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The FarmForward Project: Sustainable and Transformative Strategies for Climate-Resilient Agriculture in VET

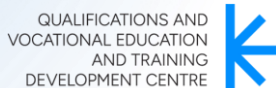
WP2

Climate-Resilient Farming Handbook

Handbook 11

Resources for Continuous Learning

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The FarmForward Project: Sustainable and Transformative Strategies for Climate-Resilient Farming in VET

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Introduction

Climate-resilient agriculture is changing quickly. New tools, updated policies, improved practices, and evolving climate data mean that what was accurate and relevant a few years ago may no longer be sufficient. VET teachers who rely only on materials prepared in earlier years risk teaching content that no longer reflects how farming is actually done or what farmers actually need (FAO, 2017).

Ongoing professional learning helps teachers stay confident and competent in a world where climate conditions, technologies and regulations are constantly shifting. It allows them to teach not just theory, but practical solutions – showing students how climate adaptation and mitigation actually work in everyday agricultural production.

It also strengthens digital competence, which is increasingly essential when working with precision farming systems, climate data platforms, and decision-support tools. By staying connected with innovation networks and demonstration farms, teachers can bring real, current examples into their lessons (CEDEFOP, 2026).

Access to reliable information, practical tools, professional communities and demonstration networks therefore becomes more than a resource – it becomes a foundation for strong, future-ready vocational education.

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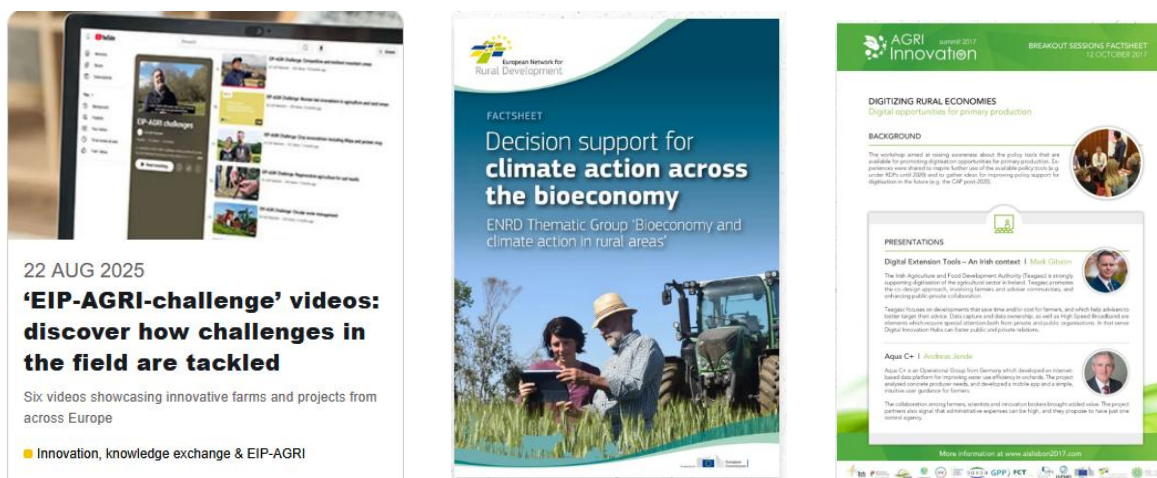


Figure 1. Data-driven approaches to monitor and evaluate agricultural practices. Source: [EIP-AGRI](#)

This module offers a practical framework for that continuous learning. It brings together selected knowledge sources, open digital tools, demonstration farm networks, and communities of practice and shows how teachers can integrate them into everyday professional life (CEDEFOP, 2020; EU CAP Network, 2024).

Special attention is given to supporting VET teachers through:

- access to reliable, quality-checked learning materials that are easy to use in teaching;
- opportunities to learn from real-life demonstrations and field-based experiences;
- regularly updated digital tools and open agricultural data that reflect current practice;
- active participation in professional learning communities where educators can exchange ideas and experiences.

By combining these elements, continuous learning becomes part of everyday professional life rather than an occasional activity. This approach helps VET educators

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keep their teaching relevant, practical, and closely connected to innovation in modern agriculture.

Learning Objectives

After completing this module, educators will be able to:

- identify at least three reliable knowledge sources relevant to their teaching context and explain what each offers that others do not;
- design one field-based or demonstration-linked learning activity that connects a climate topic directly to farm decisions learners will face in their region;
- participate actively in at least one professional community or network and bring one idea or resource from that exchange into their teaching;
- draft a personal CPD plan that identifies two or three priority areas, names specific learning opportunities for each, and includes a simple reflection checkpoint;
- demonstrate a change in their teaching practice resulting from new knowledge and explain what evidence shows that the change has improved learner understanding.

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Continuous Learning Framework for Agricultural VET

The Continuous Learning Framework for Agricultural VET illustrates the key components that support systematic professional development for VET educators. The framework highlights four interconnected elements that help teachers access relevant knowledge, strengthen practical understanding and continuously improve teaching quality (CEDEFOP, 2026; EU CAP Network, 2024).

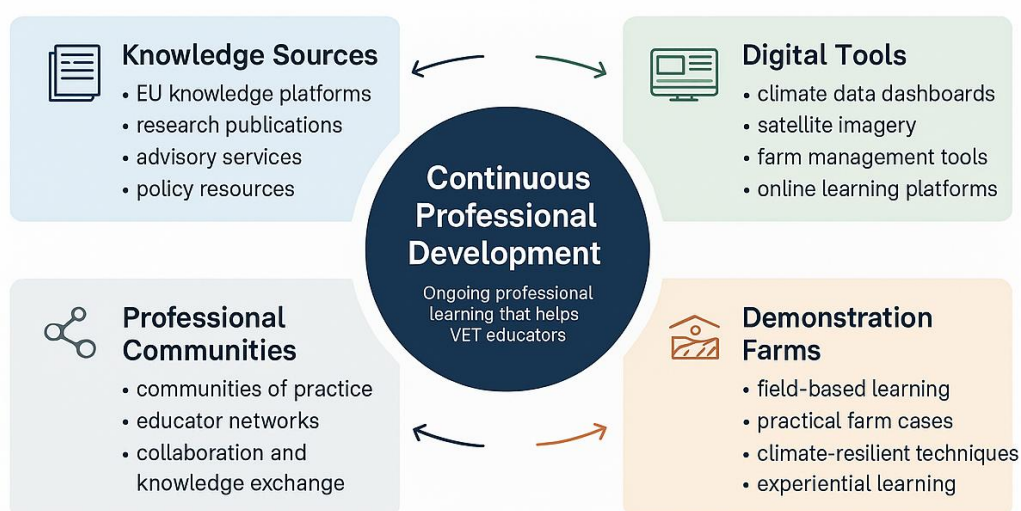


Figure 2. Continuous Learning Ecosystem for Agricultural VET. Source: AI

The framework includes four key elements that support continuous professional development for VET educators.

Knowledge Sources

Reliable information sources such as EU knowledge platforms, research publications and advisory services help educators stay informed about new agricultural developments and climate-related practices.

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Digital technologies such as climate data dashboards, satellite imagery and farm management tools support data analysis, learning and decision-making in agricultural education.

Demonstration Farms

Demonstration farms provide practical learning environments where educators and learners can observe real farming practices and experiment with climate-resilient techniques (FAO, 2017; Beard & Wilson, 2018).

Professional Communities

Professional networks and communities of practice allow educators to exchange knowledge, share teaching resources and learn from other professionals.

Together, these elements form a continuous learning system that supports ongoing professional development (CPD) for VET educators and helps them maintain up-to-date knowledge and innovative teaching practices (CEDEFOP, 2026; OECD, 2023).

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Types of Resources for Continuous Learning

Continuous learning for VET educators is not something extra – it's part of everyday teaching. To keep up with changes in agriculture, teachers need access to reliable information, real-life learning environments and opportunities to connect with others. These resources help educators stay informed, improve their teaching and bring new ideas into the classroom (CEDEFOP, 2020; OECD, 2023).

The sections below introduce different categories of resources. Used in combination, they cover knowledge acquisition, practical application, and peer learning – the full range of what effective professional development requires.



Figure 3. Learning resources ecosystem for continuous professional development in agricultural VET. Source: AI

This ecosystem brings together different types of resources, such as international learning platforms, European Union platforms and networks, national and regional

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organizations, professional communities and hands-on learning opportunities. Together, these elements form a connected system that helps educators keep learning, strengthen their teaching skills and confidently integrate climate-resilient agriculture into VET (CEDEFOP, 2020).

International Learning Platforms

International learning platforms provide access to structured courses, open educational resources, and global expertise in agriculture, climate change, and sustainability. These platforms are typically developed by international organizations, universities, and research networks, ensuring that the content is research-based and up to date. They cover a wide range of topics, including climate adaptation, sustainable farming practices, soil management, water efficiency, and digital agricultural technologies. The practical value for VET educators lies in access to global perspectives that broaden professional outlook and enable teaching content to be placed within a wider European and international agricultural context.

Table 1. Recommended resources for continuous learning in agricultural VET international learning platforms

Resource	Type	What it Provides	Typical Use in VET
UN CC:Learn	Climate learning platform	Courses on climate policy, adaptation and mitigation	Background knowledge for climate modules
Coursera / edX	University MOOC platforms	Courses on sustainability, digital agriculture and innovation	Professional development for educators
FutureLearn	Online learning platform	Courses on food systems and climate adaptation	Short modules for blended learning

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OpenLearn (Open University)	OER platform	Free courses and modules	Supplementary teaching materials
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European Union Knowledge Resources

The EU offers a wide range of platforms, networks, and resources that support learning in climate-resilient agriculture. They help educators stay up to date with new policies, research and innovative farming practices across Europe (EU CAP Network, 2024; EEA, 2024). These platforms also make it easier for researchers, advisers, farmers and educators to connect and learn from each other, strengthening how knowledge is shared across the sector. For educators this means access to useful information, real examples and practical ideas that can be easily integrated into teaching materials.

Table 2. European Union knowledge resources

Resource	Type	What it Provides	Typical Use in VET
European Environment Agency (EEA)	EU agency	Data and reports on climate impacts and environmental trends	Evidence-based discussions
CEDEFOP	EU agency	VET policy, skills and training resources	Curriculum development
European Commission – Agriculture Portal	EU policy platform	Policy frameworks, strategies and educational materials	Linking policy to teaching
Climate-ADAPT	EU climate platform	Adaptation strategies, policy guidance	Climate risk analysis exercises
Horizon Europe Projects	EU research programme	Research and innovation outputs	Integrating latest innovations
Copernicus Climate Service	EU data platform	Climate indicators, trends and forecasts	Data-based learning activities

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National and Regional Resources

International and EU platforms provide breadth; national and regional resources provide depth and local relevance. They reflect the specific farming systems, environmental conditions, and regulatory frameworks that learners will actually work within and are therefore essential for teaching that connects meaningfully to local practice (OECD, 2023).

National and regional institutions:

- national agricultural research institutes;
- ministries of agriculture or environment;
- agricultural extension services;
- local demonstration farms;
- regional training centres and advisory organisations.

Using national and regional resources helps keep teaching related to local reality, making it more relevant and meaningful for students and the farming context they will work in.

Table 3. National and regional resources

Country	Type	Institution	Website
Lithuania	Farmers & Agribusiness	National demo farms & advisory services	https://www.lzukt.lt/
	Farmers & Agribusiness	Lithuanian Chamber of Agriculture	https://www.zur.lt
	Farmers & Agribusiness	Lithuanian Farmers' Union	https://www.lus.lt
	Research	Lithuanian Institute of Agrarian Economics	https://www.laei.lt

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	University	Vytautas Magnus University – Agriculture Academy	https://zua.vdu.lt
	VET Network	Lithuanian VET Centres (AIKOS system)	https://www.aikos.smm.lt
Poland	Farmers' Organisation	Polish Chamber of Agriculture (KRIR)	https://www.krir.pl
	Advisory Services	Agricultural Advisory Centres (CDR Brwinów)	https://www.cdr.gov.pl
	University	Warsaw University of Life Sciences (SGGW)	https://www.sggw.edu.pl
	Research	Institute of Soil Science and Plant Cultivation (IUNG)	https://www.iung.pl
Slovenia	Farmers' Organisation	Chamber of Agriculture and Forestry of Slovenia	https://www.kgzs.si
	University	University of Ljubljana – Biotechnical Faculty	https://www.bf.uni-lj.si
	Research	Agricultural Institute of Slovenia	https://www.kis.si
Bulgaria	Farmers' Organisation	National Association of Grain Producers	https://www.naz.bg
	Research	Agricultural Academy Bulgaria	https://www.agriacad.bg
	University	Agricultural University – Plovdiv	https://www.au-plovdiv.bg
	University	Trakia University – Faculty of Agriculture	https://www.uni-sz.bg
Greece	Farmers' Organisation	GAIA EPICHEIREIN	https://www.gaiaepicheirein.gr
	National Agricultural Body	Hellenic Agricultural Organization – ELGO DIMITRA	https://www.elgo.gr
	University	Agricultural University of Athens	https://www.aua.gr

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	University	Aristotle University of Thessaloniki – Faculty of Agriculture	https://www.auth.gr
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Professional Communities and Networks

Professional learning communities are an important part of ongoing learning in agricultural VET. They give educators a space to share experiences, learn from each other and discover new ways of teaching. Through this collaboration, teachers can keep improving their practice and try out more innovative approaches in the classroom (CEDEFOP, 2026; OECD, 2023).

Examples include:

- teacher professional networks;
- agricultural advisory networks;
- EU thematic networks and innovation platforms;
- communities of practice related to sustainable agriculture and VET.

Professional communities help educators stay up to date with new practices, policy changes and fresh teaching ideas, while also learning from the experiences of others.

Practical Learning Resources for VET Teachers

Practical teaching resources help educators create engaging, hands-on learning experiences in agricultural VET. They make it easier to turn theory into real-life situations, so learners can better understand how things work in practice and build confidence in making decisions (FAO, 2017; Beard & Wilson, 2018).

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Key types of practical resources and examples

1. Case studies and real farm examples

- [EU CAP Network](#)
 - Case studies on innovation, sustainability and climate-resilient farming
 - Use in VET: analysis tasks, problem-based learning
- [EIP-AGRI](#)
 - Practical innovation projects and farmer-led solutions
 - Use in VET: real-life problem scenarios

2. Demonstration farms and field-based learning

- [FarmDemo](#)
 - Demonstration methodologies, farm visits, peer learning
 - Use in VET: structured field visit planning
- [FAO Farmer Field Schools](#)
 - Experiential learning approach for agriculture
 - Use in VET: observation sheets, field tasks

3. Practical training manuals and toolkits

- [FAO eLearning Academy](#)
 - Manuals on climate-smart agriculture, soil, water management
 - Use in VET: structured lesson content
- [CGIAR](#)
 - Research-based guides and training materials
 - Use in VET: evidence-based teaching

4. Open Educational Resources (OER)

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- [OER Commons](#)
 - Ready-to-use teaching materials and modules
 - Use in VET: lesson preparation
- [EU Academy](#)
 - EU policy-based courses and materials
 - Use in VET: policy integration

5. Teaching toolkits and applied resources

- [Climate-KIC](#)
 - Innovation and climate education toolkits
 - Use in VET: sustainability and systems thinking

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Guidelines for Using Continuous Learning Resources in Agricultural VET

Using continuous learning resources works best when they are used in a clear and practical way. The following guidelines help educators choose the right resources and use them to create meaningful, real-life learning experiences.

1. Start with clear learning goals

Focus on what learners should be able to *do*, not just what they should know. Choose resources that help reach these goals (Redecker, 2017).

In practice:

- connect climate topics to real farm decisions;
- focus on problem-solving tasks that require learners to make a real decision, not just describe a concept;
- before selecting a resource, write one sentence describing what learners will be able to do after the lesson that they could not do before.

2. Mix different types of resources

Learning is more effective when resource types are used in combination. A single source rarely covers knowledge, practice, and reflection together (CEDEFOP, 2026).

Recommended combinations:

- EU data platforms with farm case studies;
- digital tools with field observations;
- online courses with classroom discussion;
- demonstration farms with reflection activities.

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3. Keep learning close to real farming

Teaching that stays abstract produces knowledge that stays abstract. Climate-resilience education is most effective when connected to specific, real agricultural situations (FAO, 2017; Beard & Wilson, 2018).

Implementation strategies:

- use real farm examples and case studies;
- organise demonstration visits or where in-person visits are not possible use virtual farm observations with structured tasks;
- analyse real climate or production data;
- ask learners to simulate real farm management decisions.

4. Use digital tools with a clear purpose

Digital tools should support learning, not replace practical experience. The measure of a tool's value is not its sophistication but whether it helps learners understand something better or make a better decision (Redecker, 2017; CEDEFOP, 2026).

Use them to:

- analyse climate and farm data;
- visualise agricultural processes;
- compare different decisions;
- support teamwork.

5. Create space for reflection

Reflection is what converts experience into learning. Learning improves when learners think about what they did and why (Beard & Wilson, 2018).

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Methods:

- use short, focused discussion questions after each activity, not open-ended prompts, but questions that require learners to make a connection or evaluation;
- peer exchange and group work;
- ask learners to link what they observed or analysed back to a real farming situation they know;
- practise reflection yourself: after using a new resource or method, note what changed in learner understanding and what you would adjust.

6. Learn with others

Professional isolation is one of the most consistent barriers to growth in agricultural VET. Working with others surfaces new ideas, tests assumptions, and keeps learning grounded (CEDEFOP, 2026).

Recommended actions:

- participate actively in professional communities and networks, not just as a consumer of resources but as a contributor;
- exchange teaching approaches with colleagues including what has not worked and why;
- involve advisory services or sector experts in teaching: their knowledge of real farm conditions is something no platform can replicate;
- use examples from real projects and farms.

7. Plan continuous professional development (CPD)

Continuous learning should be part of everyday teaching, not an extra task.

Steps:

- identify two or three priority areas where your knowledge or teaching practice needs strengthening;
- select useful resources or training;
- apply new ideas and knowledge in teaching;
- adjust as you go: a CPD plan is a working document, not a commitment to a fixed path.

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Train-the-Trainer (TtT) Pathways

As climate-resilient agriculture continues to evolve, VET educators need ongoing support to stay current and feel confident trying new approaches in their teaching. Train-the-Trainer (TtT) pathways provide a practical and structured way for teachers to explore new content, experiment with modern methods, and integrate digital tools into everyday practice (CEDEFOP, 2026).

These pathways do more than simply introduce new materials – they create space for reflection, collaboration, and improvement. By supporting educators in testing and adapting new ideas, TtT programmes strengthen teaching quality, encourage innovation, and help teachers better understand what truly works for their students.

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Coaching cycles

Coaching cycles provide a structured sequence in which a teacher tries a new approach – whether a digital tool, a field-based activity, or a problem-based task with the support of a colleague or mentor before, during, and after. The aim is not evaluation but improvement.

The coaching cycle follows five stages:

- Set a clear goal: decide what you want to improve (e.g. using digital tools, making lessons more practical).
- Plan together: work with a colleague or mentor to design or adapt a lesson.
- Deliver a lesson: deliver the lesson for your learners.
- Get a feedback: receive focused, constructive feedback from a peer or coach.
- Reflect and improve: think about what worked, what didn't, and adjust your approach.

Pedagogical value

- Helps introduce digital and hands-on learning in a practical way.
- Keeps teaching aligned with learning goals and assessment.
- Encourages reflection and learner-centred teaching.

This approach aligns with Wlodkowski's (2008) emphasis on respectful and autonomy-supportive professional learning, as well as with Empower VET findings highlighting the importance of personalised guidance (Daukilas et al., 2024).

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Lesson Study Model

Lesson study is a collaborative improvement process in which a small group of educators jointly plan, observe, and refine a lesson. Unlike coaching cycles – which focus on an individual teacher’s development – lesson study builds shared understanding across a teaching team. It is particularly well suited to complex topics like climate-resilient agriculture, where no single teacher holds all the relevant expertise (OECD, 2023).

The process follows four stages:

- Plan together: design a lesson as a group, agreeing on a specific learning goal and the approach you will use to reach it.
- Teach and observe: one teacher delivers the lesson while others observe – focusing on learner engagement and understanding, not on evaluating the teacher.
- Analyse learners’ responses: focus on what learners understood, where they struggled and how they engaged.
- Improve and share: adjust the lesson and keep it as a resource for future use.

Value for VET

- Helps teachers make decisions based on real classroom evidence.
- Improves consistency across programmes and subjects.
- Encourages collaboration between educators.

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Communities of Practice

Communities of Practice (CoPs) are groups of professionals who grow and learn together through regular dialogue, shared experiences, and collaborative problem-solving. In agricultural VET, these communities can exist within a single institution or extend across regions, countries, or even Europe. They create a space where educators feel connected – not working in isolation, but as part of a wider professional network (CEDEFOP, 2020).

CoPs help educators:

- Share teaching materials, practical examples, and classroom strategies.
- Openly discuss common challenges such as climate change, digital transformation, or learner engagement.
- Stay informed about emerging policies, technologies, and sector developments (EU CAP Network, 2024).

In the field of climate-resilient agriculture, the most effective CoPs often bring together teachers, agricultural advisers, researchers, digital tool developers, and representatives of demonstration farms. This diversity enriches discussions and keeps learning grounded in real practice. By sustaining collaboration beyond formal training sessions, CoPs strengthen professional confidence, motivation, and a shared sense of purpose (EU CAP Network, 2024; FAO, 2017).

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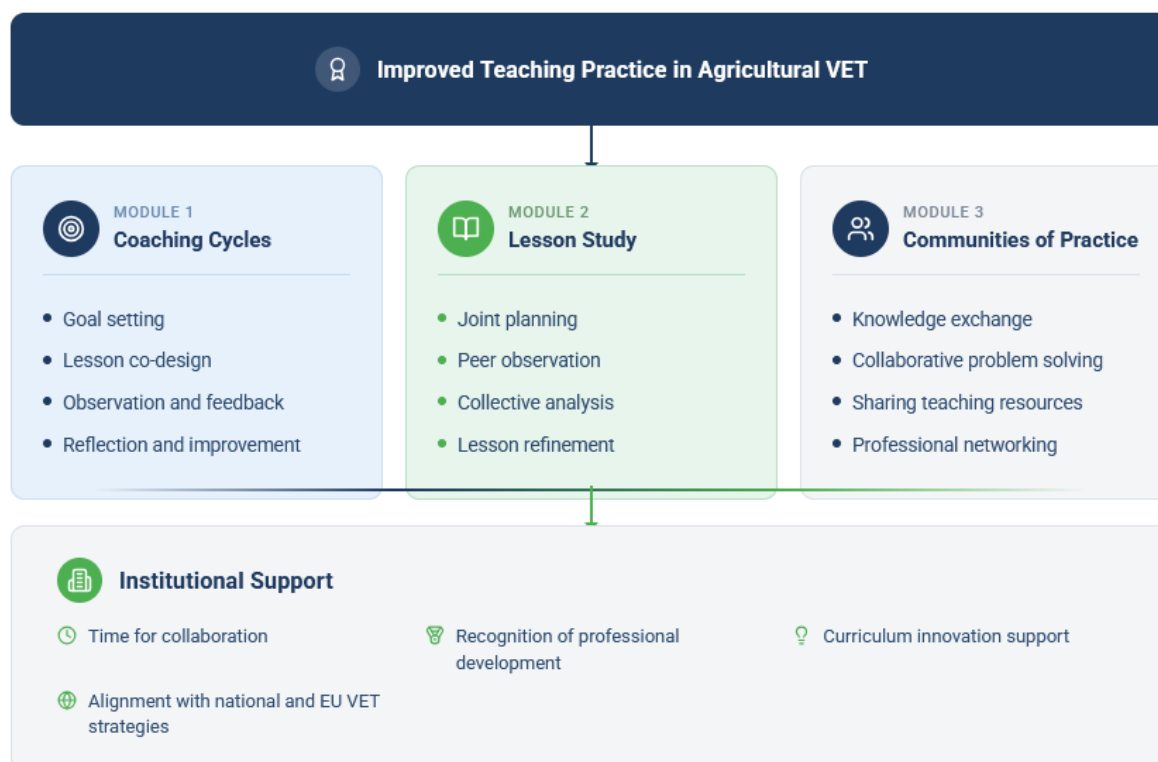


Figure 4. Integrated Train-the-Trainer Pathway for Agricultural VET. Source: AI

To ensure meaningful impact institutions should:

- allocate time for collaboration and reflection;
- recognise participation of VET educators in professional development activities;
- connect TtT initiatives with curriculum development;
- align training with national and European VET strategies.

When individual learning, collaboration with others and support at organisational level all work together, teachers develop their skills more effectively and new ideas are easier to put into practice (OECD, 2023).

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Self-Assessment Questions

Self-Check Questions

Use these questions to check your understanding of the module's core concepts.

- Can I identify the four elements of the continuous learning framework and explain what each contributes to professional development?
- Do I understand the difference between knowledge sources, digital tools, demonstration farms, and professional communities and when each is most useful?
- Can I explain why combining resource types produces better learning outcomes than relying on a single source?
- Do I know how to connect a specific climate topic to a real farm decision and why that link matters for learner motivation?
- Can I identify two or three resources from this module that I could use in my own teaching next term?

Knowledge-Based Questions

These questions test understanding of the module's content.

- What are the four core elements of the continuous learning framework, and what does each offer that the others cannot?
- Name three EU knowledge platforms and describe the content each provides. What is each most useful for in a VET teaching context?
- What distinguishes a Community of Practice from a professional network or mailing list? Why does that distinction matter for professional development?
- What are the five stages of a coaching cycle? At which stage does the most learning typically occur, and why?

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- Why is it important to use different types of resources in combination? Give an example of an effective combination and explain why it works.

Application-Based Exercises

These exercises ask you to apply the module's content to realistic teaching situations.

Exercise 1. Resource Audit

List the resources you currently use most often in your teaching. For each one, identify its category (knowledge source, digital tool, demonstration-based, or community). Then identify which category is missing or under-used. Choose one resource from this module that fills that gap and explain specifically how you would use it in an upcoming lesson.

Exercise 2. CPD Planning

Identify two areas of your teaching on climate-resilient agriculture where your knowledge or methods feel outdated or uncertain. For each area: name one specific resource or learning opportunity from this module that addresses it; describe one concrete teaching change you will make after engaging with that resource; and set a checkpoint how will you know whether the change has improved learner understanding?

Exercise 3. Designing a Collaborative Learning Activity

Using the lesson study model, plan a joint lesson with a colleague on a climate-resilient topic of your choice. Write the shared learning goal, describe the observation focus (what you will look for in learners, not in each other), and identify one specific question you will discuss in the debrief. After delivering the lesson, compare what you each noticed and write one revision you would make before teaching it again.

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Annexes

Glossary

Climate-Resilient Agriculture: Farming systems designed to maintain productivity and sustainability under changing climate conditions.

Climate Adaptation: Adjustments in agricultural practices to reduce risks from climate variability and extreme weather.

Climate Mitigation: Actions that reduce greenhouse gas emissions or increase carbon storage in agricultural systems.

Continuous Professional Development (CPD): Ongoing learning activities that help educators update knowledge and improve teaching practice.

Community of Practice (CoP): A professional group that shares experience, knowledge, and practical solutions through regular interaction.

Demonstration Farm: A working farm used as a real-life learning environment for observation and experimentation.

Digital Tools: Technologies such as climate dashboards, satellite data, and farm management systems used for analysis and decision-making.

Lesson Study: A collaborative method where educators jointly plan, observe, and improve lessons.

Open Educational Resources (OER): Free teaching materials that can be reused and adapted.

Train-the-Trainer (TtT): Structured training designed to strengthen educators' knowledge and pedagogical skills.

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Abbreviations

AKIS – Agricultural Knowledge and Innovation System

CEDEFOP – European Centre for the Development of Vocational Training

CPD – Continuous Professional Development

EEA – European Environment Agency

EIP-AGRI – European Innovation Partnership for Agricultural Productivity and Sustainability

EU – European Union

FAO – Food and Agriculture Organization of the United Nations

MOOC – Massive Open Online Course

OER – Open Educational Resources

TtT – Train-the-Trainer

VET – Vocational Education and Training

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