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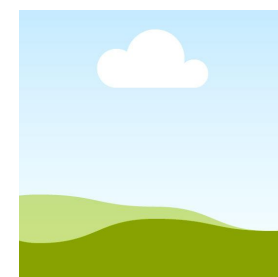
GEAVET DIGI-BASED COACHING MODULE FOR WOMEN IN SUSTAINABLE AGRI-BUSINESS AND ENTREPRENEURSHIP

DELIVERABLE 4.2 SECTION I

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Skink (Luna and Iva)

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WHAT IS A COACHING VS A TRAINING?

Aspect	Training Program	Coaching Program
Purpose	<ul style="list-style-type: none">• Transfer knowledge and teach specific skills	<ul style="list-style-type: none">• Support personal/professional growth and performance
Focus	<ul style="list-style-type: none">• Focuses on 'how to do things' (methods, procedures)	<ul style="list-style-type: none">• Focuses on why things are done' (mindset, decisions, motivation)
Starting Point	<ul style="list-style-type: none">• Assumes little or no prior knowledge	<ul style="list-style-type: none">• Requires existing knowledge or experience to build on
Approach	<ul style="list-style-type: none">• Structured, curriculum-based	<ul style="list-style-type: none">• Flexible, tailored to individual needs
Role of Instructor	<ul style="list-style-type: none">• Trainer is the expert who delivers content	<ul style="list-style-type: none">• Coach is a facilitator guides reflection and insight
Learning Style	<ul style="list-style-type: none">• Passive to semi-active (listening, exercises)	<ul style="list-style-type: none">• Highly interactive (questioning, reflection, dialogue)

WHY EMPOWER WOMEN IN AGRIBUSINESS?

- Women are **key to agriculture and food systems**
- Empowerment **drives sustainable and inclusive growth**
- Access to resources **increases productivity and resilience**
- Supports **climate-smart** practices and **food security**
- **Boosts** jobs, income, and **rural economies**
- Strengthens **leadership and decision-making**

BARRIERS IN WOMEN EMPOWERMENT

- 1. Limited access to land and resources:** confined to small plots and subsistence-level production.
- 2. Financial barriers:** limited access to credit, high interest rates, lack of collateral, and insufficient financial literacy
- 3. Cultural and legal barriers:** restrictive gender norms and inheritance laws
- 4. Digital divide:** limited digital literacy, poor ICT infrastructure, and affordability constraints



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**GEAVET DIGI-BASED
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AGRI-BUSINESS AND
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**GEAVET MÓDULO DIGI
DE COACHING PARA
MULHERES EM
AGRONEGÓCIO
SUSTENTÁVEL E
EMPREENDEDORISMO**



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**MODULI YA UFUNDISHAJI
WA KIDIJITALI YA GEAVET
KWA WANAWAKE KATIKA
BIASHARA ENDELEVU YA
KILIMO NA UJASIRIAMALI**

To be found on:

<https://geavet.eu/activities-and-results/>
GEAVET e-learning platform – coming soon

ALIGNMENT WITH EU POLICY FRAMEWORKS

- 1. European Green Deal:** Promotes climate-smart agriculture, resource efficiency, and reduced environmental impact
- 2. Farm to Fork Strategy:** Supports sustainable, safe, and market-oriented agrifood systems
- 3. EU Gender Equality Strategy:** Strengthens women's access to resources, leadership, and economic participation
- 4. EU–Africa Strategy:** Advances digital skills, green transition, and sustainable entrepreneurship in Africa

SKILLS DEVELOPMENT

SECTION I



I. HOW TO START – DIGITAL TOOLS IN AGRICULTURE

1. Start with a question to discuss:

“If a farmer has a smartphone—what is the most valuable thing it can do for her business?”

2. Discuss in groups what are the ways digital tools can improve:

productivity, income and decision-making and share among groups

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2. Think (individually), write down 2-3 ideas and circle 1 you think is the most important. (2 mins)

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2. Get in pairs, each person shares their idea and together choose 1 combined answer. (4 mins)

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2. Two pairs join, each pair presents their idea and group agrees on one final answer. Assign role of 1 speaker. (4 mins)

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2. Get everyone together and volunteers from different groups briefly explain your answers. (2-3 mins)

I. HOW TO START – DIGITAL TOOLS IN AGRICULTURE

1. Start with a question to discuss:

“If a farmer has a smartphone—what is the most valuable thing it can do for her business?”

- ❖ **Think (individually):** No talking yet. This lowers pressure and helps everyone prepare
- ❖ **Work in pairs:** Safer space, equal speaking time
- ❖ **Groups of 4:** Builds confidence before larger sharing
- ❖ **Whole group:** Keeps it low-pressure and fast

I. HOW TO START – DIGITAL TOOLS IN AGRICULTURE

3. Show examples of **digital tools** such as **Plantix** (<https://plantix.net/en/>) or **Hellotractor** (<https://hellotractor.com/>) and make participants try them.

4. **Share experiences.** Encourage participants to suggest ways to support each other in using digital tools.

I. DIGITAL TOOLS IN AGRICULTURE - WHAT WILL BE COVERED

- Introduction to **digital tools in farming** (mobile, SMS, apps)
- How to use digital tools for:
 - **Weather information & farm planning**
 - **Market prices & selling decisions**
 - **Mobile money & financial transactions**
- Overview of **tools accessible on basic phones and smartphones**
- Exploration of **localized solutions** (e.g. voice services, community access)
- Practical **activities to build confidence** using digital tools

I. HOW TO TEACH DIGITAL TOOLS IN AGRICULTURE

How to teach digital tools in agriculture:

- Start simple
- Use real-life tasks
- Practice, don't explain
- Peer learning

And don't forget!

- The challenge is not access to digital tools—it's how to teach these tools simply.

I. WHY DOES THIS MATTER TO FEMALE FARMERS?

- **Helps overcome limited access** to extension services and markets
- Reduces dependence on **middlemen** → **better income** opportunities
- Improves decision-making and productivity through **timely information**
- Enables **financial inclusion** via mobile money services
- Addresses the digital gender gap by **building skills and confidence**

→ **Supports women's independence and participation in agribusiness**

2. HOW TO START – CLIMATE SMART AGRICULTURE

1. Start with a scenario:

“Rainfall is unpredictable. Yields are dropping. What do you do?”

2. Give the groups time to discuss (5 mins). Let them share their conclusions.

2. HOW TO START – CLIMATE SMART AGRICULTURE

1. Start with a scenario:

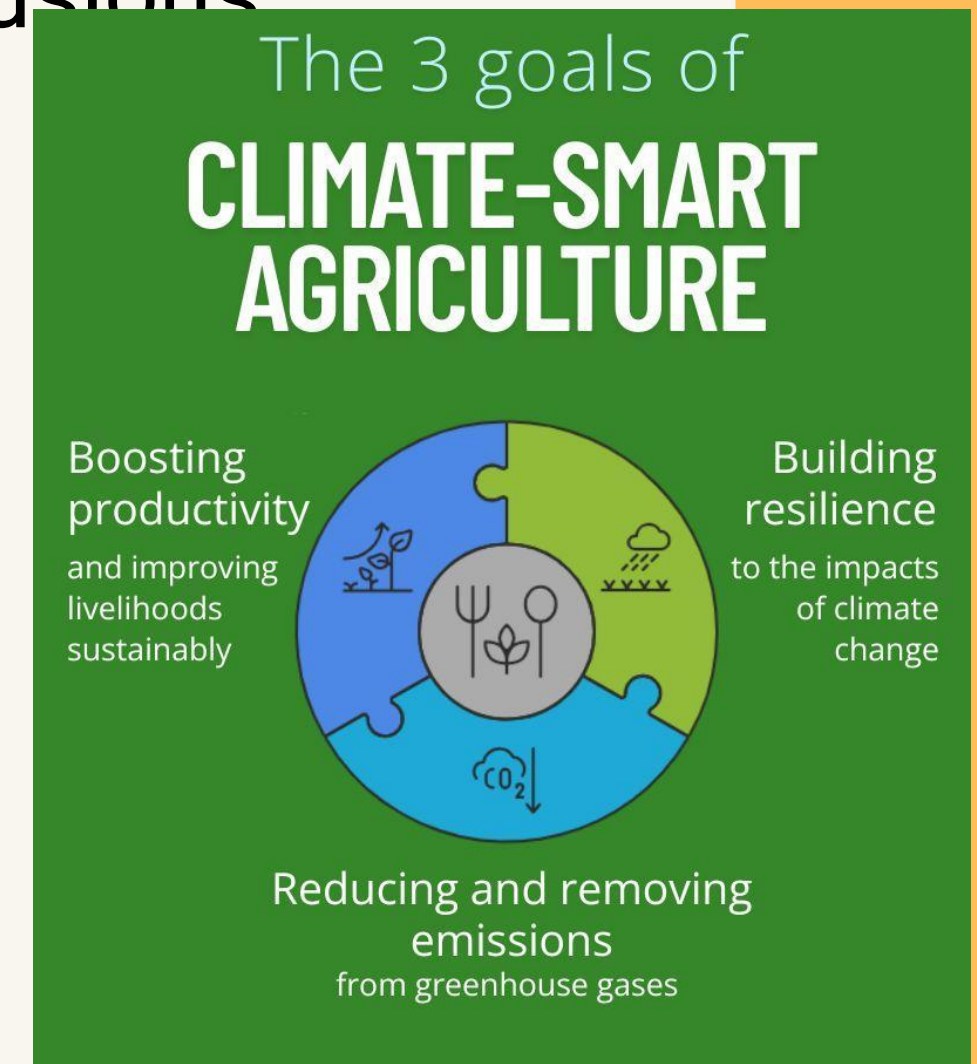
“Rainfall is unpredictable. Yields are dropping. What do you do?”

2. Give the groups time to discuss. Let them share their conclusions

3. Introduce briefly and in a simple way the **climate-smart**

agriculture:

Climate-smart agriculture is about producing more food, adapting to climate change, and at the same time reducing agriculture’s impact on the climate.



2. CLIMATE SMART AGRICULTURE - WHAT WILL BE COVERED

- Introduction to Climate-Smart Agriculture (**CSA**) principles
- Key practices:
 - **Mulching, composting, intercropping**
 - **Water management & irrigation (e.g. drip, rainwater harvesting)**
 - **Agroecology and organic farming**
- Use of **renewable energy** solutions (e.g. solar drying, irrigation)
- Learning from **real case studies** of women farmers (EU & SSA)

example from Uganda: <https://www.youtube.com/watch?v=sPpZFn57EKw>

- Activities to **apply CSA solutions to local challenges**

2. HOW TO TEACH CLIMATE-SMART PRACTICES

How to teach climate smart practices:

- Use problems, not definitions
- Use local examples
- Focus on decisions

And don't forget!

- Farmers don't adopt 'climate-smart practices'. They adopt solutions that work.

2. WHY DOES THIS MATTER TO FEMALE FARMERS?

- Helps women **adapt to climate change** (droughts, pests, soil degradation)
- Improves **productivity and income stability** on small plots
- **Reduces costs** and reliance on external inputs
- Supports **year-round production** and food security
- **Decreases workload** through efficient practices

→ **Empowers women as leaders in sustainable agriculture and resilience**

3. HOW TO START – INCREASING PRODUCTIVITY & INCOME

1. Start with picking one CSA practice (e.g. irrigation, crop diversification).

Map how it leads to income.

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Example:

Crop Diversification - Income Pathway

- Multiple crops planted
- Staggered harvests → more frequent sales
- Reduced risk if one crop fails
- Some food consumed at home → lower expenses

→ **Result:** Stable, moderate income growth with relatively low upfront cost

3. HOW TO START – INCREASING PRODUCTIVITY & INCOME

2. Continue with guiding the discussion on “What challenges do women farmers in your community face when trying to increase production and what affects your farm the most?”

→ This helps participants **share their experiences, identify common obstacles, and connect the conversation directly to their own farming realities.**

3. INCREASING PRODUCTIVITY & INCOME - TOPICS

- Efficient use of key resources:
 - **Water** (mulching, drip irrigation, rainwater harvesting)
 - **Land** (intercropping, crop rotation, vertical farming)
 - **Seeds** (quality selection, storage, community seed systems)
- **Post-harvest management** to reduce losses (drying, storage, handling)
- Introduction to **value addition** (processing crops into higher-value products)
- **Practical activities:**
 - Tracking yields and inputs
 - Developing simple business models

3. HOW TO TEACH INCREASING PRODUCTIVITY & INCOME

How to teach increasing productivity and income:

- Start with clear goals
- Use cause-and-effect thinking
- Work with real farm examples
- Compare “before and after”
- Focus on decisions, not theory

And don't forget!

□ Coaching is not about giving answers—it's about improving decisions.

3. WHY DOES THIS MATTER TO FEMALE FARMERS?

- **Increases yields and income** with limited resources
- **Reduces post-harvest losses** → more products to sell
- Enables **higher profits** through value-added products
- Supports **better use of small land** areas
- Improves **financial independence** and resilience

→ **Creates better/more opportunities for entrepreneurship and market participation**

4. CASE STUDIES - EXAMPLE I

Sunkpa Shea Women's Cooperative

<https://www.youtube.com/watch?v=hHGBcSE2KrA>



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Sunkpa Shea Women's Cooperative

<https://www.youtube.com/watch?v=hHGBcSE2KrA>



This example shows...

- ...that women-led cooperatives can successfully combine income generation with environmental sustainability when they are community-driven and democratically managed.
- ...the importance of shared ownership, fair profit distribution, and collective action in building strong and inclusive value chains.
- ...how integrating sustainable land management practices can protect

4. CASE STUDIES - EXAMPLE 2

Jamila Abass (M-Farm)

<https://www.youtube.com/watch?v=5Us1mG6fGd4&t=1s>



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This example shows...

- ...how simple digital tools like SMS can empower farmers with real-time market information, increasing their bargaining power and income.
- ...how collective action and cooperation can reduce costs and overcome market barriers.
- ...how women-led innovation can bridge the gap between farmers and markets, even in contexts with limited digital skills.

5. HOW TO DELIVER THIS MODULE EFFECTIVELY (TEACHING METHODOLOGIES)

1. Use a Participatory Approach (Participatory Learning / Andragogy)

- Facilitate, don't lecture
- Build on participants' experience
- Encourage sharing and discussion

2. Keep It Practical (Experiential Learning)

- Short explanations (10–15 mins max)
- Focus on real farming situations
- Use local examples

5. HOW TO DELIVER THIS MODULE EFFECTIVELY (TEACHING METHODOLOGIES)

3. Learn by Doing (Hands-On Learning / Learning by Doing)

- Hands-on practice (phones, tools, CSA techniques)
- Demonstrations (show, then let participants try)

4. Apply the Learning Cycle (Experiential Learning Cycle)

- Experience → Reflect → Learn → Apply

5. Promote Peer Learning (Collaborative Learning / Peer-to-Peer Learning)

- Group work and pair discussions
- Problem-solving together

5. HOW TO DELIVER THIS MODULE EFFECTIVELY (TEACHING METHODOLOGIES)

6. Use Simple & Local Tools (Contextualized Learning / Inclusive Learning)

- SMS, mobile money
- Local language and familiar examples

7. End with Action (Action-Based Learning / Results-Oriented Learning)

- Set small weekly goals
- Encourage real-life application

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Q & A

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END OF THE PRESENTATION

THANK YOU

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