

EUDR - F2F - Farm CH - Full Version

This module aims to inform participants about

- What is EUDR, which crops does it apply to, what is the relevance of EUDR for given sectors and why RA is offering an EUDR solution for the certificate holders.
- What does EUDR mean for certificate holders, what data will be shared by opting in to EUDR and how does the EUDR relate to the Sustainable Agriculture Standard.
- How to opt-in to EUDR via the Rainforest Alliance Certification Platform (RACP) and provide consent to data sharing.

The learning objectives: After this module, participants are able to....

- Describe what the EUDR stands for
- List which crops are applicable to EUDR in a given case
- Recognize the importance and relevance of EUDR for their sector
- Identify the roles does everyone plays in EUDR
- Understand why RA is offering EUDR solutions
- Use RACP to opt in EUDR and provide consent to share data

Modality, design and adaptations

This is a face-to-face module design which includes optional activities and elements that help the facilitator adapt this design to his/her target group. Elements can be adapted and removed as long as the learning objectives are respected and achieved. The design also includes a session for the start and closure of a training event, but these can be deleted if the module delivered together with other content (modules) as part of a longer training event.

This is a module with a heavy emphasis on knowledge transfer. EUDR is a complex topic and there is a lot of information to convey, meaning that it is extra important to AVOID long moments of lecture without intermediate activities, Q&A, breaks etc.

The most effective way to deliver this training is in an environment that has stable electricity and internet. This way the quiz and feedback can be done online on the RALN, and most of the content otherwise prepared on flip charts can be projected on a beamer.

Duration

Note: Activity duration calculated conservatively, even for the stripped version

Full implementation duration: 7h 20min (including start and closure sessions, optional activities and all breaks)

Module content duration: 4h 50min (excluding start, closure and lunch)

Stripped module duration: 3h 15min (excluding optional activities and doing the final quiz during the training)

Contextualizing and adapting the design:

After understanding the needs of the participants, it is time to adjust this training design to fit meet the needs of your target audience in the best way possible. Familiarize yourself with the design in this document and the content here.

Writing a script: This design comes with instructions, but not a verbatim script (i.e. A script is the detailed version of the text you will say when explaining a concept, and the instruction for activities). We recommend internalizing the content well (e-course and other materials) and avoid reading text in front of an audience if possible. Should you feel you still need a script, we recommend writing it yourself as this increases the chance you internalize and memorize the content.

Breaks and energizers: This design comes with some breaks included. Add (or take out) breaks and energizers to the design at whatever interval and length fit your situation. We recommend planning a break at least every 90 minutes.

PowerPoint Slides: This module package includes PPT slides. After revising the design, it is good to check that the order of the slides are still valid. Then add/take out any slides that meet the needs of your contextualized training.

Handouts for participants:

Printed handouts are especially important should your participants not have access to electricity/internet.

- The original PowerPoint Slides can be used as a printed hand-out for participants, as it summarizes the main points of the module.
- We highly recommend printing out the RACP manual for Farm Certificate Holders, at least section 4.7. This can be found at: <https://knowledge.rainforest-alliance.org/docs/racp-user-manual-for-farm-certificate-holders?highlight=racp%20eudr>
- A document version of the final quiz and feedback form can be printed

Facilitation and group dynamics:

Preparation of the facilitators(s):

- Facilitators should complete the E-Course on the RALN to have a full understanding of EUDR before conducting this training
- Facilitators should (preferably) also be skilled in participatory training and facilitation methods.

Preparing co-facilitation: We recommend having at least 1 facilitator per 7 participants for this training. That way you can distribute roles at any given moment: one focused on delivery, one on listening, reading the room, helping clarify key points, supporting the activities. We also recommend alternating the facilitator that takes the lead for each activity.

Creating a safe space to learn: This training is intended to be a group learning process. It centers on building trust-based relationships that stimulate (knowledge) sharing among learners. Therefore it is important to

- Take your time to **get to know each other** during the session, if that is not the case already.
- We acknowledge that certain **power relations** might be at play in your group. You as a facilitator can help to ensure that everyone has equal opportunity to express their needs and opinions. Take extra care regarding power dynamics with activities.
- Have a strategy to **deal with "resistance"** from participants, like mini-speeches, hijacking or other form of behavior that counter your agenda and disturb the learning process for participants. As a rule of thumb "what you resist will persist", meaning that using authority to overrule, silence and dominate the resisting participant will only

make things worse as you will be seen as incompetent or insecure. It is better to make space, acknowledge the concern and then take the space again to continue with the agenda without getting agitated.

- Make sure to co-create **rules for safe learning** and exchange at the beginning of the training together with the participants. Their buy-in will do much to prevent resistance behavior.
- **Managing observers:** If you invite observers to your workshop, you could reflect when they can be present or participating, and when not. There might be situations where the presence of observers will not allow every participant to express themselves fully and honestly. Each time an observer enters the room, please make sure you have them introduce themselves in plenary and state their intent for the visit. Leaving unknown observers unaddressed can distract learners.

Logistical considerations:

Arranging a location: We recommend using a large space that is well-ventilated and with a lot of daylight. Ideally, you have space to sit or stand in a circle with the full group, and space to work together in smaller groups using (mobile) tables. You can also choose to work outdoor, at a relevant location in your landscape. Choose a location that is close to the houses or work of your participants. Other possibilities are churches, farmer schools and community buildings as they often have big spaces to use for free. Arranging a location with stable internet, electricity and a beamer will provide you with the maximum options to conduct this training well, but this design can be used in offline environments as well.

Arranging a time and date: Will your participants be more likely to be available in the evening or during the day? In the rain or dry season? If you want to include parents with children, plan at a time when they don't need to take care of them. Or invite the children as well and arrange assistance to take care of them.

Motivating your participants to join: Besides choosing the right location and timing, it can help to provide your participants with a meal, transport allowance and/or a (financial) token of appreciation.

Preparations of the space and the materials:

Preparing posters: Prepare flip charts/ posters as mentioned in the material list. See the matching PPT slides provided for models and make an apt but simplified version for the flip chart version.

Preparing the space:

- Prepare the sitting order. Avoid a setting where tables and chairs are formed in a way that a) makes them difficult to change or move around and b) implies a hierarchical setting. Since there is a lot of knowledge transfer, it is important also to make sure participants can see the trainer and presentation material well. Here are some suggestions:
 - If you kept many of the interactive activities, you can have a setting with tables distributed evenly across the space for 4-6 people to sit at.
 - You can also opt to keep the tables aside and form concentric semi-circles of chairs, split by a corridor in the middle, facing the spot from where the trainer presents. This is optimal for presentations and since participants have no tables, it prevents them from opening laptops and getting distracted.
 - Best of both if facilities allow: presentation space + interaction space with tables.
- If using tables: put pens, markers and something to write on (note cards/ sticky notes/ paper) on each table.
- Hang the following posters/ flipcharts on a visible spot on the wall, where participants can easily reach them and add sticky notes:
 - Program of today
 - Open Questions (parking lot)
- Resources
- Have the activity related posters on the flip chart carrier, ready to be used
- Prepare a closed carton box with a small opening to slip papers through. Place it at the back of the room with some small papers and pens for anonymous feedback.
- If facilities allow, Turn on some easy-listening music during walk-in and break periods
- Prepare a designated table for having some drinks and snacks ready at the right moments.

■ Plenary ■ Group ■ Break/ ■ Activit ■ Assessment and ■ Reflectio

■ explanation
 ■ discussion
 ■ Lunch
 ■ y
 ■ Feedback
 ■ n

TIME	LENGT H	TITLE	DESCRIPTION	ADDITIONAL INFO	GOALS	MATERIALS
Start of the training event						
00:00	0m	Buffer time	If people arrive later. Change this time to whatever is common in your context.		Anticipate on people arriving late	
00:00	10m	Welcome and introduction program	Make participants feel welcome, grab their attention and give an overview of the day	<p>Higher level program:</p> <ul style="list-style-type: none"> • What is EUDR, which crops does it apply to, what is the relevance of EUDR for given sectors and why RA is offering an EUDR solution for the certificate holders. • What does EUDR mean for certificate holders, what data will be shared by opting in to EUDR and how does the EUDR relate to the Sustainable Agriculture Standard. • How to opt-in to EUDR via the Rainforest Alliance Certification Platform (RACP) and provide consent to data sharing. <p>Why is this important?</p> <ul style="list-style-type: none"> • <i>Explaining the relevance increases learners' motivation which is a predictor for deeper learning.</i> • <i>Presenting the intended learning outcomes in advance helps learners estimate their probability of success and thus can enhance motivation.</i> • <i>Showing that they are part of a larger community (the feeling of 'we are all in this together') enhances motivation.</i> 	Make participants feel welcome and get an overview of the day	<ul style="list-style-type: none"> • flip chart/PPT slide: program of today
00:10	5m	Practicalities	Address logistical practicalities	<p>Why is this important?</p> <p><i>Using poster can help visualize your points and can stay in the room during the session which helps participants to look back if needed. The</i></p>	Understand why and how posters and other tools are used in this workshop.	<ul style="list-style-type: none"> • tape to hang flip charts on wall • flip chart: open questions/parking lot

				<p><i>specific poster with open questions helps to keep discussions on topic, without dismissing other relevant questions. The poster with resources can help to gather existing knowledge and experiences from the participants that you as a facilitator might not be aware of. It empowers them.</i></p>		<ul style="list-style-type: none"> • Carton box • pens or markers • small papers or post-its
00:15	1m	Questions	Ask if they have questions before you move on.		Reduce uncertainties and ambiguities.	
00:16	20m	Check-in and Introduction of participants	Get a sense of the participants and let them get a sense of each other to start creating a safe learning space for interaction	<p>(Optional element) Arrange a circle: If the space and time allows, ask everyone to take their chair and form a circle. This way everyone has a chance to speak and to see each other when we speak. Conscious sharing: not using too much time, sharing what is critical, practice listening.</p> <p>(Optional element) Title in the box: Ask everyone to write their official title on a name tag and when they check-in, and ask them to put it in a box that you place at the door once all the titles are in. This symbolizes that everyone is leaving their title at the door and that we appreciate everyone's opinion and needs, regardless of your position.</p> <p>Why is this important?</p> <p><i>Learning in social interaction enables deeper understanding and more meaningful experiences. If you take time to build connections, you will benefit from it during the whole session.</i></p>	To familiarize the participants with each other	<ul style="list-style-type: none"> • small papers or post-its • pens or markers • (optional) Box or other improvised container
00:36	10m	(Optional) Ice breaker	A fun activity to break the ice.		To make people feel more comfortable.	
00:46	10m	Rules and Roles	Together list the rules and roles of today to create a safe learning space.	<p>Questions you can ask the group if they struggle to come up with rules:</p> <ul style="list-style-type: none"> • How do we go about diversity in this group? 	To create a safe space for learning and collaborating.	<ul style="list-style-type: none"> • flip chart: rules and roles • pens or markers

- What kind of conflict can occur today? How can we deal with them?
- What does effective communication look like? What should we have more of? Less of?
- How do we approach challenging conversations?
- What would encourage you to best share your ideas and views openly?
- What degree of confidentiality do we agree to maintain?

An example of rules and roles:

Rules:

- *Raise your hand if you have a question*
- *All questions are welcome, even stupid ones*
- *Listen more than you talk / Listen actively when people talk*
- *Respect other opinions*
- *Whatever is discussed in this space today, is not shared with others without permission.*
- *No phones and laptops*
- *Time management: long and derailing conversations or monologues will politely be interrupted by the facilitators.*
- *Share your snacks*
- *Have fun :)*

Roles:

- *facilitators:*
 - *guiding the proces*
 - *listening to feedback*
 - *time management*
- *participants:*
 - *being present and active*
 - *asking questions (because you are responsible for your own learning process)*
 - *providing feedback to the facilitator*

	<p>Why is this important?</p> <p><i>This activity can help build trust in the group. By creating the list together, versus the facilitator showing a predefined list, the participants feel responsible and can take ownership during the session. This in turn helps the facilitator to reinforce the rules when needed.</i></p>
<p>00:56 20m</p>	<p>Learning expectations</p> <p>Use a plenary (10 min) or participatory (20 min) method to harvest learning expectations from participants</p> <p>Option 2: 1-2-4-all participatory method</p> <p>Step 1. (3-5 min) Think individually about the questions. Write down your answers.</p> <ol style="list-style-type: none"> 1. Why is [the topic of this module] important for you? 2. What do you want to learn more about today? <p>Step 2. (5-10 min) Pair up and share your thoughts.</p> <p>Step 3. (5-10 min) Make groups of 4 and share. Ask groups to choose something from their conversation to share with the larger group.</p> <p>Step 4. (5-10 min) Ask each group to share their insights plenary.</p> <ol style="list-style-type: none"> 1. One facilitator can take notes on question 1 on a poster with the title <i>[the topic of this module]</i>. Try to summarize what is on this poster after all the groups have shared. 2. Another facilitator can take notes on question 2 on the poster with the title <i>What do we want to learn today?</i> You can use this at the end of the workshop to check with the group if you addressed them all or if there are still open questions. 3. The other facilitators can keep the conversation going, ask for clarifications and appreciate the answers of participants. <p>To activate the prior knowledge of the participants on the topic of the workshop.</p> <p>To start to create a shared understanding of the meaning and relevance of the topic of the workshop.</p> <ul style="list-style-type: none"> • small papers or post-its • pens or markers • flip chart or PPT slide: today's learning program • flip chart: what do we want to learn today?

Why is this important?

After the main program has been presented, learners are often curious and full of expectations. Addressing these and harvesting expectations opens the door for deeper learning in the program that is to follow. Facilitation becomes easier as the facilitator is aware of what the learner expects, and can do what is possible to meet those expectations or explain why they won't be met, perhaps giving recommendations about where else the learner can satisfy their curiosity.

Understanding EUDR

01:16

15m

(Optional) The wise village elders

Open the topic of the day through a compelling story and question

Scenario: The wise village leader and the neighbouring village

Imagine you are a village leader. Your village relies on goods coming from another village far away. Your village thrives and trade with the other village is good, until at some point you received troubled news: the forests of the neighbouring village are being cut down to produce the goods you buy. This is leading to water scarcity, poverty and even conflict in the neighbouring village. Not only does this impact your neighbouring village, but soon the goods are harder and harder to produce, the price of them goes up. Soon, your village can no longer afford the goods you depend on. You try to look for other villages to source these goods from, but to no avail: the same is happening everywhere. You realize that the world's forests are important to everyone and that your livelihoods depend on it even when they are far away.

What will you do to ensure your villagers can keep on importing the goods they depend on without causing harm to the humans and nature elsewhere?

Relate to the reasoning of EUDR, its importance and its intention

01:3 1	5m	Introduction of the session	Shortly explain what the learners will be learning in the next session.	Why is this important? <i>Introducing the topic in a way that emphasizes its importance in relation to the world of the participants opens the door for learning new content.</i>	Provide an overview of what content will be covered next and how	
01:3 6	5m	What is EUDR?	Define EUDR and explain what it stands for and why the EU is introducing this regulation		Describe what EUDR stand for	<ul style="list-style-type: none"> • Flip chart or PPT slide: EUDR = European Union Deforestation Regulation
01:4 1	3m	Applicable crops	Explain the what crops and products fall under the scope of EUDR and how this relates to the RA standard		List in-scope commodities and crops	<ul style="list-style-type: none"> • Flip chart or PPT slide: list of in-scope commodities
01:4 4	3m	Criteria for entering EUDR market	Explain the 3 criteria for a commodity to enter the EUDR market.		Explain the 3 criteria for a commodity to enter the EUDR market.	<ul style="list-style-type: none"> • Flip chart or PPT slide: 3 criteria
01:4 7	5m	Criterion 1: (Optional) Deforestation and forest degradation under the EUDR	Explain what deforestation and forest degradation mean under the EUDR		Define and remind of FAO's definition on deforestation and forest degradation	<ul style="list-style-type: none"> • Flip chart or PPT slide: Criterion 1
01:5 2	10m	(Optional) Examples of deforestation and forest degradation in the sector	Explore examples of forests, deforestation and forest degradation in a local context through a short plenary or participatory exercise		Recognize the importance and relevance of EUDR for their sector	
02:0 2	5m	(Optional) Criterion 2: Local law	Explain that products must be produced in accordance with relevant legislation of the country of production		Define and remind of FAO's definition on deforestation and forest degradation	<ul style="list-style-type: none"> • Flip chart or PPT slide: Criterion 2
02:0 7	5m	(Optional) Criterion 3: Due	Explain that due diligence is about providing		Define and remind of FAO's definition on	<ul style="list-style-type: none"> • Flip chart or PPT slide: Criterion 3

		Diligence & Traceability Requirements	evidence that the two first criteria are met backed with traceability data		deforestation and forest degradation	slide: Criterion 3
02:1 2	10m	Summary and transition with Q&A	Summary, Q&A, Quick intro of following session and group discussion	Why is this important? <i>Making summaries repeats the most important points helping the knowledge register in deeper levels of memory. Already making a link to the next session helps highlight their relevance.</i>	Summarize key points and link to next session	
02:2 2	10m	Short break or energizer				
RA and EUDR (incl. 1h lunch)						
02:3 2	10m	Actors in EUDR	Explain the roles that farmers, processors, operators and traders play in the supply chain to ensure EUDR compliance of products	Why is this important? <i>Farm Certificate Holders might wonder about the bigger picture in terms of their role in relation to other supply chain actors. Having a basic understanding of what roles other actors play to ensure EUDR compliance, might make it easier to contextualize and accept their own role.</i>	Help farmers understand the bigger picture in terms of how EUDR operates in the supply chain	<ul style="list-style-type: none"> • Flip chart or PPT slide: Roles and responsibilities in the supply chain
02:4 2	10m	Role of the Farm Certificate Holder	Explain what is expected from the Farm Certificate Holder under EUDR	<p>On costs:</p> <p>In the Rainforest Alliance certification process it is the responsibility of farm Certificate Holders to collect and submit their geodata. However, this does not mean it is necessarily the sole responsibility of farmers to pay for this data collection. The Rainforest Alliance strongly encourages companies buying from coffee and cocoa certificate holders to support this geodata collection, financially or otherwise—especially considering that EUDR compliance is the responsibility of companies placing goods on the market in the EU or exporting from the EU.</p> <p>For our supply chain partners, there will be no additional charge from the Rainforest Alliance for companies who choose to access this EUDR offering through certification.</p>	Summarize what EUDR implies specifically for producers	<ul style="list-style-type: none"> • Flip charts/PPT slides: Role of Farm Certificate Holder

02:5 2	20m	Challenges and Opportunities	Now that Farmer understand what EUDR asks from them, it is time to acknowledge any concerns they have and make a positive twist	<p>Why is this important?</p> <p><i>Explaining what EUDR asks of producers is perhaps one of the key aspects to convey in this module, so internalizing this part well is crucial for the success of the training. It is likely that farmers might first feel intimidated by what is asked from them, which is why its important to:</i></p> <p><i>a) Listen carefully to their concerns and questions. Failing to do so might cause participants to escalate their concerned behavior at the cost of time and the agenda.</i></p> <p><i>b) Emphasize that certification really helps them to become EUDR compliant and that in the next session you will explain how.</i></p>	Acknowledge any concerns they have and make a positive twist	<ul style="list-style-type: none"> • Empty flip charts for harvesting ideas
03:1 2	20m	EUDR requirements and the RA SAS	Show how EUDR and SAS requirements are aligned or differ through plenary or participatory method options		Show how EUDR and SAS requirements are aligned or differ through plenary or participatory method options	<ul style="list-style-type: none"> • Flip chart or PPT slides: EUDR and SAS alignment
03:3 2	1h 00m	Break or lunch (optional)	An opportunity to have lunch or a break (adapt/contextualize)			<ul style="list-style-type: none"> • Lunch provisions
04:3 2	15m	New Self-selected requirements	Present the new EUDR self-selected requirements in the RA standard	<p>EUDR self-selected requirements</p> <p>These are applicable for large farms and farm groups under group certification and all farms under individual farm certification.</p> <p>EUDR 1: Polygons are available for all farm units of 4ha and above. Geolocation points are available for all other farm units.</p> <p>EUDR 2: Geolocation data for both points and polygons must have 6 decimals.</p> <p>EUDR 3: Management implements measures to prevent and address potential cases of corruption (including bribery and extortion), fraud and nepotism by: - A written public statement that is communicated to group members/workers and supply chain partners</p> <p>SA-P-SD-2-V1 4 - Training of management and workers/group members to raise awareness of</p>	Present the new self-selected requirements	<ul style="list-style-type: none"> • Flip chart of PPT: New self-selected requirements

possible forms, at least annually - Taking measures to avoid, and to remediate cases

EUDR 4: Management shows evidence of payment of all applicable fees, royalties, taxes and other charges as prescribed by local laws and regulations

Auditing EUDR and Data Sharing

04:47	3m	Intro	Give a short overview of the content that follows		<ul style="list-style-type: none"> • Flipchart or PPT slide: Key deadlines
04:50	10m	Opting in and Data sharing	Explain how data is shared, with whom and for what purposes		<ul style="list-style-type: none"> • Flip or PPT slide: Opting into EUDR on RACP • Flip or PPT slide: data sharing • Flip or PPT slide: Data sharing with companies
05:00	10m	RACP demo	Show how opting-in works on RACP		<ul style="list-style-type: none"> • Test user account RACP • Beamer • Laptop • Print out: RACP user manual for Farm Certificate Holders
05:10	5m	Questions and discussion	Check-in whether the participants have questions or concerns	Check-in with participants, address questions and break monotony of presentation	
05:15	5m	Assurance and auditing	Explain what will be audited in the scope of EUDR		<ul style="list-style-type: none"> • Flipchart or PPT slide: Auditing EUDR
05:20	5m	Recap, key deadlines and transition	Recap on main points regarding optin-in on RACP, data sharing and auditing. Present main deadlines.		<ul style="list-style-type: none"> • Flip or PPT Slide: Key deadlines

05:25	10m	Short break or energizer				
Final quiz						
05:35	40m	Final quiz and feedback form	A final quiz to test learning and harvesting individual feedback. Choose between online or offline options		<ul style="list-style-type: none"> Assessing learning so far 	<ul style="list-style-type: none"> RALN course page (Optional) Printed quiz papers (Optional) Printed feedback forms Flip or PPT slide: Info on the final quiz
06:15	10m	Short break				
Final activities and closure						
06:25	10m	Recap learnings and open questions on EUDR	Summarize the most important learnings.	Why is this important <i>Consistent recapping helps learners to record learnings into deeper and longer-term memory. Addressing whether their own expectations were met contributes to trust and confidence vis-a-vis the trainer and themselves.</i>	To solidify the understanding.	
06:35	10m	(Optional) What can Farm Certificate Holders already do?	Activity to encourage F CH think proactively	Why is this important? The new self-selected requirements might have great and challenging implications for the Farm Certificate Holders. It is important to give space to have these concerns voiced, shared and addressed.	Encourage producers to think proactively	<ul style="list-style-type: none"> Empty flip chart to harvest ideas
06:45	5m	Recommendations and encouragements	Give recommendations on how producers can be proactive in the follow-up of this training		Give recommendations on how producers can be proactive in the follow-up of this training	<ul style="list-style-type: none"> Flip chart or PPT slide: "Sow the seeds"
06:50	20m	Reflection	Reflect on what they learned during the workshop as a whole.	IMPORTANT! The notes you take during this session greatly contribute to filling in the trainer's feedback form after the training, where you will have the chance to give feedback on this training design.	To let participants solidify and deepen the understanding, vent potential emotions and harvest additional collective	

					feedback
07:10	5m	Next steps	<ul style="list-style-type: none"> • Discuss the follow-ups after the training • Give them additional resources and materials. 		Discuss any practical next steps and follow-ups
07:15	5m	Wrap-up	A word of thanks and opportunity for others to make a final contribution	Important! It is particularly important to choose a culturally appropriate method to provide closure in the best way. Ensure enough time is given for farewell speeches, a finishing energizer a prayer or whatever way is most appropriate in your context.	To close the event in an appropriate way

07:20

TOTAL LENGTH: 7h 20m

MATERIALS:

1. Flipchart or PPT slide: Key deadlines in [Intro](#)
2. RALN course page in [Final quiz and feedback form](#)
3. (Optional) Printed quiz papers in [Final quiz and feedback form](#)
4. (Optional) Printed feedback forms in [Final quiz and feedback form](#)
5. Flip or PPT slide: Info on the final quiz in [Final quiz and feedback form](#)
6. Flip chart or PPT slide: Roles and responsibilities in the supply chain in [Actors in EUDR](#)
7. Flip or PPT slide: Opting into EUDR on RACP in [Opting in and Data sharing](#)
8. Flip or PPT slide: data sharing in [Opting in and Data sharing](#)
9. Flip or PPT slide: Data sharing with companies in [Opting in and Data sharing](#)
10. Empty flip chart to harvest ideas in [\(Optional\) What can Farm Certificate Holders already do?](#)
11. Flip charts/PPT slides: Role of Farm Certificate Holder in [Role of the Farm Certificate Holder](#)
12. flip chart/PPT slide: program of today in [Welcome and introduction program](#)
13. tape to hang flip charts on wall in [Practicalities](#)
14. flip chart: open questions/parking lot in [Practicalities](#)
15. Carton box in [Practicalities](#)
16. pens or markers x 4 in [Practicalities](#) | [Check-in and Introduction of participants](#) | [Rules and Roles](#) | [Learning expectations](#)
17. small papers or post-its x 2 in [Practicalities](#) | [Check-in and Introduction of participants](#)
18. Empty flip charts for harvesting ideas in [Challenges and Opportunities](#)
19. Flip chart or PPT slide: "Sow the seeds" in [Recommendations and encouragements](#)
20. Test user account RACP in [RACP demo](#)
21. Beamer in [RACP demo](#)
22. Laptop in [RACP demo](#)

23. Print out: RACP user manual for Farm Certificate Holders in [RACP demo](#)
24. Flip chart or PPT slide: EUDR = European Union Deforestation Regulation in [What is EUDR?](#)
25. Flip chart or PPT slide: list of in-scope commodities in [Applicable crops](#)
26. Flip chart or PPT slides: EUDR and SAS alignment in [EUDR requirements and the RA SAS](#)
27. Lunch provisions in [Break or lunch \(optional\)](#)
28. (optional) Box or other improvised container in [Check-in and Introduction of participants](#)
29. Flip chart or PPT slide: 3 criteria in [Criteria for entering EUDR market](#)
30. Flipchart or PPT slide: Auditing EUDR in [Assurance and auditing](#)
31. Flip or PPT Slide: Key deadlines in [Recap, key deadlines and transition](#)
32. Flip chart or PPT slide: Criterion 1 in [Criterion 1: \(Optional\) Deforestation and forest degradation under the EUDR](#)
33. Flip chart or PPT: New self-selected requirements in [New Self-selected requirements](#)
34. flip chart: rules and roles in [Rules and Roles](#)
35. small papers or post-its in [Learning expectations](#)
36. flip chart or PPT slide: today's learning program in [Learning expectations](#)
37. flip chart: what do we want to learn today? in [Learning expectations](#)
38. Flic chart or PPT slide: Criterion 2 in [\(Optional\) Criterion 2: Local law](#)
39. Flic chart or PPT slide: Criterion 3 in [\(Optional\) Criterion 3: Due Diligence & Traceability Requirements](#)

EUDR - F2F - Farm CH - Full Version - block details

Start of the training event

Buffer time

00:00 | 0m

If people arrive later. Change this time to whatever is common in your context.

GOALS

Anticipate on people arriving late

Welcome and introduction program

00:00 | 10m

Make participants feel welcome, grab their attention and give an overview of the day

ADDITIONAL INFORMATION

Higher level program:

- What is EUDR, which crops does it apply to, what is the relevance of EUDR for given sectors and why RA is offering an EUDR solution for the certificate holders.
- What does EUDR mean for certificate holders, what data will be shared by opting in to EUDR and how does the EUDR relate to the Sustainable Agriculture Standard.
- How to opt-in to EUDR via the Rainforest Alliance Certification Platform (RACP) and provide consent to data sharing.

Why is this important?

- *Explaining the relevance increases learners' motivation which is a predictor for deeper learning.*
- *Presenting the intended learning outcomes in advance helps learners estimate their probability of success and thus can enhance motivation.*
- *Showing that they are part of a larger community (the feeling of 'we are all in this together') enhances motivation.*

MATERIALS

- flip chart/PPT slide: program of today

GOALS

Make participants feel welcome and get an overview of the day

INSTRUCTIONS

Between 5 and 15 minutes.

Feel free to change the order of these points below if that makes more sense to your story. However, the order below will work in most instances. Explain in your own words:

- **Welcome** the participants.
- **Grab attention:** Before you introduce the program, present a challenge, situation or issue which the training will help solve. At the end of this training the participants should be able to solve this.
- **Definition:** Give a short definition of EUDR and what it stands for.

- **Relevance:** Show what this training could do for their landscape. Or answer the question: why is this concept important? or Why are we together today?
- **Program of today:** First, explain the overall intention of this training: what are they going to learn? what kind of activities will they be doing? Then, explain the learning objectives in an easy way. And show them a general program of today (see additional info).
 1. **Final Quiz:** Explain that there will be a quiz at the end to test learning
 2. **Feedback:** Explain that there will be a moment to give feedback at the end of the training, which contributes to the learning of the global CH community as a whole.

Practicalities

00:10 | 5m

Address logistical practicalities

ADDITIONAL INFORMATION

Why is this important?

Using poster can help visualize your points and can stay in the room during the session which helps participants to look back if needed. The specific poster with open questions helps to keep discussions on topic, without dismissing other relevant questions. The poster with resources can help to gather existing knowledge and experiences from the participants that you as a facilitator might not be aware of. It empowers them.

MATERIALS

1. tape to hang flip charts on wall
2. flip chart: open questions/parking lot
3. Carton box
4. pens or markers
5. small papers or post-its

GOALS

Understand why and how posters and other tools are used in this workshop.

INSTRUCTIONS

Between 1 and 5 minutes.

(The word posters and flip charts are used interchangeably)

Practicalities. Notify them about other practicalities like lunch time, rules of the facilities, where to go to the toilet, etc.

Explain about any **posters / flip charts / special materials** in the room:

- you will use **posters** on which you will summarize what you discuss today. They will be created during the session.
- you have a specific poster for **open questions** (the fridge or parking lot). Participants and the facilitator can write down questions to 'park' which will be addressed at a later time.
- a closed carton box with with some small papers and pens for anonymous feedback.

Questions

00:15 | 1m

Ask if they have questions before you move on.

ADDITIONAL INFORMATION

GOALS

Reduce uncertainties and ambiguities.

INSTRUCTIONS

Between 1 and 10 minutes

Ask if they have questions before you move on.

Check-in and Introduction of participants

00:16 | 20m

Get a sense of the participants and let them get a sense of each other to start creating a safe learning space for interaction

ADDITIONAL INFORMATION

(Optional element) Arrange a circle: If the space and time allows, ask everyone to take their chair and form a circle. This way everyone has a chance to speak and to see each other when we speak. Conscious sharing: not using too much time, sharing what is critical, practice listening.

(Optional element) Title in the box: Ask everyone to write their official title on a name tag and when they check-in, and ask them to put it in a box that you place at the door once all the titles are in. This symbolizes that everyone is leaving their title at the door and that we appreciate everyone's opinion and needs, regardless of your position.

Why is this important?

Learning in social interaction enables deeper understanding and more meaningful experiences. If you take time to build connections, you will benefit from it during the whole session.

MATERIALS

- small papers or post-its
- pens or markers
- (optional) Box or other improvised container

GOALS

To familiarize the participants with each other

INSTRUCTIONS

Between 20 and 30 minutes. Take between 1 and 3 minutes per person.

Check in with everybody and have them introduce themselves. You may use (add or replace) the questions like:

- Who are you, who do you represent, and what are you looking forward to today? If people already know each other well, you can add a [check-in question](#). You can model as the facilitator the type of answer you are looking for.

(Optional) Ice breaker

00:36 | 10m

A fun activity to break the ice.

GOALS

To make people feel more comfortable.

INSTRUCTIONS

Between 2 and 5 minutes

Come up with your favourite ice breaker activity or ask the participants if they know one.

Rules and Roles

00:46 | 10m

Together list the rules and roles of today to create a safe learning space.

ADDITIONAL INFORMATION

Questions you can ask the group if they struggle to come up with rules:

- How do we go about diversity in this group?
- What kind of conflict can occur today? How can we deal with them?
- What does effective communication look like? What should we have more of? Less of?
- How do we approach challenging conversations?
- What would encourage you to best share your ideas and views openly?

- What degree of confidentiality do we agree to maintain?

An example of rules and roles:

Rules:

- *Raise your hand if you have a question*
- *All questions are welcome, even stupid ones*
- *Listen more than you talk / Listen actively when people talk*
- *Respect other opinions*
- *Whatever is discussed in this space today, is not shared with others without permission.*
- *No phones and laptops*
- *Time management: long and derailing conversations or monologues will politely be interrupted by the facilitators.*

- *Share your snacks*
- *Have fun :)*

Roles:

- *facilitators:*
 - *guiding the proces*
 - *listening to feedback*
 - *time management*
- *participants:*
 - *being present and active*

 - *asking questions (because you are responsible for your own learning process)*

 - *providing feedback to the facilitator*

Why is this important?

This activity can help build trust in the group. By creating the list together, versus the facilitator showing a predefined list, the participants feel responsible and can take ownership during the session. This in turn helps the facilitator to reinforce the rules when needed.

MATERIALS

- flip chart: rules and roles
- pens or markers

GOALS

To create a safe space for learning and collaborating.

INSTRUCTIONS

Between 5 and 10 minutes.

How do we want to learn together today?

Step 1. If you already made a list of rules and roles during a previous day, refer back to them and ask if they need to be updated or not.

Step 2. Ask the group to agree on a list of **rules** and **roles** they can agree on to make this workshop a safe space for learning and working together.

Step 3. Discuss each rule shortly to ensure a shared understanding. Ask for consensus before writing the agreement on the poster.

Step 4. After the list is complete, ask the participants if they accept the rules and roles. Explain we can go back to those rules and adjust them, whenever we need.

Step 5. If you are co-facilitating this session, this is a good moment to explain why you are doing it together and what your different roles are.

Learning expectations

00:56 | 20m

Use a plenary (10 min) or participatory (20 min) method to harvest learning expectations from participants

ADDITIONAL INFORMATION

Option 2: 1-2-4-all participatory method

Step 1. (3-5 min) Think individually about the questions. Write down your answers.

- Why is [the topic of this module] important for you?
- What do you want to learn more about today?

Step 2. (5-10 min) Pair up and share your thoughts.

Step 3. (5-10 min) Make groups of 4 and share. Ask groups to choose something from their conversation to share with the larger group.

Step 4. (5-10 min) Ask each group to share their insights plenary.

1. One facilitator can take notes on question 1 on a poster with the title *[the topic of this module]*. Try to summarize what is on this poster after all the groups have shared.
2. Another facilitator can take notes on question 2 on the poster with the title *What do we want to learn today?* You can use this at the end of the workshop to check with the group if you addressed them all or if there are still open questions.
3. The other facilitators can keep the conversation going, ask for clarifications and appreciate the answers of participants.

Why is this important?

After the main program has been presented, learners are often curious and full of expectations. Addressing these and harvesting expectations opens the door for deeper learning in the program that is to follow. Facilitation becomes easier as the facilitator is aware of what the learner expects, and can do what is possible to meet those expectations or explain why they won't be met, perhaps giving recommendations about where else the learner can satisfy their curiosity.

MATERIALS

1. small papers or post-its
2. pens or markers
3. flip chart or PPT slide: today's learning program
4. flip chart: what do we want to learn today?

GOALS

To activate the prior knowledge of the participants on the topic of the workshop.

To start to create a **shared understanding** of the meaning and relevance of the topic of the workshop.

INSTRUCTIONS

Option 1: Plenary harvest

Step 1: Go back to the flip chart with the higher level topic/program

Step 2: Ask the participants in plenary:

- What do you want to learn more about today?

Step 3: On another, empty flip chart, note down the responses of the participants.

Step 4: Manage expectations by explaining which of those expectations will or will not be met (and why)

Step 5: Hang up the filled-in flipchart on a wall. You can use the flip chart at the end of the workshop to check with the group if you addressed them all or if there are still open questions.

Understanding EUDR

GOALS

ILO: ...

(Optional) The wise village elders

01:16 | 15m

Open the topic of the day through a compelling story and question

ADDITIONAL INFORMATION

Scenario: The wise village leader and the neighbouring village

Imagine you are a village leader. Your village relies on goods coming from another village far away. Your village thrives and trade with the other village is good, until at some point you received troubled news: the forests of the neighbouring village are being cut down to produce the goods you buy. This is leading to water scarcity, poverty and even conflict in the neighbouring village. Not only does this impact your neighbouring village, but soon the goods are harder and harder to produce, the price of them goes up. Soon, your village can no longer afford the goods you depend on. You try to look for other villages to source these goods from, but to no avail: the same is happening everywhere. You realize that the world's forests are important to everyone and that your livelihoods depend on it even when they are far away.

What will you do to ensure your villagers can keep on importing the goods they depend on without causing harm to the humans and nature elsewhere?

GOALS

Relate to the reasoning of EUDR, its importance and its intention

INSTRUCTIONS

Between 10 - 15 minutes.

Step 1: Ask your participants to put themselves in the position of an elder of a village that depends on goods that come from a degrading forest elsewhere. See the scenario below.

Step 2: After presenting the scenario ask them to form groups of 4-6 (council of village elders) and take 3-5 mins to discuss what they would do (see full question page X).

Step 3: Harvest different ideas from the groups without indicating whether an answer is right or wrong. The idea is that it is a difficult problem to solve and makes participants think.

Step 4: Explain that just like the village council of elders, the European Union, depending on trade and goods coming from other regions, is trying to solve this problem because it realizes that everyone depends on the wellbeing of the forests.

Introduction of the session

01:31 | 5m

Shortly explain what the learners will be learning in the next session.

ADDITIONAL INFORMATION

Why is this important?

Introducing the topic in a way that emphasizes its importance in relation to the world of the participants opens the door for learning new content.

GOALS

Provide an overview of what content will be covered next and how

INSTRUCTIONS

Between 3 - 5 minutes.

Step 1: Explain session objectives

- Understand what EUDR is and why it is important
- Learn how it works and what it means in practice for producers and supply chain actors
- Recognize why RA is offering EUDR solutions

Step 2: Explain what comes in the session after that

1. After looking into what EUDR is and what it means to stakeholder, the next session will go into how RA certification can help stakeholders become EUDR compliant

Step 3: Dealing with questions

Tell the participants how you intend to deal with questions (choose the most appropriate policy in regards to your target audience)

What is EUDR?

01:36 | 5m

Define EUDR and explain what it stands for and why the EU is introducing this regulation

MATERIALS

- Flip chart or PPT slide: EUDR = European Union Deforestation Regulation

GOALS

Describe what EUDR stand for

INSTRUCTIONS

Between 3 - 5 minutes.

Step 1: Explain what EUDR is

- EUDR stands for European Union Deforestation Regulation
- It is a legislation framework that aims to ensure that key commodities consumed by the EU no longer contribute to deforestation and forest degradation
- Deforestation and forest degradation contribute to climate change and biodiversity loss, which hurt everyone globally

Step 2: Explain why the EU is introducing EUDR

- Deforestation and forest degradation contribute to climate change and biodiversity loss, which hurt everyone globally
- EU is a major consumer of commodities that contribute to deforestation worldwide

Explain this shortly and with your own words. Make sure you read pages X-X to help you understand

Applicable crops

01:41 | 3m

Explain the what crops and products fall under the scope of EUDR and how this relates to the RA standard

ADDITIONAL INFORMATION

MATERIALS

- Flip chart or PPT slide: list of in-scope commodities

GOALS

List in-scope commodities and crops

INSTRUCTIONS

Between 1-3 min

Step 1: List the 7 crops that are applicable under EUDR

- Palm-oil + derivatives
- Timber & wood products
- Rubber
- Soy
- Cocoa
- Coffee
- Beef & Leather

Step 2: Remind that out of these, the **RA standard covers coffee and cocoa**

Criteria for entering EUDR market

01:44 | 3m

Explain the 3 criteria for a commodity to enter the EUDR market.

MATERIALS

- Flip chart or PPT slide: 3 criteria

GOALS

Explain the 3 criteria for a commodity to enter the EUDR market.

INSTRUCTIONS

Between 1-3 minutes.

Step 1: Explain that:

Criteria for commodities to access the EU market

- **Deforestation and degradation-free:** Meet the deforestation-free definition of the regulation;
- **Local law:** Be produced in accordance with the legislation of the country of production
- **Due diligence statement and traceability:** Be covered by a due diligence statement and traceability along the whole supply chain

Step 2: Explain that if products do not meet these criteria, they cannot be sold on EU markets

Criterion 1: (Optional) Deforestation and forest degradation under the EUDR

01:47 | 5m

Explain what deforestation and forest degradation mean under the EUDR

MATERIALS

- Flip chart or PPT slide: Criterion 1

GOALS

Define and remind of FAO's definition on deforestation and forest degradation

INSTRUCTIONS

Between 3-5 minutes.

Step 1: Explain that EUDR covers both deforestation and forest degradation under the definition of the FAO

1. Ask if anyone is familiar with these definitions

Step 2: Explain in words accessible to the participants:

- Forests are lands of more than 0.5 hectares, with a tree canopy cover of more than 10 percent, which are not primarily under agricultural or urban land use
- Deforestation is the conversion of forest to another land use or the long-term reduction of tree canopy cover below the 10% threshold.
- Forest degradation is a reduction of the canopy cover or stocking within a forest
- To be considered deforestation free under EUDR, it must be proven that the product has not been produced on **land that was subject to deforestation or forest degradation after 31 December 2020.**

Step 3: Explain

- Remind participants that RA's standard uses the same FAO definitions but EUDR and the standard differ in that:
 - For the RA standard, this is January 1st, 2014. The RA standard is thus more stringent on this requirement

(Optional) Examples of deforestation and forest degradation in the sector

01:52 | 10m

Explore examples of forests, deforestation and forest degradation in a local context through a short plenary or participatory exercise

ADDITIONAL INFORMATION

GOALS

Recognize the importance and relevance of EUDR for their sector

INSTRUCTIONS

Between 5 and 10 minutes.

Option 1 Plenary explanation (5 min):

Step 1:

- Describe local examples of how the sector of the F CH causes deforestation locally
- Describe local examples of how the sector of the F CH causes forest degradation locally

Step 2: Ask the participants if anything is unclear

Option 2 Short participatory exercise (10 min) :

Step 1: Form groups of 4-5 participants and ask them to take 5 mins to:

- Describe local examples of how the sector of the F CH causes deforestation locally
- Describe local examples of how the sector of the F CH causes forest degradation locally

Step 2: Ask for example in plenary

- Ask the first group to share an example of a deforestation. Then, ask if any other group has a different example. When no other group has different examples, repeat this for forest degradation and confirm and correct the examples in regards to the EUDR definitions.

Step 3: Ask the participants if anything is unclear

(Optional) Criterion 2: Local law

02:02 | 5m

Explain that products must be produced in accordance with relevant legislation of the country of production

MATERIALS

- Flic chart or PPT slide: Criterion 2

GOALS

Define and remind of FAO's definition on deforestation and forest degradation

INSTRUCTIONS

Between 3-5 minutes.

Step 1: Explain

- The local law criteria implies that the commodity needs to be produced with strict adherence to the prevailing legislative framework of the country where it is produced. This may include (among others) land use rights, third parties' rights, environmental protection and trade and customs legislation.

Step 1: Explain

- In other words: Farmers must have the legal or legitimate right to use the land and there needs to be proof that the production was legal under local law.

(Optional) Criterion 3: Due Diligence & Traceability Requirements

02:07 | 5m

Explain that due diligence is about providing evidence that the two first criteria are met backed with traceability data

MATERIALS

- Flic chart or PPT slide: Criterion 3

GOALS

Define and remind of FAO's definition on deforestation and forest degradation

INSTRUCTIONS

Between 3-5 minutes.

Step 1: Explain that the due diligence obligation is associated with a market prohibition mechanism

- Mandatory due diligence rules for all companies that place certain products on the EU market or export them from the EU.
 - Only products that are both deforestation-free and legal are allowed to be on, or exported from, the EU market
 - There is also a strict traceability requirement:
 - For each shipment, companies need to provide the geographic coordinates in 6 decimals of all the plots of land where the products were produced.
 - Polygons for plots above 4 hectares are mandatory.
 - (see Annex II for the model statement)

Summary and transition with Q&A

02:12 | 10m

Summary, Q&A, Quick intro of following session and group discussion

ADDITIONAL INFORMATION

Why is this important?

Making summaries repeats the most important points helping the knowledge register in deeper levels of memory. Already making a link to the next session helps highlight their relevance.

GOALS

Summarize key points and link to next session

INSTRUCTIONS

Step 1: Summarize:

- Deforestation is a major driver of climate change and biodiversity loss, and the EU is a major consumer of imports that contribute to it.
- To address this, the EU will regulate the entry and re-export of products that contribute to deforestation
- Products from key commodity chains need to adhere to 3 criteria to enter the EU market

Step 2: Ask the audience the following questions:

- Q1: What does the EU see as deforestation? Can someone give a local example of what it looks like? (skip this question if you didn't cover this)
- Q2: Which commodities is the EUDR regulating?
- Q3: What are the 3 criteria that a product needs to meet to enter the EU market?

Step 3: Introduce the next session:

- Participants might now be wondering what all this means for them. In the next session the role of Certificate Holders will be in making sure their produce meets the criteria and how RA certification can help. (before that there might be a break/lunch)

Step 4: (Before break/lunch) Ask the audience if there are any questions or comments:

- Facilitate the discussion keeping in mind that some questions might be answered by topics handled in the following sessions

Short break or energizer

02:22 | 10m

RA and EUDR (incl. 1h lunch)

Actors in EUDR

02:32 | 10m

Explain the roles that farmers, processors, operators and traders play in the supply chain to ensure EUDR compliance of products

ADDITIONAL INFORMATION

Why is this important?

Farm Certificate Holders might wonder about the bigger picture in terms of their role in relation to other supply chain actors. Having a basic understanding of what roles other actors play to ensure EUDR compliance, might make it easier to contextualize and accept their own role.

MATERIALS

- Flip chart or PPT slide: Roles and responsibilities in the supply chain

GOALS

Help farmers understand the bigger picture in terms of how EUDR operates in the supply chain

INSTRUCTIONS

Between 10 and 15 minutes.

Step 1: Farmers (e.g. cocoa or coffee farm certificate holders)

- Ensures the compliance of products
- Provides the information required by operators and large traders

Step 2: Non-EU Processor (e.g. a mill)

- Provides transparency in the supply chain
- Processors are required to keep deforestation-free products segregated from other products

Step 3: Operator (e.g. a company trading and cocoa or importing coffee and roasting coffee)

- Legal Prohibition to place products on the EU market if conditions not met:
- Deforestation-free
- Produced acc. to legislation within producing country
- Covered by a due diligence statement

Step 4: EU-Based Trader (e.g. coffee distributor or retailer)

- Large traders must meet the same obligations of Operators
- Other traders (SMEs) are required to collect:
- Supplier/buyer info
- Reference numbers of the due diligence statements

Step 5: Explain that under EUDR, only Operators and Traders are legally bound to provide evidence. However, these companies cannot provide it unless farmers make certain information available.

Step 6: Before diving into the role of the farmer, ask if participants have any questions

Role of the Farm Certificate Holder

02:42 | 10m

Explain what is expected from the Farm Certificate Holder under EUDR

ADDITIONAL INFORMATION

On costs:

In the Rainforest Alliance certification process it is the responsibility of farm Certificate Holders to collect and submit their geodata. However, this does not mean it is necessarily the sole responsibility of farmers to pay for this data collection. The Rainforest Alliance strongly encourages companies buying from coffee and cocoa certificate holders to support this geodata collection, financially or otherwise—especially considering that EUDR compliance is the responsibility of companies placing goods on the market in the EU or exporting from the EU.

For our supply chain partners, there will be no additional charge from the Rainforest Alliance for companies who choose to access this EUDR offering through certification.

MATERIALS

- Flip charts/PPT slides: Role of Farm Certificate Holder

GOALS

Summarize what EUDR implies specifically for producers

INSTRUCTIONS

Between 5 and 10 minutes.

Step 1: Recap:

- The regulation requires **EU and non-EU companies** that import and export certain commodities to the EU **provide evidence** that the products meet the criteria.

Step 2: Data requirements

Explain that although it is the exporters and importers that are responsible to provide evidence, in practice F CH will be expected to make certain information available:

- GPS farm coordinates for ALL FARM PLOTS in 6 decimal digits
- Polygons for farm plots larger than 4ha
- Evidence of payment of all applicable

fees, royalties, taxes and other charges as prescribed by

local laws and regulations.

Step 3: Measures

In addition to making information available, farm management is expected to implement measures to prevent and address potential cases of corruption (including bribery and extortion), fraud and nepotism by:

- A written public statement that is communicated to group members/workers and supply chain partners
- Training of management and workers/group members to

raise awareness of possible forms, at least annually

- Take measures to avoid, and to remediate cases

Step 4: Costs and responsibilities

see additional info

Challenges and Opportunities

02:52 | 20m

Now that Farmer understand what EUDR asks from them, it is time to acknowledge any concerns they have and make a positive twist

ADDITIONAL INFORMATION

Why is this important?

Explaining what EUDR asks of producers is perhaps one of the key aspects to convey in this module, so internalizing this part well is crucial for the success of the training. It is likely that farmers might first feel intimidated by what is asked from them, which is why its important to:

- Listen carefully to their concerns and questions. Failing to do so might cause participants to escalate their concerned behavior at the cost of time and the agenda.*
- Emphasize that certification really helps them to become EUDR compliant and that in the next session you will explain how.*

MATERIALS

- Empty flip charts for harvesting ideas

GOALS

Acknowledge any concerns they have and make a positive twist

INSTRUCTIONS

Between 15-20 min

Option 1: 1-2-4-All Method (Participatory) 20 min

Step 1: Ask participants to take a minute and write down on a sticky note:

- What is the main challenge in implementing EUDR for farmers?
- What opportunities does implementing EUDR offer to farmers?

Step 2: Ask participants pair up and share

Step 3: Ask participants form groups of 4-5, share and choose 1 main challenge and 1 main opportunity to share in plenary

Step 4: Ask each group to share and write down challenges on one flip sheet, and the opportunities on another.

Step 5: Standard alignment

Finish on a positive note that fortunately, RA certification with its standard and tools is already mostly aligned with EUDR , with only some differences.

Option 2: Plenary harvesting (10 min)

Step 1: Ask participants to share concerns and challenges related to implementing EUDR for farmers, and write these down on a flip chart

Step 2: Address the concerns one by one:

- If a point will be addressed later in the program, say this and move on
- If a point is not addressed in the program, address the concern immediately or place it on the parking lot and make sure to address it later

Step 3: Ask participants to share positive opportunities related to EUDR for farmers, write these down on a separate flip chart, immediately addressing them

Step 4:

Finish on a positive note that fortunately, RA certification with its standard and tools is already mostly aligned with EUDR , with only some differences

EUDR requirements and the RA SAS

03:12 | 20m

Show how EUDR and SAS requirements are aligned or differ through plenary or participatory method options

MATERIALS

- Flip chart or PPT slides: EUDR and SAS alignment

GOALS

Show how EUDR and SAS requirements are aligned or differ through plenary or participatory method options

INSTRUCTIONS

Between 10-20 minutes

Option 1: Present areas of alignment and differences (10 min)

Step 1: Present the flip charts:

- List of areas of alignment on one flip chart and a matching list of EUDR requirements on a second adjacent flip chart. Keep the list of matching RA standard requirements on a third flip chart next to the previous one.

Step 2: Go through through each line to explain areas of alignment and difference

Step 3: Reaffirm that the requirements are mostly aligned and that RA has a solution to address the differences.

Option 2: Plenary guessing (15 min)

Step 1: Instead of revealing the RA standard requirements, hide them behind a loose flip taped on top.

Step 2: Ask participants in plenary if they can remember how the RA standard aligns with the EUDR requirement in question by addressing them one-by-one, top down. Lower the loose flip each time to reveal the answer

Step 3: Reaffirm that the requirements are mostly aligned and that RA has a solution to address the differences.

Option 3: Competition with a small prize (20 min)

Step 1: Instead of revealing the RA standard requirements, hide them behind a loose flip taped on top.

Step 2: Ask participants to form groups of 4-5. Deal out post-it notes of a unique color for each group.

Step 3: Participants have 10 minutes to come up with one answer for how the RA standard matches each EUDR requirement. This is written (optimised for reading) on a post-it and placed on the empty loose flip covering the listed RA requirements (right answers).

Step 4: Reveal how the RA standard aligns with the EUDR requirement. Address them one-by-one comparing with what is on the post-its. If an answer is good enough, a group gains 1 point. The group with the most points, wins. The winner gets a shareable bag of goodies (candy, chocolates, biscuits etc.).

Step 5: Reaffirm that the requirements are mostly aligned and that RA has a solution to address the differences.

Tip: You can elect an impartial referee to help decide if an answer is close enough or not, to take pressure of the trainer.

Break or lunch (optional)

03:32 | 1h 00m

An opportunity to have lunch or a break (adapt/contextualize)

MATERIALS

- Lunch provisions

INSTRUCTIONS

Between 10 - 60 minutes

Option 1: Hold a short break or energizer

Option 2: Lunch break

- If you did the full introduction hour and started in the morning, this is a good moment to have a lunch break

New Self-selected requirements

04:32 | 15m

Present the new EUDR self-selected requirements in the RA standard

ADDITIONAL INFORMATION

EUDR self-selected requirements

These are applicable for large farms and farm groups under group certification and all farms under individual farm certification.

EUDR 1: Polygons are available for all farm units of 4ha and above. Geolocation points are available for all other farm units.

EUDR 2: Geolocation data for both points and polygons must have 6 decimals.

EUDR 3: Management implements measures to prevent and address potential cases of corruption (including bribery and extortion), fraud and nepotism by: - A written public statement that is communicated to group members/workers and supply chain partners SA-P-SD-2-V1 4 - Training of management and workers/group members to raise awareness of possible forms, at least annually - Taking measures to avoid, and to remediate cases

EUDR 4: Management shows evidence of payment of all applicable fees, royalties, taxes and other charges as prescribed by local laws and regulations

MATERIALS

- Flip chart of PPT: New self-selected requirements

GOALS

Present the new self-selected requirements

INSTRUCTIONS

Between 10-15 minutes

Step 1: Explain that

- RA is adding four self-selected requirements for the points in our standard that are not yet fully aligned

Step 2: Read out new self-selected requirements (see additional info)

- EUDR 1: points for <4ha and polygons for >4ha farms
- EUDR 2: 6 decimal rule for points and polygons
- EUDR 3: Prevention of corruption, fraud and nepotism
- EUDR 4: Evidence of payment

Step 3: Clarify how EUDR is integrated into Certification

- Opt-in to the self-selected requirements is fully voluntary
- Farm Certificate Holders (who select EUDR-aligned criteria) will no longer be able to make use of our current allowance for “minor conversion” of land to agricultural use (see [Annex Chapter 6: Environment](#)) after the EUDR cut-off date.
- EUDR offering is fully integrated into RA certification process
- EUDR compliance process follows farms' usual preparation
- If a FCH does not meet the EUDR extra requirements, their certification is not at risk if they still meet the other standard requirements

Step 4: Wrap-up and questions

- Explain that soon you will cover how F CH can opt-in, how data is shared with supply chain partners and how EUDR is audited.
- Ask if participants have any questions.

Auditing EUDR and Data Sharing

Intro

04:47 | 3m

Give a short overview of the content that follows

MATERIALS

- Flipchart or PPT slide: Key deadlines

INSTRUCTIONS

Between 1-3 min

Step 1: Explain that this session will be about

- How F CH can opt-into the new self-selected criteria on RACP
- How EUDR requirements are audited within certification
- How information is shared with companies and auditors in order to comply with EUDR

Opting in and Data sharing

04:50 | 10m

Explain how data is shared, with whom and for what purposes

MATERIALS

- Flip or PPT slide: Opting into EUDR on RACP
- Flip or PPT slide: data sharing
- Flip or PPT slide: Data sharing with companies

INSTRUCTIONS

Between 5-10 min

Step 1: Opting in on RACP

- Possible on RACP from January 1st 2024
- Adds 4 new self-selected criteria
- No longer allowed to make use of "minor conversion" rule

Step 2: Data sharing

By opting in, farm Certificate Holders agree that the Rainforest Alliance is permitted to:

- Check the quality of their geodata against the requirements of the EUDR self-selected requirements.
- Share their geodata, deforestation risk assessment, and compliance information regarding the EUDR self-selected requirements and RA2020 SAS requirements that already align with EUDR, with (direct and indirect) buyers in their supply chain according to transactions in MultiTrace.

Step 5: Company point of view

- Jan 1st onwards, companies are asked if they want to receive data to support their compliance with EUDR
- They need to transact in, and be audited in Identity Preserved and Mixed Identity Preserved
- Able to access data on deforestation risk assessment and geo-location data from F CH who have opted-in

Step 4: Recap

- Rainforest Alliance shares FCH data on the farms behalf with their direct or indirect buyers
- There will be a public list on the RA website of certificate holders who are suppliers that have EUDR compliance added their certification

RACP demo

05:00 | 10m

Show how opting-in works on RACP

MATERIALS

- Test user account RACP
- Beamer
- Laptop
- Print out: RACP user manual for Farm Certificate Holders

INSTRUCTIONS

Between 5-10 min

Option 1: RACP demo using beamer, laptop and test user

Step 1: Demonstrate steps involved on RACP

- Login
- EUDR pop-up
- EUDR settings
- Where to find more information
- Reconfirming scope

- Finding the requirements in the self-assessment

Option 2: Point out screenshots in a handout

See user manual section 4.7

Questions and discussion

05:10 | 5m

Check-in whether the participants have questions or concerns

GOALS

Check-in with participants, address questions and break monotony of presentation

INSTRUCTIONS

Between 3-5 min

Ask if participants have questions before you move on.

Assurance and auditing

05:15 | 5m

Explain what will be audited in the scope of EUDR

MATERIALS

- Flipchart or PPT slide: Auditing EUDR

INSTRUCTIONS

Between 3-5 min

Step 1: Explain that since EUDR requirements are brought into the certification system, auditing applies. If F CH opt-into EUDR self-selected requirements, there are some new things auditors will look at

Step 2: Explain how RA Assurance will focus on the following areas

- Scope: Cocoa or coffee
- Cut-off date: January 1st 2021
- Legality: Production in accordance with country law
- Deforestation risk assessment process: supported by geodata and auditing
- Strict traceability: identity and mixed identity preserved auditing at farm and farm group levels
- Exemption: no-longer allowed to use exemption for minor conversion
- Geodata: points and polygons for farms recorded at 6 decimal accuracy

Recap, key deadlines and transition

05:20 | 5m

Recap on main points regarding opt-in on RACP, data sharing and auditing. Present main deadlines.

MATERIALS

- Flip or PPT Slide: Key deadlines

INSTRUCTIONS

Between 3-5 minutes

Step 1: Quick recap

- How EUDR requirements are audited within certification
- How F CH can share the information necessary with companies and auditors in order to comply with EUDR
- How F CH can opt-into the new self-selected criteria on RACP

Step 2: Key deadlines in 2024:

- January 15th: F CH can opt into EUDR requirements in RACP
- July 31st: Data can be shared with companies
- December 30th: EUDR comes into effect

Step 3: Ask if there are any questions and address

Short break or energizer

05:25 | 10m

Final quiz

Final quiz and feedback form

05:35 | 40m

A final quiz to test learning and harvesting individual feedback. Choose between online or offline options

ADDITIONAL INFORMATION

MATERIALS

- RALN course page
- (Optional) Printed quiz papers
- (Optional) Printed feedback forms
- Flip or PPT slide: Info on the final quiz

GOALS

- Assessing learning so far

INSTRUCTIONS

Between 5-40 minutes

Step 1: Explain the purpose of the quiz and feedback form

- To test learning and make sure that key details have been conveyed well
- More a test for RA than for the participants: unlimited attempts on the RALN
- Allows us to improve our trainings
- Linked to a certificate that will be available once the quiz has been passed
- Time limit: 20 min
- Passing grade: 8/10

- Unlimited attempts on the RALN

Step 2: Ask if there are any questions

Step 3: Choose an option on how to do the quiz and feedback form

Option 1: Participants do the quiz and feedback on RALN during the training

- Choose this option **only** if your participants are a) already registered and enrolled and b) you have a stable internet connection

Step 1: Make sure that participants are sitting in a way that allows use of laptop in (relative) privacy

Step 2: Instruct participants to open their laptops. Then, guide them with the login and where to find the quiz and feedback form.

Step 3: Ask participants to be silent during the quiz and respect the privacy of others

Step 4: Start the quiz (time keeps itself) and once time for 1 attempt is over, instruct participants to start with feedback.

Step 5: At the end of the time, ask participants to close laptops

Step 6: Remind participants that they can always redo the test and finish feedback online

Option 2: Participants do the quiz and feedback on RALN after the training

- Choose this option if participants are a) not yet registered on the RALN and b) have access to a pc or laptop at some point after the training. Choosing this option saves time during the training, but requires active follow-up effort from the trainer after the training.

Step 1: Guide participants to the page in the handout/slide with instructions on how to register on the RALN and enrol on the course page. You can also send a follow-up email with these instructions (recommended)

Option 3: Participants do the quiz on paper during the training

- Choose this option if internet doesn't work (sufficiently) during the training and your participants do not have equal access to pc or laptop after the training

Step 1: Make sure that participants are sitting in a way that allows completing the quiz in (relative) privacy and share the quiz papers

Step 3: Ask participants to be silent during the quiz and respect the privacy of others

Step 4: Start the quiz time and do timekeeping until the end

Step 5: At the end of the time, ask participants to turn papers around and collect them while dealing out the feedback form. Remind participants that they can always redo the test online

Step 6: Once participants are ready with feedback, collect the form

Short break

06:15 | 10m

Final activities and closure

Recap learnings and open questions on EUDR

06:25 | 10m

Summarize the most important learnings.

ADDITIONAL INFORMATION

Why is this important

Consistent recapping helps learners to record learnings into deeper and longer-term memory. Addressing whether their own expectations were met contributes to trust and confidence vis-a-vis the trainer and themselves.

GOALS

To solidify the understanding.

INSTRUCTIONS

Between 5 and 10 minutes.

Step 1: Summarize key learnings

- In line with the learning objectives
- In line with any other learning expectations harvested in the beginning of the training

Step 2: Address open questions

- On the parking lot
- Ask if there is anything else

(Optional) What can Farm Certificate Holders already do?

06:35 | 10m

Activity to encourage F CH think proactively

ADDITIONAL INFORMATION

Why is this important?

The new self-selected requirements might have great and challenging implications for the Farm Certificate Holders. It is important to give space to have these concerns voiced, shared and addressed.

MATERIALS

- Empty flip chart to harvest ideas

GOALS

Encourage producers to think proactively

INSTRUCTIONS

Between 10-15 min

Step 1: Ask participants to form pairs

Step 2: Ask participants to think together about the question:

- What can Farm Certificate Holders start doing to anticipate EUDR?

Step 3: Ask participants to share insights in plenary. Listen and address concerns, while highlighting and encouraging proactive and optimistic remarks. List ideas on a flip chart

Recommendations and encouragements

06:45 | 5m

Give recommendations on how producers can be proactive in the follow-up of this training

MATERIALS

- Flip chart or PPT slide: "Sow the seeds"

GOALS

Give recommendations on how producers can be proactive in the follow-up of this training

INSTRUCTIONS

Between 3-5 minutes

Step 1: Explain that: Companies are responsible for EUDR compliance, but farmers can also help anticipate the needs of their buyers:

1. Open dialogue with customers
2. Begin geodata collection
3. Clarify the benefits of certification in regards to EUDR

Step 2: Stress that Rainforest Alliance strongly encourages companies to support Farm Certificate Holders in geodata collection, financially or otherwise

Reflection

06:50 | 20m

Reflect on what they learned during the workshop as a whole.

ADDITIONAL INFORMATION

IMPORTANT!

The notes you take during this session greatly contribute to filling in the trainer's feedback form after the training, where you will have the chance to give feedback on this training design.

GOALS

To let participants solidify and deepen the understanding, vent potential emotions and harvest additional collective feedback

INSTRUCTIONS

Between 10-20 minutes

Step 1: (optional) Ask participants to form a circle with their chairs and sit down

Step 2: Ask participants and take notes:

- How do you feel now?
- How was the training for you?
- What worked well?
- How could this training be improved?

Next steps

07:10 | 5m

- Discuss the follow-ups after the training
- Give them additional resources and materials.

ADDITIONAL INFORMATION

GOALS

Discuss any practical next steps and follow-ups

INSTRUCTIONS

Between 2 and 5 minutes.

- **Discuss the next steps** of what will happen after this session. This can include other workshops.
- **Additional Resources and Materials:** Make a list of additional resources and materials. Link directly to the materials, include a short description of what learners can expect to learn there and how long it will take them approximately to go through.

Wrap-up

07:15 | 5m

A word of thanks and opportunity for others to make a final contribution

ADDITIONAL INFORMATION

Important!

It is particularly important to choose a culturally appropriate method to provide closure in the best way. Ensure enough time is given for farewell speeches, a finishing energizer a prayer or whatever way is most appropriate in your context.

GOALS

To close the event in an appropriate way

INSTRUCTIONS

Between 1 and 5 minutes

Step 1: Give the opportunity to any other person to give a final word (remarks, prayers, thanks etc.)

Step 2: Thank the participants and wrap-up the session