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

## WP2

### Climate-Resilient Farming Handbook

#### Handbook 2 How to Use This Handbook

##### Project Partners

QUALIFICATIONS AND  
VOCATIONAL EDUCATION  
AND TRAINING  
DEVELOPMENT CENTRE



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

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## How to Use This Handbook

### Introduction

This handbook was developed to support VET educators and trainers who want to teach climate-resilient farming in ways that are practical, relevant, and adaptable to real learning contexts. Across the FarmForward project, the shared aim is not simply to explain climate change in theory, but to help trainers connect climate challenges with everyday decisions in agriculture, from crop planning and water management to risk reduction, digital tools, and long-term farm resilience.

The handbook is therefore designed as a working resource rather than a text to be read from the first page to the last without interruption. It can be used selectively, progressively, or in full, depending on the learners, the available time, and the training setting. Some educators may use it to plan a complete learning pathway over several weeks. Others may draw on individual modules for a shorter workshop, a field-based demonstration, or a professional development session with farmers, students, or advisory staff. In both cases, the logic remains the same: the handbook helps trainers move from understanding climate-related challenges to discussing practical responses that make sense in local agricultural contexts.

A central strength of the handbook is its modular structure. Each chapter focuses on a distinct aspect of climate-resilient farming, yet the modules also complement one another. Some provide foundational understanding, such as climate impacts or future scenarios. Others focus more directly on teaching methods, farm management practices, policy frameworks, or tools for continuous learning. This means the handbook can support both newcomers who need a starting point and more experienced trainers who want to deepen or update existing material. The common structure used across modules was intentionally designed to make navigation easier and to support consistent use in VET settings.

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This section explains how to work with the handbook in a purposeful way. It clarifies who it is for, how the content is organised, how different learning formats can be combined, where supporting resources can be found, and how the self-assessment questions can be used to reinforce learning. The overall message is simple enough: do not treat this handbook like a museum object. Open it, mark it, adapt it, test it, and let it get a bit muddy if that is what the field day requires.

## Learning Objectives

By using this section, educators and trainers should be able to:

- understand the overall purpose and structure of the handbook and identify which modules are most relevant for their learners and training goals;
- recognise the main target groups for whom the handbook is intended and adapt delivery accordingly;
- combine e-learning, face-to-face workshops, and field-based activities into a coherent learning pathway;
- use the handbook templates, activities, and supporting materials in a flexible and locally relevant way;
- guide learners through the self-assessment questions and use these as tools for reflection, consolidation, and practical application.

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## Who This Handbook Is For

The handbook is primarily intended for VET educators and trainers working in agriculture and related fields. This includes teachers in formal vocational education, trainers involved in continuing professional development, agricultural advisors with a training role, facilitators and advisors working with farmer groups, and professionals supporting upskilling in rural communities. The broader handbook guidance makes clear that the content is meant to be practical, accessible, and relevant across partner countries, which means it should work in both classroom-based and practice-based environments.

At the same time, the immediate learners may vary. In some cases, the audience will be VET students preparing for careers in agriculture. In others, it may be current farmers, farm workers, young entrants to the sector, or adult learners returning for reskilling. Trainers should therefore begin by asking three simple questions before choosing content:

- What level of prior knowledge do the learners already have?
- What kind of decisions do they face in real agricultural settings?
- What can they realistically apply after the session?

These questions matter because climate-resilient farming is not taught effectively through abstraction alone. A group of young learners in initial VET may need a stronger grounding in concepts and examples. A group of experienced farmers may need less theory and more comparison of options, case discussion, and problem-solving around local risks. The handbook can support both, but the route through it may differ.

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## Structure at a Glance

The handbook is organised into modules that can be used as stand-alone units or as part of a broader sequence. The common structure across the handbook includes an introduction, learning objectives and outcomes, core module content, self-assessment questions, and annex-type supporting elements such as glossary terms and abbreviations. This consistency is intentional: it helps trainers and learners know where they are, what they are expected to gain, and how to revisit the material later without getting lost in the wheat field.

A useful way to think about the sequence is as a progression:

- **why the topic matters;**
- **what the evidence and key concepts are;**
- **how climate risks affect farming systems;**
- **which responses, practices, and tools are available;**
- **how these can be taught, assessed, and applied.**

Trainers do not need to follow every module in strict order. However, for learners who are new to the topic, it is generally advisable to begin with the introductory and foundational chapters before moving to more specialised material. For shorter training formats, selected modules can be paired strategically. For example, a session on climate impacts may be combined with crop resilience or adaptive farm management. A session on educational strategies may be paired with innovative tools or continuous learning resources.

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## How to Read the Modules in Practice

Each module should be approached with a practical teaching intention. Rather than asking, “How do I cover all of this?”, trainers may find it more useful to ask, “What do I want learners to understand, discuss, or do by the end of this session?”

A helpful routine is the following:

Start with the **Introduction** to understand the scope of the module and the reason it matters.

Review the **Learning Objectives and Outcomes** before planning the lesson. These show what learners should be able to explain, identify, analyse, or apply.

Work through the **main content** selectively. Some parts may be used for direct explanation, while others may be better suited for discussion, case analysis, group work, or homework.

Use the **Self-Assessment Questions** not only at the end, but also during delivery. A short question placed halfway through a session can wake up the room faster than a third PowerPoint slide with arrows.

Refer learners to the **Glossary** and **Abbreviations** when unfamiliar terms appear, especially where technical or policy language may create barriers.

This approach allows the handbook to function as both a teaching resource and a learning companion. Trainers can simplify, reorder, or combine content as needed, provided that the learning purpose remains clear.

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## Where to Find and How to Use Supporting Materials

The handbook should not be seen as a single block of narrative text. It is supported by practical elements that help trainers turn content into delivery. Depending on the final project package, these may include slides, worksheets, reflection prompts, case examples, task instructions, or templates developed across the FarmForward project's outputs. The broader handbook guidance also encourages the use of visuals, tables, examples, and practical exercises where relevant.

When using supporting materials, trainers are encouraged to do the following:

- select only what is needed for the specific session;
- adapt examples to the regional farming context;
- simplify wording where learners are unfamiliar with technical language;
- replace generic cases with local ones when possible;
- keep activities focused on decisions and observations that matter in practice.

In other words, the handbook gives the structure, but good training still needs a local accent. Not a linguistic one necessarily, although that helps too. A practical one.

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## How to Use the Self-Assessment Questions

Each module includes self-assessment questions, and these are an important part of the learning design rather than an optional extra. The common structure across the handbook identifies three useful types: self-check questions, knowledge-based questions, and application-based exercises.

These can be used in different ways:

**Self-check questions** help learners confirm whether they have understood the basic ideas. They are useful for recap, quick review, or low-pressure revision.

**Knowledge-based questions** test recall and understanding more directly. These are helpful when trainers want to check whether key concepts, terms, or relationships have been understood accurately.

**Application-based exercises** are often the most valuable in VET settings. They ask learners to interpret a short scenario, respond to a practical challenge, compare options, or justify a decision. This is where the material moves from knowing to doing.

Trainers do not need to use every question in the same way. Some can be used for individual written work, others for pair discussion, group tasks, oral review, or informal classroom debate. The most effective use is usually to treat the questions as prompts for reflection and transfer. A learner who can repeat a definition has learned something. A learner who can apply it to a farm scenario has learned something that might survive first contact with reality.

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## **Adapting the Handbook to Local Contexts**

Although the handbook serves a shared European project purpose, effective training depends on local relevance. Climatic risks, farming systems, available technologies, and policy conditions differ across regions. Trainers are therefore encouraged to localise examples, terminology, and activities wherever needed.

This may involve:

- using local crops, livestock systems, or seasonal patterns in examples;
- referring to familiar risks such as drought, flooding, erosion, or heat stress;
- drawing on local farm records, regional reports, or demonstration sites;
- adjusting the level of technical language to suit the learner group;
- linking the material to local labour market needs and agricultural realities.

The aim is not to rewrite the handbook from scratch. Thankfully, nobody has time for that. The aim is to make the material feel credible, useful, and close enough to the learner's world that they can act on it.

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