

# METHODOLOGICAL GUIDE



Co-funded by  
the European Union

[2023-1-EE01-KA220-VET-000157010](#)

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Innovation Council and SMEs Executive Agency. Neither the European Union nor the granting authority can be held responsible for them.

# List of Contents

<b>Introduction</b>	<b>3</b>
<b>The WESEM project</b>	<b>5</b>
<b>The Wildlife Estate (WE) label</b>	<b>6</b>
<b>Index of the Training Modules</b>	<b>7</b>
Training Module 1 – Basic principles of Ecological restoration	7
Training Module 2 – Forest ecosystems restoration	8
Training Module 3 – Agricultural ecosystems restoration	8
Training Module 4 – Nature Conservation Certifications/Labelling	9
<b>Methodological Aspects: Principles of Online Self-Learning in C-VET</b>	<b>9</b>
Core Principles	9
<b>The Figure of the Mentor in WESEM’s Training Dynamics</b>	<b>10</b>
Role of the Mentor	11
<b>Aspects Related to Learning Validation: Microcredentials</b>	<b>11</b>
What is a Microcredential?	11
Design and Issuance of Microcredentials	12
Key Principles	12
<b>Other Initiatives and Actions</b>	<b>13</b>
<b>Facts and Figures</b>	<b>17</b>
<b>Glossary</b>	<b>20</b>



# Introduction

It must first be established beyond all doubt that nature has inherent value in and of itself, fully independent of the services it provides. It deserves to be protected from harm and degradation simply because it has the intrinsic and irrevocable right to exist.

However, this does not mean that the role of nature can be understated. In fact, nature and its various aspects are critical in ensuring the continued existence of life on Earth. It provides irreplaceable products and services that are necessary for life to persist and flourish, such as clean air, clear water and fertile soil. In fact, all living beings on this Planet play a crucial role in this system, even when it is not readily apparent. Keeping in mind the complex connections and relationships between the organisms and the way they are interlinked with the spaces they inhabit, it is safe to say that without biological diversity, life on Earth would simply not be possible.

Humans, too, are part of this system. We benefit from healthy diverse ecosystems and suffer when the environment is harmed. Although this suffering can be staved off with technological advancements, this provides only a temporary relief and cannot be treated as a true solution.

In truth, our Planet is heavily damaged. Already, effort has been made to alleviate this issue on a legislative level through rules and regulations such as the EU Habitats Directive. Unfortunately, the success of this effort is limited. According to the European Environment Agency, among the habitats and species protected under the EU Habitats Directive only about 15% of habitats and 27% of species have a good conservation status, whereas an overwhelming 81% of habitats and 63% of species have poor conservation status. Moreover,  $\frac{1}{3}$  of the assessed habitats are deteriorating.<sup>1</sup> There are many reasons for this decline, although the most significant causes have been identified in intensifying agricultural practices and urban expansion.<sup>2</sup>



<sup>1</sup><https://www.eea.europa.eu/en/topics/at-a-glance/nature/state-of-nature-in-europe-a-health-check/habitats-and-species-latest-status-and-trends>

<sup>2</sup><https://www.eea.europa.eu/publications/state-of-nature-in-the-eu-2020>



This is only a fraction of the worrying trends that can be observed. In 2017, an analysis of a 27 year old study estimated a dramatic loss of 76% of average flying insect biomass in protected areas in Germany.<sup>3</sup> In 2019, another analysis estimated that since 1970, North American grassland bird populations have declined by 53%.<sup>4</sup>

Meanwhile, in the years of 1970–2020, the global populations of migratory freshwater fishes declined by 81%. In Europe alone, this decline was estimated at 75%.<sup>5</sup>

There are many other examples of declining species and populations and of deteriorating habitats and ecosystems, too great in number to describe in detail. The results of these studies and analyses paint a grim picture for the future of our Planet. It may very well be that in the not so far off future, Earth will have changed beyond recognition and past repair.

Taking this into consideration, it becomes clear that action needs to be taken. The environment, damaged as it is, will not recover on its own. Therefore, there is an urgent need for increasing nature conservation efforts.

Making improvements in the legislation – through the introduction of new regulations and the tightening of already existing laws – would pave the way to systemic change. However, it is not the only way of making a difference. In fact, there is a great potential in voluntary nature conservation through ethical and sustainable management of privately owned land.

Around 60% of EU land is privately owned. This gives landowners a precious opportunity to not only help improve the state of their local environment to the benefit of their own and that of the local communities, but to also make an important contribution in global nature conservation efforts with long-term results.

Naturally, this is not a simple task. Even if we narrow the scope of our focus to European land, the continent is very diverse, both in the context of the environment as well as the regulatory support and constrictions, available tools etc.

Moreover, resources on environmental protection topics that are available in formal education, for instance in agricultural school curricula, are often inadequate or incomplete. This adds another barrier that prevents landowners interested in nature conservation from reaching the full potential of their endeavours.

Furthermore, the modern forest and agricultural sectors are primarily based on monocultures, which has a significant impact on the progressing biodiversity loss. As such, there is an urgent need for actions that restore biodiversity. It is crucial for private landowners to know which of the common practices are harmful to the environment, as well as alternatives that would allow them to successfully participate in restoring the natural biodiversity of their land.

**It is this need that the WESEM project aims to fulfil.**

<sup>3</sup><https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0185809>

<sup>4</sup><https://www.birds.cornell.edu/home/wp-content/uploads/2019/09/DECLINE-OF-NORTH-AMERICAN-AVIFAU-NA-SCIENCE-2019.pdf>

<sup>5</sup>[https://files.worldwildlife.org/wwfcmprod/files/Publication/file/6f6b5o5dn1\\_LPI\\_migratory\\_freshwater\\_fishes\\_2024\\_Technical\\_report.pdf](https://files.worldwildlife.org/wwfcmprod/files/Publication/file/6f6b5o5dn1_LPI_migratory_freshwater_fishes_2024_Technical_report.pdf)





# The WESEM project

The WESEM project is funded by Erasmus+ programme, with the action type KA220-VET – Cooperation partnerships in vocational education and training. The work on the project officially began on the 31st of December 2023 and is slated to last for two years, ending on the 30th of December 2025. The participating organizations are as follows: Loodushoiu Fond (Estonia), On Projects Advising SL (Spain), Polish Ecological Club in Krakow Gliwice Chapter (Poland), Luua Metsanduskool (Estonia), European Landowners Organization (Belgium).

The word “WESEM” is an acronym and stands for “Wildlife Estates Sustainable & Ethic Management”. The main objective of WESEM is to train VET students and professionals in forestry, agriculture and environmental area to become advisors to landowners by providing them with the knowledge and skills to manage their land ethically and sustainably and successfully apply for the Wildlife Estate label (WEL).

This goal will be achieved through developing a series of training tools for VET students and professionals in forestry, agriculture and environmental area to enable them to become advisors to farmers and landowners. The target groups in this project can therefore be categorised as follows:

- **Primary target group:** VET students and professionals in forestry, agriculture and environmental areas;
- **Secondary target group:** Farmers, landowners, VET providers, Farmers & Landowners associations, Nature conservation organisations;
- **Further target groups:** Public bodies involved in the development of nature and biodiversity conservation strategies, experts in the topic and other sector stakeholders at local/national/European level, the general public.

The training will focus on nature conservation principles to achieve two closely related objectives: to ensure that private land estates are managed in an ethical and sustainable way and to encourage these properties to obtain the WEL.

The training contents, developed as OERs and following European standards (EQF level 5 and validation of learning outcomes based on micro-credentials) will be hosted on a platform including a training section and a network of mentors (farmers and landowners who have already obtained the WEL). Through the mentoring network we will foster a knowledge transfer to the primary target group and the farmers/landowners themselves.

This methodology contains a list of training contents that will be developed over the course of this project. These training contents are divided into Training Modules which form the theoretical foundation of WESEM and will provide learners with knowledge on various aspects of nature and biodiversity conservation.

In addition, these documents present cross-cutting issues (Principles of Online Self-Learning in C-VET, The Figure of the Mentor in WESEM’s Training Dynamics, and others) that will be taken into account in the development of the WESEM training programme.



## The Wildlife Estate (WE) label

The Wildlife Estates program is a Quality Label that was established to recognize exemplary management, on territories that give a special attention to environment preservation, wildlife management and biodiversity enhancement. Labelled territories use their natural resources in a respectful manner through different activities including: Agriculture, livestock, forestry, ecotourism, fishing, nature restoration and others. The program contributes to biodiversity conservation by establishing a network of estates which implements the principles of sustainable wildlife management. It also promotes and justifies the necessity of broader biodiversity conservation.

A Wildlife Estate can be defined as an exemplary estate that voluntarily agreed to adhere to the philosophy of wildlife management and sustainable land use, fulfilling a set of criteria to be rewarded with the WE label.

The WE Label is granted under strictly scientific criteria to territories that practise the highest standard of wildlife and land management and maintain close collaboration with local authorities or the wider public, in order to enhance biodiversity; the label is renewable every five years.

The WE label is an initiative of the European Landowners' Organization. More information about the label, including the application process and a list of already existing Wildlife Estates, can be accessed online on the following website:

<https://wildlife-estates.info/>



# Index of the Training Modules

The Training Modules listed in this section represent the knowledge basis for the training that will be developed during the project. Each Training Module will contain at least one case study that relates to the topic of that module, as well as at least one corresponding Practical Learning Tool. Each Practical Learning Tool will have the form of a worksheet that will provide information and instructions on how to implement a specific tool or activity. The focus of all training content produced in this project is on practical examples and solutions.

The Training Modules and the set of Practical Learning Tools (Toolkit) will be available online and free of charge on the project website in the project languages (English, Estonian, Polish,

Spanish) and the contents will be applicable in the partner countries (Estonia, Poland, Spain).

The topics covered in the Training Modules and the Toolkit are complementary with the WE assessment criteria.

A focus group assessment of the proposed list of contents was a crucial part of the development process. At least one focus group meeting was held in the project partner countries (Estonia, Poland, Spain). The focus groups consisted of a total of 22 experts and included: farmers and agricultural advisors, land managers and landowners, experts in forestry, representatives in the education field and members of the Wildlife Estates network.

## Training Module 1 – Basic principles of Ecological restoration

### Main contents

---

- 1) Fundamentals, opportunities and technologies of ecological restoration.
- 2) Habitat restoration and management techniques.
- 3) Invasive species control and native species promotion.

### Expected learning outcomes

---

- 1) Understanding the role of landowners in the search for better methods of biodiversity management in agriculture and forestry.
- 2) Knowing the basic concepts of ecological restoration.
- 3) Having an overview of the technologies used in restoration of species, habitats, communities, and different ecosystems.
- 4) Understanding and applying methodologies for evaluating effectiveness.

### Related Practical Learning Tools

---

- 1) [Ethical management practical database](#) with scientifically feasible practices.
- 2) [List of examples](#) of monitoring and reporting biodiversity metrics for restoring agricultural and forest ecosystems.





## Training Module 2 – Forest ecosystems restoration

### Main contents

---

- |   |   |
|---|---|
| 1) Goals of forest ecological restoration.            | 2) Being able to differentiate among various methods for restoring the forest ecosystem.      |
| 2) Forest reference ecosystems.                       | 3) Formulating goals for forest ecosystem restoration and selecting corresponding activities. |
| 3) Recovery plans.                                    | 4) Understanding the consequences of different restoration activities.                        |
| 4) Field study day in a restored or restoring forest. | 5) Be able to prepare a restoration plan.   |

### Expected learning outcomes

---

- |   |   |
|---|---|
| 1) Understanding the principles of forest ecological restoration. | 6) Knowing the techniques for assessing an area for biodiversity. |
|---|---|

### Related Practical Learning Tools

---

- |  |  |
|--|--|
| 1) <a href="#">Nature management plan form</a> | 2) <a href="#">List of Reporting Biodiversity Metrics for forest ecosystems</a> referred to in the Nature Restoration Law. |
|--|--|

## Training Module 3 – Agricultural ecosystems restoration

### Main contents

---

- |  |   |
|--|---|
| 1) Challenges for farm landowners related to climate change.                 | 1) Understanding how climate change affects land soil biodiversity and humidity conditions. |
| 2) Biodiversity on agricultural land.  | 2) Knowing how to conduct risk assessment.  |
| 3) Sustainable water management on agricultural land.                        | 3) Having the ability to plan actions to prevent and/or mitigate damage to land             |
| 4) Common Agricultural Policy – eco-schemes and environmental interventions. |   |

### Expected learning outcomes

---

### Related Practical Learning Tools

---

- |   |   |
|---|---|
| 1) <a href="#">Land Risk Assessment for Extreme Weather Conditions</a> (how to check it on your land and how to reinforce the land) | 2) <a href="#">Midfield planting strips</a> (trees, bushes, flowers) (use of unused land) |
| 3) <a href="#">Small water retention and soil retention</a>   | 4) <a href="#">Soil covering</a>  |





## Training Module 4 – Nature Conservation Certifications/Labelling

### Main contents

---

- 1) Benefits of obtaining nature conservation certification.
- 2) Overview of available certification and labels.
- 3) Wildlife Estate Label.

### Expected learning outcomes

---

- 1) Knowing about the certifications and labels related to nature conservation in different countries/regions.
- 2) Knowing how to choose which certification and label suits different situations/contexts.
- 3) Knowing the basics for obtaining certifications and where to look for detailed instructions.
- 4) Being aware of the benefits of specific certifications/labels.

### Related Practical Learning Tools

---

- 1) [Valuing Nature Through Action: The Wildlife Estates Ten Commitments](#)

# Methodological Aspects: Principles of Online Self-Learning in C-VET

The principles of online self-learning are fundamental to the design and implementation of Continuing Vocational Education and Training (C-VET) programmes. In the digital age, online self-learning provides a flexible, accessible, and personalised approach to education, enabling learners to acquire new skills and knowledge at their own pace. This section outlines the core principles that underpin effective online self-learning in C-VET, ensuring that learners can achieve their educational goals while balancing other personal and professional responsibilities. These principles are particularly relevant for WESEM's primary target group of VET students and professionals in forestry, agriculture, and environmental areas, as well as its secondary target group, which includes farmers and landowners.

## Core Principles

---

### 1) Learner-Centred Approach

The design of online self-learning modules must prioritise the needs, pace, and learning styles of individual learners. Personalised learning pathways enhance engagement and effectiveness.

### 2) Flexibility and Accessibility

Online modules should be accessible from various devices and platforms, ensuring learners can study at their convenience. Content should be available 24/7 to accommodate different schedules, which is essential for busy professionals and landowners.



### 3) Interactive Content

Use of multimedia elements such as videos, quizzes, interactive simulations, and forums to keep learners engaged and provide practical understanding of the material. This approach is beneficial for both VET students and professionals seeking to expand their knowledge.

### 4) Modular Structure:

Breaking down the curriculum into smaller, manageable modules allows learners to focus on one topic at a time, aiding better retention and understanding.

---

### 5) Self-Assessment Tools

Incorporating regular self-assessment tools enables learners to track their progress and identify areas needing further study. These tools can include quizzes, reflection prompts, and practical assignments, catering to the needs of landowners assessing their own land management practices.

### 6) Supportive Learning Environment:

A strong support system, including access to mentors and peer forums, is crucial to help learners navigate challenges and stay motivated.

---

### 7) Continuous Feedback:

Providing timely and constructive feedback on assignments and assessments helps learners improve and stay engaged.

### 8) Open Educational Resources (OER):

Using OER ensures that learning materials are freely accessible and can be adapted or reused by educators and learners, promoting wider dissemination and access to high-quality resources.

## The Figure of the Mentor in WESEM's Training Dynamics

Mentorship plays a pivotal role in the WESEM training dynamics, providing essential support and guidance to learners. Mentors, who are experienced professionals and landowners, offer invaluable insights and practical knowledge that enrich the formal curriculum. This section explores the mentor's role within the WESEM project, highlighting how mentors facilitate learning, motivate learners, and enhance the overall educational experience through personalised interaction and real-world applications. The mentorship model is designed to support both the primary target group of VET students and professionals and the secondary target group of farmers and landowners.



## Role of the Mentor:

---

### 1) Guidance and Support

Mentors, who are experienced landowners or professionals in nature conservation, provide guidance to learners, helping them understand and apply the course content in real-world settings. This is especially valuable for farmers and landowners adapting new practices.

### 3) Motivation and Encouragement

By establishing a personal connection, mentors can motivate learners to persevere through challenges and stay committed to their learning goals.

### 5) Feedback and Evaluation

Mentors provide feedback on learners' progress, helping them to improve and achieve the learning outcomes.

### 2) Knowledge Transfer

Mentors share their practical experiences, insights, and best practices with learners, enriching the theoretical knowledge gained from the training modules.

### 4) Networking Opportunities

Mentors help learners build professional networks within the field of nature conservation, potentially opening doors to future opportunities.

### 6) Role Models

Serving as role models, mentors demonstrate the application of ethical and sustainable management practices, inspiring learners to adopt similar approaches in their own work.

# Aspects Related to Learning Validation: Microcredentials

Microcredentials represent a modern approach to validating and recognising the skills and knowledge acquired through small, targeted learning experiences. In the context of the WESEM project, microcredentials play a crucial role in certifying the competencies of learners in specific areas related to nature conservation and sustainable land management. This section provides an overview of microcredentials, their importance, and how they are designed and issued to ensure transparency, portability, and trust. Drawing from the European approach to microcredentials, it emphasises the key elements that make these credentials a valuable addition to vocational education and training for both primary and secondary target groups.

## What is a Microcredential?

A microcredential is a formal certification of the learning outcomes that a learner has achieved through a small, focused volume of learning. These outcomes are assessed against transparent and clearly defined standards. Microcredentials are designed to provide specific knowledge, skills, and competencies that meet societal, personal, cultural, or labour market needs. They are owned by the learner, can be shared, and are portable, and may be standalone or stackable towards larger qualifications.

## Design and Issuance of Microcredentials

The design and issuance of microcredentials should adhere to certain principles to ensure their quality and effectiveness. Key elements include clear identification of the learner, detailed learning outcomes, notional workload, level of the learning experience, type of assessment, and the form of participation. Quality assurance is paramount, ensuring that microcredentials are recognised and trusted across different sectors and countries. This transparency and standardisation facilitate the recognition and portability of microcredentials, supporting learners in their educational and professional journeys.

## Key Principles

The European approach to microcredentials emphasises several principles:

- **Quality:** Ensuring robust internal and external quality assurance.
- **Transparency:** Providing clear and comprehensive information about the learning outcomes, workload, content, and level.
- **Relevance:** Aligning with current labour market needs and societal demands.
- **Valid Assessment:** Ensuring that learning outcomes are assessed against established standards.
- **Recognition and Portability:** Facilitating the acceptance and mobility of credentials across borders and sectors.
- **Learner-Centred Design:** Focusing on the needs and feedback of learners to continuously improve the learning experience.

By integrating these principles, the WESEM project aims to provide high-quality, credible, and valuable microcredentials that enhance the professional capabilities of learners in the fields of forestry, agriculture, and environmental science. This approach ensures that both VET students and professionals, as well as farmers and landowners, receive the recognition they need for their acquired skills and knowledge.







# Other Initiatives and Actions

This section presents examples of different methods of passing on knowledge – various initiatives, actions and strategies that aid in the training on the topics related to nature conservation and preservation.

The examples have been categorized based on their availability and level of interactivity. The aim of this section is to provide real, practical examples of knowledge sharing and to hopefully provide support and inspiration to advisors to farmers and landowners in choosing the methods that most suit their needs.

## **Category: Online, interactive** (available primarily online, requires input/activity from participants)

No.	WHAT (Name/Title)	TYPE OF ACTIVITY	WHERE (Country)	WHEN	LINK	DESCRIPTION
1	Rolnictwo dla Bałtyku – E-learning	Online course	Poland	2020–2022	<a href="https://rolnictwodlabaltyku.pkegliwice.pl/e-learning/">https://rolnictwodlabaltyku.pkegliwice.pl/e-learning/</a>	A series of online presentations on the topic of sustainable land fertilization. An online quiz is available; upon solving the quiz with a sufficient score, a certificate is generated. The website also contains supplementary material ie. video.

## **Category: Online, noninteractive** (available primarily online, does not require input/activity from participants/users)

No.	WHAT (Name/Title)	TYPE OF ACTIVITY	WHERE (Country)	WHEN	LINK	DESCRIPTION
1	Let's talk about the Green Deal and the CAP – auditions	Online podcast	Poland	2022	<a href="https://pkegliwice.pl/rozmawiamy-o-zielonym-ladzie-i-wspolnej-polityce-rolnej-audycje/">https://pkegliwice.pl/rozmawiamy-o-zielonym-ladzie-i-wspolnej-polityce-rolnej-audycje/</a>	A series of three interview-style podcasts on topics related to the CAP: organic farming, livestock welfare, pesticides. The recordings are available on the PEC website and were promoted on Facebook.
2	Conservation evidence	Resource base	International	Ongoing	<a href="https://www.conservationevidence.com/">https://www.conservationevidence.com/</a>	Free, authoritative information resource designed to support decisions about how to maintain and restore global biodiversity.
3	UNEP impact Hub	Tools and guidance	International	Ongoing	<a href="https://landuseimpacthub.com/en">https://landuseimpacthub.com/en</a>	A collection of tools and guidance to help you harmonise environmental and social impact monitoring for sustainable land use finance



**Category: Live/physical, interactive**  
(required to take place on-site, require input/activity from participants)

No.	WHAT (Name/Title)	TYPE OF ACTIVITY	WHERE (Country)	WHEN	LINK	DESCRIPTION
1	Study trip to Juchowo, Poland	Study trip	Poland	2021	<a href="https://rolnictwodlabaityku.pkegliwice.pl/wydarzenia/seminarium-wplyw-rolnictwa-na-wody-powierzchniowe-a-zmiany-klimatu-17-19-09-2021/">https://rolnictwodlabaityku.pkegliwice.pl/wydarzenia/seminarium-wplyw-rolnictwa-na-wody-powierzchniowe-a-zmiany-klimatu-17-19-09-2021/</a>	A seminar for University lecturers and students to the biodynamic Juchowo farm. This trip included practical examples of biodynamic practices.
2	Wildlife Estate Training Course	Course	Spain	Ongoing	n/a	Prior to the coronavirus, training courses were held for members of national delegations interested in joining the corps of evaluators. It was held at the Polytechnic University of Madrid over two days with a theoretical part and a field visit part. Since 2020 it has not been held again due to low demand from national delegations. In 2024, this course will be continued as part of the project as a special mission by the scientific committee. It is still pending to know if it will be done in person (in Spain or wherever necessary) or telematically (the scientific committee has the last word on this matter).

**Category: Live/physical, noninteractive**  
(primarily available/disseminated offline, do not require input/activity from participants)

No.	WHAT (Name/Title)	TYPE OF ACTIVITY	WHERE (Country)	WHEN	LINK	DESCRIPTION
1	Rational use of water as the basis for biodiversity and economic development in the Sądecczyzna region	Conference materials	Poland	2017	<a href="https://e982a78a-ceed-4ee0-b8ac-d96f536efdac.filesusr.com/ugd/768fdf_de4323c62b2748e2be2db705e62b9e80.pdf">https://e982a78a-ceed-4ee0-b8ac-d96f536efdac.filesusr.com/ugd/768fdf_de4323c62b2748e2be2db705e62b9e80.pdf</a>	Materials prepared for and distributed during the 2017 conference.
2	Proper management of fertilizers for the environment and for the Baltic Sea	Brochure	Poland	2019	<a href="https://e982a78a-ceed-4ee0-b8ac-d96f536efdac.filesusr.com/ugd/768fdf_70330ab7e0be4d6cbc0eb44b3f303740.pdf">https://e982a78a-ceed-4ee0-b8ac-d96f536efdac.filesusr.com/ugd/768fdf_70330ab7e0be4d6cbc0eb44b3f303740.pdf</a>	A brochure, distributed primarily during the workshops with farmers, physical events and sent to Agricultural Advisory Centres. Contains both educational materials and practical suggestions on nutrient balancing on farm level.



**Category: Live/physical, noninteractive**  
(primarily available/disseminated offline, do not require input/activity from participants)

No.	WHAT (Name/Title)	TYPE OF ACTIVITY	WHERE (Country)	WHEN	LINK	DESCRIPTION
3	Improving farm efficiency by preventing nitrogen and phosphorus from leaching into water	Leaflet	Poland	2019	<a href="https://e982a78a-ceed-4ee0-b8ac-d96f536ef-dac.filesusr.com/ugd/768fdf_49554de890154797b8d6b89b2358dc8a.pdf">https://e982a78a-ceed-4ee0-b8ac-d96f536ef-dac.filesusr.com/ugd/768fdf_49554de890154797b8d6b89b2358dc8a.pdf</a>	A short-form material which includes both educational information and a practical guide for farmers on how to prevent nitrogen and phosphorus leaching. It was distributed primarily during the workshops with farmers, physical events and sent to Agricultural Advisory Centres.

**Category: Hybrid** (complex ideas with diverse characteristics, i.e. both online and offline, with both interactive and non-interactive parts, etc.)

No.	WHAT (Name/Title)	TYPE OF ACTIVITY	WHERE (Country)	WHEN	LINK	DESCRIPTION
1	Workshops for farmers in Regional Agricultural Advisory Centres	Workshops	Poland	2020-2022	<a href="https://rolnictwodlabaltyku.pkegliwice.pl/archiwum-wydarzen/">https://rolnictwodlabaltyku.pkegliwice.pl/archiwum-wydarzen/</a>	A series of workshops for farmers, primarily in cooperation with the Regional Agricultural Advisory Centres. The topic of the workshops was management of biogenes. The Centres handled the recruitment of participants and logistics. Due to the COVID-19 restrictions, some workshops took place on site, while others took place online.
2	Study trip to Dietrichsroda, Germany	Study trip	Poland-Germany	2020	n/a	A three-day long seminar for agricultural advisors to show them examples of agricultural practices that prevent the leaching of biogenes. Because of COVID-19 restrictions, the study trip was hybrid, with lectures streamed online.
3	METK	Courses and validation	Estonia	Ongoing	<a href="https://metk.agri.ee/">https://metk.agri.ee/</a>	Center of Estonian Rural Research and Knowledge offers supportive trainings to landowner consultants as one of their activities.



**Category: Hybrid** (complex ideas with diverse characteristics, i.e. both online and offline, with both interactive and non-interactive parts, etc.)

No.	WHAT (Name/Title)	TYPE OF ACTIVITY	WHERE (Country)	WHEN	LINK	DESCRIPTION
4	Conservation mentoring system	National mentorship programme for historically underserved farmers for peer-to-peer mentorship	Wisconsin, USA	Ongoing	<a href="https://sandcountyfoundation.org/">https://sandcountyfoundation.org/</a>	The Land Ethic Mentorship is a free opportunity for historically underserved farmers and ranchers who would like access to a conservation mentor to help answer questions about land management. Sand County Foundation's Leopold Conservation Award recipients serve as program mentors and look forward to helping participants navigate state and federal agricultural conservation programs.
5	Belleuropa Award	Award	Belgium	Ongoing – Annual since 2013	<a href="https://europeanlandowners.org/awards/belleuropa/">https://europeanlandowners.org/awards/belleuropa/</a>	Every year the best estate labeled receives the Belleuropa Award, the highest rank inside on the project. It is given to estates with more than 95% of the score with ongoing nature improving projects.
6	Wildlife Estate Promotional Campaigns	Promotional Campaigns	International	Ongoing	n/a	Each national delegation is responsible for the promotion and expansion of the label within its country. Many of them promote the label through associations of private rural landowners at public events, others organise it through private events within the estate itself.
7	Microcurricula Ecological restoration	Microcurricula	Estonia	Ongoing	n/a	20ECP created curricula for landowners representatives on the topic of ecological restoration by Estonian University of Life Sciences.



# FACTS AND FIGURES



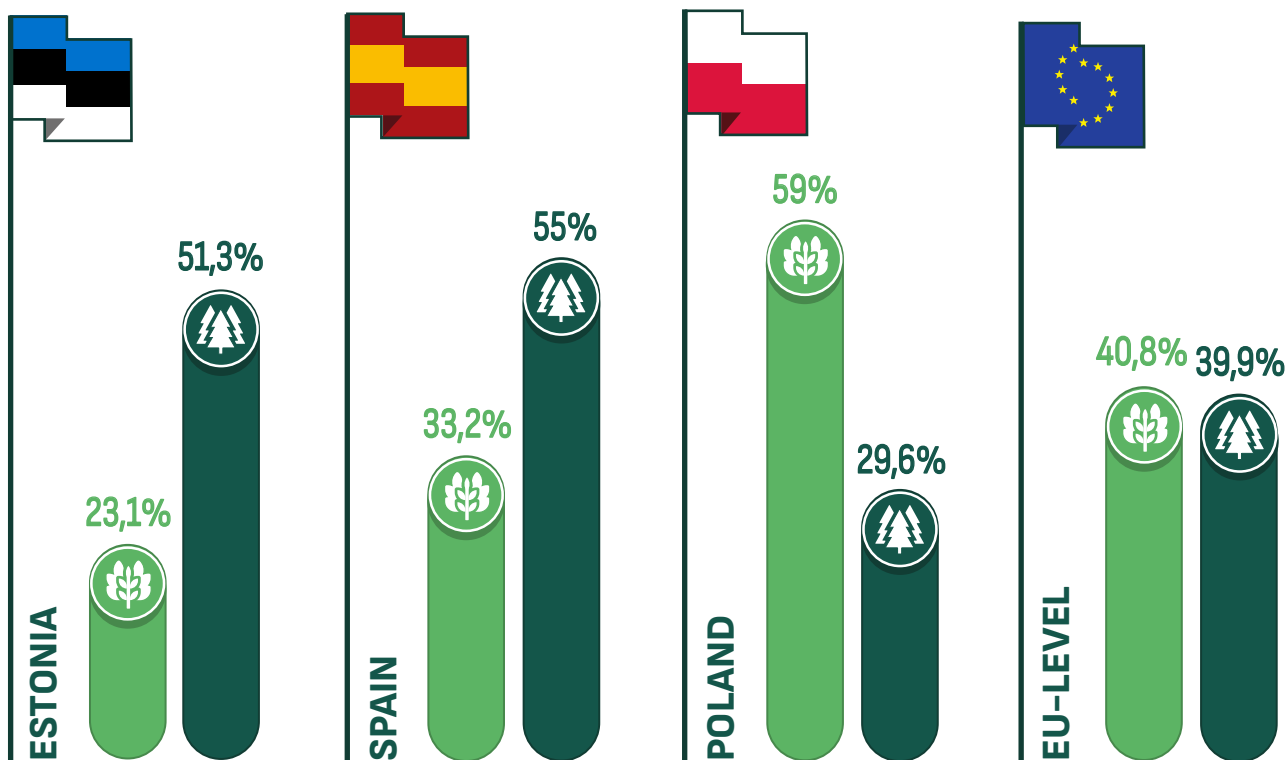
## AGRICULTURAL LAND COVERAGE

Estonia, Spain, and Poland show varied agricultural land coverage. Estonia's lower percentage indicates a focus on other land uses like forestry, while Poland's high percentage highlights its strong agricultural sector.



## FOREST LAND COVERAGE

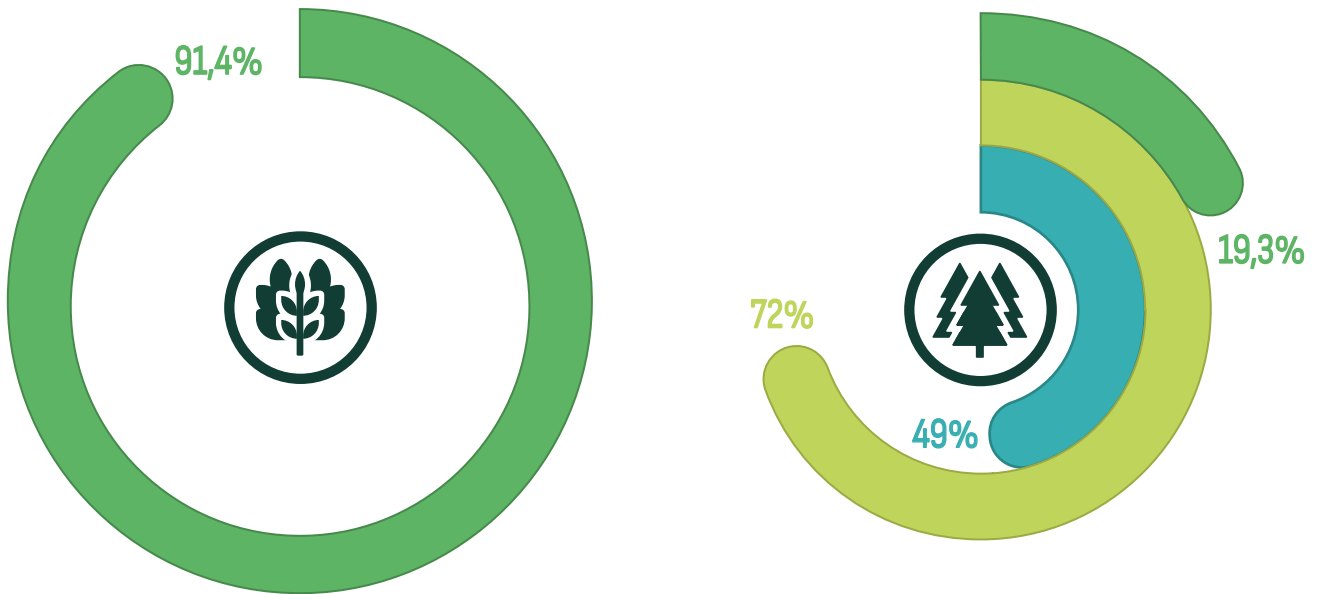
The high percentage of forest and agricultural land coverage underlines the importance of managing in an ethical and sustainable way rural areas for the economic, social and environmental development and resilience of the EU.





## PRIVATE OWNERSHIP OF AGRICULTURAL AND FOREST LAND

Excluding the case of Poland's forest estates, the high percentages of privately owned land underline the crucial role of private owners in nature conservation.



PERCENTAGE OF PRIVATELY OWNED LAND

● Estonia ● Spain ● Poland



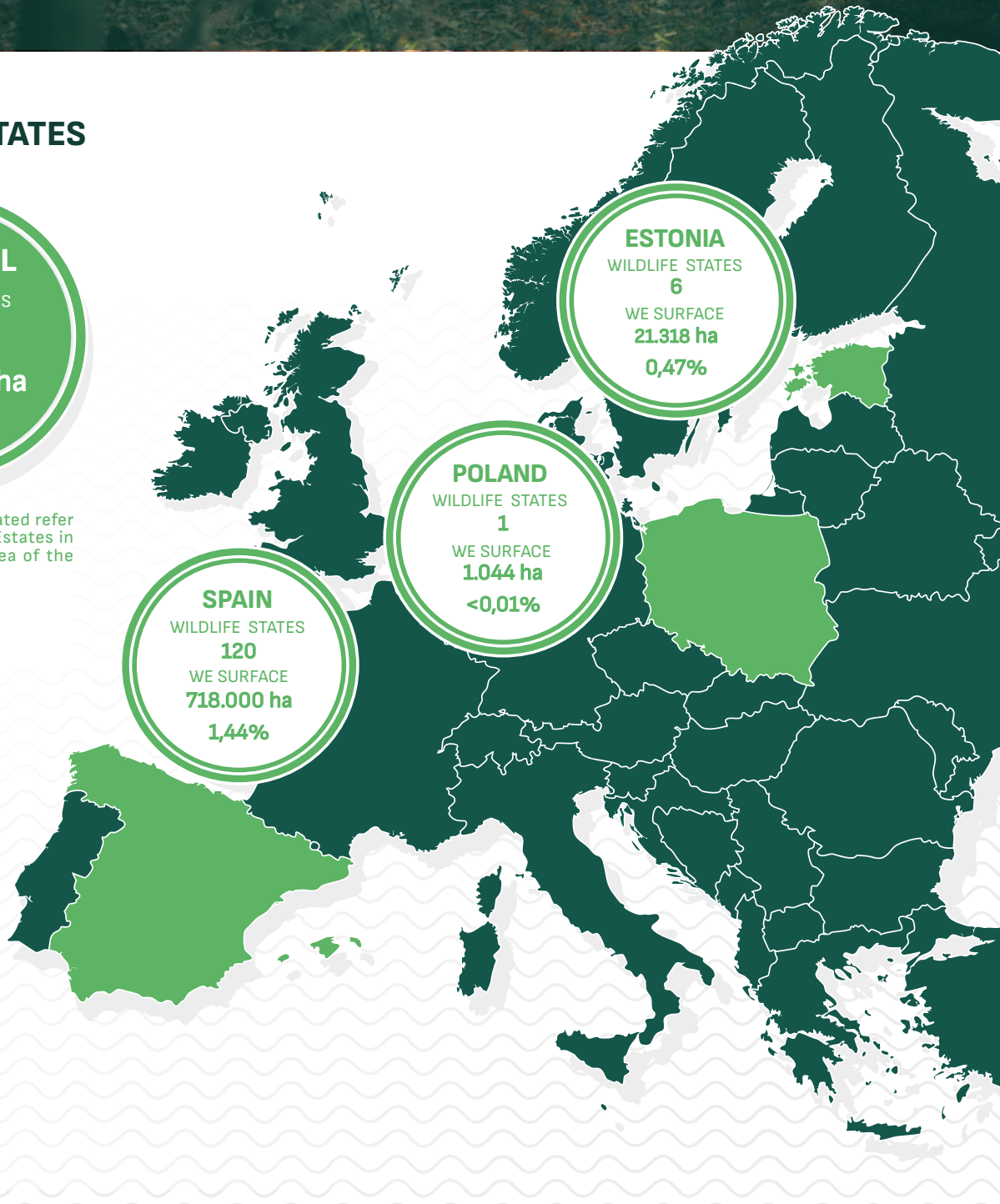
AVERAGE SIZE OF THE PRIVATELY OWNED LAND



## WILDLIFE ESTATES



\*The percentages indicated refer to the area of Wildlife Estates in relation to the total area of the country.



# Glossary



**1. Sustainable and ethical land management** - The type of land management that compensates for and/or neutralizes the pressure exerted on the natural environment. The landowner thinks about nature in a broader sense and is constantly engaged in maintaining it (e.g. through the preservation of biological diversity, sustainable management of forests). It represents a voluntary commitment by land managers to work under the standards of wildlife management and conservation.

**3. Private landowner** - Natural persons, legal persons and organizational units without legal personality, which are granted legal capacity by law. An individual, partnership, corporation, or association that possesses the legal right on private property to grant a recreational lease.

**5. Wildlife Estate** - Exemplary estate that voluntarily agreed to adhere to the philosophy of wildlife management and sustainable land use, fulfilling a set of criteria to be rewarded with the Wildlife Estate label.

**6. Wildlife Estate label** - The Wildlife Estate (WE) Label is a certificate granted under strictly scientific criteria to territories that practice the highest standard of wildlife and land management and maintain close collaboration with local authorities or the wider public, in order to enhance biodiversity; the label is renewable every five years. The Wildlife Estate (WE) Label recognizes the self-commitment of the estate's manager/owner willing to commit to the principles of the WE charter and having achieved a sustainable management of his wildlife estate which will continue for at least 5 years.

**2. Private land property** - An area constituting a separate object of ownership (land), as well as buildings permanently connected with the land or parts of such buildings, if under special regulations they constitute a separate object of ownership from the land. With regard to the ownership of real estate - the management of this right is carried out in accordance with the rules set forth in the Civil Code.

**4. Land activity/land use** - The way and purpose for which an area is managed. For example, in Poland, the categories for land use are as follows: agricultural land (incl. agricultural area, orchards, meadows, land under buildings, land under lakes, land under ditches, forested and bushed area on agricultural land, wasteland), forest forested and bushed land, developed and urbanized land (roads etc.), land under water, etc.

Categories for land use in Estonia are residential land, commercial land, industrial land, mining land, public land, inland water area, road land, landfills, military land, nature reserves, forest land, agricultural land - arable land, permanent crops, permanent pasture, etc.; swamps, settlement, not classified land.

**7. Wildlife Estates program** - Wildlife Estates (WE) is a tool for sustainable land use and wildlife management operating according to agreed principles for environmentally appropriate, socially beneficial and economically viable land management. Wildlife Estates contributes to biodiversity conservation by establishing a network of estates which implements the principles of sustainable wildlife management. It also promotes and justifies the necessity of broader biodiversity conservation.





Co-funded by  
the European Union

[2023-1-EE01-KA220-VET-000157010](#)

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Innovation Council and SMEs Executive Agency. Neither the European Union nor the granting authority can be held responsible for them.