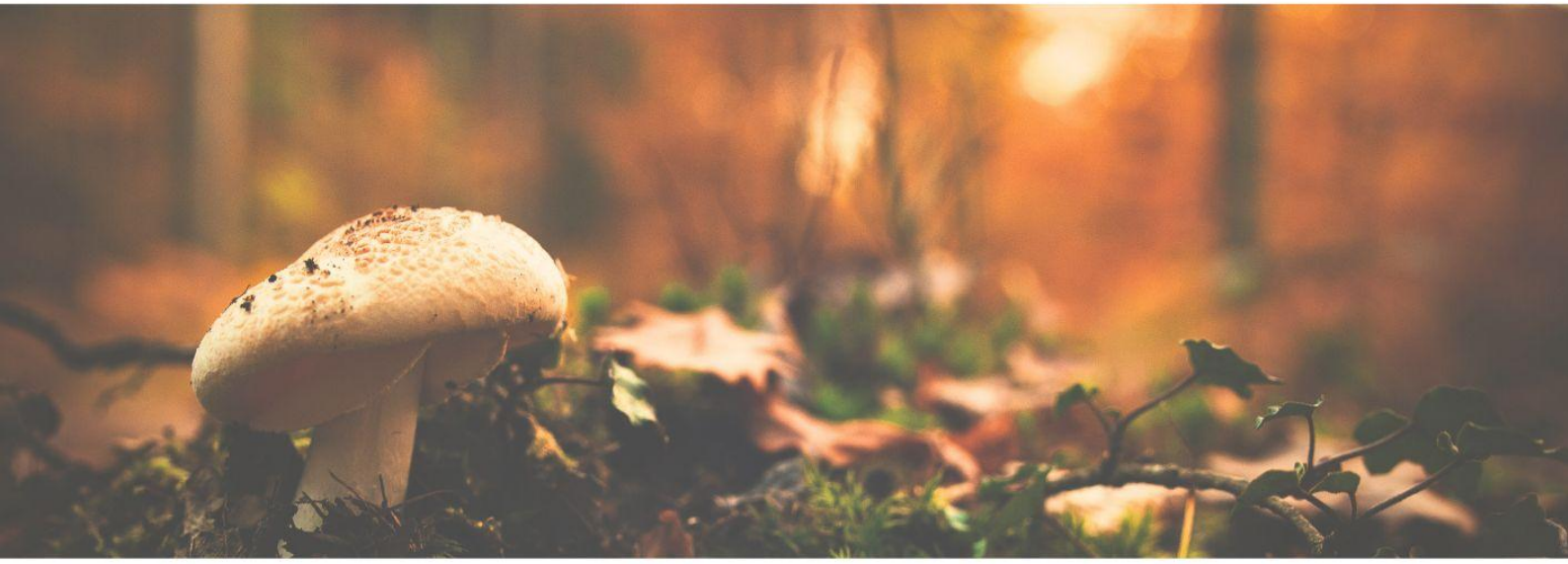
FUNGIPRENEURS

Inclusion of vulnerable groups in rural areas by environmental awareness and social entrepreneurship through mycology



FUNGIPRENEURS Toolkit

www.fungipreneurs.eu

2022-1-ES01-KA220-ADU-000087281

Co-funded by the European Union

This project has been funded with support from the European Commission, through the ERASMUS+ programme. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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https://fungipreneurs.eu/

Work package 4

TOOLKITS

Theoretical Framework

Developed by

ECM Ingeniería Ambiental. Spain

DISRUPTIA. Spain

Mindshift Talent Advisory. Portugal

Meta4 Innovations. Austria

CSI - Center for Social Innovation. Cyprus

Innoquality Systems. Ireland

Co-funded by the European Union

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Co-funded by the European Union

Introduction

Toolkit is a set of resources and materials designed to support the educational process. Toolkits can be used by a wide range of people involved in the educational process, including teachers, instructors, students, curriculum developers and administrators.

The main purpose of a tookit is to provide the necessary elements for educators/instructors to deliver knowledge effectively and for students to learn this knowledge quickly and efficiently.

Toolkits can include a combination of didactic materials, assessment tools, multimedia resources, instructions and guides, and practice activities. They can also provide access to support communities and additional online resources to foster collaboration and knowledge sharing among users.

Within the 'Fungipreneurs' project it is intended to provide trainers with a set of toolkits related to the different learning units that the partners have completed for this purpose.

Unit	Unit of Learning	Partner
Learning Unit 1	**Roadmapping methodology as a tool to create easy-to-follow training itineraries**	INQS
Learning Unit 2	**Social inclusion of vulnerable groups in rural areas**	Mindshift
Learning Unit 3	**Environmental awareness**	CSI
Learning Unit 4	**Fungi ecosystems and marketable value of mycological resources**	ECM
Learning Unit 5	**Mycology for green skills development**	DISRUPTIA
Learning Unit 6	**Social entrepreneurship for sustainability and social impact**	META4
Learning Unit 7	**Strengthening digital literacy skills and competences through mycology**	DISRUPTIA

Presentation Outline of the Toolkits

The toolkits follow the following outline:

1. **Toolkit Title**

Name of the practical activity. A descriptive title that reflects the content and objective of the toolkit.

2. **Modality of Practice**

Define whether the activity will be face-to-face in the classroom, outdoors, or a combination of both.

3. Learning Objectives

Description of the learning objectives for the activity in relation to the assigned unit and the learning outcomes. A clear description of what users should know and be able to do after using the toolkit.

4. Detailed Description

Partners should include here the description of the necessary steps to implement the activity. This will include explanations and instructions on:

- Describe the preparation steps that trainers shouldcomplete before the activity (if applicable).
- Estimated duration of the activity.
- Provide a detailed sequence of steps or phases to be followed during the activity.
- Mandatory and optional elements (if applicable)
- Methodological recommendations (if applicable)

5. Useful Resources

Provide some links to relevant information that may help trainers prepare or develop the activities (e.g., resources, instructions, guidelines, pedagogical approaches, videos, regulations, research on the subject, etc.)

6. Required Materials

List of resources needed to carry out the practical activity: computer, internet, projector, whiteboard, sticky notes, markers, graphics, etc. In addition, partners can include here any material to be printed or distributed in the classroom: activity sheet or worksheet, questionnaire, checklist, etc.

7. Assessment and Feedback Tools

Tools to identify and assess learners' strengths and weaknesses with regard to the

knowledge and skills, they have acquired or developed through the practical activities.

Examples include strategic questionnaires, portfolios, classroom surveys, participant

observation, small group discussion, self-assessment techniques, demonstrations,

written reports, task-based assessment, etc.

Simple assessment tools can also be used: questions and questionnaires that include

single choice, multiple choice, matching, true or false, fill in the blanks, checklist, etc.

Write instructions for applying the assessment tool within the context of the activity.

Learning unit 1: Roadmapping methodology as a tool to create easy-to-follow training itineraries

Learning Unit 1: Toolkit 1

1. Title

"Collaborative Roadmapping".

2. Mode of practice

This can take place either in-person or online (or a mix of both depending on the technical capacity of the person running it and/ or availability of the stakeholders involved).

3. Learning objetives

General learning objectives

1. **Understand the process of roadmapping**
   Understand all of the steps involved in the roadmapping process from start to finish.
2. **Understand the elements required for each element of roadmapping**
   Understand the detailed requirements involved for each step of the roadmapping process.
3. **Evaluate the overall experience and refine your abilities:**
   Evaluate the overall process and identify areas for improvement.

4. Detailed description

A "Roadmapping" methodology is a process of identifying the actions, steps and resources needed to do something, To take an idea or initiative from vision to reality This process is used across academia, industry, and other spaces to provide clarity, structure, and impact.

For this activity, we will look at simply running a collaborative roadmap session where you can run a collaborative roadmap session (or sessions) with a group of stakeholders. For this activity, you can use colleagues, friends, family - whoever you want. the purpose of the activity is just to get used to each of the steps involved in the roadmap.

The process of running a collaborative roadmap session can be broadly broken down into 3 stages. So for each step, try to carry out the actions that are listed here. Remember that this is just for practising the process - so you don't need to invest a lot of time and energy into this - nor do you need to worry about the result. Just try to get experience actually doing the activities suggested below.

Step 1: Before the Meeting

Step 1.1 Pick your Idea

The first step for this activity is to pick an idea for your roadmap. Basically - think of something that you want to achieve and which you want to have a plan around. Remember that for this activity, it doesn't need to be anything you actually need to accomplish; nor does it need to be a big important goal. The reason for doing this is just to get some practice. So on that basis - maybe try to think about doing something useful but small-scale - e.g. creating a cleaning rota for your home or for your office.

Step 1.2: Identify invitees

Identify the people that you want to be included in this process. Invite them into it to participate. If you're doing it face to face, then look to organise a sit-down meeting. If

it's easier to do it online, try to setup a zoom call or a teams call. Or consider going hybrid and doing both (for people in the room and for people attending online).

Step 1.3: Ask Invitees to Prepare Insights and Ideas

Request that participants come prepared with insights about the issue. For instance if this was about creating a cleaning rota, ask them to come along with some thoughts about the cleaning of the home or office - what currently works, what doesn't, why doesn't it, etc.

Step 2: During the Meeting

Step 2.1: Review and summarise the Existing Situation

Building on step 1.3, a good place to start is to try and discuss the existing situation. This is a good opportunity to provide some background context to what it is which is being discussed (which could include e.g. the current situation with it, why it's important, what the meeting will attempt to do about it, etc). This is also a good point (early on) to have invitees share their opinions and insights as a means of engaging them in the process.

Step 2.2: Encourages Brainstorming and Ideation

Encourage attendees to share their perspectives and insights to spark conversation, debate, and new ideas about solutions which could be applied. Have them try to share their ideas freely and encourage everyone to contribute. The aim here is to gather everyone's thoughts and feedback and to have something concrete for the next sub-step.

Step 2.3: Weigh Ideas and Vote on Priorities

Evaluate and prioritise the ideas which have been generated. For this, using frameworks like weighted scoring or opportunity scoring is a good way of keeping things fair. But in general, it should be a process of discussion which everyone can engage in. Remember that you can have multiple priorities, so there is not need to discard any opinion.

Step 2.4: Assign Action Items

Based on the ideas generated and the priority that they should be dealt with in, assign tasks to address the ideas. These tasks are often self-evident, but if they require some thought, then it can can be something which either the group can discuss and agree, which can be given to individuals to debate and come up with solutions for, or which can be determined by you (as roadmap lead). Encouraging sharing and collaboration between action item leads however is a good way to "share the burden"

Step 3: After the Meeting

Step 3.1: Send Out a Meeting Recording

If you have done the meeting online and there is a recording available, then provide all attendees with a recording of the meeting for future reference. If this has not been done, either send out minutes (if someone has been keeping them), or else send out a summary. It can be useful to ask everyone to share or add to or edit meeting minutes or summaries as it encourages collaboration and also gives everyone a sense of input and autonomy.

Step 3.2: Share Research and Insights

If everyone has the technical skills required, create a shared digital space for team members to upload and access relevant research and insights generated from the meeting's action items.

Step 3.3: Create and Share the Roadmap

Based on the agreed action items and distribution of same, create the roadmap in as a physical or digital document (or both) and send it out to all participants.

Estimated duration:

The complete activity is divided into:

- Pre-Meeting: Where you are looking to identify the idea for your roadmap, identify who you want to be involved and setting everything (e.g. the physical and/ or virtual space) up. **Estimated time of dedication: 1-2 hours (per meeting)**.
- Meeting: The actual meeting where you discuss the issues and look for solutions together. **Estimated time of dedication: .5-1 hours (per meeting - but this could be kept shorter)**.
- Pre-Meeting: The follow up to the meeting where you collate the info, send it out to attendees (and people who couldn't make it) and push for additional inputs, next steps, etc.s together. **Estimated time of dedication: 1-2 hours**.

5. Useful resources

Some helpful online resources for roadmapping are included in this section. While these are quite "corporate", they nonetheless can be useful to help offer insights into the roadmapping process.

English guides and useful links:

1. ProductPlan Blog: Offers a wealth of articles and guides on product roadmapping, including best practices and tips.
    - ProductPlan Blog
2. Aha! Blog: Provides insights on product management and roadmapping, including step-by-step guides and case studies.
    - Aha! Blog
3. Roadmunk Blog: Features articles on building effective roadmaps, product management strategies, and industry trends.
    - Roadmunk Blog
4. Mind the Product: A community site with articles, podcasts, and videos about product management, including roadmapping techniques.
    - Mind the Product

6. Required material

The materials needed to carry out the activity are listed below:

- Meeting space
    - Physical and/ or digital
- Communication resource
    - Email, whatsapp, etc. You should try to use whatever the participants will be most familiar with
- Sticky notes, paper and and pens (or digital equivalent)
    - These are useful for helping to share ideas (especially for quieter participants). Participants can be encouraged to write down ideas, points, insights, etc and stick on a wall. A digital equivalent is something like miro.com
- Roadmapping software
    - This could be as simple as a word document which contains the roadmap. Or it could be something more online and interactive, such as a miro space which everyone can update collaboratively. Alternatively, if the participants do not have great digital skills, it could simply be a photo of a pen-and-paper roadmap.

7. Assessment and Feedback Tools

Evaluation of the day and ending.

For the evaluation of participants, it can be a good idea to simply look for feedback in the meeting and/ or after the meeting and/ or after the accomplishment of the roadmap. The means of doing so can depend on whether the preference is for qualitative or quantitative data. For the proposed activity however - given that it is meant to be "practice" and "informal", a useful approach is to simply ask participants after the meeting (as part of step 3) to simply provide some feedback on their experience.

Learning Unit 1: Toolkit 2

1. Title

"User Personas"

2. Mode of practice

This can be done as a pen and paper activity, or using online software such as Microsoft Word. There are also user persona software and services which can be used.

3. Learning objetives

General learning objectives

1. Understand what a user persona is

- Understand the context of a user persona and what is used for

2. Understand the key elements required for the development of user personas

- Understand the detailed requirements involved for each step of creating a user persona.

3. Apply the user persona creation process to create user personas to help develop your mycology or social entrepreneurship business

- Develop a user persona to help get a better picture of your stakeholders and what may appeal (or not) to them.

4. Detailed description

A user persona is a representation of a target user group. User personas are created to better understand and empathise with the needs, goals, motivations, and behaviours of the actual users of a product, service, or website. It is a common tool used in user-centred design to guide decision-making and product development processes. If you are interested in setting up a mycology business or engaging in the area, it is very useful to have a good idea of your target audience and what they want, what will appeal to them, what problems they may be facing, etc. User personas are the best way of doing this. By creating and referring to user personas, product teams can ensure that their designs, features, and marketing strategies align with the needs and preferences of their target audience.

The process of creating user personas typically involves gathering data and insights from various sources, including user interviews, surveys, analytics, and market research. The data is then analysed to identify common issues and characteristics among the target users. Based on this information, a user persona is created as a detailed, semi-fictional profile that embodies the typical traits of the target audience.

For the purpose of this activity however, you do not need to do any interviews or surveys (although you can if you want!) - just use your own thoughts or insights into the area. Remember that this is just to get some practice - it is not something you necessarily wll use.

Step 1: Pick an Idea

The first step for this activity is to pick an idea for your product. Think about your idea for your mycology business. If you're not 100% sure what it is you want to do, just pick something. This is all just for practice anyway.

Step 2: Add name and personal details:

Give the persona a name and an image to make it more relatable and memorable.

Step 3: Add some Demographics:

Add some information about the persona's age, gender, location, occupation, education, and other relevant demographic details. Try to align these with the target audience for your mycology product

Step 4: Add some Background:

Add a brief description of the persona's background, including their family life, lifestyle, and any relevant personal details that could impact their interactions with the product or service. Again, try to align these with the target audience for your mycology product

Step 5: Add some Goals and motivations:

Think about the primary goals, aspirations, and needs that drive the persona's behaviours and decision-making. What will motivate them to do something? What might they like to have or achieve? What would appeal to them?

Step 6: Add some Pain points and challenges:

Think about the common obstacles, frustrations, or problems that the persona faces in achieving their goals. What might be frustrating to them? What might be hard for them to know or do? And how might your product or business help with that?

Step 7: Add some Behaviours and preferences:

Add some information about how the persona typically behaves, their preferred methods of interaction, and their preferences for using the product or service. Where do they find out about the kind of things you're offering (e.g. from social media, from word of mouth, from a local notice board)? How would they typically interact with businesses like yours (Online? Calling physically? By phone?)

Step 8: Add some Attitudes and beliefs:

Think about the persona's attitudes, beliefs, and values that might influence their perception and acceptance of the product or service.

Estimated duration:

Estimated time of dedication for developing a user persona is approximately **1-2 hours**

Developing a user persona can take as long or as short as you want. If you want to take longer to flesh it out, you can do so. If you want to do a more detailed user persona, you could look to interview or survey members of your target audience to have a more detailed persona. Alternatively, you could also do a basic user persona, show it to some target audience members, get their feedback and then update it (and do this regularly)

5. Useful resources

Some helpful online resources for user personas are included in this section. This software can help to guide the process of specifically creating user personas.

English guides and useful links:

1. Xtensio is a document sharing service which provides access to a range of different user persona teamplates
    a. https://xtensio.com/user-persona/
2. HubSpot's persona generator allows you to develop a user persona by guiding you through a series of questions and provides you with a professionally designed user persona document by the end
    a. https://www.hubspot.com/make-my-persona

3. UXpressia's user persona allows you to use an online service to develop a user persona in a professionally-presented template. The software also allows you to use Artifical Intelligence (AI) to automatically add more details to your personas
    a. https://uxpressia.com/personas-online-tool

6. Required material

The materials needed to carry out the activity are listed below:

- A pen and paper

  OR
- Word processing software such as microsoft word

  OR

User Persona development software (like what is listed above)

7. Assessment and Feedback Tools

Evaluation of the day and ending.

For the evaluation of the user personas, probably the easiest way to do this is to simply show the user personas to some members of the target audience which you are aiming for. They will be best placed to see if this may represent them. Please note that no one persona you make will be perfect and will exactly match up with every other user. The point is not to have a "perfect" persona - it's to help inform your decision-making

Learning Unit 2: Toolkit 1

1. Title

Mycology and social entrepreneurship labs (ME-Labs)

2. Mode of practice

The ME-Labs are designed as adaptive workshops to provide personalised and dynamic learning experiences for groups of individuals who want to learn more about mycology and social entrepreneurship. The modality include a combination of face-to-face and outdoor activities. The face-to-face component comprehends both classroom sessions with:

- theoretical knowledge about mycology, social entrepreneurship, and the principles of sustainability (lectures, presentations, groups discussions).
- hands-on activities such as mushroom cultivation demonstrations, business plan development, and role-playing exercises.

These sessions will allow participants to apply theoretical knowledge in a controlled environment.

3. Learning objetives

By completing this activity, it is expected that participants will be able to:

- understand the basic principles of mycology and its applications in social entrepreneurship.
- identify the specific challenges faced by vulnerable groups in rural areas and explore how mycology can address these challenges.
- develop practical skills in mushroom cultivation and business planning.
- foster collaboration and community-building.

4. Detailed description

Preparation steps, the facilitator must:

1. Familiarise with the basics of mycology and social entrepreneurship concepts.
2. Prepare materials for mushroom cultivation (e.g., spores, substrates, containers). This can include buying specific materials or team up with local producers to provide with the materials needed.
3. Arrange for a suitable outdoor location for practical activities.
4. Prepare assessment questionnaires to evaluate the participants engagement.

Estimated duration:

Facilitators must reserve a total of eight hours (8h00) to complete the labs, with two hours (2h00) for theoretical session and six hours (6h00) for practical session. It is advised to distribute the hours in different days.

Sequence steps of the activity:

1. Introduction
   - **1.1.** Welcome participants and introduce the objectives of the workshop.
   - **1.2.** Briefly explain the concepts of mycology and social entrepreneurship.
2. Theoretical session
   - **2.1.** Discuss the challenges (economic, educational, healthcare, social and cultural, technological and environmental) faced by vulnerable groups in rural areas.

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Source: https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52021DC0345

2.2. Explain how mycology can be used as tool for social entrepreneurship. Give examples of real situations that can be found in your local area (economic empowerment; environmental sustainability, community engagement, health benefits, etc.).

2.3. Present case studies of successful fungipreneurship projects, selecting from the resources list.

3. Practical session

3.1. Demonstrate the process of mushroom cultivation. Use an explanatory video to demonstrate the process. Briefly explain the basics of mushroom cultivation, including the types of mushrooms that can be grown, the materials needed, and the steps involved (preparation, inoculation, incubation, fruiting, harvesting).

Source: Micological training in Serra de São Mamede, Portalegre, Portugal promoted by Cooperativa Operária Portalegrense and Naturboscus, photos cortesy of Cooperativa Operária Portalegrense

3.2. Divide participants into small groups and provide them with materials to start their own mushroom cultivation projects covering the different stages previously mentioned until the fruiting step.

3.3. Guide participants through the steps of preparing a basic business plan for their mushroom growing project. Explain the importance of having a business plan and the key components it should include. Each group will then briefly work together to work on their business plan. Provide templates to facilitate this part of the group work.

4. Wrap-up and Q&A

4.1. Summarise key points and answer any questions from participants.

4.2. Provide additional resources for further learning.

5. Useful resources

6. Required material

To learn more about the basis of mycology and social entrepreneurship facilitators can explore the microlearning courses of the Fungipreneur project:

https://fungipreneurs.eu/campus/:

- **"Fungi ecosystems and marketable value of mycological resources"** about the ecological importance of fungi, their economic opportunities, and the need for responsible and sustainable use of mycological resources.
- **"Social entrepreneurship for sustainability and social impact",** focusing on teaching adult education trainers the fundamental concepts of social entrepreneurship, aiming for sustainability and social impact.
- **"Social inclusion of vulnerable groups in rural areas"**, highlighting the importance of integrating vulnerable groups in rural areas to ensure societal well-being and prosperity.

Mushsroom cultivation guide, FreshCap
www.learn.freshcap.com/growing/introduction/

Mushroom grower handbook
www.nsdcindia.org/scmp/assets/image/1944202039-10._Mushroom_Grower_PHB-Final_English_2020_Final_Update.pdf

A long-term Vision for the EU's Rural Areas - Towards stronger, connected, resilient and prosperous rural areas by 2040
https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52021DC0345

Case study 1: Mushroom Cultivation in Kenya
www.mushroomkenya.co.ke/

Case study 2: NaturBoscus, Portalegre, Portugal
www.projectomateria.pt/pt/produtores/natur-boscus_52

Social business modal canvas
www.bmtoolbox.net/tools/social-business-model-canvas/
Social business model canvas. What it is and how to use it properly
www.socialbusinessdesign.org/what-is-a-social-business-model-canvas/

7. Assessment and Feedback Tools

To assess the activities, the facilitator will use the following feedback tools:

- **Participant observation**, by observing participants during the practical session to assess their understanding and skills in mushroom cultivation and business planning. This involves monitoring their level of engagement, how they interact with the materials, and how they interact with their peers and their level of enthusiasm and engagement with each proposes activity. Also note how participants, in group, address obstacles and challenges.
- **Group discussion** after the practical session where you divide the group to reflect on their learning experience and share insights. Guiding questions for the wrap-up part can include:
    - What were the key takeaways from the mushroom cultivation process?
    - What specific skills did you learn during the practical session?

- How confident do you feel about your ability to cultivate mushrooms independently?
- What challenges did you encounter during the mushroom cultivation process?
- How did you overcome these challenges?
- What strategies did your group use to troubleshoot issues?
- How did your group work together to complete the tasks?
- What roles did each member take on, and how did this contribute to the group's success?
- What did you learn about effective teamwork and communication?
- How did your group work together to complete the tasks?
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- How did your group work together to complete the tasks?
- What roles did each member take on, and how did this contribute to the group's success?
- What did you learn about effective teamwork and communication?

Learning Unit 2: Toolkit 2

1. Title

Photovoice for social inclusion through mycology: empowering rural communities

2. Mode of practice

The modality of the activity will be a combination of face-to-face indoor instructions/activities and hands-on outdoor explorations in natural settings.

Source: Images generated by ChatGPT, an AI assistant developed by Writesonic, June 2024.

3. Learning objetives

By completing this activity, it is expected that participants will be able to:

- understand the role of social inclusion in fostering well-being and prosperity in rural areas.
- develop skills in using photovoice methodology to document and communicate social and environmental issues.
- explore the potential of mycology-based entrepreneurship to drive innovation and sustainable development.
- promote the inclusion of vulnerable groups in community initiatives and decision-making processes.

4. Detailed description

Preparation steps, the facilitator must:

1. Gain familiarity with photovoice methodology and its applications in promoting social inclusion and environmental awareness.
2. Identify local areas with diverse fungi populations and communities facing socio-economic challenges.
3. Prepare an introductory presentation on the significance of social inclusion in rural areas and the potential of mycology-based entrepreneurship.
4. Secure necessary permissions for outdoor activities and community engagement.

Estimated duration:

The activity is designed to run for 3-4 weeks, providing a structured yet flexible timetable for participants to engage in meaningful learning experiences both inside and outside. The estimated time for each phase is now summed up:

- **Initial session (indoors):** 2 hours

- **Outdoor exploration:** 3-4 sessions of 2-3 hours each
- **Follow-up sessions (indoors):** 2 sessions of 2 hours each
- **Community exhibition (optional):** 2-3 hours

Sequence steps of the activity:

1. Introduction (2 hours)

1.1. Introduce the importance of social inclusion in rural areas and the potential of mycology-based entrepreneurship. Discuss how social inclusion is crucial to the well-being of individuals and the prosperity of society, emphasising its importance in rural areas where vulnerable groups often face particular challenges. Key points to be covered include: definition and important of social inclusion; challenges faced by vulnerable groups; potential of mycology-based entrepreneurship.

1.2. Explain the photovoice methodology and how it will be used in this project. Define photovoice as a participatory research method that uses photography to capture and communicate the perspectives and experiences of community members. Explain its origins and effectiveness in giving voice to underrepresented groups. Ahead, detail the steps involved in a photovoice project:

1.2.1. **Choice of topics:** participants will choose specific topics related to social inclusion and mycology. Themes could include 'fungi and community health', 'economic opportunities through mycology' or 'environmental impacts of mycology'.

1.2.2. **Photography:** participants will take photographs that represent their perspectives on the chosen themes. Emphasise the importance of capturing meaningful and diverse images.

1.2.3. **Narratives:** alongside their photos, participants will write short narratives explaining the meaning of each image and how it relates to the themes.

1.2.4. **Group discussion:** after collecting the photos and narratives, participants will engage in discussions to share their insights and reflect on their experiences.

1.2.5. **Exhibition:** the final step is to organise a community exhibition to showcase the photos and narratives and encourage wider community engagement and awareness.

In all this process, you will also have to explain the roles and responsibilities of participants in the photovoice project, encouraging active participation and collaboration.

1.3. Discuss ethical considerations and safety measures for outdoor explorations. Ensure that all participants understand the project and agree to take part. Obtain consent from people who may appear in photographs. Provide guidelines for staying safe during outdoor explorations, such as traveling in groups, staying aware of surroundings, and wearing appropriate clothing and footwear. Outline steps to take in case of emergencies, including contact information for local authorities and first aid measures.

2. Outdoor exploration

2.1. Start by organising participants into small groups. Each group should ideally be diverse, with a mix of skills and backgrounds to encourage collaboration and different perspectives. Provide each group with the necessary equipment, including cameras or smart phones. Ensure that all participants know how to

use the equipment effectively, including basic photography skills and techniques for taking good quality pictures.

2.2. Each field session includes visits to different pre-identified local areas rich in fungal biodiversity. Specific activities can include site exploration, observational walk. In each you have to introduce the types of fungi likely to be found and their ecological significance.

2.3. Participants photograph mushrooms, ensuring that they capture a variety of species, habitats and any human interactions. Encourage creative and thoughtful photography that tells a story. Next to each photo, participants should note the location, the species of fungi (if identifiable), and any observable benefits or challenges associated with the fungi. This could include notes on the fungi's role in the ecosystem, its use by the community and any environmental threats it faces.

2.4. At the end of each field session, bring the groups together to reflect on their experience. Discuss the fungi observed, the community interactions and any lessons learned about the role of fungi in local ecosystems and communities. Encourage groups to share their most interesting photos and stories with each other.

3. Photo selection and discussion (indoors)

3.1. Participants review and select their best photos, organising them into themed categories. Alongside each selected photo, participants write detailed narratives explaining the meaning of the image, the context of the photo, and any related stories or observations from the community.

3.2. In groups, participants discuss the patterns and themes that emerged from their explorations. This may include common fungal species, recurring benefits or challenges, and notable community interactions.

4. Community exhibition (indoors)

4.1. Organise participants into plan a community exhibition or presentation to share the results of their work. Participants can either create posters or digital presentations combining their photos and narratives.

5. Reflection and feedback (indoors):

5.1. Begin with an open discussion where participants can share their overall experience and what they have learned from the project. Encourage them to reflect on both the outdoor exploration and the community exhibition. Ask participants to identify their most significant learning or moment from the project. This could include discoveries about fungi, experiences with community members, or personal growth.

5.2. Distribute feedback forms or conduct a survey to gather structured feedback from participants. Questions can cover various aspects of the project, such as the clarity of the instructions, the usefulness of the photovoice method and the impact of the community interactions. facilitate small group discussions to allow participants to give detailed feedback and suggestions. Each group can then share their main points with the whole class.

5.3. Involve participants in brainstorming possible follow-up activities or projects. Ideas could include further research on local fungi, new photovoice projects on different themes, or community workshops on mycology and social inclusion.

5.4. Discuss how to maintain the momentum and keep the community involved. This could include regular meetings, a project newsletter or partnerships with local organisations.

Source: Image generated by ChatGPT, an AI assistant developed by Writesonic, June 2024

5. Useful resources

Photovoice Processes for Diagnosis & Visioning
https://www.community-atlas.net/en/toolkit/photovoice-processes-for-diagnosis-and-visioning.html

Listening through Images
https://photovoice.org/listening-through-images-2/

Photovoice worldwide: What is photovoice
https://www.photovoiceworldwide.com/what-is-photovoice/

Photovoice facilitator's guide
https://rutgers.international/wp-content/uploads/2021/09/Photovoice-Facilitators-guide.pdf

Engage: participatory methods
https://engageplus.org/en/approche-utilisation.asp?c=1

6. Required material

- Cameras or smartphones with good photo capabilities
- Computers with internet access
- Projector and screen for presentations
- Whiteboard and markers
- Sticky notes and markers

- Printed activity sheets and informational handouts
- Display boards or digital tools for the exhibition

7. Assessment and Feedback Tools

To assess the activities, the facilitator will use the following feedback tools:

- Portfolios: collect and review participants' photo narrative portfolios.
- Classroom surveys: use surveys to gather feedback on the impact of the activity and participants' learning.
- Participant observation: observe engagement and participation during outdoor and classroom sessions.
- Small group discussions: facilitate discussions to assess understanding and cooperative skills.
- Self-assessment techniques: provide self-assessment checklists for participants to reflect on their learning.
- Task-based evaluation: evaluate the quality and creativity of the photos and stories presented.

Guiding questions to build questionnaires and conduct activity assessment:

- How has this activity changed your understanding of social inclusion and its importance in rural areas?
- What specific examples from the project have highlighted the challenges faced by marginalised communities in rural areas?
- How can promoting social inclusion contribute to the overall well-being and development of rural communities?
- What new insights have you gained about the potential of mycology-based entrepreneurship?
- How can mycology be used to create sustainable economic opportunities in rural areas?
- What are some specific benefits and challenges you have observed in the community regarding mycology-based practices?
- How can photovoice be used to engage and empower marginalised communities?
- How did the photovoice methodology help to capture and understand the perspectives of community members?
- How did your interactions with the community during the project influence your views on the role of mushrooms in local ecosystems and economies?
- What personal skills or knowledge did you develop during the project?
- How did the outdoor explorations and community engagement affect your perceptions of rural life and environmental sustainability?
- What was the most memorable moment for you during this project and why?
- What aspects of the photovoice methodology did you find most effective?
- Were there any challenges or limitations to using photovoice that you encountered?
- How would you improve the methodology or the project's implementation in the future?
- What feedback did you receive from community members during the exhibition and how did this influence your understanding of the impact of the project?
- How can the outcomes of this project be used to promote ongoing engagement and collaboration with the community?

- What future projects or activities would you like to see build on the work of this project?
- How does mycology contribute to environmental sustainability in rural areas?
- What potential do you see for integrating mycology-based solutions into local agricultural practices?
- How can promoting mycology-based entrepreneurship support both economic and environmental sustainability in your community?

Learning Unit 3: Toolkit 1

1. Title

"Eco-Audit: Assessing Environmental Impact".

2. Mode of practice

The activity is conducting an Eco-Audit in person in the classroom.

3. Learning objetives

By the end of this activity, students will be able to:

1. **Identify environmental impacts**: recognize and categorize the various environmental impacts of everyday activities within the classroom setting.
2. **Assess environmental practices**: evaluate current environmental practices and behaviours in the classroom.
3. **Propose sustainable solutions**: develop and propose actionable strategies to minimize the negative environmental impacts identified during the audit.
4. **Enhance collaborative skills**: work effectively in teams to conduct the audit and develop improvement plans.

4. Detailed description

Preparation steps for trainers:

- Prepare an introductory presentation on the importance of environmental awareness and sustainability.
- Print necessary materials (eco-audit checklists, activity worksheets).
- Arrange the classroom for group work.

Estimated duration:

- Total: approximately 2 hours
- Introduction: 20 minutes
- Group work (audit): 60 minutes.
- Discussion and presentation: 40 minutes

Activity steps:

Introduction (20 minutes):

1. Present the concept: start with a brief presentation on environmental awareness and the importance of sustainability.
2. Explain the task: describe the eco-audit activity, including objectives, methodology, and expected outcomes.

Group work – conducting the Eco-Audit (60 minutes):

1. Form groups: divide the students into small groups (4-5 students per group).
2. Distribute materials: hand out eco-audit checklists and activity worksheets.
3. Conduct the audit: each group inspects different aspect of the classroom environment (energy use, waste management, water use, materials and resources, etc.) using the checklists.
4. Record observations: groups record their findings on the worksheets.

Discussion and presentation (40 minutes):

1. Group presentation: each group presents their findings and suggestions for improvement.
2. Class discussion: facilitate a class discussion on the findings, emphasize common issues and potential solutions.
3. Action plan: collaboratively develop an action plan with concrete steps to improve the classroom's environmental practices.

Mandatory and optional elements:

- Participation in group work
- Completion of eco-audit checklists
- Presentation of findings
- Creation of visual aids for presentations (posters, slides).

Methodological recommendations:

- Encourage active participation and collaboration.
- Ensure all students have a role within their group.
- Provide guidance and support during the audit process.

5. Useful resources

Here are some useful resources that trainers can use and get informed.

- Education for sustainable development by UNESCO
- Environmental education resources by Project Learning Tree
- Eco-Schools
- CSS-EU - Change Shaping Schools EU funded project

6. Required material

Below are the materials needed to carry out the activity:

- Printed materials: eco-audit checklists and activity worksheets (1 per group)
- Classroom equipment: projector and computer for introductory presentation
- Blackboard or whiteboard and markers for discussion.
- Optional: materials for creating visual aids (poster boards, markers, etc.).

7. Assessment and Feedback Tools

For the evaluation of the students, the below assessment tools can be used:

Strategic questions:

- What environmental impacts were identified during the audit?
- Which suggested improvements are most feasible and why?

Classroom survey:

- Short survey to gather feedback on the activity's effectiveness and students' learning experiences.

Self-assessment techniques:

- Students reflect on their contributions and what they learned from the activity.

Instructions for applying the assessment tool:

1. During the group presentations:
    - Use a rubric to assess each group's presentation.
    - Provide constructive feedback focusing on strengths and areas for improvement.
2. Post-activity survey:
    - Distribute a brief survey for students to complete anonymously.

- Include questions about what they learned and how they feel about the proposed action plans.

3. Self-assessment:
   - Ask students to write a short reflection on their individual and group performance.

Encourage them to think about what they did well and what they could improve in future activities.

Learning Unit 3: Toolkit 2

1. Title

"Eco-Challenge: Interactive Environmental Adventure".

2. Mode of practice

This is a combined online and in-person activity.

3. Learning objetives

This activity provides a dynamic and interactive approach to environmental education engaging students through both online and in-person activity to deepen their understanding and foster innovative solutions. By the end of this activity, students will be able to:

1. **Understand environmental concepts**: Understand key concepts related to environmental impacts, sustainability, and resource management through online and face-to-face learning experiences.
2. **Investigate environmental issues:** use online and in-person tools to investigate and understand environmental issues that affect their community.
3. **Collaboration and innovation**: Students can collaborate in virtual and physical environments to create innovative solutions to real-world environmental challenges.
4. **Present and advocate:** Students can develop presentation and advocacy skills, sharing their findings and solutions with their peers and the wider school community.

4. Detailed description

Preparation steps for trainers:

- Set up an online platform (Microsoft teams, Viber, Google Classroom) for resource sharing and collaboration.
- Prepare digital materials (activity guides, research resources).
- Schedule a virtual and follow-up in-person sessions.
- Prepare materials for interactive activities.

Estimated duration:

- Total: approximately 3 hours
- Online discovery and collaboration: 1 hour
- In-person interactive activities: 1 hour.
- Discussion and presentation: 30 minutes

Activity steps:

Virtual meeting (30 minutes):

3. Present the activity: Use a Video Conferencing tool or a podcast to present the objectives of the activity and describe the steps.
4. Explain the challenges: Describe the interactive challenges and how they will be conducted both online and in person.
5. Assign teams: Form small groups and assign specific environmental challenges to each group (e.g., energy conservation, waste reduction, water conservation).

Online discovery and collaboration (1 hour):

5. Research phase: Each team uses online resources to research the environmental challenge assigned to them. They gather information, statistics and case studies related to the topic.
6. Interactive quizzes and games: Teams participate in online quizzes and games designed to reinforce their understanding of environmental concepts.
7. Conduct the audit: each group inspects different aspect of the classroom environment (energy use, waste management, water use, materials, and resources, etc.) using the checklists.
8. Work together virtually: Teams use digital tools (shared documents, discussion forums) to bring together their research and prepare for the face-to-face activities.

In-person interactive activities (1 hour):

4. Treasure hunt: Organise a treasure hunt at school or in the local area, where groups look for objects or items related to their environmental challenge (e.g. energy-wasting appliances, types of waste).
5. Hands-on experiments: Conduct simple experiments or demonstrations related to the groups' topics (e.g., measuring the energy consumption of various appliances, testing water quality).
6. Creative solutions workshop: teams brainstorm and develop creative solutions to their environmental challenges using the materials provided (e.g. posters, models, digital presentations).

Presentation and discussion (30 minutes):

1. Group presentations: each group presents their findings, interactive activities, and proposed solutions to the class.
2. Class discussion: facilitate a discussion on the feasibility and impact of the proposed solutions.
3. Feedback and reflection: provide feedback on the presentations and encourage students to reflect on their learning experience.

Mandatory and optional elements:

- Participation in both online and in-person activities.
- Completion of interactive challenges and activities.
- Presentation of findings and solutions.
- Extension of activities to involve the broader school community or local organizations.

Methodological recommendations:

- Encourage the use of technology for efficient data collection and collaboration.
- Ensure clear communication and coordination between online and in-person activities.
- Provide guidance and support throughout the activity.

5. Useful resources

Here are some useful resources that trainers can use and get informed.

- Climate reanalyzer

- Choose our future (game-based)
- CLEAN
- CLICA EU funded project

6. Required material

Digital tools:

1. Online platform for collaboration (google classroom, Microsoft teams).
2. Video tool (zoom, google meet)
3. Shared documents and research resources
4. Online quiz and game tools (Kahoot)

In-person equipment:

1. Treasure hunt items and instructions
2. Materials for hands-on experiments
3. Supplies for creative solutions workshop
4. Projector and laptop for presentation

Blackboard and markers for discussion

7. Assessment and Feedback Tools

For the evaluation of the students, the below assessment tools can be used:
Strategic questions:

- What new information did you learn about your environmental challenge?
- How did the interactive activities enhance your understanding of the topic?

Online survey:

- Collect feedback on the online research process and the effectiveness of interactive activities.

Group presentations:

- Assess based on clarity, creativity, and feasibility of proposed solutions.

Self-assessment techniques:

- Students reflect on their contributions and learning experiences in both online and in-person settings.

Instructions for applying the assessment tool:

1. During the group presentations:
    - Use a rubric to evaluate each group's presentation.
    - Provide constructive feedback focusing on strengths and areas for improvement.
2. Post-activity survey:
    - Distribute an online survey for students to complete.
    - Include questions about the effectiveness of online tools and overall activity experience.
3. Self-assessment:
    - Ask students to write a short reflection on their individual and group performance in both components of the activity.
    - Encourage them to consider the benefits and challenges of combining online and in-person learning.

Learning Unit 4: Toolkit 1

1. Title

"Interpretative Mycological Route: Identification and Sustainable Harvesting of Commercially Valuable Edible Species"

2. Mode of practice

This is a combined online and in-person activity, the student will have to dedicate some time to review previous concepts telematically.

3. Learning objetives

General learning objectives

1. Understand the importance of mycology:

- Understand the diversity and ecological role of wild fungi. Know the ecosystems where fungi grow.

- Recognise the importance of fungi in ecosystems and their potential for sustainable applications.

2. Identify and collect mushrooms in a responsible way:

- Learn techniques for identifying edible mushrooms.

- To learn about harvesting practices that promote habitat conservation.

3. Promote sustainability in the mycological enterprise:

- Integrate sustainability practices in all phases of product development.

- Assess the environmental and social impact of mycological enterprises.

Specific Learning Objectives

1. Technical knowledge:

- Identify at least 2 species of edible mushrooms from.

- Understand the regulations and quality standards for the marketing of mushroom based products.

2. Environmental and social awareness:

- Describe how mycological entrepreneurship can contribute to the Sustainable Development Goals (SDGs).

- Implement sustainable harvesting practices that minimise environmental impact.

4. Detailed description

- **Preparation of the activity:**

The preparation of the activity should have the following steps:

1. Choosing the right season of year. For this purpose, the months with the highest mushroom productivity in each area should be chosen, usually autumn.

2. Analysing the different ecosystems of each area (pine forest, hardwood forest, etc.). For this purpose, local knowledge of the territory is fundamental when it comes to knowing the type of fungi that grow there.
3. Design of the itinerary. It has to go through the greatest number of ecosystems with the capacity to produce mushrooms that each locality (or nearby localities) has, being at the same time accessible to the majority of the target public.
4. Logistics. This part will vary according to the proximity of the locality to the fungal ecosystems foreseen in the itinerary. Priority will be given to itineraries that can be done on foot from the locality. If this is not possible, it will be necessary to consider renting a bus or asking the participants to provide their own vehicle.
5. Preparation of online didactic material. The trainer will have to provide:
    - Field itinerary.
    - Morphological identification material (brief identification guide of the parts that make up the mushrooms).
    - Cards of the main species of mushrooms of interest with identification keys.
    - Recommendations on the appropriate clothing for the itinerary.
    - Whenever possible, collection material (knives and wicker baskets).
6. Preparation of didactic field material. This will consist of the acquisition or loan of mycological identification guides or the use of the same mycological cards as in the previous point, to be taken to the field, as well as guides on good collecting practices.

Due to the fact that the assigned trainer may not have previous knowledge of mycology, collaboration agreements may be established with local mycological experts or mycological associations to carry out this activity.

- **Estimated duration:**

The complete activity is divided into:

- Online phase: where the previous information and study material to be assimilated by the students before carrying out the face-to-face activity in the field is collected. Estimated time of dedication: **1-2 hours**.
- Field trip: the field itinerary, together with the explanations and mushroom picking will last an estimated **5-6 hours**.

- **Activity steps:**

In the first phase, students will review the basic concepts on the online platform, which will include the biology of the main species in the area, especially the edible ones,

identification techniques, harvesting methods, identification of the parts of a mushroom, etc.

In the second phase, the practical activity will be developed. Firstly, groups will be formed, preferably of 5 people, and a leader will be appointed for each group. Secondly, a brief class will be given in which the trainer will explain aspects and concepts linked to the objectives of the activity. Among these aspects, the concepts seen in the online platform will be reviewed, as well as providing information about the sustainability of mycological entrepreneurship and the environmental and social awareness related to these products. For the delivery of this short talk, explanatory pages and videos will be provided, with which the trainer will be able to gather relevant information on the different concepts to be explained.

Once the talk is over, a mycological route will be followed through one of the mycological ecosystems selected by the trainer, where, in groups, fungi species will be sought out for identification and application of the knowledge previously acquired. It is recommended to leave between 15-20 minutes per mycological ecosystem for each group to collect the species of interest they can find, as well as to determine a meeting place once this time has elapsed. At these meeting points, the trainer will check the specimens collected by each group and will define more precisely the characteristics of each fungus of interest.

For this second phase, the trainer and the groups can use materials such as mushroom identification guides or identification sheets. The app "mushroom identifier", available for Android and Apple, which helps to identify mushrooms by means of photos or scans, also serves as an additional identification aid. In addition, there are educational games for further identification and learning the common and scientific names of mushrooms. For the different languages in which it is taught, it is recommended to look for similar applications if you do not have the option of changing the language.

At the end of the activity, the trainer will give a speech about the capacity of entrepreneurship through mycology, as well as cooking and drying techniques that allow to preserve and take advantage of these resources.

- **Obligatory elements.**

The reading and assimilation of concepts that will be provided on the online platform is considered obligatory. This is of great importance because many concepts that will be developed during the field day (for example, the parts that make up a mushroom) will be taken for granted when explaining the characteristics of each species of fungus of interest.

As for the practical activity, it is considered compulsory to wear appropriate clothing for a field day. Among the clothes to wear, hiking boots or trekking shoes are recommended.

- **Optional items.**

If a student already has mushroom picking equipment (basket, knife, mushroom guides), he/she can come to the activity with it.

- **General methodological recommendations.**

When collecting mushrooms, in general, the following points are recommended:

- Do not go to the field/forest alone.
- Collect only known species.
- Collect only mature specimens.

- Check the area where you go to collect mushrooms has any kind of restriction (mycological preserves).
- Check current legislation regarding the number of specimens or kilograms of mushrooms that can be harvested per day.
- Do not collect mushrooms for eating near roads, mining areas or landfills. Mushrooms are capable of absorbing heavy metals.

5. Useful resources

Some guides and manuals on mycology are included in this section. A compilation of material in English and Spanish has been made. The different partners can add related material in their local languages.

English guides and useful links:

- Wild UK Mushrooms (Fungi): Guide to Identification & Picking. (EN) https://www.wildfooduk.com/mushroom-guide/

- Mushroom Identification Pictures and Examples. (EN) https://www.mushroom-appreciation.com/mushroom-identification.html

- Field Guide to edible mushrooms of Britain and Europe. (EN) https://www.keydaru.ir/wp-content/uploads/2019/12/Field-Guide-to-edible-mushroom.pdf

- Field Guide to Common Macrofungi in Eastern Forests and Their Ecosystem Functions. (EN) https://www.fs.usda.gov/nrs/pubs/gtr/gtr_nrs79.pdf

Spanish guides and useful links:

- Guía del aprendiz micológico. (ES) https://www.codinse.com/web/archivos/pdf_publicaciones/Guia%20del%20aprendiz%20de%20micologo.pdf

- Guía práctica de hongos. (ES) https://www.codinse.com/web/archivos/pdf_publicaciones/Guia%20del%20aprendiz%20de%20micologo.pdf

- SETAS Y HONGOS. Tipos, especies comestibles y apuntes de micología con especialistas | Documental. (ES) https://www.youtube.com/watch?v=rQBIW-33W5U

6. Required material

The materials needed to carry out the activity are listed below:

- Detailed maps of the itineraries and types of forests.
- Necessary permits for access to certain areas (if applicable).
- Transportation details (walking routes, bus rental options).
- Brief guide for identifying parts of mushrooms.
- Identification keys for the main species of interest.
- Guides on best practices for sustainable foraging.
- Access to the platform with materials on mushroom biology, identification, and harvesting techniques.
- Appropriate clothing (hiking boots, waterproof clothing).

- Knives and wicker baskets for foraging.
- "Mushroom Identifier" app for identifying mushrooms using photos (optional)
- Identification cards to be taken to the field.

7. Assessment and Feedback Tools

Multiple Choice Questions:

1. **What is the main part of the mushroom that is found beneath the soil surface?**
    - a) Cap
    - b) Mycelium
    - c) Spores
    - d) Stem
2. **Which of the following seasons is generally the best for mushroom foraging?**
    - a) Spring
    - b) Summer
    - c) Autumn
    - d) Winter
3. **Which characteristic is not typically used to identify mushrooms?**
    - a) Cap color
    - b) Taste
    - c) Spore shape
    - d) Habitat
4. **What is the best practice when foraging for edible mushrooms?**
    - a) Collect all the mushrooms you find
    - b) Only collect known and mature species
    - c) Forage near roads and urban areas
    - d) Cut young mushrooms to ensure freshness
5. **What tool is essential for mushroom foraging?**
    - a) Shovel
    - b) Knife
    - c) Scissors
    - d) Hammer

True/False Questions:

6. **Mushrooms absorb heavy metals from the soil, so they should not be foraged near roads or landfills.**
    - a) True
    - b) False
7. **It is safe to eat any mushroom if it is well-cooked.**
    - a) True
    - b) False
8. **The mycelium is the visible reproductive structure of mushrooms.**
    - a) True
    - b) False

Open-Ended Questions:

9. **Briefly describe three characteristics you would use to identify a mushroom.**

10. **Explain why it is important to know local laws and regulations about mushroom foraging before going out to forage.**

Correct Answers:

1. b) Mycelium

2. c) Autumn
3. b) Taste
4. b) Only collect known and mature species
5. b) Knife
6. a) True
7. b) False

8. b) False

Learning Unit 4: Toolkit 2

1. Title

"Cultivating Opportunities: Workshop on Organic Mushroom Cultivation."

2. Mode of practice

The activity shall be face-to-face, it does not matter if it takes place in a classroom or outdoors as long as the activity can be carried out properly. The place where the activity takes place must be spacious.

3. Learning objetives

This activity has been designed with the purpose of offering an opportunity for personal and professional development through learning about sustainable mushroom cultivation. This workshop aims to provide participants with the tools and knowledge necessary to explore new livelihood avenues, promote ecological practices, and encourage entrepreneurship within the mycological sector.

- Teach basic techniques for the ecological cultivation of saprophytic mushrooms.
- Learn about the main species of cultivated saprophytic mushrooms: shiitake (*Lentinula edodes*), mushroom (*Agaricus sp.*), oyster mushroom (*Pleurotus ostreatus*), king oyster mushroom (*Pleurotus eryngii*).
- Raise awareness about sustainability and the environmental benefits of organic crops, focusing mainly on mushroom cultivation and its contribution to waste decomposition.
- Convey knowledge about the ecology of saprophytic fungi, their nutritional properties, and their commercial significance.
- Inspire and equip participants with the basic skills to undertake in the mycological sector.
- Analyze the potential of mushroom cultivation as an entrepreneurial venture, examining successful case studies and developing skills for the planning and execution of sustainable mycological businesses.

4. Detailed description

- **Preparation by the trainer**:

1. Choosing the mushroom species to cultivate and obtaining the mycelium: in this activity, recommendations will be provided on how to make a self-cultivation kit for the species *Pleurotus ostreatus* (oyster mushroom). It is recommended to opt for this species as it is native to all the countries where the project will be carried out and can be found in the wild decomposing poplar stumps.

   If you decide to change mushroom species, it is essential to consult the specific bibliography included in **section 5: Useful resources**. The choice of a new species may require adjustments in cultivation methods, substrate type and other environmental conditions.

2. Choice of substrate to be used: in rural areas, whenever possible, contact a farmer in the area to obtain straw for the cultivation kit. In order to carry out the practical activity correctly, the ideal is to sterilise the straw to avoid

contamination of the mycelium. If sterilisation is not possible, this should be explained to the students.

The substrate should be chosen after selecting the species to be grown, as they may vary according to the needs of the crop.

3. Develop the theoretical and practical content of the activity: including presentations, worksheets, and guides for the practical activities.
4. Obtain and store the material to be used: the materials necessary to carry out the activity (substrate, mycelium, culture container, etc.) must be acquired and stored in a cool, damp place to guarantee the viability of the mycelium.
5. Prepare the space beforehand to make the activity dynamic.

- **Estimated duration**

The workshop is designed to be delivered in one day, with a session of approximately 5 hours, including breaks.

- **Sequence of activities:**

1. **Theoretical introduction** (0,5 hour)

Presentation of the activity, short talk on the ecology of fungi and their importance for ecosystems. Information about the benefits of organic farming and the potential of the mycological sector should also be given.

2. **Substrate preparation** (0,5 hour)

Participants will be provided with the straw (or other chosen substrate) needed to make their growing kits. The straw should be moistened by dipping or sprinkling to ensure adequate water absorption. In addition, calcium carbonate or gypsum can be added to basify the medium, which helps create a favourable environment for mycelial growth and reduces the risk of contamination.

Regardless of whether you decide to sterilise the substrate or not, it is essential to explain the process of substrate preparation and sterilisation to the participants. This knowledge is important to understand how to maintain an optimal growing environment and how to minimise the presence of contaminants that may affect fungal growth.

3. **Inoculation** (1 hour)

The substrate mixed with the mycelium should be placed in the chosen container, such as a rubbish bag or other opaque plastic. It is important to press the contents of the culture kit to eliminate any empty space, thus ensuring adequate contact between the substrate and the mycelium. Subsequently, the bags should be sealed tightly with adhesive tape, preventing light and oxygen from entering. This procedure is crucial to create an optimal environment for mycelium growth and to prevent contamination.

4. **Incubation** (0,5 hour)

The environmental conditions needed by the chosen mushroom species during mycelial growth should be explained, including optimum temperature, humidity and light requirements.

In the case of poplar mushrooms, during the incubation phase the culture should be kept at about 20°C, in darkness and with high humidity.

5. **Fructification and harvest** (0.5 hours)

After 15-25 days, the substrate will be completely invaded by the mycelium, at which point cuts should be made at various points in the container to stimulate fructification of the fungus. At this stage, the self-cultivation kit should be provided with between 8 and 12 hours of light per day, avoiding direct light, and high humidity should be maintained. Finally, some method of processing and preserving the cultivated mushrooms should be explained.

6. **Evaluation of the day and closing** (1 horas)

Evaluation of the activity, final assessment, and closure.

Methodological Recommendations:

Practical approach: prioritise hands-on activities that facilitate experiential learning, ensuring a thorough understanding of mushroom cultivation processes.

Interactivity: Encourage active participation and the exchange of ideas among participants to enrich learning.

Adaptability: Be flexible and adapt the content and activities according to the knowledge level and needs of the participants.

- Optional:

Invite experts in mycology or local entrepreneurs in the sector to carry out the activity.

5. Useful resources

Mushroom: Cultivation and Processing:

https://core.ac.uk/download/pdf/230904491.pdf

Benefits of consuming mushrooms and nutritional properties

Cultivation of *Pleurotus ostreatus* on Agricultural Wastes and Their Combination:

https://www.hindawi.com/journals/ija/2021/1465597/

Study on different substrates and how they affect the production of *Pleurotus ostreatus* "oyster mushroom".

Commonly Cultivated Mushroom Species:

https://namyco.org/interests/cultivation/commonly-cultivated-mushroom-species/

Mushroom Growing Guides:

https://northspore.com/pages/mushroom-growing-guides

How to harvest cultivated mushrooms (Spanish video):
https://www.youtube.com/watch?v=_3yqw509muA

6. Required material

The materials needed to carry out the activity are listed below:

- Gloves.
- Scissors or other cutting elements.

- Sterilised substrate for mushroom cultivation (straw, sawdust, coffee waste, etc.). If sterilised material is not available, use a bale of cereal straw (weight approx. 60 kg).
- Mycelium of saprophytic mushrooms (preferably Pleurotus ostreatus).
- Growing bags or containers. Opaque rubbish bags can be used.

Educational material on mushroom cultivation and mycological entrepreneurship (videos, slides...).

7. Assessment and Feedback Tools

Evaluation of the day and ending.

For the evaluation of students, an online questionnaire will be made available to be filled in by the students attending the course. Among the questions to be evaluated, the following aspects can serve as a guide:

- Types of substrates for the cultivation of saprophytic species.
- Cite two saprophytic species that are easy to grow.
- Briefly explain the cultivation methodology used in the activity.
- Cite good harvesting practices.

In addition, a general student satisfaction questionnaire can be added in order to improve the activity.

Learning Unit 5: Toolkit 1

1. Title

The importance of fungi: educational campaign

2. Mode of practice

This is an in-person activity where the learner will work in the classroom (individually or in group) and present the results to the other learners.

3. Learning objetives

Upon the completion of this activity, the learner will be able to:

- Gather, interpret, and analyze data to understand the target audience and the topic at hand
- Defining clear, measurable objectives and setting achievable targets
- Developing a detailed plan with timelines, milestones, and budget allocations to ensure efficient use of resources
- Coordinating tasks among team members
- Writing, designing, and producing various types of content
- Delivering presentations and speaking confidently in public
- Select the appropriate communication to reach the audience
- Developing creative solutions to promote biodiversity conservation through fungi to engage the audience

4. Detailed description

An educational campaign is a communication initiative aimed at educating the public on a particular issue, cause, or service. Its primary goal is to raise **awareness, change behavior, and promote actions** related to the topic or issue. An educational campaign can take various forms, such as social media, email marketing, videos, podcasts, events, and more.

Preparation phase (for the trainers)

- Prepare an introduction to explain the meaning and the benefits of an educational campaign to the learners
- Prepare a short explanation about different forms to conduct an educational campaign highlighting the importance to use the appropriate channel(s) depending on what we want to promote and to whom

Estimated duration of the activity

Between 1,5 to 2 hours approximately (it can be longer, depending on the available timeframe of the trainer/classroom).

Step-by-step implementation

1. Divide the classroom into small groups of 3 to 4 learners
2. Introduce learners to the task: building an educational campaign that will focus on fostering biodiversity conservation though fungi

3. Ask the groups create an educational campaign by considering each of the key aspects:
    a. Define your goals and target audience
    b. Develop message and materials (your message should be clear, concise, and resonate with your target audience; develop materials such as brochures, videos, posters, social media posts, and more that support your message and engage your audience)
    c. Plan your campaign activities and channels (one channel or multichannel approach?)
    d. Allocate budget
    e. Implement and monitor your campaign (and adjust if needed)
    f. Assess the long-term impact for future campaigns
4. Establish a time limit for the groups to create their own campaign
5. Ask each group to present their work to the classroom
6. Carry out a debriefing session by encouraging discussion and feedback from the listeners and giving tips and suggestions for any possible improvement

5. Useful resources

Building an Awareness Campaign Video Guide, by Kelley Matthews from ENVIROHUB

https://youtu.be/Tuv-1-cpULs?si=Yz8-hsmY7hgpPoDU

Awareness raising campaigns for stakeholders' behavioural change, 2023, Climate ADAPT

https://climate-adapt.eea.europa.eu/en/metadata/adaptation-options/awareness-campaigns-for-behavioural-change

6. Required material

- computer/laptop
- internet
- any device to allow learners to show and present their work (projector/paper/white board, etc.)

7. Assessment and Feedback Tools

True or false

An educational campaign is a communication initiative aimed at educating the public on a particular issue, cause, or service (TRUE)

Defining the goals of an educational campaign is more important than defining the target audience (FALSE)

The message of an educational campaign needs to be long to ensure that the audience understand it (FALSE)

Group discussion

- Ask learners to write down strengths and weaknesses of the other groups' campaigns
- Encourage group discussion about their feedback

Check list

Check if all the key elements of the campaign have been included in the group task:

- Define goals and
- Define target audience
- Develop message
- Develop materials
- Plan campaign activities
- Choose the channels
- Allocate budget
- Implementation and monitoring
- Long-term impact assessment methodology

Learning Unit 5: Toolkit 2

1. Title

The role of Mycorrhizal fungi in agriculture

2. Mode of practice

This activity can be developed in hybrid mode: partly online with desk research and face-to-face presentation in the classroom.

3. Learning objetives

Upon completion of this activity, the learner will be able to:

- Define the role of Mycorrhizal fungi in agriculture
- Select relevant good practices of the use of Mycorrhizal fungi
- Apply critical thinking skills in the research phase
- Enhance presentation and communication abilities

4. Detailed description

The role of Mycorrhizal fungi in agriculture in well documented in the literature. There are concrete examples and results that show the role, the importance and the benefits of them for plants growth and protection from diseases, especially if associated with bacteria.

This activity focuses on enhancing the knowledge of the role of Mycorrhizal fungi in agriculture through a desk research of best practices followed by a group discussion.

Preparation phase (for the trainers)

- Prepare an introduction about Mycorrhizal fungi and their role in preserving the ecosystems and their importance and benefits in agriculture
- Select some real-life examples to support the above

Estimated duration of the activity

- 1 to 2 hours in the classroom
- 1 to 2 hours of individual desk research

Step-by-step implementation

1. This activity can be carried out individually, in pairs or small groups (3-4 learners)
2. Introduce learners to the task: finding best practices of the use of Mycorrhizal fungi in agriculture
3. Ask learners to conduct a desk research about at least 3 best practices.
4. Give learners a defined time to complete the task (if done in the classroom) or the timeline to prepare it in case of homework
5. Once all learners carried out the desk research, ask to present them to the rest of the classroom by highlighting key aspects such as the results of using fungi in that context, the benefits for the farm/entity/reality considered, the environmental implications, etc.
6. Encourage discussion and feedback

Conclusion: ask what they learned after listening to the best practices, if they were aware of the role of Mycorrhizal fungi in agriculture. You can conclude by adding that Mycorrhizal fungi can be used in our gardens too!

5. Useful resources

Video: Importance of Mycorrhizal Fungi by Dr. Allen Williams of Joyce Farms

https://youtu.be/zYIymtRRLuA?si=0Jn40vy_J_go7AGy

Good practice project: On-farm growth and application of mycorrhizae

https://eu-cap-network.ec.europa.eu/good-practice/on-farm-growth-and-application-of-mycorrhizae_en

6. Required material

- Internet
- Digital device (laptop/tablet/smartphone)
- Resource to allow learners to present their desk research (projector/white board/etc.)

7. Assessment and Feedback Tools

True or False

Mycorrhizal fungi work in the forest ecosystems only (FALSE)

It is possible to use Mycorrhizal fungi in our garden too (TRUE)

Mycorrhizal fungi promote plants' growth and protection from diseases (TRUE)

Group discussion

- Ask the learners to say one thing they learned about Mycorrhizal fungi they didn't know before
- Ask one of the learners to write them to the black/white board
- Encourage group discussion about the findings

Presentation assessment

Assess learners' presentations considering the clarity, the relevance of their findings, the accuracy of the results presented.

Learning unit 6: Social entrepreneurship for sustainability and social impact

Learning Unit 6: Toolkit 1

1. Title

"Social Entrepreneurship Challenge: Innovating Solutions for Rural Communities".

2. Mode of practice

In-person in the classroom

3. Learning objetives

Understand the core principles of social entrepreneurship and its importance in addressing societal issues.

Develop innovative business ideas that integrate environmental, social, and economic dimensions.

Apply practical skills to create a viable social entrepreneurship business plan.

4. Detailed description

Preparation Steps:

Trainers need to gather materials such as large sheets of paper, markers, sticky notes, and any available digital resources (e.g., laptops, projectors).

Prepare a brief presentation on social entrepreneurship, including key concepts, successful case studies, and the triple bottom line approach.

Estimated Duration:

Total: 3 hours

Introduction: 30 minutes,

Group Activity: 2 hours,

Presentations: 30 minutes)

Sequence of Steps:

Introduction (30 minutes): Begin with a presentation explaining social entrepreneurship, sustainability, and social impact. Highlight successful examples of social businesses.

Group Activity (2 hours): Divide participants into small groups. Each group brainstorms and develops a social entrepreneurship idea aimed at solving a specific problem in rural communities. They create a basic business plan outlining the mission, vision, target audience, key activities, resources needed, and potential social impact.

Presentations (30 minutes): Each group presents their business idea to the class. Encourage feedback and discussion.

Mandatory and Optional Elements:

Mandatory: Presentation, group work, business plan development.

Optional: Use of digital tools for creating business plans, additional reading materials.

Methodological Recommendations:

Encourage creativity and critical thinking.

Ensure active participation from all group members.

Provide constructive feedback during presentations.

5. Useful resources

How to Change the World - Social Entrepreneurs and the Power of New Ideas, Bornstein, David, Oxford University Press, ISBN: 9780195334760

https://global.oup.com/academic/product/how-to-change-the-world-9780195334760?cc=at&lang=en&#

The way we think about charity is dead wrong (Dan Pallotta | TED2013)
https://go.ted.com/6sdu

Social enterprises and their ecosystems in Europe – Comparative synthesis report, European Commission website,
https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8274

Measuring the Networked Nonprofit: Using Data to Change the World, Beth Kanter, Katie Delahaye Paine, Jossey-Bass, ISBN: 978-1-118-13760-4

https://www.wiley.com/en-au/Measuring+the+Networked+Nonprofit%3A+Using+Data+to+Change+the+World-p-9781118137604

Business Model Generation | Alex Osterwalder | Talks at Google

https://youtu.be/ynQasjpBTCk?feature=shared

6. Required material

A4 sheets of paper (atleast 2 per participant)
Markers (20)
Sticky notes (1 packet)
Laptops (if available, atleast one per group)
Projector (1)
Printed worksheets for business plan templates (one per group)

7. Assessment and Feedback Tools

Assessment Quiz – Social Entrepreneurship
Self-assessment
What is the primary goal of social entrepreneurship?

A. Maximizing profits
B. Solving social issues
C. Increasing market share
D. Reducing competition

Which of the following best describes the triple bottom line approach in social entrepreneurship?

A. Profit, Loss, Market Share
B. Price, Product, Promotion
C. People, Planet, Profit
D. Quality, Quantity, Quickness

Which of the following is a key characteristic of a social entrepreneur?

A. Focused on personal wealth
B. Prioritizes short-term gains
C. Seeks to create social change
D. Avoids taking risks

What does the term 'impact investing' refer to in social entrepreneurship?

A. Investing in companies with high-profit margins
B. Investing in projects that yield social and environmental benefits
C. Investing in startups to gain market dominance
D. Investing in technology-driven companies

Which metric is most commonly used to measure the social impact of a social enterprise?

A. Return on Investment (ROI)
B. Customer Satisfaction Index (CSI)
C. Social Return on Investment (SROI)
D. Market Share Analysis (MSA)

Answers
B. Solving social issues
C. People, Planet, Profit
C. Seeks to create social change
B. Investing in projects that yield social and environmental benefits
C. Social Return on Investment (SROI)

Group Discussions:
Divide the class into groups of 4-5 persons each. Ask each group to come up with atleast one idea for starting a social entrepreneurship.
After presentation of ideas, ask questions to evaluate understanding of social entrepreneurship concepts. Facilitate discussions on the feasibility and potential impact of each business idea.
Discuss about the main elements of the business plans based on criteria such as creativity, feasibility, social impact, and sustainability.

Learning Unit 6: Toolkit 2

1. Title

Social Impact Measurement Workshop

2. Mode of practice

In-person in the classroom

3. Learning objetives

Learn how to measure and assess the social impact of entrepreneurial ventures.

Develop skills in using various social impact measurement tools and methodologies.

Understand the importance of feedback and continuous improvement in social entrepreneurship.

4. Detailed description

Preparation Steps:
Trainers need to prepare a detailed presentation on social impact measurement frameworks and tools.
Print handouts of social impact measurement templates and questionnaires

Estimated Duration:
Total: 2,5 hours
Introduction: 30 minutes,
Workshop: 1 hour 30 minutes,
Group Discussion: 30 minutes)

Sequence of Steps:
Introduction (30 minutes): Present the concept of social impact and its significance in social entrepreneurship. Introduce different measurement frameworks (e.g., SROI, Theory of Change).
Workshop (1 hour 30 minutes): Divide participants into small groups. Participants work in groups to apply a social impact measurement framework to a hypothetical or real social entrepreneurship project. They fill out templates and questionnaires to assess impact.
Group Discussion (30 minutes): Groups present their findings. Discuss the challenges and insights gained from the activity.

Mandatory and Optional Elements:
Mandatory: Presentation, group work, application of measurement frameworks.
Optional: Use of digital tools for data analysis, additional case studies.

Methodological Recommendations:
Emphasize the importance of accurate data collection and stakeholder feedback.
Encourage collaboration and peer learning.
Provide examples and case studies to illustrate concepts.

5. Useful resources

OECD/European Union (2024), Measure, Manage and Maximise Your Impact: A Guide for the Social Economy, Local Economic and Employment Development (LEED), OECD Publishing, Paris

https://doi.org/10.1787/2238c1f1-en.

Social Impact Toolbox: Democratising Access To Social Impact Measurement, UTS Business School, Sydney, Australia

https://www.socialimpacttoolbox.com/

Measure, manage and maximise your impact: A dialogue with the social economy
https://www.youtube.com/live/yZvsA2dsUWw?feature=shared

Webinar: How can the social and solidarity economy help refugees along their journey?
https://www.youtube.com/live/LUNzeYm4MVM?feature=shared

OECD (2021), "Social impact measurement for the Social and Solidarity Economy: OECD Global Action Promoting Social & Solidarity Economy Ecosystems", OECD Local Economic and Employment Development (LEED) Papers, No. 2021/05, OECD Publishing, Paris,

https://doi.org/10.1787/d20a57ac-en.

6. Required material

A4 sheets of paper (atleast 2 per participant)
Markers (20)
Sticky notes (1 packet)
Laptops (if available, atleast one per group)
Projector (1)
Printed social impact measurement templates (one per group)
Handouts on social impact frameworks and methodologies (one per participant)

7. Assessment and Feedback Tools

Assessment Quiz – Measurement of Social Impact
Self-assessment

Which of the following is the first step in measuring social impact?

A. Collecting data
B. Defining the impact objectives
C. Analyzing results
D. Reporting findings

What does the acronym SROI stand for in the context of social impact measurement?

A. Sustainable Return on Investment
B. Social Return on Investment
C. Strategic Return on Investment
D. Standard Return on Investment

Which of the following is a qualitative method used in measuring social impact?

A. Surveys
B. Interviews
C. Financial audits
D. Cost-benefit analysis

What is a key benefit of using stakeholder feedback in social impact measurement?

A. It simplifies the data collection process

B. It provides diverse perspectives and insights
C. It reduces the need for quantitative data
D. It eliminates the need for professional evaluators

Which of the following is a common challenge in measuring social impact?

A. Abundance of quantitative data
B. Over-reliance on financial metrics
C. Lack of clear objectives
D. Excessive stakeholder engagement

Answers
1. B. Defining the impact objectives
2. B. Social Return on Investment
3. B. Interviews
4. B. It provides diverse perspectives and insights
5. C. Lack of clear objectives

TEMPLATE: Understanding of Social Impact Measurement
Instructions:
Please take a few moments to complete this survey. Your responses will help us understand your current knowledge and identify areas for further learning. Select the option that best describes your understanding or opinion.
Section 1: Understanding of Social Impact Measurement
How familiar are you with the concept of social impact measurement?
( ) Not familiar at all
( ) Somewhat familiar
( ) Familiar
( ) Very familiar

Which of the following best describes your knowledge of the tools and methods used for measuring social impact?
( ) No knowledge
( ) Basic knowledge
( ) Intermediate knowledge
( ) Advanced knowledge

How often do you engage in activities related to social impact measurement in your current role or studies?
( ) Never
( ) Rarely
( ) Occasionally
( ) Frequently

Section 2: Specific Knowledge Areas
What does SROI (Social Return on Investment) stand for?
( ) Standard Return on Investment
( ) Social Return on Investment
( ) Sustainable Return on Investment
( ) Strategic Return on Investment

Which of the following is a qualitative method for measuring social impact?
( ) Surveys
( ) Financial audits
( ) Cost-benefit analysis

( ) Interviews

Why is stakeholder feedback important in measuring social impact?
( ) It provides diverse perspectives and insights
( ) It simplifies data collection
( ) It reduces the need for quantitative data
( ) It eliminates the need for professional evaluators

Section 3: Feedback and Suggestions
What challenges have you faced when trying to measure social impact? (Select all that apply)
( ) Lack of clear objectives
( ) Insufficient data
( ) Complexity of methods
( ) Limited resources
Other: _____

What resources or support would help you better understand and measure social impact?
( ) Training workshops
( ) Online courses
( ) Access to tools and templates
( ) Mentorship from experienced professionals
( ) Other: _____

Section 4: Overall Satisfaction
How confident are you in your ability to measure social impact accurately?
( ) Not confident at all
( ) Slightly confident
( ) Moderately confident
( ) Very confident

Group Discussions:
Divide the class into groups of 4-5 persons each. Ask each group to discuss the following topics. Assign one member to take notes and another to present the group's findings.

Topic 1: Understanding Social Impact Measurement
What are the key components of measuring social impact?
Which frameworks or tools are you familiar with?
How do you define success when measuring social impact?

Topic 2: Challenges in Measuring Social Impact
What challenges have you encountered or do you anticipate in measuring social impact?
How can these challenges be addressed or mitigated?
Share any experiences or case studies where measuring social impact was particularly difficult.

Topic 3: Best Practices and Innovative Approaches
What best practices can you identify for effectively measuring social impact?
Are there any innovative approaches or tools that have been particularly effective?
How can technology be leveraged to improve social impact measurement?

Learning Unit 7: Toolkit 1

1. Title

Accessing mycological information through mobile applications.

2. Mode of practice

This is an in-person activity where the learner will work in the classroom (individually or in group) and present the results to the other learners.

3. Learning objetives

Upon the completion of this activity, the learner will be able to:

- Gather, interpret, and analyze data
- Develop digital literacy competence related to mycology
- Apply critical thinking skills to find relevant information and suitable digital resources

4. Detailed description

This activity focuses on the use of accessible strategies for online research, digital collaboration, and independent learning, considering the specific challenges and limitations faced in rural settings.

For this reason, it is recommended for the trainer to emphasize the use of mobile-friendly databases and offline-accessible resources.

Preparation phase (for the trainers)

- Prepare a presentation about the role of digital literacy and technology in fostering collaboration and community engagement in mycology
- Check the key aspects that should have an application to reach the goal
- Keep in hand some mycology-focused apps such as INaturalist, Mushroom ID, Audubon Mushrooms, Mushroom Observer, Fungimap, etc. (look for the most suitable for you in your own language and in your country)

Estimated duration of the activity

Between 1,5 to 2 hours approximately (it can be longer, depending on the available timeframe of the trainer/classroom).

Step-by-step implementation

1. Divide the classroom into small groups of 3 to 4 learners
2. Introduce learners to the task: search mobile applications focused on mycology suitable for your country
3. Explain the key aspects that a mycology-focused app should have
4. Ask the groups to find at least 3 mobile applications
5. Establish a time limit for the groups to search (for example 20 minutes)
6. Ask each group to present their findings

Carry out a debriefing session by encouraging discussion and feedback from the listeners about key aspects of the applications presented (are them user-friendly,

intuitive, easy to navigate, enriched with pictures, interactive? Does them allow to download information to be read offline? Etc.)

5. Useful resources

The Best Mushroom Identification Apps

https://www.eversiowellness.com/blogs/news/the-best-mushroom-identification-apps

6. Required material

- smartphone
- internet

7. Assessment and Feedback Tools

True or false

Digital literacy and mycology are two separate sectors that cannot be integrated into each other (FALSE)

Mobile applications mycology-focused can be different depending on the country (TRUE)

Mobile applications mycology-focused does not allow fungi identification(FALSE)

Group discussion

- At the end of the presentation, ask learners to vote the app they like the most and explain why
- Encourage group discussion about their feedback

Participants observation

- Prepare a checklist of the key aspects that a mycology-focused application should have to facilitate fungi identification, upskill knowledge, foster interaction and collaboration, usability etc.

Check if the apps proposed by the learners match these key aspects to determine the accuracy of the research.

Learning Unit 7: Toolkit 2

1. Title

Digital platforms for marketing and selling mycological products.

2. Mode of practice

This is an in-person activity where the learner will work in the classroom in a group and present the results to the other learners.

3. Learning objetives

Upon completion of this activity, the learner will be able to:

- Compare different digital tools to market and sell mycological products
- Familiarise with different strategies to market and sell mycological products
- Apply critical thinking skills to find the best solution according to the context
- Enhance collaboration skills by creating a group strategy.

4. Detailed description

There are several ways to market and sell mycological products online such as e-commerce website, marketplace websites, social media, Google adds, Pay-per-click (PPC) advertising, online forums and communities etc. (you can find more information on the Unit 7 of the FUNGIPRENEURS e-learning course).

This activity focuses on familiarising with the creation of a market-sale strategy of mycological products.

Preparation phase (for the trainers)

- Prepare an introduction about
    - digital platforms to reach a broader audience and grow a business (such as those mentioned above)
    - Responsible digital citizenship

Estimated duration of the activity

- 1,5 to 2 hours in the classroom

Step-by-step implementation

1. Divide the classroom into small groups of 3 to 4 learners
2. Introduce learners to digital platforms for marketing and selling mycological products showing concrete examples
3. Explain the task: each group has to create a strategy to market and sell mushroom-related products
4. Give learners a defined time to complete the task (for example 45 minutes)
5. Ask each group to present their strategy to the others
6. Encourage discussion and feedback
7. Ask learners to emphasise strengths and possible ways for improvement of the presented strategies

Conclusion: summarise the key points to consider when creating a market-sell strategy and share some tips to support them.

5. Useful resources

Strengthening digital literacy skills and competences through Mycology https://fungipreneurs.eu/campus/courses/strengthening-digital-literacy-skills-and-competences-through-mycology/

10 Tips to Build Awareness and Scale Your Mycology Business https://www.flyingvgroup.com/mycology-marketing-strategy/

6. Required material

- Internet
- Digital device (laptop/tablet/smartphone)
- Resource to allow learners to present their desk research (projector/white board/etc.)

7. Assessment and Feedback Tools

True or False

When creating a market-sell strategy is recommended to focus on one single digital platform/resource (FALSE)

The only way to sell mycological products is to create an e-commerce website (FALSE)

To market and sell your product you need to have HTML or other digital languages competence (FALSE)

Group discussion

- Ask each group to peer review another one by considering and commenting on key aspects such as effectiveness, relevance, accuracy, sustainability etc.
- Assess the efficacy of the presented strategies and the peer reviews

Presentation assessment

Assess learners' presentations considering the clarity, the relevance of their findings, the accuracy and the feasibility of the results presented.