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THEORETICAL MODULE

GEAVET TRAINING PROGRAMS

20 April 2026

Eduforma team

INCLUSIVE GREENING EXCELLENCE IN THE AFRICAN EFUCATION AND TRAINING ECOSYSTEM

in a nutshell

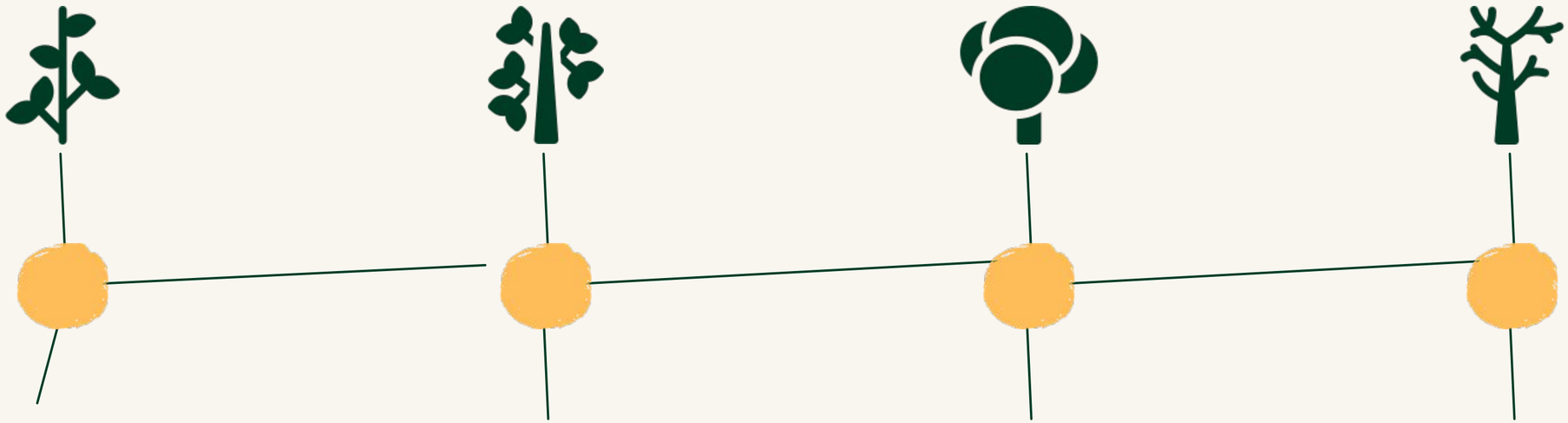
Erasmus+ Capacity Building VET

36 months

7 partners

6 work packages

4 TRAINING PROGRAMMES



KENYA

3 modules

2 practical
1 theoretical

UGANDA

3 modules

2 practical
1 theoretical

MOZAMBIQUE

3 modules

2 practical
1 theoretical

NIGERIA

3 modules

2 practical
1 theoretical

GEAVET THEORETICAL MODULE

SOFT SKILLS

= set of personal qualities and skills we possess that can be applied at work, but also in every other aspect of our lives.

These include cognitive, relational, and communicative abilities, which differ from the technical skills and competencies tied to specific tasks or roles.

They are personal characteristics in any work environment because they influence how we respond and adapt to the demands of our surroundings at any given time

WHY SOFT SKILLS?

They make us unique and represent our personal way of presenting ourselves and handling situations.
They contribute to bringing a 'distinctive' **added value** to whatever context they are utilized and expressed in.

If developed or improved, they contribute to personal and professional growth.

→ help people adapt and adopt positive attitudes in order to effectively face the challenges posed by professional and everyday life

GEAVET THEORETICAL MODULE

SOFT SKILLS

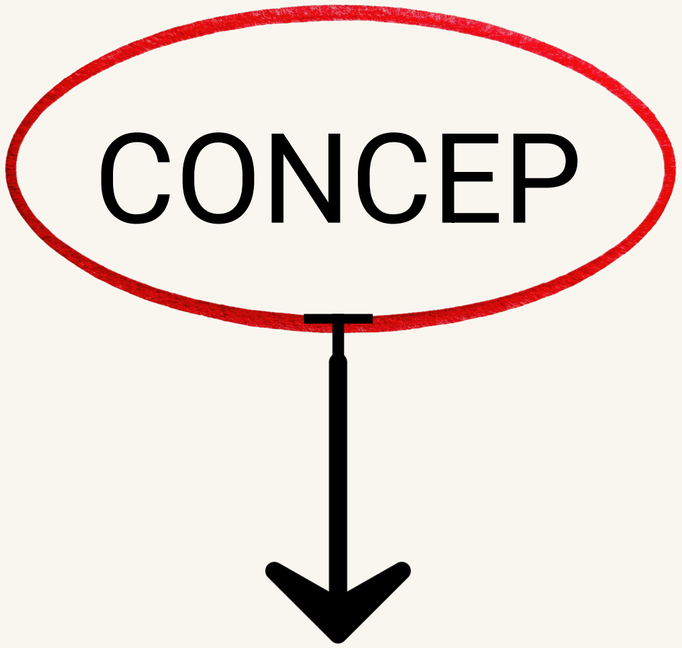
1. COMMUNICATION
2. PROBLEM SOLVING
3. TEAMWORK & COLLABORATION

GEAVET THEORETICAL MODULE

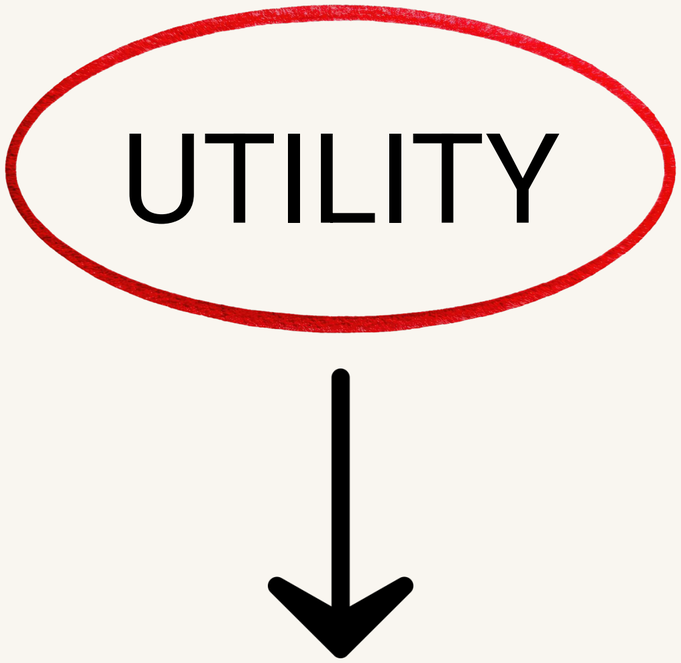
SOFT SKILLS

1. **COMMUNICATION**
2. PROBLEM SOLVING
3. NETWORKING & COLLABORATION

THE FUNDAMENTALS OF EFFECTIVE COMMUNICATION



What is communication?



Why is it useful?

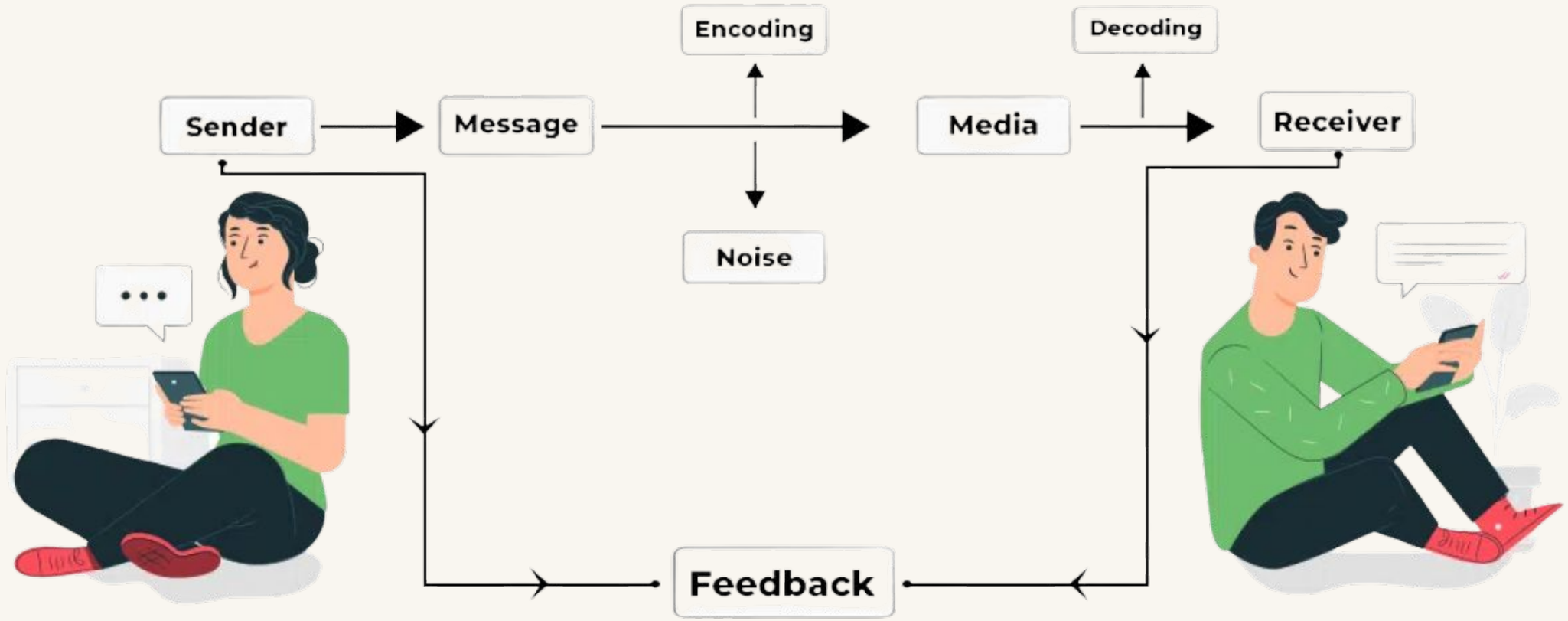
WHAT IS COMMUNICATION

In its original meaning, to communicate means

- 'to put in common',
- 'to create a shared space',

that is, to share thoughts, opinions, experiences, sensations, and feelings with others.

THE THEORETICAL COMMUNICATION PROCESS



ACTIVE LISTENING VS PASSIVE HEARING

ACTIVE

conscious effort
to fully concentrate
on the speaker's
message and intent

PASSIVE

letting sound
reach your ears while
your mind wanders
or you plan your next
reply

ACTIVE LISTENING VS PASSIVE HEARING

Key Techniques

- **Focusing** completely by putting away distractions
- **Reflecting and paraphrasing** the speaker's words to verify you understood their meaning correctly
- **Asking open-ended questions** (starting with how, what, or why) to invite fuller responses
- Giving **feedback** through verbal cues and summaries

TYPES OF COMMUNICATION

1. VERBAL COMMUNICATION
   - spoken or written
1. NON VERBAL COMMUNICATION
   - body language
1. PARAVERBAL COMMUNICATION
   - mix of the two

CURRICULUM COMMUNICATION AND STRATEGIC AND DIGITAL COMMUNICATION

KNOWLEDGE	SKILLS	ATTITUDES
-The key components of the communication process and common barriers -The principles of active listening and non-verbal communication -Basic steps for constructive conflict resolution.	-Practice active listening in a one-on-one conversation. - Communicate their own viewpoint clearly and respectfully in a group setting. -Apply a simple framework to de-escalate and resolve a minor conflict.	-Openness to understanding others' perspectives. - Respect for diverse opinions within a community. -Confidence in expressing ideas and concerns professionally.
	WITH DIGITAL COMMUNICATION	
-Audience types, objectives, and message-framing basics -Core channel features -Credibility pillars: accuracy, transparency, sources, and respectful tone -Greenwashing and misinformation	Create key messages with visuals/storytelling Produce a content calendar across radio/WhatsApp/Facebook/SMS Post a prototype and collect feedback.	Inclusive communication

TRANSVERSAL SKILLS INTEGRATED

- Critical Thinking
- Problem Solving
- Collaboration
- Adaptability
- Time & Project Management
- Leadership

DIGITAL SKILLS INTEGRATED

- Digital Literacy
- ICT for Agriculture
- Data Management
- Visual storytelling
- Social media publishing & analytics
- Cybersecurity/privacy
- Geospatial awareness: Geo-tagged field stories
- Digital financial tools: Budgeting campaigns/airtime

GREEN SKILLS INTEGRATED

- Sustainable Land Management messaging
- Agroecology
- Climate Resilience
- Circular Economy
- Environmental Stewardship
- Nature-based Solutions
- Responsible input use
- Waste minimisation in campaigns

EXERCISE

Scenario: The cooperative has earned an extra profit thanks to an excellent cocoa/cashew harvest. A decision must be reached on how to allocate these funds.

Question for the group:"Which choice ensures the long-term survival of the cooperative without neglecting the immediate needs of the members' families?"

GUIDING QUESTIONS FOR THE TRAINER - (DURING OBSERVATION AND DEBRIEFING)

1)**Inclusion and Silence:** "Was there anyone who remained silent for a long time? In what way did the facilitator or the group attempt to involve those who spoke less?"

2)**Managing Dissent:** "When someone expressed an opinion contrary to the majority, how was it received? Was it discussed as a resource or viewed as an obstacle?"

3)**Active Listening:** "During the discussion, did you feel you were truly being heard, or were you simply waiting for your turn to speak?"

4) Time management during the comunication and the excercise

GUIDING QUESTIONS FOR THE TRAINER - (DURING OBSERVATION AND DEBRIEFING)

5) Communication Style: "Did you use a direct style (getting straight to the point) or an indirect one (using preambles, storytelling, or proverbs)? Which approach proved more effective in convincing others?"

6)Non-Verbal Language: "What body language signals (gestures, eye contact, tone of voice) let you know that an agreement was near or, conversely, that there was still tension?"

7) How is collaboration inside the group?

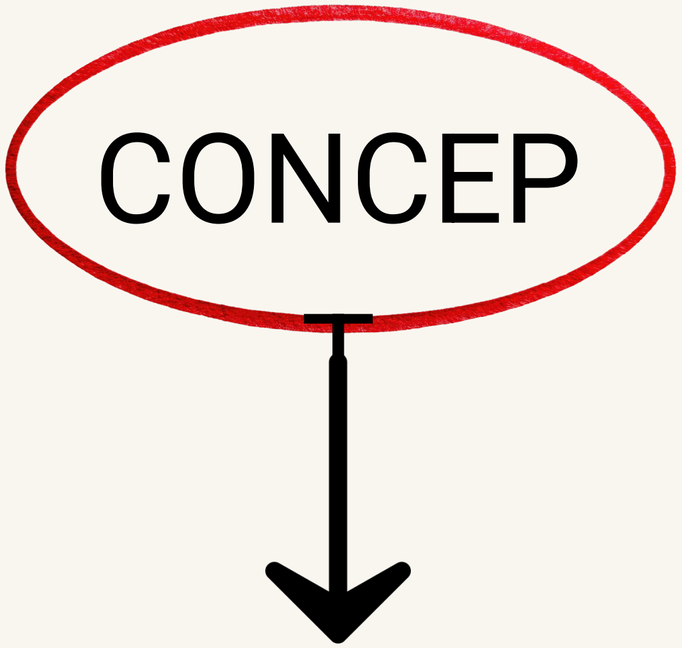
8) Was the communication **clear and transparent?"**

GEAVET THEORETICAL MODULE

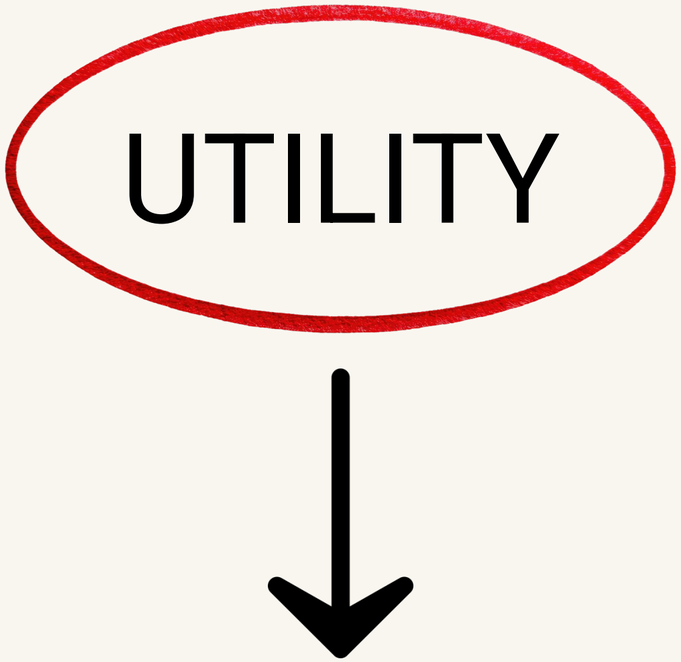
SOFT SKILLS

1. COMMUNICATION
2. **PROBLEM SOLVING**
3. NETWORKING & COLLABORATION

THE NEED FOR PROBLEM SOLVING



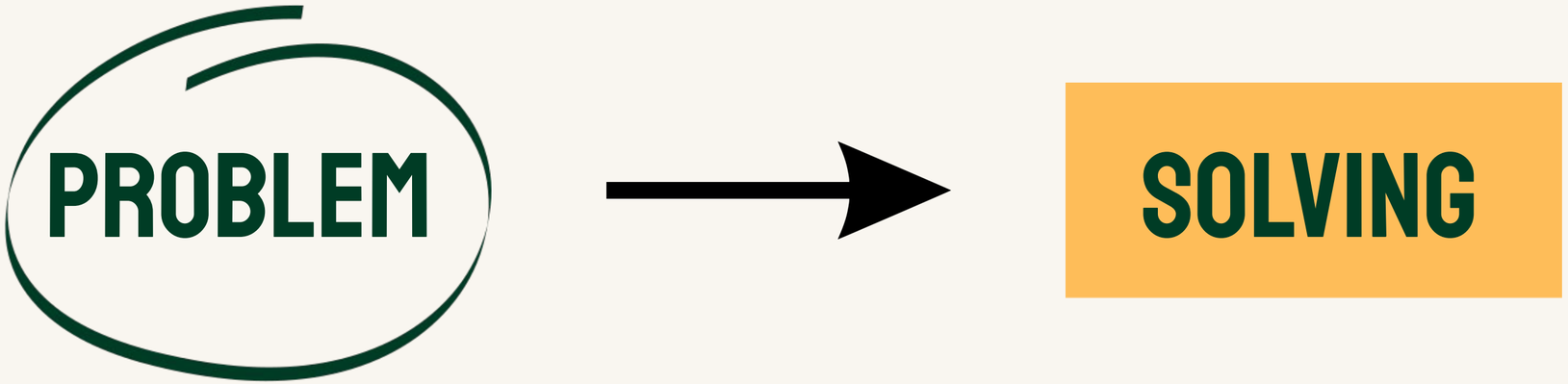
What is problem solving?

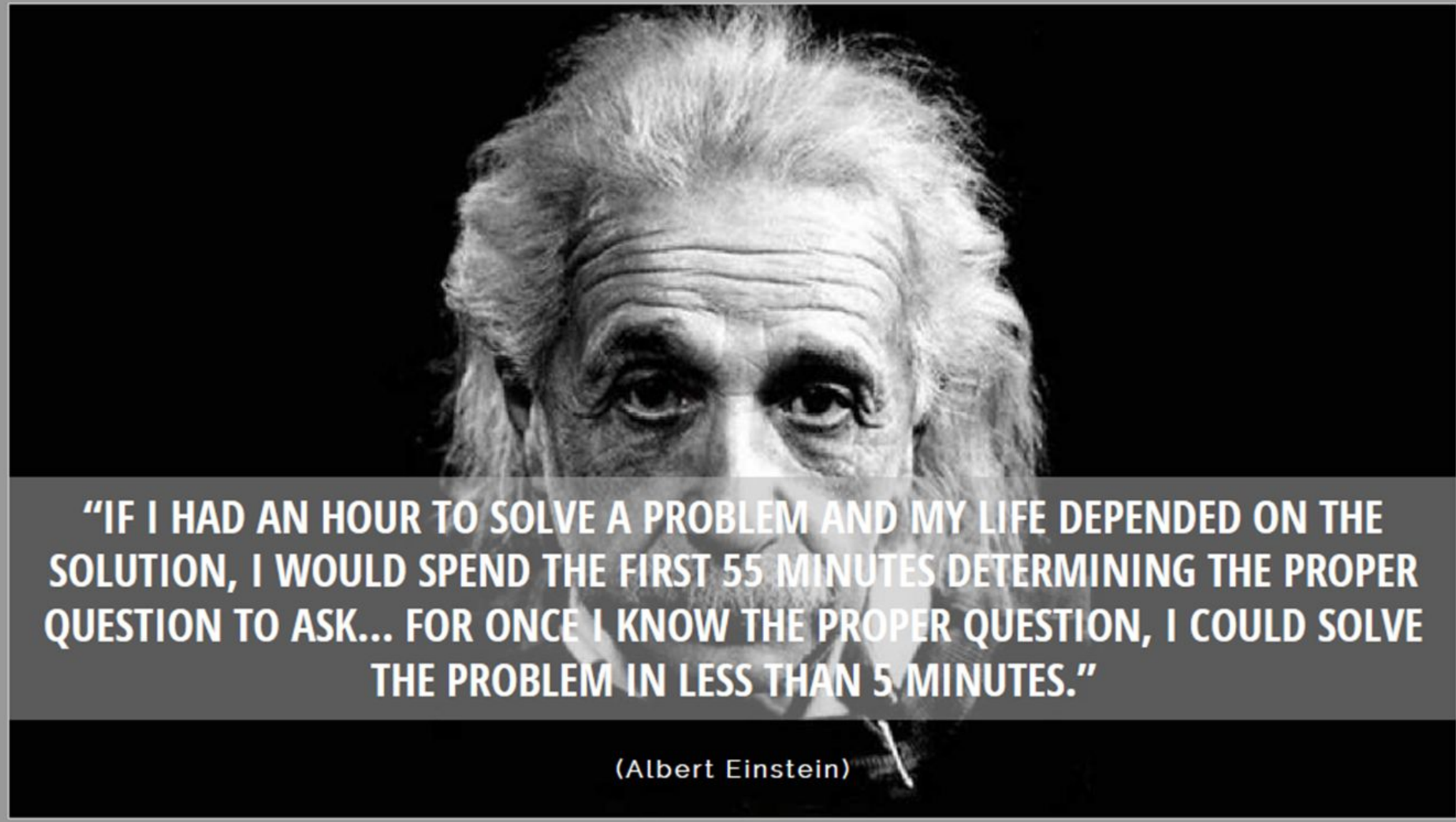


Why is it useful?

WHAT IS PROBLEM SOLVING

It is the best possible response to a critical or new situation




“IF I HAD AN HOUR TO SOLVE A PROBLEM AND MY LIFE DEPENDED ON THE SOLUTION, I WOULD SPEND THE FIRST 55 MINUTES DETERMINING THE PROPER QUESTION TO ASK... FOR ONCE I KNOW THE PROPER QUESTION, I COULD SOLVE THE PROBLEM IN LESS THAN 5 MINUTES.”
(Albert Einstein)

PROBLEM SOLVING PHASES

The resolution of a problem is composed of 4 phases:

1. Definition of the problem
2. Search for alternatives
3. Choice of alternatives
4. Action plan (plan - do - check - act)

CURRICULUM: PROBLEM SOLVING

ANALYTICAL AND CRITICAL THINKING AND INNOVATIVE AND ADAPTIVE PROBLEM SOLVING

KNOWLEDGE	SKILLS	ATTITUDES
● How to distinguish facts, evidence, assumptions, and opinions. ● Basic analytical tools for diagnosing problems (root-cause logic, simple risk assessment). ● How to judge the reliability of information sources.	Analyse an agricultural problem using a structured tool (e.g., 5 Whys or problem-tree). ● Interpret simple agronomic/climate data to extract implications for farm decisions. ● Compare two practical options and justify a choice with evidence. ● Identify weak arguments or unsupported claims during discussions.	An evidence-first approach to decision-making. ● Openness to revising ideas based on better data. ● A constructive, questioning mindset during teamwork.
	WITH INNOVATIVE AND ADAPTIVE PROBLEM SOLVING	
The principles and differences between structured/linear and adaptive problem solving. Key tools for analysing incomplete information and generating feasible solutions.	Use adaptive reasoning when conditions change. Make justified decisions using incomplete or evolving information. Generate context-appropriate, creative, low-cost solutions. Revise solutions, incorporate feedback and iterate	Openness to revising ideas when new evidence emerges and iterative learning. Adaptability and resilience in responding to climate stress. A constructive, solution-oriented mindset.

DIFFERENT BETWEEN LINEAR AND ADAPTIVE PROBLEM SOLVING

LINEAR PROBLEM SOLVING	ADAPTIVE PROBLEM SOLVING (UNCERTAINTY-READY)
SEQUENTIAL	ITERATIVE
REQUIRES FULL INFORMATION	WORKS WITH INCOMPLETE AND CONFLICTING INFORMATION
ONE “BEST” OPTION	MULTIPLE ROBUST, LOW-REGRET OPTIONS
PREDICTABLE CONDITIONS	VARIABLE AND UNPREDICTABLE CONDITIONS
ANALYSIS → ACTION	ANALYSIS ↔ ACTION (CONTINUOUS FEEDBACK)
OPTIMISES FOR EFFICIENCY	OPTIMISES FOR RESILIENCE

LINEAR AND ADAPTIVE RESPONSES IN A CSA SCENARIO

PROBLEM-SOLVING STEP	LINEAR PROBLEM-SOLVING	ADAPTIVE PROBLEM-SOLVING (UNCERTAINTY-READY)
1. Observe the Situation	Notice animals drinking more water and showing mild heat stress during mid-day.	Observe signs, but also expect conditions to worsen unpredictably with temperature spikes.
2. Define the Problem	“Livestock are experiencing heat stress due to limited water supply during hot hours.”	Define a provisional problem: “Heat stress risk increasing, but water needs may fluctuate unpredictably.”
3. Collect Information	Check daily water quantity, trough levels, and temperature forecasts.	Combine multiple sources (local observations, app forecasts, neighbours’ information), classify as reliable/unclear/assumed.
4. Analyse Causes	Conclude heat stress is caused by high temperatures + insufficient midday water.	Consider multiple evolving causes: possible pump failure, unexpected demand increases, forecast uncertainty.
5. Generate Options	Increase water availability; provide shade; adjust feeding times.	Generate “low-regret” options valid under multiple scenarios: temporary shade + shift activities + prepare backup containers.

LINEAR AND ADAPTIVE RESPONSES IN A CSA SCENARIO

PROBLEM-SOLVING STEP	LINEAR PROBLEM-SOLVING	ADAPTIVE PROBLEM-SOLVING (UNCERTAINTY-READY)
6. Evaluate Options	Compare the cost and effectiveness of each option with current conditions.	Evaluate robustness: which option works even if temperatures faster or water access decreases suddenly?
7. Choose a Solution	Provide extra water at noon + add shade.	Implement a flexible bundle: morning + evening watering, mobile shading, reserve water containers in case of sudden shortages.
8. Implement	Apply the chosen plan exactly as defined.	Implement gradually, monitor early responses, adjust quickly if temperatures spike or water availability changes.
9. Monitor Results	Check animal behaviour and water levels daily.	Monitor continuously; revise assumptions; prepare for rapid adjustments if heatwave persists.
10. Learn & Document	Note what worked; repeat next season.	Document triggers, early-warning signs, and successful adaptive strategies to build resilience for future shocks.

TRANSVERSAL SKILLS INTEGRATED

- Analytical thinking
- Problem solving
- Teamwork and communication
- Creative ideation
- Adaptability

DIGITAL SKILLS INTEGRATED

- Basic mobile-based weather tools
- Photo documentation of prototypes
- Online verification of agronomic information

GREEN SKILLS INTEGRATED

- Water-saving reasoning and practices
- Soil moisture management
- Sustainable resource use and innovation
- Ecological thinking
- Climate-resilient decision-making

EXERCISE

Context: At the Cooperative, 10 hectares of tomato crops rotted just days before the harvest. It is an economic disaster. The Cooperative Director is furious and wants to find someone to blame, intending to either fire or fine them.

Conflicting Statements (To be handed out to groups):

1**.The Agronomist (Technical perspective):** "It is clearly a fungal outbreak caused by excessive humidity. I checked the sensors: someone activated the irrigation system even while it was raining. It’s sheer technical incompetence."

2.The Elder Guard (Traditional perspective): "It’s not a fungus. It’s because we started planting on the 'Earth’s Day of Rest' without asking permission from the village ancestors.

3.The Young Irrigation Worker (Operational perspective): "I was just following orders! But the water pump is old and was leaking. I requested spare parts months ago, but the purchasing office said there was no money because it was all spent on the Director’s new office."

4.The Seed Supplier (Commercial perspective): "The problem isn’t the water; it’s the seeds you bought at a low price from an uncertified supplier. They were diseased from the start."

GROUP TASKS

Identify Facts vs. Assumptions vs. Unclear Claims

Groups must analyze the statements above to distinguish:

·**Fact:** The tomatoes have rotted. There was rain and irrigation at the same time.

·**Assumptions:** It is a divine punishment (Cultural); it was the cheap seeds (Commercial); it is definitely a fungus (Technical)

·**Unclear Claims:** "There was no money because of the Director's office" (Is this a fact or just a workplace rumor?)

APPLY THE "5 WHYS" (EXAMPLE PATH)

·**Why did the harvest rot?** Because there was too much water and a fungus developed.

·**Why was there too much water?** Because the irrigation was turned on despite the rain

.

·**Why was the irrigation turned on?** Because the young worker followed a rigid order without checking the weather.

·**Why did he follow the order blindly?** Because he is afraid of being punished if he doesn't do exactly what he is told (Hierarchy/Communication issue).

·**Why is there a climate of fear?** Because the cooperative’s management style is authoritarian rather than collaborative.

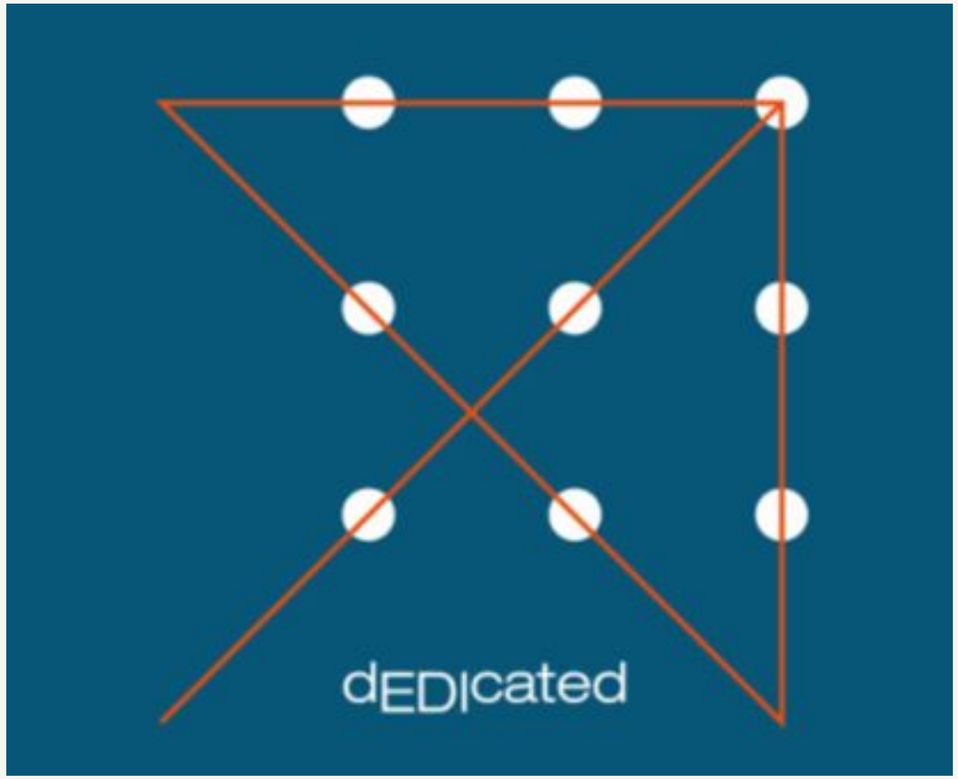
THE PROBLEM TREE

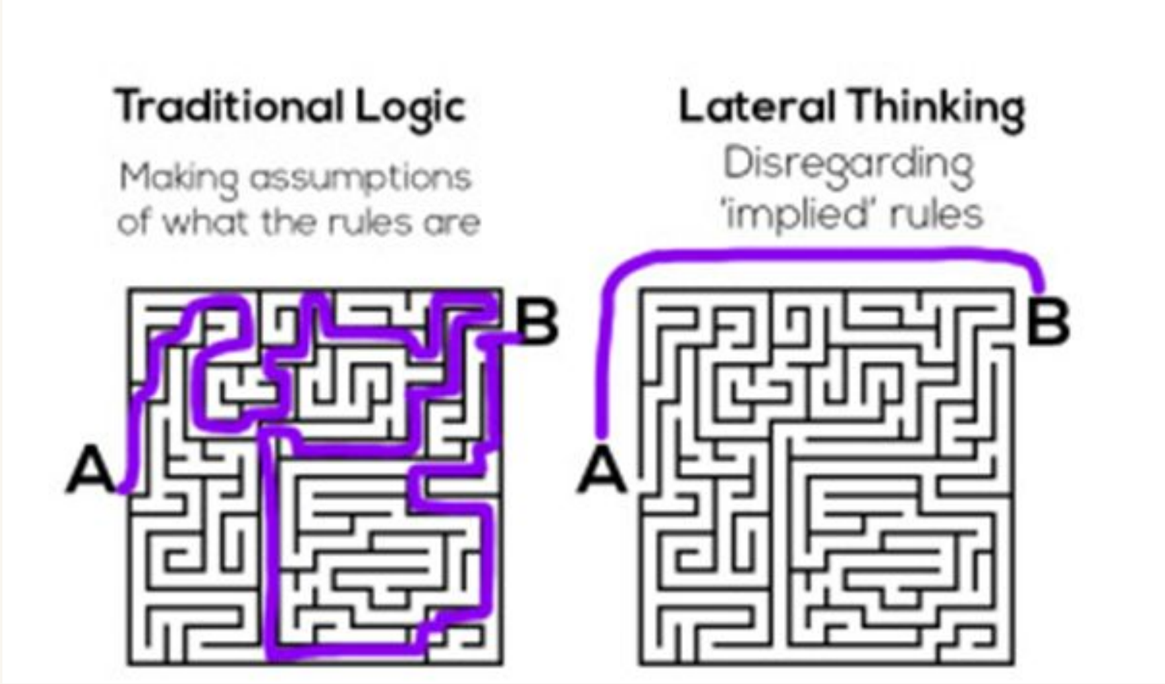
·**Roots (Root Causes):** Poor maintenance (the pump), top-down communication based on fear, conflict between technical and traditional views, potential mismanagement of funds

·**Trunk (Core Problem):** Total loss of the tomato harvest

·**Branches (Effects):** Loss of income for families, social tension between the youth and elders, distrust toward the management.

LATERAL THINKING





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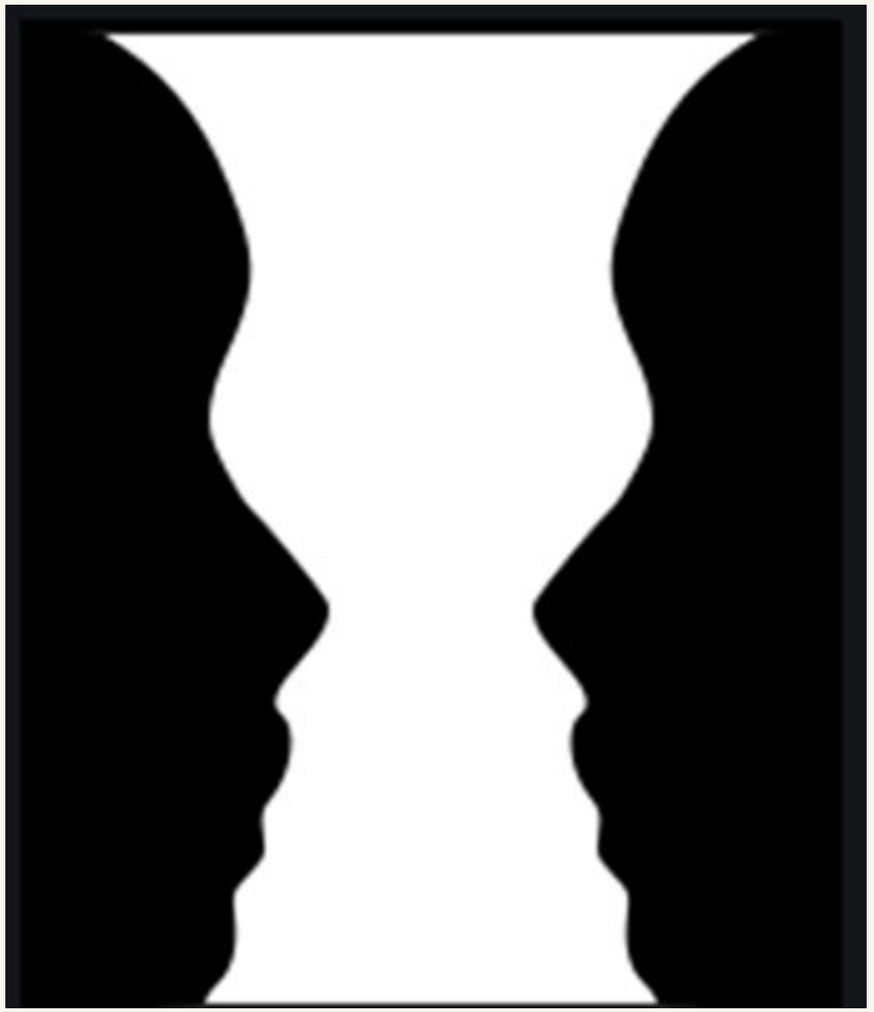
KURT LEWIN SAID "THE WHOLE IS GREATER THAN THE SUM OF ITS PARTS."



WHAT ARE TEAMWORK AND MULTI-STAKEHOLDER COLLABORATION?

- **Teamwork** refers to individuals working together toward a shared goal by coordinating their tasks, sharing responsibilities, and supporting one another.

- **Multi-Stakeholder Collaboration** takes teamwork a step further by bringing together actors from different sectors, backgrounds, and levels of influence (such as farmers, government institutions, private companies, and NGOs) to jointly plan, decide, and act.

KEY ELEMENTS OF TEAMWORK

- **Group Dynamics**: The way people interact, communicate, and behave determines whether a team succeeds or fails. Two groups with the exact same resources may perform differently based entirely on whether their members communicate openly, trust each other, and share responsibilities fairly.

- **Core Pillars**: Effective teamwork relies on a **central shared goal** supported by open communication, trust, shared responsibility, leadership, and cooperation.

- **Warning Signs**: Poor teamwork often manifests when information is withheld, decisions are made by an exclusive few, or conflicts are ignored, which ultimately weakens trust and reduces overall performance.

THE POWER OF KNOWLEDGE EXCHANGE

Multi-Directional Learning:

- Knowledge exchange is a dynamic, fluid process where information and expertise are shared mutually between individuals and organizations.

Integrating Knowledge Systems:

- Effective collaboration requires the integration of different types of knowledge. By combining scientific/technical knowledge, indigenous/local knowledge, and practical/experiential knowledge, stakeholders can prevent valuable insights from being lost and create more effective, sustainable solutions.

CURRICULUM TEAMWORK & MULTISTAKEHOLDER COLLABORATION AND PARTNERSHIP BUILDING AND KNOWLEDGE EXCHANGE

KNOWLEDGE	SKILLS	ATTITUDES
●The principles of effective teamwork and group dynamics. ● Roles and responsibilities within a collaborative, multi-stakeholder environment. ● Communication strategies for engaging diverse stakeholders. ● The importance of shared goals, trust-building, and accountability in teamwork. ● Techniques for conflict resolution and consensus building.	● Demonstrate effective communication and active listening at all engagements. ● Collaborate with stakeholders from different sectors or backgrounds. ● Facilitate team discussions and support inclusive decision-making ● Apply problem-solving techniques within a team context. ● Manage and resolve conflicts constructively. ● Plan and coordinate joint activities with multiple partners.	●Appreciation for diversity and inclusion in teamwork. ● Openness to collaboration and learning from others. ● A sense of responsibility toward shared goals. ● Willingness to compromise and contribute positively to group success. ● Respect for the perspectives and contributions of all stakeholders.
	WITH Partnership Building and Knowledge Exchange	
●How to understand stakeholders ●Knowledge sharing practices. ● Cross cultural learning and capacity	//	//

TRANSVERSAL SKILLS INTEGRATED

- Collaboration skills
- Knowledge transfer
- Problem solving
- Negotiation skills

DIGITAL SKILLS INTEGRATED

- Digital collaboration and networking
- Resource mobilization through digitalisation
- Virtual communication and negotiation
- Data and analytics for partnerships
- Digital activity management

GREEN SKILLS INTEGRATED

- Eco-innovation and technology
- Climate resilient project management
- Green collaboration and networking
- Resource efficiency and circular economy skills
- Environmental justice
- Equity and sustainability literacy

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THANK YOU!

END OF PRESENTATION