommendations provided by the program					
54	Need to boost educational facilities					
55	Need to change experts of the program					
56	Need to alter main actions/goals of the program					

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57	Need to modify methodology of the program					
58	Need to modify ways of networking and cooperation between stakeholders					

6. In your opinion, write 3 innovative elements/characteristics of the training program which you believe that will modernize a herb business

1	
2	
3	

6. In your opinion, write 3 innovate elements/characteristics that the training program was missing and will help to modernize an herb business

1	
2	
3	

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Appendix 2. Training program of each country based on training needs of DT.1.5.1

Training program in Greece

Theory/practice	Module	Duration (h)
Theory	1. Conservation	15
	2. Sustainability	15
	6. Legislation	45
	7. Management	45
Practice	8. Sustainability	70
	9. Processing	70
	10. Marketing	70
	11. Funding	70
Total		400

Training program in Moldova

Theory/practice	Module	Duration (h)
Theory	1. Conservation	15
	2. Sustainability	15
	6. Legislation	45
	7. Management	45
Practice	8. Sustainability	70
	9. Processing	70
	10. Marketing	70
	11. Funding	70
Total		400

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Training program in Georgia

Theory/practice	Module	Duration (h)
Theory	1. Conservation	15
	2. Sustainability	15
	3. Cultivation-propagation	25
	4. Plant health	20
	7. Management	45
Practice	8. Sustainability	70
	9. Processing	70
	10. Marketing	70
	11. Funding	70
Total		400

Training program in Armenia

Theory/practice	Module	Duration (h)
Theory	1. Conservation	15
	2. Sustainability	15
	3. Cultivation-propagation	25
	4. Processing	20
	7. Management	45
Practice	8. Sustainability	70
	9. Processing	70
	10. Marketing	70
	11. Funding	70
Total		400

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