# Training Programme

## EU Food Security Hub

Designed for professionals working in Vocational Education and Training that deploy green professional itineraries in the sectors of agriculture and food security

www.eufoodsecurityhub.org

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# Summary

## Introduction.

### The “EU Food Security Hub” project

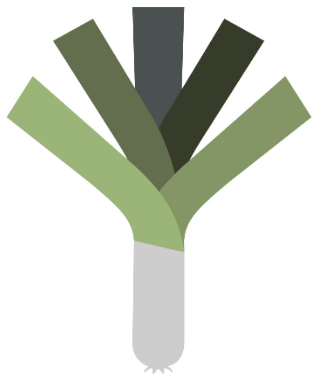
The EU Food Security HUB project aims to promote cooperation, knowledge sharing and scaling up of good practices between organisations that foster the creation of green jobs in the agriculture and food security ecosystems; while increasing the professional development of VET professionals to enhance the social inclusion of vulnerable groups enhancing professional development to improve the social inclusion of vulnerable groups.

The project aims to adapt vocational education and training to the requirements of the labour market, based on the urgent need for a transition to a more inclusive and sustainable socio-economic system, and the growing demand for green jobs and environmental skills in all sectors.

EU Food Security HUB, funded by Erasmus+ and coordinated by Associació Benestar i Desenvolupament ABD, was carried out from December 2022 to June 2025 with partners IASIS, LAND Impresa Sociale, Fondazione ACRA ETS, Urgenci and EQU.

### The Training Program

EU Food Security Hub project created an entire Learning Programme formed by a Training Programme, a MOOC and a Toolkit that contributes to the further development of VET programmes that deploy green professional itineraries within these sectors, enabling public and private VET organisations to increase and adapt their training offer to the emerging needs in the labour market from a social inclusion approach.



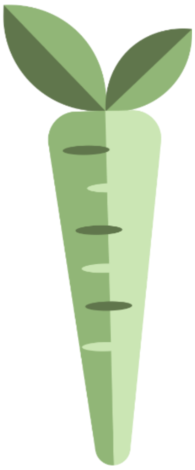
### A Process Based on Needs Analysis and Collaboration

The development process of the Training Program was based on a structured and collaborative approach involving various sector stakeholders, including key actors, experts, and training institutions. Through the analysis of best practices identified by partners in their respective territories and areas of intervention, surveys conducted among trainers and professionals engaged in food security and socio-occupational inclusion projects for vulnerable individuals, and the construction of a Competence Framework, it was possible to identify the key competences for VET professionals working with people at risk of social exclusion and those specific required for training paths in the field of food safety and green jobs.

Based on this analysis process, the present Training Program was developed, structured into modules aimed at strengthening the skills of course participants in the main thematic areas identified: inclusive team management; operational management of food sovereignty and security programs; entrepreneurship; sustainable agriculture; awareness-raising and community activation; circular economy solutions; training and labour inclusion orientation; sustainable food systems.

## Who is the Training Program for?

The program has been designed for a wide range of beneficiaries, with a particular focus on VET professionals and organizations working in the field of food security. Specifically, it targets:



- VET trainers and educators who wish to strengthen and update their skills and adopt innovative methodologies for training in the food security sector.
- NGO and social organization operators engaged in labor inclusion and food sustainability programs.
- Public institutions and local administrations, interested in developing more inclusive and sustainable food security strategies.
- Social economy enterprises, working to create job opportunities for people in vulnerable situations.

## An Innovative and Interactive Approach

The program is organized into training modules, each module includes educational units with theoretical and practical content, participatory methodologies, and tools for interactive learning. The modules are designed to be flexible and adaptable to various educational and professional contexts.

The Training Program adopts an approach based on dialogic learning, peer-learning, and blended training methodologies, combining in-person activities with digital tools to maximize learning effectiveness.

# 1. Operational Management of Food Sovereignty and Security Programs Training Module

## 1.1. Brief description of the module

Module title: **Operational Management of Food Sovereignty and Security Programs**

Objectives:

### Main objectives

- Provide participants with a comprehensive understanding of the principles and practices of operational management in the context of food security programs;
- Empower participants with the capacity to effectively plan, organise, and allocate resources for food security programs;
- Equip participants with the knowledge and skills required to make informed decisions in selecting producers for food security programs, ensuring alignment with sustainability requirements and long-term program goals.

### Secondary objectives

- Empower leaders with strategic skills for sustainable management and decision-making;
- Promote the identification and support of sustainable food production initiatives aligned with local contexts and needs;
- Develop strategies for promoting sustainable agriculture and producers' selection process that aligns with sustainability requirements;
- Enable to coordinate and collaborate with social and educational organisations;
- Foster an educational perspective and a collaborative approach that enhances the overall impact of the food security program.

Competencies addressed:

### General competencies

- Learning capacity, (Ability to obtain or expand knowledge and techniques related to the task. Capture and application of new information, systems, and work methods)
- Critical thinking ability (Ability to question and argue concepts, ideas, and situations, and discriminate fallacies, inconsistencies, and logical errors)
- Planning and organisation capacity (Ability to define priorities, establish action plans necessary to achieve achievements, adjust to budgets, distribute resources, and establish control and monitoring measures)
- Knowledge of work-based learning methodologies (those that recreate a real work environment)
- Provide training actions to improve personal and professional skills.

### Specific competencies

- Criteria for choosing producers that meet sustainability requirements (social economy, agroecology, good animal treatment, etc.)
- Knowledge of the European Aid Fund for the Most Deprived or similar
- Different forms of relationship between producer and consumers (AMAP, CSA, LSPA)
- Capacity to coordinate and cooperate with social and educational organisations, in charge of the students from the educational point of view.

Approximate duration (in hours)

6 hours, divided as follows:

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| 2 hours | 2 hours | 2 hours |

## 1.2. Targeted collectives

According to the Green Jobs Itineraries report, included in the Competence Framework document, this Training Module is addressed to the following professional profiles:

| | |
|---|---|
| **General project and resources management** | • Coordinator/ Project Manager<br>• Administration and accountancy manager |
| **Agricultural Production and Surplus Collection Area** | • Production area coordinator<br>• Surplus collection area coordinator |
| **Transformation Area** | • Cooking and Transformation area coordinator<br>• Supporter in Transformation area |
| **Storage, logistics, and distribution area** | • Storage, logistics, and distribution area Coordinator/ Head of storage and logistics<br>• Logistics assistant/warehouse worker<br>• Customer care operator |
| **Education area** | • Adult education educator on soft skills<br>• Adult education educator on Sustainable agriculture and food system, environmental educator<br>• School educator |

## 1.3. Methodology

The training approach employs a diverse range of participative methodologies aimed at effective learning and skill development. It utilises Activity-Based Learning, emphasising hands-on engagement through interactive exercises, case studies, role-playing, and group projects to promote active application of knowledge. In addition, Experiential Learning immerses participants in real-world scenarios, followed by reflective debriefs to extract valuable insights. Fieldwork and Observation provide hands-on experience and Participatory Decision-Making, employing techniques like brainstorming and consensus building, to empower participants in decision-making. Team roles are also explored through case studies and role-playing exercises. Finally, a blended approach is also applied, which integrates theory and practical applications for a holistic learning experience; as well as, peer learning and collaboration which promote knowledge sharing and teamwork through group projects and interactive sessions, enhancing understanding. The commitment to these participatory methodologies ensures a more engaging, effective, and tailored educational journey that consistently delivers valuable outcomes.

## 1.4. Tools

For conducting the activities of this module, the following resources are necessary:

- Communication Materials: materials such as project images, dossiers, and presentation materials to effectively communicate with potential producers and explain the Food Security Program's needs and priorities.
- Budget Information: detailed information about the available budget for purchasing, as well as complementary resources like donations and surpluses.
- Selection Criteria Cards: cards or documents outlining the selection criteria for producers, including sustainability, local production, social impact, and other relevant factors.
- Producer Information Cards: Cards containing information about potential producers, including what they produce, prices, conditions, location, and their relationship with consumers.
- Cross-Checking Table: a table or document for crosschecking the selection criteria with potential producers, helping in the decision-making process.
- Audio-visual Equipment: Projector or screen for presentations, audio equipment, including microphones, if necessary
- Stationery and Materials: Whiteboard, flip chart, or presentation board for visual aids and discussions, markers and sticky-notes
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 1.5. Infrastructure

The following infrastructures are needed for the development of the module:

- Technology: Internet Access is crucial for online research to identify potential producers and gather information about their products and practices; access to a printer in case physical materials like agreements or reports need to be printed.

- Venue: A suitable training room or space that can comfortably accommodate participants, tables and chairs arranged for group discussions and activities.

## 1.6. Accessibility

This module offers the possibility to adapt materials in multiple accessible formats, ensuring compatibility with assistive technologies, providing clear navigation, offering alternatives to sensory cues, etc. Channels for participants to request accommodations and report issues promptly must be opened. The module's approach aims to foster a learning environment where every individual, regardless of their unique abilities, can fully participate and thrive in this training.

## 1.7. Other inclusion mechanisms

This activity does not have predefined inclusion mechanisms, as they could vary depending on the hosting institution. The module is designed to be inclusive and welcoming to all participants, and many of the materials are accessible in various languages to accommodate individuals from diverse cultural backgrounds. Additionally, facilitators should be prepared to assist participants facing language barriers, using tools like DeepL or Google Translate for websites to ensure that the materials are accessible to everyone when necessary.

## 1.8. Other data of interest

### 1.8.1. Existing training material and resources

- Generalitat de Catalunya. (n.d.). *Agricultura i ramaderia ecològica.*
- Ajuntament de Barcelona. (n.d.). *Economia Social i Solidària*.
- ES Impact. (n.d.). *Impacte social.*
- Àrea Metropolitana de Barcelona. (n.d.). *Not Found.*
- Alimentació Sostenible Barcelona. (2021). *Alimentació Sostenible: Manual per a ciutats*.
- European Commission. (n.d.). *Food-based dietary guidelines in Europe*: Source documents.
- Food and Agriculture Organisation of the United Nations (FAO). (n.d.). *Open Knowledge Repository.*

# Training Unit #1 - Producers selection in line with sustainability requirements for the supply of Food Sovereignty and Security Programs

## 1. Typology

This unit belongs to the Operational Management of Food Sovereignty and Security Programs training module.

## 2. Description

This unit is addressed to coordinators and directors of food sovereignty and security programs. It is focused on the selection of producers according to sustainability requirements (social economy, agroecology, good animal treatment, etc.) for the supply of Food Sovereignty and Security Programs.

This training unit primarily focuses on activity-based learning, with a subsequent practical application of the underlying theoretical framework. It includes the foundations of sustainable food practices through the definition of the most relevant criteria in this field; a comprehensive guide to develop (1) a meaningful analysis on their Food Sovereignty and Security project and (2) a mapping process shaped by the criteria of sustainability for the identification of green producers. The practical section is designed to apply the acquired knowledge into practice arranging a purchasing policy tailored to the program's specific needs.

## 3. Duration

The unit will take 2 hours, divided as follow:

| | |
|---|---|
| Block 1: Introduction | 30 minutes |
| Block 2: Create Your Project Sustainable Purchasing Policy | 30 minutes |
| Activity 1: Final Practical Exercise | 1 hour |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: a meeting space that allows for collaboration and discussions among participants.

- Technology. A computer and a projector. Access to the internet is crucial for online research to identify potential producers and gather information about their products and practices, access to a printer.

- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.

- Unit-specific resources:

    - Communication Materials: Materials such as project images, dossiers, and presentation materials to effectively communicate with potential producers and explain the Food Security Program's needs and priorities.

    - Budget Information: Detailed information about the available budget for purchasing, as well as complementary resources like donations and surpluses.

    - Selection Criteria Cards: Cards or documents outlining the selection criteria for producers, including sustainability, local production, social impact, and other relevant factors.

    - Producer Information Cards: Cards containing information about potential producers, including what they produce, prices, conditions, location, and their relationship with consumers.

    - Cross-Checking Table: A table or document for crosschecking the selection criteria with potential producers, helping in the decision-making process.

- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

- Provide managers, coordinators, and directors with the knowledge, tools, and methodologies for building up a manageable and sustainable purchasing strategy
- Enable them to critically evaluate the needs and priorities of the Program or initiative
- Give the means to identify sustainable, culturally, and socially inclusive initiatives of food production nearby.
- Develop and enhance planning and organisational capabilities, including the ability to define priorities, create action plans to attain objectives, adhere to budget constraints, allocate resources efficiently, and implement monitoring and control measures effectively.
- Facilitate the adaptation of the needs to the local context of sustainable production.

## 6. Competence framework

**General competencies:**

- Learning capacity (Ability to obtain or expand knowledge and techniques related to the task. Capture and application of new information, systems, and work methods)
- Critical thinking ability (Ability to question and argue concepts, ideas, and situations, and discriminate fallacies, inconsistencies, and logical errors)
- Planning and organisation capacity (Ability to define priorities, establish action plans necessary to achieve achievements, adjust to budgets, distribute resources, and establish control and monitoring measures)

Specific competencies:

- Criteria for choosing producers that meet sustainability requirements (social economy, agroecology, good animal treatment, etc.)
- Knowledge of active national and European aid funds for food purchasing
- Different forms of relationship between producer and consumers (AMAP, CSA, LSPA)

## 7. Detailed Unit Session

BLOCK 1 - INTRODUCTION

Strong and responsible initiatives for Food Sovereignty and Security aim to support sustainable and inclusive food and agriculture systems. To reach our goals, we need two important things. First, we need a clear plan that connects all our actions. This means that everything we do, like how we share food, handle waste, collect food, work with people, and more, should fit together well. We also need to keep coming up with new ideas and be ready to change when things around us change. We should be creative, flexible, and open to new ways of doing things. Second, we should have good relationships with the people and organisations around us who help us with our work, and our providers. So, when we choose our providers, we should make sure they meet certain criteria to help us be sustainable and responsible.

To ensure that our initiative is both sustainable and socially responsible, the following criteria should serve as our guiding principles. Feel free to take your time to read all the definitions and explore more about the criteria.

**Criteria & definition:**

| | |
|---|---|
| **Sustainability (social, economic, and ecological)** | **Sustainable** food is about feeding the whole population in a way that benefits people, territories, and the planet. For people, it means ensuring that everyone has access to the information, training, and resources needed to produce, prepare, buy, and enjoy safe, healthy, quality, and tasty food that allows them to lead a fulfilling life. As for territories, sustainable food promotes thriving diversified local economies that distribute benefits equitably and are able to respond to adversity. Finally, at the planetary level, sustainability implies that food is produced, transformed, distributed, sourced, purchased, and disposed of in ways that conserve and regenerate limited resources and ecosystems. |
| **Local and seasonal production** | **Local** food is food that comes from the land, livestock, or fishing or is the result of a process of elaboration or transformation in a close distance between production and consumption (sometimes defined as products from a region and others in which the distance between the place where they are produced and the place where they come from is a certain number of kilometres). In addition, the consumption of local products promotes food sovereignty and helps to regenerate the food culture of the area.<br><br>**Seasonal** foods are those that are purchased and consumed around the time when they are harvested or correspond to fishing seasons that help maintain marine stocks in the long term and are therefore only available to the market for a limited period of time at some point in the year. |
| **Organic (ecological) production** | • Organic animal products. They come from livestock farming that provides decent living conditions for livestock and herds, with respect for their biological and behavioural needs.<br><br>• Organic vegetable products. They have been grown without chemical fertilizers or pesticides (fungicides, insecticides, or herbicides). Therefore, without residues of these substances. |

| | |
|---|---|
| | • Processed organic products. Agricultural plant and animal products processed using techniques that minimize contamination and quality losses, restricting the use of additives and processing aids. |
| **Social and Solidarity Economy products** | The Social and Solidarity Economy is the set of socio-economic initiatives, formal or informal, individual or collective, that prioritise the satisfaction of the needs of people and their environment instead of financial profit.<br><br>Source: link |
| **Positive Social Impact Food** | Food that in its production, processing, and/or distribution generates positive changes (understood as an improvement of human conditions) for individuals, groups, or communities in the long term. |
| **Food recovery/use** | Food recovery is a key tool against food loss and waste, a problem with important socio-economic and environmental consequences. It is a matter of strategies and/or projects that have prevented foodstuffs from going out of the commercial chain and have ended up being managed as waste, or for composting or reintroduced into the soil on the same farms. |
| **Interculturality or culturally appropriate food** | Healthy food is understood as food that is about not only meeting caloric needs but also nutritional needs. All people deserve to have access to quality food that is appropriate to their food culture. |
| **Healthy food** | Healthy food is food that ensures optimal growth and development, the promotion of exercise and physical well-being, the prevention of nutrition deficiencies, and the prevention of the risk of food-related diseases and/or disorders. It is food that is satisfying, sufficient, complete, balanced, wholesome, safe, sustainable, affordable, and adapted to the consumer and to the environment. |
| **Accessibility** | Food is one of the fundamental human rights according to the International Covenant on Economic, Social, and Cultural Rights signed by Spain and recognized by the United Nations as inseparably linked to human dignity and indispensable for the enjoyment of other rights enshrined in the Universal Declaration of Human Rights. The food system must therefore guarantee physical and economic access to safe, healthy, sustainable, and quality food. Food poverty (defined as |

| | |
|---|---|
| | deficiencies, excesses, or imbalances in a person's energy and/or nutrient intake that do not allow for sufficient, safe, and healthy food) and food deserts (areas where people have limited access to a variety of healthy foods) must be targeted ensuring that all people live in sustainable and healthy food environments. |

## BLOCK 2 - CREATE YOUR PROJECT SUSTAINABLE PURCHASING POLICY

Once you have read and explored the criteria and their definitions, now you will go through some of the most important topics to consider when deciding which producers and criteria are the most suitable to your project's purchasing policy.

In order to make these decisions coherently, a comprehensive analysis of the situation and needs of your project is required. Take your time to reflect on every proposed question and topic, take notes of important points, potential problems that could arise, new ideas that emerge, etc. You will need all this information for the next steps and activities of the Unit.

### STEP 2.1. - Understanding your Project Requirements and Clients Needs

About the project: Can we keep fresh products? How often do we distribute products? Do we only distribute food? How many people are to receive products?

Other matters that must be taken into consideration when planning the purchasing policy are all other options for gathering resources:

- Do you receive donations? i.e. from individuals, schools' collections, other social initiatives like food banks, other organisations, etc.

- Do you have access to funding? i.e. active local, national, and European aid funds for food gathering.

- Do you use Food recovery channels? Agricultural canalizations and waste, gleanings, and surpluses from supermarkets and wholesale markets.

It is also crucial to make a proper analysis of the client's profile to state the characteristics and needs of the collective and individual clients in the Program. Examples:

Families. It is crucial to know how many families there are and what type they are so the decisions around the purchasing policy are adapted to their specific needs:

- Nuclear or blended family: at least 2 adults and one child

- Single-parent family: one adult and at least one child

- Extended family: 1 or more parents, 1 or more children, and other adult relatives.

Home composition. It is important to establish how many adults, children, and babies are living in each home and what their needs (dietary and others) are:

- Child's and baby's dietary (formula milk and whole milk (not semi-skimmed or skimmed until 5s), products to prepare porridge, mashed food, etc.; development guarantee: fat, proteins, iron, etc.) and other non-dietary needs like diapers. link

- Adult sanitary products like pads.

- Food allergies and intolerances: lactose (milk and products thereof); gluten (wheat, rye, barley, oats or their hybridised strains, and products thereof); fish, molluscs, and crustaceans; nuts (almonds, peanuts, pistachio nuts, etc.); eggs; soybeans; celery; mustard; sesame seeds and others.

- Health conditions: diabetes, high cholesterol, oncology patients, etc.

Housing situations could bring up different needs, when there is no steady place to live, they are living on the street or in poor housing conditions (availability and quality of services, lack of appliances, building characteristics, etc.) prevents them from refrigerating or cooking means.

**STEP 2.2. - Designing the Primary Basket**

When the diagnosis and analysis of the client's characteristics and their needs are done, it is recommended to establish a basic basket of products that meets their primary dietary needs. Here, some health and cultural recommendations can be found. All resources provided suggest different ways to establish the primary dietary needs according to the availability and culture of each context in which Food Programs are developed.

- Leads to a set of EU Food-based dietary guidelines by country according to their dietary culture1.

- Provides a series of official and non-official guidelines for sustainable dietary practices from EU and non-EU countries2.

- Other relevant information on social inclusion, interculturality, and sustainability may be found in the final report of the Food Relations project[3].

**STEP 2.3. - Mapping Producers**

At this point, the mapping of producers can start guided by this basic basket content.

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[1] See Toolkit

[2] See Toolkit

[3] Available in the Toolkit

Once, the next step is to map producers. Food Sovereignty and Security Programs with a sustainable perspective should guide their producers' selection through specific criteria[4] and the Programs' needs and priorities previously defined. This mapping process should follow 6 steps:

1) The first factor to take into consideration is the geographical areas in which production takes place: local, regional, and other intermediate divisions depending on each region's organisation. For example, in the case of La Botiga, the geographical areas of reference are: local (El Prat del Llobregat), comarcal (Baix Llobregat), provincial (Barcelona), and regional (Catalonia).

2) Within each section, different types of producers more or less aligned to the sustainable criteria can be found at:

- Social and Solidarity Economy (SSE) initiatives
- Agroecology initiatives
- Agricultural parks
- Other local producers

3) Type of production

- What is produced: aligned with the basic basket and other priority needs of the program, characteristics of the products.
- How is produced and distributed: costs, and social and environmental impact.

4) Type of relationships with producers: Defining the type of relationship desired while understanding the impact of orders on specific projects is crucial to establishing strong relationships with each provider. For further information, check the Sustainable Agriculture Training Module.

    - Local Solidarity-based Partnerships for Agroecology (LSPA): According to Urgenci's description, LSPA are based upon partnership, local exchange, or direct relationships where producers can earn decent livelihoods, and consumers share the risks and rewards of sustainable agriculture in return for their share of healthy, nutritious, locally grown food.

- Community Supported Agriculture (CSA): According to the UK CSA network, it consists of a partnership between farmers and consumers in which the responsibilities, risks, and

[4] See table X in the Toolkit

rewards of farming are shared. The main principle of CSA is the community supports the farmer through a direct connection: what is produced on the farm goes directly to the consumer.

- Associations for the Preservation of small-scale Farming (AMAP, French acronym): It consists of a partnership between a group of consumers and a farm, based on a system of distributing "baskets" of produce from the farm. It is a solidarity-based contract, based on a financial commitment by consumers, who pay in advance for a share of production over a period defined by the type of production and the geographical location.

Depending on the choice, the agreement will state the number of minimum orders required (one or more) and the duration of the relationships (short or long-term).

5) Recommendations:

a. Ways to map new producers:

- Online research: using internet browsers and social networking sites (mainly Instagram) through hashtags or keywords like the selection criteria titles can be very useful. Especially when the aim is to spot interesting new and growing projects nearby.

- Contacting local administrations and other key agents. It can be useful to gather information and identify the main networks or hubs of producers nearby.

- In-person visits will help to show and explain better the Food Security Program and its needs. In addition, directly visiting producers' sites eases the collection of information for decision-making and future negotiations and agreements.

- Offering win-win arrangements: making an offer to a suitable producer that benefits both parties. For example, offering a long-term commitment of purchase in exchange for a basic dairy product for a reduced price: there is an SSE producer that sells yogurts with different tastes, and a high amount of plain yogurt for 18 months can be offered as a win-win.

- Communication materials: dissemination material such as project images and dossiers should be well and clearly prepared.

- Crosschecking the information collected during the mapping process with selection criteria is the last step before starting the decision-making process, which would result in the purchasing policy[5].

According to the specific needs and priorities of the Program, professionals should choose the most suitable producer. After mapping producers and crosschecking with the criteria, managers should evaluate critically the most accurate criteria for selecting the most appropriate producer. For example, an accurate and sustainable egg producer does not fully cover the program's need for eggs. In this case, the manager will have to combine this

[5] An example of the cross-checking table is available in the toolkit

production with another local producer that can meet the required quantity, but none of the other sustainability criteria stated.

ACTIVITY 1 - FINAL PRACTICAL EXERCISE

The practical exercise consists of elaborating on the purchasing policy derived from the best combination of the Project Requirements and Clients' Needs, the results of the mapping process, and the crosschecking matrix. It consists of a document that states and justifies the decision to purchase specific products from selected providers. It should include:

- The available budget for purchasing.
- The complementary resources (donations, surpluses, etc.)
- All key internal elements of the Program that define priorities and needs and guide the decision-making, along with the dietary recommendations directory.
- List and definition of the selection criteria.
- List and explanation of the already selected producers.
- The final matrix of correlation between the criteria and the producers (crosschecking table).

Activity dynamic: Individual work or teamwork if the group size allows it. The purchasing policy activity can refer to a real and known experience or a fictional situation provided in the toolkit. If possible, there will be a final presentation and discussion.

The purchasing policy presentation should include the practical work developed:

- The Project Requirements and Clients' Needs (budget, other resources, clients, etc.), along with the needs and priorities description.
- The crosschecking criteria and producer's matrix
- Set of proposals to selected producers: win-win arrangements, types of relationships, etc.

## 8. Methodological processes

The methodology of this unit has been developed in a way that allows either individual or group self-teaching or trainer-trainees methods. This activity can be performed as self-teaching training by a manager, coordinator, or director of Food Sovereignty and Security programs her/himself. In addition, it can be carried out as a group activity among the technical team of the program guided by one of its members. It is not necessary to have any specific experience or knowledge on the topic to facilitate a group session on this activity.

A theoretical part provides the general logical framework within which the final result must be adjusted. This framework includes all key elements of a Food Security Program that will determine the strategy of purchase, the main steps to develop this purchasing strategy selecting the most appropriate producers according to the proposed criteria on sustainability and social inclusion. It also provides useful material for further breakdown and deepening.

The practical section of the unit allows for applying all this knowledge consciously and critically. It consists of the critical evaluation of the program situation, and the development of a producers' map crosschecked with the selection criteria proposed. All these elements together build up a feasible purchasing policy for a Food Security Program.

## 9. Trainer number and profile

This is a self-assessment and self-training activity aimed at managers, coordinators, and directors of Food Sovereignty and Security programs to help them incorporate a sustainable and agroecological perspective into a Food Sovereignty and Security project. There is no need for a facilitator to develop the activity proposed.

## 10. Ratios

In case of a group session the recommended ratio is 1 facilitator/trainer every 10 participants.

## 11. Evaluation

The evaluation system of this unit is designed as a rubric to assess the level of acquisition and familiarity with the unit knowledge mainly based on the purchasing policy development and presentation. This rubric is meant to be filled by each participant individually, and, in case of a group session, the trainer or another learning team as an external evaluation[6].

[6] The form is available in the toolkit

# Training Unit #2 - Effective Planning and Organisational Skills of Food Sovereignty and Security Programs

## 1. Typology

This unit belongs to the Operational Management of Food Sovereignty and Security Programs training module.

## 2. Description

The "Food Sovereignty and Program Management" training is a comprehensive 2-hour session designed to equip participants with essential knowledge and practical skills in the realm of food sovereignty, needs assessment, action planning, budgeting, and program monitoring. The training begins with an engaging introduction to the concepts of food sovereignty and security, emphasising their significance in addressing food-related challenges. Participants then delve into the critical processes of needs assessment, learning to identify and prioritise requirements for food programs. Subsequently, they develop action plans with clear tasks, responsibilities, and timelines, ensuring effective program implementation. Understanding the importance of monitoring in program management, participants explore key measures and indicators. Additionally, they gain expertise in budgeting for food programs, mastering the art of financial planning. The training culminates in group activities and discussions, allowing participants to apply their newfound knowledge and collaborate on case studies related to food program planning. This dynamic and interactive training empowers participants with the competencies required to make informed decisions and contribute effectively to food security initiatives.

## 3. Duration

The unit will take 2 hours, divided as follows:

| | |
|---|---|
| Block 1: Introduction and Understanding Food Sovereignty | 15 minutes |
| Activity 1: Needs Assessment and Prioritisation/ Developing Action Plans | 30 minutes |
| Block 2: Control and Monitoring Measures | 15 minutes |
| Block 3: Budgeting | 30 minutes |
| Activity 2: Group Activity and Discussion | 30 minutes |

## 4. - Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: A suitable training room or space with tables and chairs that can accommodate participants comfortably, arranged for group discussions and activities.

- Technology: Projector or screen for presentations; Audio equipment, including microphones, if necessary;

- Stationery and Materials: Whiteboard, flip chart, or presentation board for visual aids and discussions.

- Evaluations Tools: Pre- and post-training assessment questionnaires or surveys for participants.

## 5. Objectives

This training module, "Food Sovereignty and Program Management," is crafted to deepen participants' understanding and practical abilities in the domain of food sovereignty and operational handling of food security initiatives. The specific aims of this session are:

- Familiarise participants with food sovereignty and security principles.
- Enhance skills in identifying and prioritising program needs.
- Guide in creating actionable plans with defined tasks and timelines.
- Foster knowledge of key monitoring and evaluation metrics.
- Educate on budgeting and financial planning for program sustainability.
- Facilitate hands-on group activities and case study discussions.
- Empower participants for effective decision-making in food programs.
- Provide essential management tools and methodologies.
- Encourage networking and collaborative learning among participants.
- Strengthen abilities for effective program implementation and impact.

## 6. Competence framework

**General competencies:**

- Critical thinking ability: It is important for the person to make the right choices and achieve achievements.
- Planning and organisation capacity: organisation is a great weapon to reach goals
- Leadership capacity: For someone to be able to do all the above must be a great leader.
- Ability to manage group dynamics: If it is possible to recognize the dynamic of each group then organisation will be easier
- Capacity to identify skills: Only by recognizing someone's abilities, the right position can be given to them.

**Specific competencies:**

- Circular economy: the distribution of resources can be achieved better.
- Management of incidents: incidents exist. Due to the fact that we cannot avoid them, we have to know how to manage them and organise our actions to achieve them.
- Operational coordination of warehouse/logistics centres: It will help the distribution of resources and establishment of control and monitoring measures.
- Normative for proper handling, storage, and preservation of foods: the same as the previous competence.

## 7. Detailed Unit Session

BLOCK 1 - INTRODUCTION AND UNDERSTANDING FOOD SOVEREIGNTY

Content:

- Definition of food sovereignty and its significance.
- Differentiating between food sovereignty and food security.
- Principles and goals of food sovereignty.

Activity: The trainer begins with a brief presentation, followed by a facilitated discussion to ensure participant engagement. Participants are encouraged to share their perspectives and questions.

Discussion.

**STEP 1.1 - Opening Question**

Trainer: "To get started, let's begin with a simple question: What does the term 'food sovereignty' mean to you? Please take a moment to reflect, and we'll go around and hear your initial thoughts."

**STEP 1.2 - Definition of Food Sovereignty**

Trainer: "Food sovereignty refers to the right of people, communities, and countries to control their own food systems, including production, distribution, and consumption, in a way that is just, sustainable, and culturally appropriate."

**STEP 1.3 - Principles and Goals of Food Sovereignty**

Trainer: "Food sovereignty is guided by several key principles, including the right to food, sustainable agriculture, and democratic decision-making in food systems. The goals include empowering local communities, protecting the environment, and achieving social justice in food systems."

**STEP 1.4 - Open Discussion**

Trainer: "Now that we've covered the basics, I'd like to open the floor to you. How does the concept of food sovereignty resonate/is connected with you? Can you think of examples, challenges, or questions related to it? Please feel free to share your thoughts."

**STEP 1.5 - Participant Engagement**

- Encourage participants to share their perspectives, questions, or personal experiences related to food sovereignty.

- Facilitate a discussion that explores various viewpoints and concerns. Use probing questions to encourage critical thinking and deeper understanding. Come examples include:

  - "Can you think of any principles of food sovereignty that might be challenging to implement in certain contexts?"

  - "In your opinion, why is it important for communities to have control over their food systems?"

  - "Why is it important for food to be culturally appropriate within a community's food system?"

  - "What are some of the challenges communities might face when striving for food sovereignty, especially in the face of global food systems?"

Consider discussing real-world examples or case studies that illustrate the principles and challenges of food sovereignty. An example La Via Campesina - A Global Peasant Movement:

Principles Illustrated:

- Community Control: La Via Campesina, a global movement of peasants, small-scale farmers, and agricultural workers, emphasises the importance of communities having control over their food systems. Member organisations advocate for policies that support local and sustainable agriculture.

Challenges Highlighted:

- Corporate Agribusiness: One of the key challenges faced by La Via Campesina is the dominance of corporate agribusiness in the global food system. Large multinational corporations often prioritise profit over local communities' needs, which can undermine food sovereignty efforts.

## ACTIVITY 1 - NEEDS ASSESSMENT AND PRIORITISATION/ DEVELOPING ACTION PLANS

Content:

- Importance of needs assessment in program planning.

- Steps involved in conducting a needs assessment.

- Developing action plans with clear tasks, responsibilities, and timelines.

Activity

Needs Assessment: Conducting a needs assessment for food programs. Participants engage in a guided exercise to identify and prioritise needs for a hypothetical food program:

The exercise:

Instructions:

**STEP 1.1 - Scenario Introduction**

The trainer presents a hypothetical scenario related to a food program. This scenario can involve a community or organisation aiming to address food security challenges. For instance, the scenario could describe a community struggling with access to nutritious food due to economic constraints.

**STEP 1.2 - Brainstorming Needs**

Participants are divided into small groups or work individually, depending on the group size. They are given a short period (3 minutes) to brainstorm and list all the potential needs and challenges that the hypothetical community or organisation might face regarding food security. Each group or participant writes down their ideas on sticky notes or a worksheet.

**STEP 1.3 - Sharing and Group Discussion**

Each group or participant shares their identified needs with the larger group. The trainer facilitates a discussion where participants can explain their choices and discuss the relevance and urgency of each need.

**STEP 1.4 - Voting and Prioritisation**

After the discussion, participants are given a limited number of votes (e.g., three votes per person) to prioritise the most critical needs from the list. They place their votes on the sticky notes representing the needs they believe should be addressed first.

**STEP 1.5 - Tallying and Discussion**

The trainer tallies the votes to determine the top priority needs based on participant input. The group discusses the results and identifies the consensus on the most pressing needs.

**STEP 1.6 - Conclusion**

The trainer summarises the prioritised needs and highlights the importance of focusing efforts on addressing these specific challenges when planning a food program.

**STEP 1.7 - Developing Action Plans**

Participants work individually or in small groups to create action plans based on identified needs. They define specific tasks, assign responsibilities, and set timelines.

## BLOCK 2 - CONTROL AND MONITORING MEASURES

### STEP 2.1 - The significance of monitoring in program management

Content:

- Definition of monitoring in program management.
- The role of monitoring in ensuring program effectiveness.
- Key monitoring measures and indicators, including how to set them.

The trainer leads a discussion on monitoring, using examples and case studies to illustrate its importance. Participants are encouraged to ask questions and share their perspectives.

Example:

Imagine a food program that provides nutritional support to low-income families in a rural community. The program includes monthly food distributions, nutrition education sessions, and community gardens. Monitoring in this context involves tracking various indicators.

One of the indicators monitored is the "Percentage of Children Under Five with Improved Nutritional Status." The baseline assessment conducted before the program revealed that 25% of children in the community were underweight. To illustrate the importance of monitoring, let's look at the following scenario:

*After one year of program implementation, the monitoring data show that the percentage of underweight children has decreased to 10%. This is a significant improvement.*

*However, upon closer examination, the program team notices that the attendance at nutrition education sessions has dropped, and community garden yields have decreased. By analysing this data, they discover that the reduction in underweight children is due to the monthly food distributions, but other program components are not as effective as they should be.*

*Based on this insight, the program team decides to adjust their approach. They increase the frequency and relevance of nutrition education sessions and invest in improving community garden management. As a result, they see a more holistic improvement in children's nutritional status.*

Case Study:

Let's consider a real-life case study of a food sovereignty program in a low-income urban neighbourhood:

Program Description:

The program aims to address food insecurity in the community by providing access to fresh, locally sourced produce. It operates a weekly farmers' market where local farmers and community members can sell and purchase fresh fruits and vegetables. The program also offers nutrition workshops and cooking classes.

Monitoring Measures:

- Number of farmers and vendors participating in the market.
- Frequency of market visits by community members.
- Percentage of participants attending nutrition workshops.

Initial Findings:

After six months of program implementation, the monitoring data show a steady increase in the number of farmers participating in the market. However, the market attendance by community members remains low, and the percentage of participants attending nutrition workshops is declining.

Discussion:

The trainer encourages participants to discuss why market attendance is low despite a growing number of vendors. Participants share their perspectives on potential barriers, such as lack of awareness or transportation issues.

The case study highlights the importance of ongoing monitoring to identify program challenges and adapt strategies.

Participants discuss possible solutions, such as community outreach campaigns to increase awareness and transportation support for residents.

Impact of Monitoring:

By continuously monitoring and adapting strategies based on participant feedback and data, the program successfully addresses the identified barriers. Over time, market attendance increases, and more community members attend nutrition workshops, leading to improved food access and nutrition in the neighbourhood.

These examples and case studies demonstrate how monitoring can reveal insights, drive improvements, and ultimately enhance the effectiveness of food sovereignty and program management initiatives. Participants are encouraged to ask questions, analyse data, and share their perspectives to actively engage in the discussion and apply monitoring principles in their own programs.

## BLOCK 3 - BUDGETING

### STEP 3.1 - Principles of budgeting for food programs

The facilitator should explain the above.

Needs-Based Budgeting:

Begin by conducting a thorough needs assessment to understand the specific requirements of the target population. Identify the food security challenges and nutritional needs of the community. The budget should be aligned with these identified needs.

Transparency and Accountability:

Maintain transparency in the budgeting process by clearly documenting all income sources, expenses, and allocations. Ensure that financial records are accessible for review by program stakeholders and funders. Implement systems for financial accountability and reporting.

Cost-Effectiveness:

Strive to maximize the impact of available resources. Evaluate the cost-effectiveness of various interventions and prioritise those that yield the most significant results in terms of food security and nutrition.

Flexibility and Adaptability:

Recognize that budgets may need to be adjusted based on changing circumstances, such as shifts in food prices, unexpected events (e.g., natural disasters), or shifts in community needs. Develop contingency plans to address unforeseen challenges.

Resource Diversification:

Seek diverse sources of funding to support food programs. Explore options such as grants, donations, partnerships, and income-generating activities to reduce reliance on a single funding source.

Sustainability Planning:

Consider long-term sustainability by planning for financial sustainability beyond the initial funding period. Explore income-generating activities, community contributions, or other strategies to support ongoing program operations.

Risk Management:

Identify potential financial risks and develop strategies to mitigate them. For example, implement financial controls to prevent fraud or misuse of funds, and establish a reserve fund for emergencies.

## ACTIVITY 2 - GROUP ACTIVITY AND DISCUSSION

**STEP 2.1 - Participants work in groups on a case study.**

Case Study: "Sustainable Agriculture Training Program"

Background:

You are VET trainers tasked with designing a Sustainable Agriculture Training Program for a rural community. The community relies heavily on agriculture for livelihoods, but they face challenges related to food security, environmental sustainability, and market access. The goal of the program is to equip local farmers with the knowledge and skills needed to transition to sustainable agricultural practices.

Task:

In your training groups, your mission is to develop a comprehensive training program that addresses the unique needs and challenges of the community while promoting sustainable agriculture practices.

Key Information:

Community Profile:

- A rural community with a diverse range of crops and livestock.
- The majority of the population relies on small-scale farming for income and subsistence.
- Limited access to modern agricultural techniques and technologies.
- Concerns about soil degradation, water scarcity, and changing climate patterns.

Training Objectives:

- Improve crop yield and quality through sustainable farming practices.
- Enhance resilience to climate change and mitigate environmental impact.
- Foster community collaboration and knowledge sharing.

Available Resources:

- A team of experienced agricultural trainers and facilitators.
- Funding for program development and implementation.

- Access to local experts in sustainable agriculture.

**STEP 2.2 - Presenting and discussing action plans and budgets.**

**STEP 2.3 - Action Plan Highlights**

- Provide a high-level overview of the action plan.
- Highlight key program goals, objectives, and major activities.
- Emphasize any critical milestones and responsible parties.

**STEP 2.4 - Budget Summary**

- Present a summary of the budget, focusing on major categories.
- Highlight the total budget amount and funding sources.

**STEP 2.5 - Group Discussion**

- Open the floor for brief questions and comments.

## 8. Methodological processes

Action Learning: Action learning involves addressing real-world challenges faced by participants or their organisations. It encourages participants to identify priorities, develop action plans, allocate resources, and implement monitoring measures in a practical context (will be used to: “Introduction and Understanding Food Sovereignty”, “Control and Monitoring Measures”).

Presentation and Visual Aids: Trainers begin by presenting the action plans and budgets to the participants. They use visual aids such as slides, charts, and diagrams to make the information clear and accessible. This method helps convey the details of the plans and budgets efficiently within the limited time frame. (It will be used for "Introduction and Understanding Food Sovereignty", "Control and Monitoring Measures”, “Budgeting”)

Group Discussion: Participants are encouraged to actively engage in the discussion by asking questions, providing feedback, and sharing their perspectives. This method fosters collaboration, critical thinking, and communication skills among participants. (will be used to: "Introduction and Understanding Food Sovereignty", "Needs Assessment and Prioritisation/ Developing Action Plans", "Control and Monitoring Measures", and "Group Activity and Discussion”).

Problem Solving: The discussion also serves as a platform for problem solving. Participants can identify challenges, propose solutions, and explore ways to improve the action plans and budgets. This method promotes problem-solving skills and a solutions-oriented mind-set. (It will be used for “Control and Monitoring Measures”).

## 9. Trainer number and profile

The training module will be led by one lead trainer well versed in project management, food sovereignty, and community development. They will manage overall training delivery, facilitate discussions, and guide participants through thematic sessions on needs assessment, action planning, monitoring, and budgeting. The trainer will also manage group activities, helping participants work through case studies. Methodologies like action learning, visual aids presentation, group discussions, and problem solving will be employed to meet training objectives.

## 10. Ratios

The recommended ratio is 1 facilitator/trainer every 10-15 participants and 0-2 subject matter experts or 1 facilitator/trainer every 15-30 participants and 1-2 subject matter experts.

## 11. Evaluation

### Peer Assessment

Method: Encourage participants to assess and provide feedback on the work of their peers during group activities or projects.

Indicators: The ability to critically evaluate and provide constructive feedback on peers' action plans, budgets, and resource allocation strategies.

### Questionnaires and Surveys

Method: Administer questionnaires or surveys to participants before and after the training to gather their perceptions, feedback, and self-reported improvements[7].

Indicators: Self-reported gains in competencies, as well as participants' satisfaction with the training program and its relevance.

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[7] The evaluation form is available in the toolkit.

# Training Unit #3 - Collaborative Engagement with Educational and Social Partners in Food Security Programs

## 1. Typology

This unit belongs to the Operational Management of Food Sovereignty and Security Programs training module.

## 2. Description

In a concise and focused 2-hour training program, participants will acquire the critical skills and knowledge necessary for successful collaboration with external social and educational organisations, with a primary emphasis on improving the educational experiences of students. This comprehensive program covers key areas such as partnership identification, needs assessment, collaborative planning, resource allocation, and monitoring and evaluation. It empowers participants to confidently navigate the intricacies of collaboration, equipping them with the tools to enhance student's educational well-being through effective coordination with external partners.

## 3. Duration

The unit will take 2 hours and 20 minutes, divided as follows:

| | |
|---|---|
| Block 1: Introduction | 30 minutes |
| Block 2: Partnership Identification and Needs Assessment | 30 minutes |
| Block 3: Collaborative Planning | 30 minutes |
| Block 4: Implementing and Sustaining Collaborative Initiatives | 30 minutes |
| Activity 1: Group Activity: Designing a Support Service Implementation Plan | 20 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: A suitable training room or space with tables and chairs that can accommodate participants comfortably, arranged for group discussions and activities.
- Technology: Projector or screen for presentations; Audio equipment, including microphones, if necessary;
- Stationery and Materials: Whiteboard, flip chart, or presentation board for visual aids and discussions.
- Evaluations Tools: Pre- and post-training assessment questionnaires or surveys for participants.

## 5. Objectives

- Partnership Establishment: To identify and establish productive partnerships with social and educational organisations that can provide targeted support to students.
- Needs Assessment: To conduct a thorough needs assessment to understand the specific challenges and requirements of students.
- Implementation of Support Services: To implement a range of support services and initiatives that address the identified needs of students.
- Monitoring and Evaluation: To regularly monitor and evaluate the impact of the collaboration on student outcomes.

## 6. Competence framework

**General competencies:**

- Ability to listen: to cooperate with others, the ability to listen to others is very important for the right cooperation
- Critical thinking ability: It is useful for making the right decisions
- Assertiveness: The avoidance of conflicts during cooperation is really important.

**Specific competencies:**

- Capacity to coordinate and cooperate with social and educational organisations, in charge of the students from the educational point of view;
- Capacity to support autonomy and responsibility of students in the fieldwork.

## 7. Detailed Unit Session

BLOCK 1 - INTRODUCTION

**STEP 1.1 - Welcome and Overview of the Training**

**STEP 1.2 - Importance of Coordination and Cooperation with External Organisations**

Explaining the following:

- Resource Access and Sharing: External organisations often possess resources, expertise, and capabilities that may not be readily available within a particular entity. By coordinating and cooperating, these resources can be accessed and shared, leading to cost savings and improved efficiency.
- Specialised Expertise: Many external organisations specialise in specific areas. Collaborating with these experts allows an entity to tap into specialised knowledge and skills that enhance its own capabilities.

- Synergy and Innovation: Collaboration can spark innovation and creativity. Different organisations bring diverse perspectives, ideas, and approaches to the table. By working together, they can develop novel solutions and strategies that might not have been possible in isolation.

**STEP 1.3 - Key Objectives of the Training Session**

Explaining the following ones:

- Understanding of the Role: Ensure participants have a clear understanding of the role of coordinating and cooperating with external organisations in the context of educational institutions, especially from the perspective of students' educational well-being.

- Communication Skills: Enhance participants' ability to communicate the educational institution's needs, goals, and achievements to external partners and stakeholders clearly and persuasively.

- Needs Assessment: Train participants in conducting effective needs assessments to identify students' educational requirements, challenges, and areas where external support is necessary.

- Resource Allocation: Teach participants how to allocate resources, including financial, human, and material, to address identified needs and priorities effectively.

- Sustainability: Emphasise the importance of creating sustainable, long-term partnerships and initiatives that will continue to benefit students over time.

BLOCK 2 - PARTNERSHIP IDENTIFICATION AND NEEDS ASSESSMENT

**STEP 2.1 - Identifying Potential Partner Organisations (How to)**

a. Clarify Your Objectives:

- Define the specific goals and objectives you aim to achieve through the partnership.

- Determine the areas where you require support or collaboration.

b. Conduct a Needs Assessment:

- Assess your organisation's strengths and weaknesses.

- Identify gaps or areas where external support or expertise is required.

c. Know Your Target Audience:

- Identify the key stakeholders or groups that can contribute to your objectives.

- Understand their interests, needs, and priorities in relation to your goals.

Conducting a Needs Assessment for Students (how to)

- Define Scope and Objectives: Clearly articulate the purpose and objectives of the assessment to focus on specific areas of student needs.
- Collect Data: Use appropriate methods such as surveys and interviews to gather information on student needs, challenges, and preferences.
- Formulate Recommendations: analyse data, prioritise needs, and develop actionable recommendations to address identified areas of concern.

**STEP 2.2 - Group Discussion: Identifying Common Student Challenges**

The trainer should:

- Encourage Active Participation: Actively engage all participants by inviting them to share their perspectives. Use open-ended questions to encourage elaboration and avoid yes/no responses.
- Promote Student Perspective: Emphasize the importance of hearing directly from students about their experiences and challenges. Encourage student participants to share their insights.
- Encourage Solutions: Shift the conversation toward brainstorming potential solutions or interventions for the prioritised challenges. Encourage creativity and collaboration in finding solutions.

BLOCK 3 - COLLABORATIVE PLANNING

*Principles of Collaborative Planning*

Shared Vision and Goals: Collaborative planning starts with a shared vision and common objectives. All participants must understand and agree on the ultimate goals they aim to achieve through collaboration.

Inclusivity: Collaboration should involve a diverse group of stakeholders who bring varied perspectives, expertise, and experiences to the planning process. Inclusivity ensures that all voices are heard.

Open Communication: Effective communication is fundamental. Participants must feel comfortable expressing their ideas, concerns, and feedback openly and respectfully. Transparent communication builds trust.

Collective Decision-Making: Collaborative planning involves making decisions collectively rather than by one person or a small group. Decisions should be based on consensus or a majority agreement.

Conflict Resolution: Conflicts may arise in collaborative planning. Effective conflict resolution mechanisms should be in place to address disagreements and find mutually acceptable solutions.

Clear Roles and Responsibilities: Each participant should have defined roles and responsibilities within the planning process. This clarity ensures that everyone knows what is expected of them.

**STEP 3.1 - Role Definition and Allocation**

- Skills and Competencies: Assign roles based on individuals' skills, qualifications, and competencies, ensuring they are well suited for the tasks at hand.
- Experience and Expertise: Consider individuals' relevant experience and expertise when allocating roles to leverage their track record and knowledge.
- Interest and Motivation: Take into account individuals' interest and motivation for specific roles to enhance their performance and job satisfaction.

**STEP 3.2 - Developing a Shared Action Plan**

- Clearly Defined Goals and Objectives.
- Task Assignment and Responsibility: Assign tasks, responsibilities, and deadlines to team members to ensure accountability and clarity regarding who is responsible for what.
- Regular Monitoring and Adaptation: Establish a system for continuous monitoring, reporting, and adaptation to track progress and make necessary adjustments throughout the plan's implementation.

BLOCK 4 - IMPLEMENTING AND SUSTAINING COLLABORATIVE INITIATIVES

**STEP 4.1 - Resource Allocation and Budgeting (The Basics)**

1) Prioritisation and Needs Assessment:

Begin by conducting a thorough needs assessment to identify the specific requirements for your project or organisation. Prioritise these needs based on their significance and alignment with your goals. Allocate resources first to critical needs that have the most substantial impact on your objectives.

2) Cost-Benefit Analysis:

Perform a cost-benefit analysis for various resource allocation options. Evaluate the potential return on investment for each allocation decision. This analysis helps you make informed choices about how to allocate limited resources efficiently and effectively.

3) Build flexibility into your budget and resource allocation strategy.

Recognize that unexpected changes or emergencies can occur. Allocate a portion of your resources as a contingency fund to address unforeseen challenges without disrupting your project's progress or organisational operations.

**STEP 4.2 - Monitoring and Evaluation of Collaborative Initiatives**

1) Clear Objectives and Indicators:

Define clear and measurable objectives for the collaborative initiative. These objectives should align with the overall goals of the collaboration. Additionally, establish specific key performance indicators (KPIs) that can objectively measure progress and success. These KPIs may include quantitative data, qualitative feedback, or a combination of both.

2) Regular Data Collection and Reporting:

Implement a systematic data collection process to gather information on the initiative's progress. This can include regular surveys, interviews, focus groups, or analysis of relevant documents and reports. Ensure that data collection methods are consistent and reliable across all collaborating parties. Also, establish a reporting schedule that outlines when and how progress updates and evaluation findings will be shared among collaborators.

## ACTIVITY 1 - GROUP ACTIVITY: DESIGNING A SUPPORT SERVICE IMPLEMENTATION PLAN

**STEP 1.1 - Introduction**

Briefly explain the activity's objective: to create an implementation plan for a support service. Emphasize the time constraint of 15 minutes.

**STEP 1.2 - Brainstorm Key Components**

Ask participants to individually brainstorm the key components required for implementing the support service. Encourage them to think about tasks, resources, responsibilities, and timelines.

**STEP 1.3 - Share Ideas**

Invite each participant to share one key component from their brainstorming. Write these components on sticky notes and place them on the whiteboard.

**STEP 1.4 - Outline the Plan**

Based on the shared ideas, create your action plan.

**STEP 1.5 - Assign Responsibilities**

Quickly assign responsibilities for each task or component. Ensure that everyone has a role to play in the implementation.

## 8. Methodological processes

Lecture and Presentation (Didactic Method): The training begins with an introductory lecture and presentation, which provides participants with an overview of the program's goals and content. This method effectively conveys essential information, sets the context, and introduces key concepts.

Interactive Discussions and Group Activities: Throughout the training, interactive discussions are employed to engage participants actively. Group discussions encourage knowledge sharing, critical thinking, and peer learning. These discussions create opportunities for participants to reflect on their experiences and perspectives, fostering a deeper understanding of the subject matter.

Needs Assessment and Action Planning (Practical Application): To reinforce the importance of needs assessment and action planning, participants engage in hands-on exercises. They learn how to conduct needs assessments and develop action plans tailored to specific educational contexts.

## 9. Trainer number and profile

There will be one lead trainer, proficient in project management, food sovereignty, and community development, which are critical aspects of the training, overseeing the entire training program. Across various segments, they will introduce participants to the training, guide them through partnership identification and needs assessment, lead collaborative planning exercises, and oversee the implementation of collaborative initiatives. Through employing methodologies like action learning, visual aids, group discussions, and problem solving, the trainer will facilitate interactive sessions to meet the training objectives and ensure participants' thorough understanding and engagement.

## 10. Ratios

The recommended ratio is 1 facilitator/trainer every 10-15 participants and 0-2 subject matter experts or 1 facilitator/trainer every 15-30 participants and 1-3 subject matter experts.

## 11. Evaluation

Peer Assessment

Method: Encourage participants to assess and provide feedback on the work of their peers during group activities or projects.

Indicators: The ability to critically evaluate and provide constructive feedback on peers' action plans, budgets, and resource allocation strategies.

## Questionnaires and Surveys

Method: Administer questionnaires or surveys to participants before and after the training to gather their perceptions, feedback, and self-reported improvements[8].

Indicators: Self-reported gains in competencies, as well as participants' satisfaction with the training program and its relevance

[8] The evaluation questionnaire is available in the toolkit.

## 2. Inclusive Team Management Training Module

### 2.1. Brief description of the module

Module title: Inclusive Team Management

Objectives:

**Main objectives**

- Promote inclusivity and foster an inclusive team environment;
- Promote inclusive communication and collaboration;
- Create an open and welcoming physical and cultural environment for all;
- Build a diverse team, ensuring that everyone is heard, valued, and engaged;
- Enable the capacity of people from diverse backgrounds to more easily identify culture-specific opportunities and manage potential intercultural conflicts;
- Explain the advantages and difficulties of inclusion and how they can impact the team's performance and well-being;
- Acknowledge and address any biases, stereotypes, or assumptions that may impede inclusion, as well as how to overcome them;
- Encourage and reward inclusive behaviours and actions, such as listening, sharing, supporting, and respecting each other

**Secondary objectives**

- Eliminating discrimination;
- Publicize the benefits of inclusivity;
- Boost team performance, creativity, and innovation;
- Reduce turnover and conflict.

Competencies addressed:

**General competencies**

- Ability to incorporate the social and cultural diversity of the group into the training content and learning processes;
- Intercultural sensitivity approach (refers to a person's awareness of their own and other cultures, their ability to empathize with people from other cultures, and to look at an event or behaviour from one or more cultural perspectives);
- Critical thinking ability (Ability to question and argue concepts, ideas, and situations, and discriminate fallacies, inconsistencies, and logical errors);
- Assertiveness (Ability to express one's own needs or interests taking into account those of others, without attacking or avoiding conflict, and with kindness and respect.);
- Intercultural communication skills (comprehend a set of abilities required to communicate, or share information, with people from other cultures and social groups);
- Ability to manage group dynamics (i.e. deal with conflicts and disruption in the learning groups);
- Promotion of the principles of equality and feminism in the transversality of the actions;
- Knowledge of how to incorporate the gender perspective into the training content and learning processes;
- Ability to listen.

**Specific competencies**

- Social justice and labor rights in agriculture/food initiatives
- Nutrition, health, and lifestyles
- Criteria for choosing producers that meet sustainability requirements
- Personnel Management
- Different forms of relationship between producer and consumers

Approximate duration (in hours):

6 hours, divided as follows:

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| 2 hours | 2 hours | 2 hours |

## 2.2. Targeted collectives

According to the Green Jobs Itineraries report, included in the Competence Framework document, the Inclusive Team Management Training Module is addressed to all the professional profiles:

| | |
|---|---|
| **General project and resources management** | • Coordinator/ Project Manager<br>• Administration and accountancy manager<br>• Volunteering/Human resources officer/Social operator |
| **Communication, Awareness-raising Area** | • Communication manager |

| | |
|---|---|
| **Agricultural Production and Surplus Collection Area** | • Production area coordinator<br>• Farmer/ Farm helper<br>• Surplus collection area coordinator<br>• Support and logistics technician in the surplus collection area |
| **Transformation Area** | • Cooking and Transformation area coordinator<br>• Supporter in Transformation area |
| **Storage, logistics, and distribution area** | • Storage, logistics, and distribution area Coordinator/ Head of storage and logistics<br>• Logistics assistant/warehouse worker<br>• Customer care operator |
| **Education area** | • Adult education educator on soft skills<br>• Adult education educator on Sustainable agriculture and food system, environmental educator<br>• School educator |

## 2.3. Methodology

The training approach employs a diverse range of participative methodologies aimed at effective learning and skill development. It utilizes Activity-Based Learning, emphasizing hands-on engagement through interactive exercises, case studies, role-playing, and group projects to promote active application of knowledge. In addition, Experiential Learning immerses participants in real-world scenarios, followed by reflective debriefs to extract valuable insights. Fieldwork and Observation provide hands-on experience and Participatory Decision-Making, employing techniques like brainstorming and consensus building, to empower participants in decision-making. Team roles are also explored through case studies and role-playing exercises. Finally, a blended approach is also applied, which integrates theory and practical applications for a holistic learning experience; as well as peer learning and collaboration which promote knowledge sharing and teamwork through group projects and interactive sessions, enhancing understanding. The commitment to these participatory methodologies ensures a more engaging, effective, and tailored educational journey that consistently delivers valuable outcomes.

## 2.4. Tools

For conducting the activities of this module, the following resources are necessary:

- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.

- Online Resources: Access to online Implicit Association Test (IAT) for each participant. A list of curated online resources, articles, and further reading materials on addressing stereotypes and promoting inclusivity.

- Evaluation Tools: Pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 2.5. Infrastructure

The following infrastructures are needed for the development of the module:

- Technology: A computer and a projector or screen for displaying presentations and multimedia content, a sound system with microphones to ensure clear communication and computers or tablets with internet access for facilitating the Implicit Association Test (IAT) and accessing online resources; access to a printer in case scenario sheets need to be printed.

- Venue: A spacious, well-ventilated room that can comfortably accommodate all participants with provisions for small group settings. It should allow collaboration and separate sub-group discussions among participants.

## 2.6. Accessibility

The module's performance should offer the possibility to adapt materials in multiple accessible formats, ensuring compatibility with assistive technologies, providing clear navigation, offering alternatives to sensory cues, etc. Channels for participants to request accommodations and report issues promptly must be opened. The module's approach aims to foster a learning environment where every individual, regardless of their unique abilities, can fully participate and thrive in this training.

## 2.7. Other inclusion mechanisms

This activity does not have predefined inclusion mechanisms, as they could vary depending on the hosting institution. The module is designed to be inclusive and welcoming to all participants, and many of the materials are accessible in various languages to accommodate individuals from diverse cultural backgrounds. Additionally, facilitators should be prepared to assist participants facing language barriers, using tools like DeepL or Google Translate for websites to ensure that the materials are accessible to everyone when necessary. Finally, attention to an inclusive use of language should not be forgotten or overlooked. It is always a good habit to ask participants what type of gender pronoun they prefer to be called and always try to use inclusive formulas during the narrative parts.

## 2.8. Other data of interest

### 2.8.1. Existing training material and resources

- From hate speech to non-violent communication

The manual, edited by UNDP, describes various manifestations of hate speech with analysis and examples with an emphasis on the ethical aspects of using various forms of hate speech in the media space. Recommendations are given for transforming hate speech into non-violent communication.

- The role of sarcasm in hate speech- A multilingual perspective –

A short paper by researcher Simona Frenda wants to investigate the role played by creative linguistic devices, especially sarcasm, in hate speech in a multilingual context.

### 2.8.2. General recommendations and comments

Talking about this topic requires a good level of sensitivity and care. Dealing with fragile adults can be tricky as they may have experienced trauma or have heightened emotional sensitivities, so it is essential to create a safe, relaxed, and supportive learning environment. Here are some suggestions:

- Facilitators: It is best to have two facilitators in the room, and possibly of different genders. Two facilitators can bring different perspectives, backgrounds, and expertise to the workshop and also improve group dynamics.

- Create a safe space: highlight the importance of a safe and respectful learning environment. Let participants know that their thoughts, feelings, and experiences will be protected and they will not be shared with anyone outside the room.

- Use trigger warnings: be aware that certain topics related to hate speech and discrimination may trigger emotional responses. Provide trigger warnings before discussing potentially distressing content to allow participants to be better prepared.

- Starting with an icebreaker could help release tension and create a sense of group.

- Organising a coffee/snack table before, during, or after the workshop helps participants to feel comfortable and it helps to create a sense of group.

# Training Unit #1- Stereotypes

## 1. Typology

This unit belongs to the Inclusive Team Management training module.

## 2. Description

This 2-hour training activity educates participants on stereotypes within food sovereignty and security programs through a structured approach. It starts with a recap on stereotypes and unconscious bias, followed by group discussions sharing personal experiences and insights from the Implicit Association Test. Participants then engage in role-playing games to address stereotype scenarios in a controlled setting. In the next segment, good practices for addressing stereotypes are shared, along with exercises promoting empathy, active listening, and assertiveness. The session concludes with a debriefing on key takeaways, personal commitments to combat stereotypes, and the provision of additional resources for further learning.

## 3. Duration

The unit will take 2 hours, divided as follows:

| | |
|---|---|
| Block 1: Introduction | 15 minutes |
| Block 2: Group discussions: Understanding biases through the weight IAT | 25 minutes |
| Activity 1: Role-playing games | 40 minutes |
| Block 3: Constructive Address | 40 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: A spacious, well-ventilated room that can comfortably accommodate all participants with provisions for small group settings.

- Technology: A projector and screen for displaying presentations and multimedia content, a sound system with microphones to ensure clear communication and computers or tablets with internet access for facilitating the Implicit Association Test (IAT) and accessing online resources.

- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.

- Online Resources: Access to online Implicit Association Test (IAT) for each participant. A list of curated online resources, articles, and further reading materials on addressing stereotypes and promoting inclusivity.
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

- To equip participants with an understanding of unconscious biases, particularly around weight, and how they may manifest in the realm of food sovereignty and security.
- To foster self-awareness among participants regarding their own biases, use the Weight IAT as a reflective tool.
- To facilitate open dialogue and shared learning experiences around the theme of weight bias, encouraging empathy, and mutual respect.
- To introduce practical strategies for addressing and mitigating weight-related biases within teams and communities, enhancing inclusivity in program management.
- To create a supportive environment where participants can openly discuss challenges and solutions concerning weight bias, promoting a culture of continuous learning and improvement.
- To underscore the broader implications of weight bias on health, nutrition education, and community engagement within food security initiatives, preparing participants to better navigate these issues in their professional settings.

## 6. Competence framework

**General competencies:**

- Ability to listen
- Ability to incorporate social and cultural diversity
- Critical thinking ability
- Intercultural communication skills
- Intercultural sensitivity approach
- Assertiveness

**Specific competencies:**

- Social justice and labour rights in agriculture/food initiatives
- Nutrition, health, and lifestyles Assertiveness
- Ability to manage group dynamics
- Criteria for choosing producers that meet sustainability requirements
- Personnel Management
- Different forms of relationship between producer and consumers

## 7. Detailed Unit session

BLOCK 1 – INTRODUCTION

**STEP 1.1 - Brief Recap**

A quick recap of what stereotypes and biases are, focusing on weight-related biases and their impact (5 minutes).

**STEP 1.2 - Activity Objectives**

Outline the objectives of the activities, explaining the relevance of exploring weight biases in the context of food sovereignty and security (5 minutes).

**STEP 1.3 - Group Formation**

Divide participants into small groups (5 minutes).

**STEP 1.4 - Definitions**

- Stereotypes: Stereotypes are overgeneralized beliefs or assumptions about the characteristics, behaviours, or preferences of members of a particular group based solely on their group membership (Culture and Psychology,2020)
- Prejudice: Prejudice is defined as an adverse or hostile attitude toward a group or its members, generally formed without just grounds or before sufficient evidence. It is characterized by irrational, stereotyped beliefs (Britannica)
- Discrimination: Discrimination involves acting on prejudices by treating people unfairly based on their perceived group membership rather than their characteristics or merit. It systematically advantages or disadvantages a group. (APA)

**STEP 1.5 - Impact on Our Lives**

Stereotypes, prejudices, and discrimination can have a profound impact on individuals and communities. They can perpetuate inequality, marginalization, and social division. Individuals subjected to these negative attitudes and behaviours can experience lower self-esteem, increased stress, and a lack of opportunities in various life domains such as education, employment, and healthcare.

**STEP 1.6 - Perpetuation in Training and Working Contexts**

In training contexts, stereotypes can affect the expectations and judgments of trainers and trainees, which can influence performance, interaction, and learning outcomes. Prejudice and discrimination in training could lead to unfair treatment, unequal access to resources, and a lack of diversity and inclusivity.

In working contexts, stereotypes can lead to biased hiring practices, unequal pay, and limited advancement opportunities for marginalized groups. The perpetuation of stereotypes and discrimination in the workplace can create a hostile or unwelcoming environment, which in turn affects productivity, morale, and overall organisational success.

By recognizing the detrimental effects of stereotypes, prejudice, and discrimination, training programs can be designed to challenge and address these issues, promoting a more inclusive, equitable, and respectful environment in both training and working contexts.

## BLOCK 2 - GROUP DISCUSSIONS: UNDERSTANDING BIASES THROUGH THE WEIGHT IAT

**STEP 2.1 - Personal Sharing**

Participants share personal experiences in 5 minutes with stereotypes within their groups.

**STEP 2.2 - Weight IAT Administration**

Participants individually complete online in 15 minutes the Weight Implicit Association Test (IAT) to uncover any unconscious biases regarding body weight.

**STEP 2.3 - Group Discussion**

Participants share in 5 minutes their IAT results and reflections within their small groups, discussing any insights or surprises from the test.

## ACTIVITY 1 - ROLE-PLAYING GAMES (RPGS)

**STEP 1.1 - Scenario Briefing**

Present scenarios mirroring real-world situations in food sovereignty and security programs, where stereotypes might come into play. This step will take 10 minutes.

**STEP 1.2 - Role-Play**

Groups enact the scenarios, navigating through the stereotypes presented.  This step will take 20 minutes.

**STEP 1.3 – Debrief**

Discuss for 10 minutes about the scenarios, identifying stereotypes, how they were addressed, and what could be done differently.

**Suggested Scenarios:**

- Community Engagement Scenario: “A team from a food security program is engaging with a local community to assess their food needs. However, some team members have preconceived notions about the dietary habits and preferences based on the community's cultural background.”

- Resource Allocation Scenario: “In a scenario where resources are limited, team members must decide how to allocate resources fairly among different community groups. Stereotypes might influence decisions, potentially leading to unfair distribution.”

- Hiring Scenario: “The hiring team for a food sovereignty project is interviewing candidates from diverse backgrounds. Stereotypes may come into play, affecting the hiring decisions and potentially the success of the project.”

- Public Communication Scenario: “Your team is tasked with developing public communication campaigns to promote food security. However, certain stereotypes might influence the portrayal of different community groups in the campaigns, potentially perpetuating harmful biases.”

- Crisis Response Scenario: “In the event of a food crisis, your team must respond quickly to provide aid to affected communities. Stereotypes might impact the effectiveness and fairness of the response, as biases could influence the assessment of needs and distribution of aid.”

## BLOCK 3 - CONSTRUCTIVE ADDRESSAL

### STEP 3.1 - Good Practices

Share good practices for constructively addressing stereotypes, and promoting open communication, respect, and understanding. This step will take 20 minutes.

Good Practices in addressing stereotypes and promoting inclusive environments in food sovereignty and security programs:

- Open Communication

- Active Listening

- Seek Diverse Perspectives:

- Challenge Stereotypes

- Avoid Assumptions

- Respectful Engagement

- Promote Equality and Fairness

- Positive Reinforcement:
- Continuous Feedback
- Conflict Resolution Mechanisms

**STEP 3.2 - Group Reflection**

Groups reflect in 5 minutes on how these practices can be applied in their work setting.

**STEP 3.3 - Activity Debrief**

Discuss in 10 minutes the key takeaways from the activities and how they contribute to a more inclusive environment.

**STEP 3.4 – Personal Commitment**

Encourage participants to share one action they commit to taking to combat stereotypes in their professional settings. This step will take 5 minutes.

## 8. Methodological processes

The training activity has been designed to engage participants in a comprehensive exploration of stereotypes, particularly focusing on their intersection with food security. The methodological approach incorporates various interactive and reflective exercises to ensure a deep understanding and the development of practical skills to combat stereotypes. The activity uses different methodological processes such as experiential learning, role-playing, reflective practices, group discussions, and personal commitment. These methodological procedures are structured to ensure that stereotypes and their impact on food sovereignty and security are thoroughly explored, thus achieving the proposed educational objectives and developing the skills needed for inclusive team management.

## 9. Trainer number and profile

The training module will be led by one lead trainer well versed in project management, food sovereignty, and inclusive communication. The trainer will manage overall training delivery, facilitate discussions, and guide participants through thematic sessions on needs assessment, brainstorming, and group discussions. Methodologies like action learning, visual aids presentation, and problem solving will be employed to meet training objectives. Optionally, the activity may involve a subject matter expert, such as a professional specializing in prejudices and stereotypes, especially related to food security.

## 10. Ratios

The recommended ratio is 1 facilitator/trainer every 10-15 participants and 0-2 subject matter experts or 1 facilitator/trainer every 15-30 participants and 1-2 subject matter experts.

## 11. Evaluation

### Peer Assessment

Participants will be paired to assess each other's understanding and application of the key concepts and skills discussed during the training.

- Indicators: Effective communication, application of inclusive practices, and constructive feedback.

### Questionnaires and Surveys

Pre and post-training questionnaires will be administered to gauge the participants' understanding and application of the training content.

- Indicators: Increased knowledge of stereotypes, inclusive communication, and understanding of food security challenges.

### Activity Participation and Contribution

Evaluation of participants' engagement and contributions in the group discussions, role-play games, and other interactive activities[9].

- Indicators: Active participation, insightful contributions, and collaborative engagement.

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[9] These materials are available in the Toolkit.

# Training Unit #2 - Fighting hate speech & Promoting inclusive communication

## 1. Typology

This unit belongs to the Inclusive Team Management training module.

## 2. Description

This unit intends to present the definition of hate speech, its types, and its characteristics. How to recognize hate speech and work with participants to find inclusive and non-violent communication that allows you to create a constructive and inclusive climate within a group.

## 3. Duration

The unit will take 2 hours, divided as follow:

| | |
|---|---|
| Block 1: Introduction | 15 minutes |
| Block 2: Recognizing Hate Speech | 15 minutes |
| Activity 1: “Saying it worse” | 25 minutes |
| Activity 2: The Sweet Hate | 15 minutes |
| Block 3: What is inclusive communication | 15 minutes |
| Activity 3: Human bingo | 20 minutes |
| Block 4: Q&A, discussion and conclusion | 15/20 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: A spacious, well-ventilated room that can comfortably accommodate all participants with provisions for small group settings.
- Technology: A projector and screen for displaying presentations and multimedia content.
- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

- Provide trainers with the knowledge, tools, and methodologies to define and recognize hate speech
- Explain how to avoid/fight hate speech by creating inclusive communication

## 6. Competence framework

**General and specific competencies:**

- Ability to incorporate the social and cultural diversity of the group into the training content and learning processes
- Intercultural sensitivity approach
- Critical thinking ability (Ability to question and argue concepts, ideas, and situations, and discriminate fallacies, inconsistencies, and logical errors)
- Assertiveness (Ability to express one's own needs or interests taking into account those of others, without attacking or avoiding conflict, and with kindness and respect.)
- Intercultural communication skills (comprehend a set of abilities required to communicate, or share information, with people from other cultures and social groups)
- Ability to manage group dynamics (i.e. deal with conflicts and disruption in the learning groups)
- Ability to manage group dynamics

## 7. Detailed Unit session

BLOCK 1 - INTRODUCTION

**STEP 1.1 -**

Welcome participants and choose an icebreaker activity to set a positive tone and get to know each other.

**STEP 1.2 -**

Brief overview of the workshop's goals and objectives.

We are surrounded by hate and its verbal manifestations. Hate against people who migrate, hate against women, hate against people with disabilities, hate against anyone who does not think like us. Hate has become part of the narrative that surrounds us to the point that the alarm and reaction threshold has risen dangerously high. We tolerate it more. We notice it less. For this reason, it is essential and urgent to understand how to prevent it. From extreme speech to dangerous speech to fear speech to harmful speech, what is hate speech, and what are its consequences? But above all, what strategies can we put in place to prevent its inevitable effects?

Hate speech can be addressed to various social groups, including:

- Women
- LGBTQ+ community
- Racial and ethnic groups
- Religious groups
- Disability/Ableism
- Age (adultism and ageism); examples of hazing (those who suffer discrimination then perpetuate those bullying mechanisms)

**STEP 1.3 -**

Ask participants if they think that hate speech happens in their community. If yes, ask to describe. Another question to ask: where are the places where hate speech happens?

BLOCK 2 - RECOGNIZING HATE SPEECH

Define hate speech and its various forms (e.g., racism, sexism, homophobia, “invisibility” etc.) + pyramid of hate[10].

In common language, "hate speech" refers to offensive discourse targeting a group or an individual based on inherent characteristics (such as race, religion, or gender) that may threaten social peace.

The UN Strategy and Plan of Action on Hate Speech (2019) defines hate speech as: *"any kind of communication in speech, writing or behaviour, that attacks or uses pejorative or discriminatory language concerning a person or a group based on who they are, in other words, based on their religion, ethnicity, nationality, race, colour, descent, gender or other identity factor."*

While the above is not a legal definition, it has three important attributes:

1) Hate speech can be conveyed through any form of expression, including images, cartoons, memes, objects, gestures, and symbols and it can be disseminated offline and/or online.

2) Hate speech is "discriminatory" (biased, bigoted, or intolerant) or "pejorative" (prejudiced, contemptuous, or demeaning) of an individual or group.

3) Hate speech calls out real or perceived identity factors of an individual or a group, including "religion, ethnicity, nationality, race, colour, descent, gender," but also characteristics such as language, economic or social origin, disability, age, health status, or sexual orientation, among many others.

However, to date, there is no universal definition of hate speech under international law. The concept is still under discussion, especially about freedom of opinion and expression, non-discrimination, and equality.

Concept of us/you duality – community with more “power” than another.

Hate speech often emerges from an "us versus you (or them)" opposition, in which individuals differentiate the group they belong to (or believe to belong to), or the "in-group," from the "out-group." Hate speech toward the out-groups is segmented into three major categories:

1) Early warning: is simply creating an in-group (us) versus an out-group (them) dynamic, and distinguishing “them” as a separate group with different ideas and beliefs.

2) Dehumanization and demonization: dehumanization involves belittling groups and equating them to culturally despised subhuman entities (pigs, rats, monkeys, etc.).

[10] A printable image of the pyramid of hate is available in the toolkit, annex X

Dehumanization can achieve at least two political outcomes if successfully conveyed. First, it can collectivize members of the out-group into a detested single entity, depriving them of their unique individuality and humanity. This then leads to "guilt by association" in which all members of the group can be collectively blamed and held responsible for the negative actions of any members. Second, by depicting certain groups as being less than human, the in-group is released from any guilt stemming from supporting or committing violence against them. After all, the violence is no longer against fellow humans like us, but rather subhuman creatures that are widely disliked and already expendable in our minds. Demonization involves portraying a group like a monster, or even fatal diseases like cancer that are a mortal threat to the in-group. When presented this way, the destruction of the adversary is not only acceptable but also even desirable and beneficial for the in-group's survival[11].

3) Violence and incitement: once the dynamics of demonization and dehumanization are effective and have therefore created a category of "them" different from "us" and not recognized as equal and/or subject to the same rights, it becomes easier to incite violence or perpetrate it. Acts of violence against categories of people not perceived as part of society are perceived as less "serious" than if they were committed against members of the community.

## ACTIVITY 1 - "SAYING IT WORSE"

Good practice: dynamics to understand how to constructively address hate speech in a group

Aims:

- To understand the different forms of online hate speech and assess their impact
- To consider appropriate responses to different instances of hate speech online.

Procedure: Divide participants into small groups. Each group receives 11 cards[12] - or less, depending on how many they are - with examples of hate speech, and has to rank them from "least bad" to "worst"  Each group has 15 minutes to discuss the cards and try to agree about how they should be ranked. Afterward, the participants look at the 'ranking' of the other groups, and at the end, the whole group gets back for debriefing.

Debriefing - Start by asking if it was easy or difficult to assess the different examples and if there were strong disagreements in your group. About how to react to hate speech online: Do you think statements like these should be allowed on the Internet? What are the arguments for and against? What methods can you think of for addressing online hate speech? How would you react if you found these kinds of examples of hate speech online?

---

[11] Some examples of early warning and dehumanization/demonization in different contexts are available in the toolkit. We suggest, however, providing local examples when possible.

[12] Available in the toolkit.

## ACTIVITY 2 - THE SWEET HATE

The Sweet Hate: gentle manners to hate (irony, provocation, jokes)[13]

Propose to the participants a brainstorming (10 min max) to find quotes coded as "compliments". Examples: "To me, you're like white" (Afro), "Your love is so beautiful, I even thought she wasn't trans." (LGBTQ+), "How would I hit on you if you liked men!" (LGBTQ+), "You even speak very well for a xxx person" (Immigrant), 'I never imagined you'd get to where you are' (Women)

## BLOCK 3 - WHAT IS INCLUSIVE COMMUNICATION

Define inclusive communication and its importance. Central to promoting inclusive communication is acknowledging that people have different communication preferences and needs – all of which should be respected. Inclusive communication does not exclude or discriminate against anyone, either intentionally or unintentionally. Often, we might not be aware of any potential negative implications, or barriers, that our communication may present.

By making a conscious effort to craft your communication with inclusivity in mind, you contribute to ensuring that the information you share remains accessible to everyone. This principle applies to all forms of communication, from written messages to face-to-face conversations, and encompasses both the content and how the message is delivered. Inclusive communication is therefore a fundamental aspect of creating a welcoming and productive learning and working environment for adults from diverse backgrounds. It is an approach that aims to ensure that all people, regardless of their background, age, gender, religion, identity, or other characteristics, feel valued, respected, and included in the conversation. The primary goal is to create an environment where diversity is celebrated, and all voices are heard and acknowledged.

In workplaces, for example, inclusive communication leads to higher employee engagement and job satisfaction. When employees feel respected and included, they are more motivated and committed to their organisations. This, in turn, can improve overall productivity and reduce turnover rates.

Generally speaking, inclusivity in communication is a powerful tool for creating more equitable and respectful environments. It promotes understanding, empathy, and cooperation among individuals from all walks of life, ultimately leading to a more inclusive and thriving society.

Share examples of effective inclusive communication.

[13] Examples available in the toolkit.

Effective inclusive communication involves practices that make all individuals feel valued, respected, and included in conversations. Here are some examples of effective inclusive communication:

- Using gender-neutral language: instead of using gendered language like "he" or "she," use gender-neutral terms like "they" when referring to individuals whose gender identity is unknown or non-binary. For instance, "Ask the person at the front desk; they can help you." This is valid in English and you could check the gender-neutral language solution in your language. When it comes to language and gender, do remember to respect the pronouns that people prefer.

- Create inclusive communication: adapt your communication based on the people you speak to. For example, if a person with a migrant background is trying to learn the local language, use simple words to make sure they understand you.

- Addressing microaggressions: when you witness or experience microaggressions, address them constructively. For example, calmly point out the issue and explain why it can be offensive or hurtful.

- Promoting Diversity of Voices: In group discussions or decision-making processes, actively seek out and encourage input from underrepresented individuals or those who may be less likely to speak up.

Invite participants to share any other example before starting with the practical activity.

## ACTIVITY 3 - HUMAN BINGO

Material needed: Printed bingo cards[14] - one for each participant – and markers or pens.

- Prepare Bingo Cards: Create bingo cards with a 3x3 grid (9 squares) on each card. In each square, write a statement or description that relates to personal experiences, preferences, or characteristics.

[14] Available in the toolkit.

For example, you can add questions like "Find a person who speaks more than two languages" or "Find someone who shares the same birth month as you". Add other statements, also related to your local environment.

Instructions:

Give one bingo card and one pen to each participant.

Tell them to walk around the room, start conversations with their peers, and find someone who matches a statement on their bingo card.

When they meet someone who fits a description, they should ask for that person's name and write it in the corresponding square on their bingo card.

The goal is to fill in as many squares as possible in a set time frame (15/20 minutes)

After the time ends, invite the participants to sit/stand in circles and ask questions like:

- *What was the most interesting or surprising thing you learned about someone?*
- *Did you feel the activity helped you get to know your colleagues better?*
- *Has it been easy to communicate with the other participants?*
- *Have you shared the time equally among all the participants?*
- *How did this activity, in your opinion, promote inclusion and diversity?*

BLOCK 4 - Q&A, DISCUSSION AND CONCLUSION (15/20 minutes)

We suggest doing a short recap of what was discussed during the workshop. Give additional resources to participants to explore the topic (readings/films etc.).

## 8. Methodological processes

In this workshop on hate speech and inclusive communication, we take a two-step approach to make sure participants understand the concepts and can apply them in real life. We start both concepts of hate speech and inclusive communication with some theory and examples, sharing definitions and also drawing from the participants' experiences. Then, we start with practical activities, like group discussions on how to tackle hate speech scenarios. After a short break, we repeat the process with the second topic. Ideally, the workshop ends with a reflection on personal insights and a call to action, emphasizing how everyone can make a difference. This back-and-forth between theory and hands-on activities ensures a well-rounded learning experience for all.

## 9. Trainer number and profile

The trainers' team is composed of two facilitators, ideally of different genders and they should have a background in inclusive communication and hate speech. The role of the facilitators is to create a space where everyone feels welcomed and to guide the participants toward the objective of the training unit.

## 10. Ratios

The recommended ratio is 2 facilitators/trainers every 10 participants.

## 11. Evaluation

For this workshop, we envisage the use of pre and post-workshop questionnaires, either on paper or on digital. The aim is to delve into the participants' knowledge before the workshop and after it has been delivered.

The pre-questionnaires[15] help to understand the perspective and understanding of hate speech and inclusive communication. The post-workshop questionnaires can potentially reveal to the trainers the impact and the effect of the workshop, besides highlighting some aspects that are still unclear to the participants so that they could be addressed in a second moment. Please beware that the questionnaires should be completely anonymous.

[15] Examples of pre-workshop questionnaire statements/questions are available in the toolkit.

# Training Unit #3 - Learning how to prevent and manage conflict

## 1. Typology

This unit belongs to the Inclusive Team Management training module.

## 2. Description

Following the previous units dedicated to stereotypes, hate speech, and inclusive communication, this unit offers holistic and constructive input on conflicts. It is aimed at providing knowledge on:

- How to prevent conflicts from happening through the exposition of some conflict prevention strategies.
- How to recognize the most common causes of conflict in a group and which are the main types of conflicts.
- How to manage and dismantle a conflict: a set of conflict resolution strategies, emphasizing the mediation strategy.

This unit is designed to begin with a short introduction on a general view of conflicts, which will lead to the three learning sections that close with a role-play activity. This structure allows learners to perform all the theoretical content they have received in a practice group exercise.

## 3. Duration

The unit will take 2 hours, divided as follow:

| | |
|---|---|
| Block 1: Introduction | 5 minutes |
| Activity 1: Prevent | 10 minutes |
| Block 2: Recognize | 20 minutes |
| Block 3: Dismantle | 45 minutes |
| Activity 2: Roleplaying | 45 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: A spacious, well-ventilated room that can comfortably accommodate all participants with provisions for small group settings.

- Technology: A projector and screen for displaying presentations and multimedia content and access to a printer.

- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.

- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

- Enable to recognize early signs and indicators of conflicts in the work team, empowering them to address potential issues proactively and reduce the likelihood of conflicts escalating.

- Provide the knowledge and tools to recognize conflicts and underlay the explicit and implicit causes of conflicts within individuals and groups.

- Provide a range of conflict resolution strategies, with a specific emphasis on mediation as an inclusive and collaborative way to effectively manage and dismantle conflicts.

- Familiarise with when and how to apply these resolution strategies to resolve workplace conflicts effectively.

- Develop strong communication and empathy skills as facilitators to assist constructive conversations and manage emotional aspects of conflicts.

- Enable participants to apply the theoretical content learned during the training unit to practical scenarios. This includes the successful utilization of conflict prevention, recognition, and resolution strategies in real-life situations.

- Ability to manage group dynamics

## 6. Competence framework

**General competencies:**

- Ability to listen
- Learning capacity
- Responsibility
- Critical thinking ability
- Planning and organisation capacity
- Assertiveness
- Ability to manage group dynamics
- Leadership capacity
- Use work-based learning methodologies

**Specific competencies:**

- Personnel Management

## 7. Detailed Unit session

BLOCK 1 - INTRODUCTION

The trainer introduces the unit content, its approach, and the structure. An icebreaker activity can be carried out if considered necessary.

Conflict can serve as a valuable process where all parties involved gain a deeper insight into each other's objectives, ultimately leading to increased commitment and loyalty in the future. Its potential for harm should not be underestimated. This is why effective conflict resolution skills are crucial. They aim to prevent disagreements from escalating while facilitating ongoing discussions of each point of view and eventually reaching a collaborative and mutually beneficial resolution.

This unit will approach conflicts from a point of view that considers communication, emotional awareness, and empathy as crucial elements of conflict resolution that can lead to high-functioning and more satisfying relationships in all aspects of life. Mediation is a valuable approach to conflict resolution that prioritises group collaboration, empowerment, open and constructive communication, and the preservation of relationships. It also guarantees a higher commitment to agreements since they are customized solutions, tailored to the specific needs and interests of the parties involved, leading to more sustainable outcomes.

This training includes 3 main content sections that consist of:

1) How to prevent conflicts from happening through some conflict prevention strategies.

2) How to recognize the most common causes of conflict in a group and which are the main types of conflicts.

3) How to manage and dismantle a conflict: a set of conflict resolution strategies, emphasizing the mediation strategy.

It will end with a roleplay activity, which will allow putting into practice all the following theoretical content: attitudes towards a conflict, roles, types and causes of conflicts, etc.

## ACTIVITY 1 - PREVENT

### STEP 1.1 – Brainstorming

First, trainers will conduct a short brainstorming to recap the learned content regarding stereotypes, hate speech, and inclusive communication from the previous units - it should last 5 minutes at most.

### STEP 1.2 - Conflict Prevention Key Points

Then, trainers explain the following content "Conflict prevention key points" in a comprehensive way. If it is possible, trainers should incorporate brainstorming outputs into the content explanation. This part should last 10 minutes at most.

To effectively prevent future conflicts, we must consider several key aspects.

- Promoting diversity involves respecting all backgrounds, with a focus on gender and culture, and making actions suitable to everyone, considering different languages, ages, and cultural identities in the community. This inclusivity ensures that the entire community can understand and engage with the preventive measures put in place. This module's unit on stereotypes may be a good starting point for this aspect to be further explored.

- Community involvement. Prevention and awareness-raising efforts should be inclusive, targeting the entire population. No one should be left out, and awareness should be raised among all community members taking their perspectives into account.

- Open communication. It encourages them to engage in honest and respectful communication, allowing them to express concerns, perspectives, and needs. Through active listening and the exchange of ideas, parties can gain a better understanding of each other's viewpoints and work together to find common ground and mutually acceptable solutions. By promoting ongoing communication and collaboration, this strategy helps prevent conflicts from escalating and creates an environment where differences can be resolved peacefully

BLOCK 2 - RECOGNIZE

**STEP 2.1 – Brainstorming**

Trainers will introduce brainstorming on the topics: conflict warning signs, causes, and types of conflict.

**STEP 2.2 - Definitions**

Then, trainers will develop and explain the following content.

Definition of conflict:

*A conflict is a situation of tension and discomfort that arises when polarised views, conflicting opinions, communication styles, attitudes, etc. come into play. When a conflict is not dealt with, it can lead to an escalation of tension and violence.*

It is therefore essential to be able to deal with conflicts in time because the more severe they are, the more difficult it will be to manage them. It is necessary to find out what the underlying issue is, what the sides involved, and therefore where it would be relevant to start the resolution process. From there, it would be crucial to propose to have a space to talk and see when the time might be right and if and what kind of support is needed.

Here there are some conflict warnings:

- At the slightest interaction or dialogue, there is tension, discomfort, or reactions that are not entirely proportional to what is being said
- Silences, nervous laughter, people who start talking at the same time, shouting, and expressions of intense emotions…
- There is an attack or strong criticism of someone and this generates reactions
- Some topics are avoided, and difficult to talk about...

Participants can be engaged by asking them to share their thoughts and contributions to the conflict warnings list.

The most common causes of conflict in a group

These are the two main beginnings of conflict outbreaks:

1) The clash or tension between at least two parties and their interests, their values, points of view, needs, etc.

2) Diversity is experienced as a threat (living the opinion, perception, or experience of the other as an impediment to asserting your point of view or need).

- When the conflict happens within a group of people, there might be different root causes:
- There is an issue that is not regulated by the group and comes out in the form of conflict between people.
- Conflicts related to decision-making: unclear consensus, different interpretations, it is not clear what happens when an agreement is not followed, a decision is blocked and the group is paralyzed without knowing what to do, etc.
- Differences between visions and the presence of subgroups with polarised visions.

Participants can be engaged by asking them to think and share if they recognize any of the triggers explained in their workplace.

Types of conflicts

There are many different types of conflicts depending on their visibility (latent, explicit, masked, etc.), the parties involved (inter/intrapersonal or inter/intra-groups), or their content. This last classification is the one that interests us the most since it helps us better understand the underlying matters and how to solve them successfully[16].

## BLOCK 3 - DISMANTLE

### STEP 3.1 – Definitions

The trainer will develop and explain the following content. Participants can be engaged by asking how they have managed conflicts in the past or how they would start to deal with them.

Once a conflict has been detected, we ought to find a solution. A breakdown of the conflict is needed to find the most suitable way to approach and manage it. The key elements to analyse conflicts that allow us to state their complexity are:

[16] The table is available in the toolkit.

- Identifying:
    - Who are the main people or groups involved?
    - What are their roles in the conflict?
    - The influences received from third parties.
- Analyse the relationship between parties involved in the conflict:
    - Shared values
    - Level of trust
    - Presence of hostility, avoidance, etc.
    - Type of relationship: friendship, power relations in terms of gender, culture, economic and job position, etc.
    - State the competing interests of each side and their proposed solutions.
    - Analyse the people's attitude when the conflict has arisen:
- **Evasive**: faced with the inability to confront the conflict, it is not admitted or is avoided, leaving it latent, with the possibility that it may re-emerge at any moment.
- **Comfortable**: instead of struggling to find a solution, one chooses to fit into the problem. This attitude tends to generate unhappiness.
- **Blaming**: one looks for someone else to blame, whether it is oneself or someone else. It does not help to find solutions.
- **Competitive**: aims to come out on top against the other person. It creates resentment and it is likely the conflict will re-emerge, because one side feels it is the loser.
- **Compromising**: will facilitate the solution, because they think they are the best. This means that they do not care much or that you would rather give in than worry about finding solutions.
- **Collaborative or cooperative**: the different parties work together to find solutions and reach a win-win agreement. It comes from a position of trust in the other and oneself, trying to understand both positions. This creative attitude is the best way to resolve a conflict positively and strengthen the relationship.

This last point is important since some attitudes may ease the process, while others can cause difficulties when performing conflict resolution strategies.

Conflict resolution strategies

Once this brief conflict analysis is done, the most suitable strategy to solve the conflict may be found and carried out. The most commonly used strategies in the resolution of conflicts are negotiation and arbitration, but since we bet to promote an inclusive team environment through inclusive communication and collaboration, the most suitable conflict resolution would be a mediation process.

**STEP 3.2 – Brainstorming: Mediation Process**

Participants can be engaged by carrying out a short brainstorming on how they imagine a mediation process. Then, trainers continue presenting the content.

Definition of mediation: A negotiation guided throughout the process by a third person. The facilitator is responsible for helping to find solutions impartially and moderating the conversation. The parties involved are the ones who have to expose the problem and define the solutions.

The core goals of a mediation process are:

- Facilitate the re-establishment of a new relationship between the conflict's parties.
- Increase respect, honesty, and trust between the parties.
- Correct misinformation and misperceptions about the conflict and/or the parties involved.
- Take responsibility for our impact on others.
- Reduce violent behaviour.
- Increase the capacity for non-violent conflict resolution, while enabling the group to set the boundaries it needs to set.

The steps that follow a mediation process are the following:

- Establish the preconditions:
    - Establish a neutral place and time to meet with all parties.
    - The parties involved accept the mediation process and undertake to respect the rules indicated to them by the mediator
        - Don’t insult;
        - Don’t make accusations or questioning;
        - Don’t use strong language;
        - Don’t interrupt;

    - Respect times agreed;
    - Keep a good and respectful body posture.

- Explain the mediation procedure:
    - Next steps
    - What is the role of the facilitator is
    - Participation in the mediation process is on a voluntary and confidential basis
- Parties meeting. When all parties have met each other at the agreed time and place, they will define the conflict from their own point of view: each party defines the conflict from their own point of view, expressing their feelings and what they want to achieve.
- Active listening by repeating the points of view. Each of the parties repeats what the other has said, as a way of verifying if they really understood the other party and if it is clear.
- Search for solutions: the parties involved, assisted by the facilitator if necessary, come up with different solutions that satisfy both parties.

**STEP 3.3 – The Role of the Facilitator**

Participants can be engaged by asking them how they imagine the role of the facilitator in this step. In this step, the facilitator should:

- Help to achieve a consensual version of the conflict.
- Explore the interests underlying the positions and guide the dialogue in terms of interests.
- Dealing with the common and most easily fixable issues, first builds trust and maintains interest.
- Ensure the agreement of the parties' moves towards a positive solution or transformation of the conflict.
    - Negotiate and decide: the solution should be the one that largely satisfies both parties. It is the moment to decide who has to do what, how, when, and where. The aim is to evaluate the proposals, advantages, and difficulties of each, and to reach an agreement.
    - Drawing up a contract: a summary of the whole process is made and a contract is drawn up with the agreements reached.

**STEP 3.4 – What Would You Do?**

Participants can be engaged by asking them what they would do at this point. Then, continue.

Finally, it is important to set a follow-up strategy. Not everything is solved just by talking, sometimes it also takes time, to see that things are different, to notice changes. For example: Planning periodic meetings to check if the agreement is being respected, setting milestones to keep parties engaged and committed to the agreement, etc.

**STEP 3.5 – Recap**

Participants can be engaged by going back to the recap on previous units and asking them how they imagine the role of the facilitator should be in a mediation process.

During the conversation, the facilitator's role consists of:

- Creating a positive atmosphere and a respectful exchange of messages: The facilitator should support dialogue between the parties, promote recognition of feelings, and respect for silences.
- Generating thoughts about the conflict: personal objectives in the conflict and other ways of achieving them, personal feelings, and those of the other side.
- Giving importance to aspects of the content of the conflict such as the relationship between the parties.
- Showing interest in getting the parties to explain more, unburden themselves, avoiding the feeling of interrogation.
- Listening carefully to the concerns and feelings of each side, using techniques such as active listening, paraphrasing, feelings, summarising, etc.
- Neutralising negative behaviour.
- Not making assessments or giving advice, nor defining what is true or false, what is just or unjust, what is wrong or right.

## ACTIVITY 2 - ROLEPLAYING

This roleplay activity provides participants with a comprehensive understanding of conflict resolution within the context of food security projects. By incorporating mediation facilitators, participants learn to address complex conflicts effectively and the importance of neutral mediators in fostering resolution.

The debrief and discussion offer a platform for participants to reflect, share insights, and discuss the most suitable conflict resolution approaches in various scenarios.

*Duration*: 45min

*Objective*: To provide participants with hands-on experience in applying conflict resolution skills within the context of a food security project, with an emphasis on the role of mediation facilitators.

<u>Suggested scenarios:</u>

You are part of a team working on a food security project in a European country. The project's objective is to establish a food distribution system to provide fresh produce to an underserved area.

- Group A: Responsible for procurement, transportation, and warehouse management.
- Group B: Also responsible for procurement, transportation, and warehouse management but with an emphasis on sustainability practices.

    Key Points of Conflict:

    Group A feels that Group B's emphasis on sustainability practices is slowing down procurement and transportation tasks.

    Group B believes that Group A's approach may compromise the project's environmental goals.

    Both groups are struggling to find a balance between efficiency and sustainability.

- Group A: Responsible for food collection and distribution, with an emphasis on rescuing surplus food from local markets.
- Group B: Also responsible for food collection and distribution, but with an emphasis on working directly with local farmers to promote sustainable farming practices.

    Key Points of Conflict:

    Group A believes that Group B's focus on working with farmers is making their food collection process less efficient.

    Group B is concerned that Group A's emphasis on collecting surplus food is not addressing the root causes of food waste and sustainability.

    Both groups are struggling to find a balance between efficiency and sustainable practices.

- Group A: This group primarily consists of long-time residents with a history of working on similar projects.

- Group B: This group involved recent migrants from various countries with diverse cultural backgrounds.

Key points of Conflict:

Group A is used to using traditional European farming practices and has a well-established workflow for the project. They believe that their traditional farming methods are tried and tested, and they are resistant to changes that they perceive as slowing down project progress

Group B brings different operational approaches influenced by their cultural backgrounds, including innovative farming techniques and tools. They feel that their diverse experiences can enhance operational efficiency and sustainability, and they are frustrated by Group A's resistance to change.

Both groups face challenges in effective communication and collaboration. Group A finds it difficult to understand and adapt to Group B's methods, and Group B feels their ideas and contributions are often dismissed.

**STEP 2.1 - Scenario Setup and Preparation**

- Participants are divided into small groups, ensuring each group consists of 3-5 members. 2 extra persons should play the facilitator role.
- Each group will be provided with a scenario sheet that describes a common conflict situation in a food security project. Facilitators cannot read nor hear what the conflict will be about.
- Participants should:
  - Read and discuss the scenario and their specific concerns and points of view.
  - Assign roles
  - Decide the conflict confrontation style they plan to use (e.g., collaboration, evasive, blaming, etc.).

Meanwhile, facilitators read back to their role-related content: steps of the mediation process, including collecting information, identifying conflict warnings, proposing mediation, conducting the dialogue, and suggesting a follow-up strategy.

**STEP 2.2 - Performance**

- Part 1 (5min): The scenario is performed by each side following their roles and conflict confrontation style.

Group A is responsible for keeping up the conversation endlessly until facilitators interrupt, while Group B reacts to A's outputs. Both groups should show attitudes according to their conflict position (collaborative, avoidance, etc.), the type of conflict they are involved in (values, relational, role, etc.), and their roles (based on gender, cultural background, job position, etc.).

Facilitators must collect information and identify the underlying issues and conflict warnings: e.g., escalating emotions, communication breakdown, or intransigence.

- Part 2 (10min): Facilitators will interrupt when identified 3 conflict warnings and propose a mediation process following the steps learned.

- Part 3 (5min): Facilitators must conduct the dialogue between the conflicting parties, guiding them towards an agreement. When an agreement is reached, they should foster a discussion on a follow-up strategy to ensure the resolution's sustainability.

**STEP 2.3 - Discussion**

Participants should reflect on the overall experience, considering the role of the mediation facilitator, and share insights gained from the roleplay. Encourage participants to discuss which conflict resolution approaches were most effective. Finally, participants share insights they have gained from the roleplay, including what worked well and areas for improvement.

## 8. Methodological processes

The methodology has been carefully chosen for this training unit to offer a comprehensive approach to conflict management. It incorporates both theoretical and practical components, providing a logical framework for addressing conflicts methodically and preventing them from escalating.

The theoretical part of the unit serves as the foundation, offering participants a structured and systematic way to approach conflicts, step by step. It covers essential elements of a robust conflict management strategy, emphasizing inclusivity and collaboration as key principles. This theoretical framework not only equips participants with the knowledge necessary for conflict prevention but also serves as a guiding compass when navigating real-world conflict situations.

The core strength of this training unit lies in its hands-on, experiential component—the roleplay section. Here, learners have the opportunity to apply the tools and strategies they have acquired consciously and critically. This section is dedicated to the in-depth analysis and deconstruction of conflict scenarios.

By combining theoretical knowledge with hands-on experience, this training unit equips participants with a holistic skill set for conflict prevention and management, fostering a proactive, collaborative, and informed approach to handling conflicts in various personal and professional contexts.

## 9. Trainer number and profile

One conflict management or facilitator expert as a trainer is required.

An extra trainer, not necessarily an expert, for support and roleplaying facilitation is recommended.

## 10. Ratios

The recommended ratio is 2 facilitators/trainers every 8-12 participants.

## 11. Evaluation

To assess trainees' performance, trainers can assign scores to each competency level and evaluate trainees based on their demonstrated skills and competencies during the training activity. This rubric will help trainers provide constructive feedback and measure their progress according to this unit's objectives and competencies addressed[17].

[17] The form is available in the toolkit.

# 3. Training and Labour Inclusion Orientation Training Module

## 3.1. Brief description of the module

Module title: Training and Labour Inclusion Orientation

Objectives:

**Main objectives**

- Build a strong foundation for successful job performance
- Enhance competencies for effective professional interaction
- Foster a diverse and inclusive work environment and equal opportunities for individuals from diverse backgrounds and abilities
- Empower participants to engage in ongoing self-development and personal growth.

**Secondary objectives**

- Develop the ability to create professional and compelling CVs that stand out to potential employers
- Equip participants with the skills needed to prepare for and excel in job interviews
- Increase participants' self-assuredness in professional settings
- Enable participants to express their thoughts and ideas effectively while respecting others' perspectives
- Enable participants to respond effectively to change and challenges in the workplace
- Enhance teamwork skills: enable participants to collaborate seamlessly with colleagues and contribute to team success
- Improve participants’ time management skills to increase efficiency and reduce workplace stress
- Instil a culture of continuous learning and self-improvement among participants, promoting long-term career development

Competencies addressed:

**General competencies**

- Provide training actions to improve personal and professional skills
- Ability to incorporate the social and cultural diversity of the group into the training content and learning processes
- Critical thinking ability
- Intercultural communication skills
- Assertiveness
- Knowledge of how to incorporate the gender perspective into the training content and learning processes
- Ability to listen
- Responsibility
- Intercultural sensitivity approach
- Ability to manage group dynamics
- Work-based learning methodologies
- Planning and organisation capacity
- Capacity to identify skills
- Mentoring skills
- Knowledge of the labour market needs and job opportunities channels.

**Specific competencies**

- Capacity to support autonomy and responsibility of students in the fieldwork
- Personnel Management
- Ability to serve the public
- Management of incidents

Approximate duration (in hours):

7 hours, divided as follows:

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| 3 hours | 2 hours | 2 hours |

## 3.2. Targeted collectives

According to the Green Jobs Itineraries report, included in the Competence Framework document, the Training and Labour Inclusion Orientation Training Module is addressed to these professional profiles:

| | |
|---|---|
| **General project and resources management** | • Coordinator/ Project Manager<br>• Volunteering/Human resources officer/Social operator |
| **Agricultural Production and Surplus Collection Area** | • Production area coordinator |
| **Education area** | • Adult education educator on soft skills<br>• Adult education educator on Sustainable agriculture and food system, environmental educator<br>• School educator |

## 3.3. Methodology

The training approach employs a diverse range of participative methodologies aimed at effective learning and skill development. It utilises Activity-Based Learning, emphasising hands-on engagement through interactive exercises, case studies, role-playing, and group projects to promote active application of knowledge. In addition, Experiential Learning immerses participants in real-world scenarios, followed by reflective debriefs to extract valuable insights. Fieldwork and Observation provide hands-on experience and Participatory Decision-Making, employing techniques like brainstorming and consensus building, to empower participants in decision-making. Team roles are also explored through case studies and role-playing exercises. Finally, a blended approach is also applied, which integrates theory and practical applications for a holistic learning experience; as well as, peer learning and collaboration which promote knowledge sharing and teamwork through group projects and interactive sessions, enhancing understanding. The commitment to these participatory methodologies ensures a more engaging, effective, and tailored educational journey that consistently delivers valuable outcomes.

## 3.4. Tools

For conducting the activities of this module, the following resources are necessary:

- Stationery and Materials: paper sheets, digital devices for note-taking, guidelines, scenario sheets, pens, pencils, handouts, worksheets, elevator pitch templates, job interview tips, and sample skill-based resumes. All needed materials are specified in each unit.

- Activity materials: allocated in the Toolkit.

- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 3.5. Infrastructure

The following infrastructures are needed for the development of the module:

- Technology: a computer and a projector. Access to the internet is crucial for online research; Access to a printer if physical materials need to be printed.

- Venue: a spacious meeting space that allows for collaboration and discussions among participants, a suitable venue or training space with seating arrangements for participants, adequate lighting, and ventilation.

## 3.6. Accessibility

The module's performance should offer the possibility to adapt materials in multiple accessible formats, ensuring compatibility with assistive technologies, providing clear navigation, offering alternatives to sensory cues, etc. Channels for participants to request accommodations and report issues promptly must be opened. The module's approach aims to foster a learning environment where every individual, regardless of their unique abilities, can fully participate and thrive in this training.

## 3.7. Other inclusion mechanisms

This activity does not have predefined inclusion mechanisms, as they could vary depending on the hosting institution. The module is designed to be inclusive and welcoming to all participants, and many of the materials are accessible in various languages to accommodate individuals from diverse cultural backgrounds. Additionally, facilitators should be prepared to assist participants facing language barriers, using tools like DeepL or Google Translate for websites to ensure that the materials are accessible to everyone when necessary.

## 3.8. Other data of interest

### 3.8.1. Existing training material and resources

- HEAL Project. Multidisciplinary employability training materials. Available at https://healproject.eu/
- 50+ most common interview job questions

# Training Unit #1 - Basic transversal competencies for good job performance

## 1. Typology

This unit belongs to the Training and Labour Inclusion Orientation training module.

## 2. Description

This unit module serves as the foundational phase in elevating our job performance. It is the first level within the module, with a subsequent unit at a higher level to follow. The focus here is on cultivating fundamental transversal competencies that are pivotal for achieving strong job performance. Participants will delve into key subjects, including self-concept, self-esteem, and confidence, all of which play a critical role in personal and professional growth. Furthermore, the module extensively explores the importance of assertive communication, nurturing positive interpersonal relationships, adapting to diverse workplace scenarios, and assuming responsibility for one's actions. By mastering these competencies, individuals can significantly boost their employability and excel in their careers.

## 3. Duration

The unit will take 3 hours, divided as follow:

| | |
|---|---|
| Block 1: Introduction and icebreaker | 10 minutes |
| Block 2: Self-concept, self-esteem and confidence | 10 minutes |
| Activity 1: List of strengths | 20 minutes |
| Block 3: Assertive communication | 10 minutes |
| Activity 2: Practising our assertive communication | 20 minutes |
| Block 4: Interpersonal relationships | 15 minutes |
| Activity 3: The new job integration challenge | 30 minutes |
| Block 5: Adaptability and responsibility | 20 minutes |
| Activity 4: Adaptability and responsibility role-playing | 40 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: spacious meeting space that allows for collaboration and discussions among participants
- Technology: A projector and screen for displaying presentations and multimedia content and access to a printer. Timer or stopwatch.
- Online Resources: Access to the internet is crucial for online research to identify potential producers and gather information about their products and practices.
- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

- Foster Personal and Professional Growth, supporting participants develop self-concept, self-esteem, and confidence to enhance personal and professional development.
- Promote Critical Thinking, encouraging critical thinking skills for analysing self-perception and its impact on job performance.
- Facilitate Assertive Communication, equipping participants with assertive communication skills, crucial for effective interactions.
- Support Positive Relationships, providing tools for building positive interpersonal relationships.
- Adapt to Diverse Work Environments, developing adaptability to various

## 6. Competence framework

**General and specific competencies:**

- Provide training actions to improve personal and professional skills
- Critical thinking ability
- Assertiveness
- Capacity to support autonomy and responsibility in the fieldwork

## 7. Detailed Unit session

BLOCK 1: INTRODUCTION AND ICEBREAKER

Trainers will introduce the module approach and an overview of the first unit. To engage and break the ice between participants, trainers can carry out an icebreaker activity.

An example: "TWO TRUTHS AND A LIE"

Objective: This activity is designed to help participants get to know each other, break the ice, and create a comfortable and welcoming atmosphere.

BLOCK 2: SELF-CONCEPT, SELF-ESTEEM AND CONFIDENCE

**STEP 2.1 – Explain the Concepts**

Self-awareness: Self-awareness is the process of self-reflection that allows us to gather information about who we are, what we like, what we don't like, what we excel at, where we face difficulties, how we relate to others, how we react to life situations, and more. This self-knowledge helps us in making decisions. Understanding our personal profile helps us define and build our professional profile. It is important to involve others in our environment so they can complement the self-awareness process with their insights.

Self-esteem: Self-esteem is the concept that every person (child, adolescent, adult) holds about themselves. The level of self-esteem a human being possesses has a significant impact on their "quality of life." When a person has a healthy level of self-esteem, they take joy in being who they are. Self-respect is grounded in two convictions: "I am worthy of love" and "I am valuable." This can only be known by someone who feels loved; it is not enough to know that we are loved, we need to feel it and experience it daily. Therefore, a person, especially a young one, with low self-esteem is often anxious, lacking in confidence, and disoriented. Let's keep this idea in mind: the one person we can never escape from is ourselves, and, therefore, we should strive to live well with ourselves.

According to Villegas' definition (2015), self-esteem is "the positive or negative evaluation a person makes of themselves based on their thoughts, feelings, and personal experiences. It is a term from psychology, though it is commonly used in everyday language to refer, in a general way, to the value a person assigns to themselves. It is related to self-image, which is the concept a person has of themselves, and self-acceptance, which involves recognizing one's own qualities and flaws. The way a person values themselves is often influenced by external factors and can change over time."

## ACTIVITY 1 - LIST OF STRENGTHS

The objective of this activity is that participants identify their key strengths and learn in which areas they excel and how they can transfer the skills acquired in their everyday lives to job searching.

**STEP 1.1 -**

The facilitator distributes among the participants a list of the competencies VIA[18]. This list of competencies is a self-assessment questionnaire for adults aged 18 and above that comprehensively assesses a person's 24-character strengths.

**STEP 1.2 -**

The facilitator will ask the participants to identify the five characteristics with which they resonate the most.

**STEP 1.3 -**

Subsequently, there will be a reflection with the participants on how these characteristics can be applied both to advance their career plan and to find a job.

## BLOCK 3: ASSERTIVE COMMUNICATION

**STEP 3.1 – Explain the Concepts**

<u>Assertiveness</u> is the ability to express one's opinions and feelings freely without violating the rights of others. It represents an alternative to aggressiveness, and assertive individuals tend to consider their own feelings, desires, and needs, as well as those of others. They aim to engage in honest and authentic relationships. Their goal is not to win or make the other person lose but to communicate respectfully without manipulation, deception, or offense. Assertive individuals feel self-assured and often develop good interpersonal relationships. People who use this communication style often exhibit the following personal characteristics:

[18] See annex 1 of the toolkit

- They have high self-esteem
- They display positive thoughts and attitudes that facilitate relationships.
- They take responsibility for their actions, whether good or bad.
- They accept others.
- They understand their own rights and the rights of others.
- They know when to express their thoughts and emotions.
- They use appropriate words and gestures for different situations.

However, what are the benefits of knowing how to communicate assertively? Some examples include:

- Resolving conflicts without hurting oneself or others.
- Preserving or even strengthening relationships.
- Boosting self-esteem, as you feel capable of asking for what you want and need.
- Greater control over your primal impulses, employing healthy emotional channelling strategies for yourself and others.
- Increased empathy, as differing opinions, do not make you feel insecure and convey respect for others' opinions.
- Reducing arguments, spending less time arguing and more time dialoguing, and reaching agreements more quickly.
- Projecting a positive image of yourself to others, demonstrating self-confidence while remaining respectful towards others and staying composed in conflict situations.

As we can see, assertive communication is closely related to our emotional factors in each situation. Often, we are negatively influenced by our surroundings, largely unaware of the subsequent consequences for ourselves. Most of the time, this happens due to interference in our communication. We often assume that others already know or have understood our message, even though they have not. This is where we typically find a lack of effective communication, and as a result, it becomes less efficient.

The model of assertive communication seeks to achieve an effective outcome by doing it correctly and at the right moment. Thus, this model aims to create an effective state without aggressing others and without being subjected to the will or desires of others. But how can we achieve this? Here are the main steps to follow:

- Express How You Feel: Developing this first step is essential. Express your feelings about the situation openly and sincerely. Do it in the first person: "I am feeling..." and avoid escalating the conflict. By expressing their feelings, the person will be more receptive and open to dialogue and collaboration. Never express it in the second person ("You are making me feel") as it blames your interlocutor, and as a result, they will feel attacked and try to defend their attitude or point of view.

- Say What You Think: Communicate everything you think about the situation or conflict in question. Express your point of view as honestly, clearly, and concisely as possible, and accept other points of view without excuses and without making accusations or judgments.

- Express What You Want to Happen: Concisely express what you would like to happen from now on regarding the conflict or the current situation and show appreciation for the other person's attention as well as the intention for your wishes to be reciprocated.

With these three simple steps, you will achieve assertive, more effective communication, both with your interlocutors and with yourself. If you decide to start applying it in your daily life, you will be surprised by the immediate results you will begin to obtain. And remember, all this, if not put into practice, is just mere "information." The word itself says it: inform for action. Information without action is worthless. Our mind is like a parachute. It works much better and is more effective when open. And remember, you must follow the instructions to the letter.

## ACTIVITY 2 - PRACTISING OUR ASSERTIVE COMMUNICATION

This dynamic allows participants to actively practise assertive communication in a controlled environment, fostering their self-confidence and skills in handling real-life situations where assertiveness is key.

The objective is to practise assertive communication skills and build confidence in expressing thoughts and feelings respectfully[19].

### STEP 2.1 - Scenario Preparation

The facilitator presents a series of daily scenarios that typically require assertive communication. These could include situations like declining additional work, asking for a raise, or giving constructive feedback to a colleague. Some examples of scenarios could be:

- <u>Scenario 1</u>: Requesting Help | You are overwhelmed with your workload, and you notice a colleague, Sarah, has some free time. You need her assistance with a project, but you are hesitant to ask for help. How would you assertively approach Sarah and request her assistance without feeling guilty?

- <u>Scenario 2</u>: Dealing with a Disruptive | Co-worker During a team meeting, a co-worker, John, constantly interrupts and derails the discussion with off-topic comments. You find it

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[19] Materials needed are available in annex 2 of the toolkit.

challenging to focus and maintain a productive meeting. How can you assertively address John's behaviour during the meeting?

- Scenario 3: Restaurant Reservation | You and your partner made a dinner reservation at a restaurant for a special occasion. However, you need to change the reservation time due to unforeseen circumstances. How would you assertively call the restaurant to request a change in the reservation without feeling anxious?

- Scenario 4: Dealing with Noise from Neighbours | Your neighbours frequently have loud parties late into the night, disturbing your sleep. You want to address the issue without causing a conflict. How can you assertively approach your neighbours to discuss the noise problem?

**STEP 2.2 - Group Formation and Scenario Distribution**

The facilitator then divides the group into small groups or pairs and distributes copies of the scenarios to each group, which has to do a role-playing with one person taking the role of the assertive communicator and the other as the counterpart.

**STEP 2.3 - Discussion and Reflection**

After the role-playing exercise, bring the whole group back together and ask each group to share their experiences and discuss what worked well and what could be improved in their assertive communication approach. If there is enough time, the facilitator can also have participants reflect individually on what they have learned during the exercise and ask them to consider how they can apply assertive communication in their daily lives and upcoming job situations.

**STEP 2.4 - Conclusion**

Finish with a wrap-up of the session summarising the key points and reinforcing the importance of assertive communication in various life situations.

## BLOCK 4: INTERPERSONAL RELATIONSHIPS

**STEP 4.1 - What Did We Know?**

In this section, through the "brainstorming" technique, sampling will be done to find out what the participants know about the key concept "Interpersonal Relationships." Afterward, the class group will be asked to research information (in pairs) using the mobile phone's search engine (Google) regarding the previously mentioned concept. The idea is to understand the concept and further develop digital competencies.

A Deeper Understanding.

- Interpersonal Relationship: When we discuss interpersonal relationships, we are talking about the way people connect, delving deep into their emotions, feelings, interests, social activities, and more. These relationships form the bedrock of our existence in society and manifest in various ways in our day-to-day lives, whether it is within families, among friends, at the workplace, in sports clubs, in marriages, and in many other situations where two or more individuals can sustain communication. They are so intrinsic to human life that they might even be governed by law, tradition, or custom. This intricate web of connections and social groups collectively shapes our society. In fact, the ability to manage interpersonal relationships is a crucial milestone in an individual's personal growth. Interpersonal relationships can be incredibly diverse and intricate, and some may not even have a specific name. However, in broad strokes, we tend to recognize more or less the following types:

- Intimate or Affectionate Relationships: These are connections that seek a profound bond with other individuals and primarily encompass varying degrees of affection. They are characterised by a strong sense of trust and a desire to endure over time, associated with pleasurable feelings, protection, solidarity, and a sense of belonging. Examples of this category include love and friendship.

- Superficial Relationships: These relationships operate on a surface level of understanding between individuals, often in initial and not particularly deep stages, whether they are pleasant or not. These are brief connections that are not particularly significant or central to an individual's emotional life, unlike intimate relationships. They are the type of relationships we form with strangers, people we know will have a short-term impact, or even with a fellow passenger on a plane whom we will likely never see again.

- Circumstantial Relationships: These relationships fall into the intermediate spectrum between what is considered intimate and superficial. They involve individuals with whom we regularly interact, but we do not feel a very deep attachment to them. This kind of bond can either deepen or become more superficial over time, depending on the circumstances. For instance, our relationships with co-workers fit into this category.

- Rivalry Relationships: These relationships stem from enmity, competition, or deeper emotions like hatred. They are generally negative connections that trigger our emotions to varying degrees but are not regarded as our intimate relationships. However, their categorization can change depending on the circumstances. In this category, we find our rivals and enemies.

- Family Relationships: This category encompasses the people with whom we share a family tree or genealogical bond, those we were born alongside. Many of these relationships may also involve a certain degree of authority, which is why we may experience feelings of love or antipathy toward them. These relationships can vary in depth and superficiality but often persist over time, in contrast to others. Of course, our parents serve as the quintessential example in this category.

**STEP 4.2 - Are Interpersonal Relationships Important?**

The management of interpersonal relationships forms the cornerstone of human personality and is an inextricable aspect of our way of life. This underscores their central role in our personal journey and their potential to be sources of great satisfaction or significant distress, contingent on the choices we make and the types of connections we forge with others. Consequently, more harmonious relationships with others tend to foster individuals who are socially healthier, more adaptable, and tolerant, or at the very least, better equipped to integrate into society and navigate interactions with others successfully. It is essential to note that communication, as the ability to exchange information, constitutes the bedrock of all forms of interpersonal relationships. In fact, for a relationship to develop between two or more individuals, they must be able to communicate, even if it has to express discontent. In this sense, communication is a pivotal and defining skill in our societal integration. Remarkably, it can even transform superficial or adversarial bonds into profound friendships or dissolve connections that were previously presumed to be enduring.

## ACTIVITY 3: THE NEW JOB INTEGRATION CHALLENGE

The objective of this role-playing activity is to help participants apply their knowledge of interpersonal relationships in a professional context, specifically when starting a new job. It prepares them for the social aspects of workplace integration and equips them with practical skills to navigate relationships and communication effectively in their new roles[20].

**STEP 3.1 – Give instructions**

**STEP 3.2 - Preparation:**

Create character profiles for each participant, focusing on the role they will play in a professional setting. Include their position, department, and a brief description of their personality and interpersonal style.

Prepare a list of workplace scenarios that are commonly encountered when starting a new job, such as introductions, team meetings, and conflict resolution.

Set up the room with tables and chairs to simulate a workplace environment.

**STEP 3.3 - Role-Playing**

Each participant is assigned a character profile that represents their role in the workplace. They should familiarize themselves with the character's background and interpersonal traits.

Participants will take turns acting out two workplace scenarios.

[20] Materials needed are available in annex 3 of the toolkit.

Set a timer for 10 minutes for each scenario.

Encourage participants to apply their knowledge of interpersonal relationships and the five relationship types to effectively handle each scenario.

**STEP 3.4 - Workplace Scenarios**

Examples of scenarios:

- Scenario 1: Introducing yourself to a new team.
- Scenario 2: Resolving a conflict with a colleague.
- Scenario 3: Participating in a team meeting.
- Scenario 4: Seeking help or guidance from a co-worker.
- Scenario 5: Giving and receiving feedback from a supervisor.

**STEP 3.5 - Debrief**

After each scenario, allocate a few minutes for feedback and discussion. Participants can share their experiences and insights into how they applied their knowledge of interpersonal relationships in the workplace.

Use the evaluation forms for participants to provide feedback to each other. Encourage constructive criticism and highlight the strengths of each participant's performance.

**STEP 3.6 - Rotation**

Rotate the roles and scenarios, allowing each participant to experience different workplace situations.

Continue to set the timer for 10 minutes for the second scenario.

**STEP 3.7 - Discussion**

After all participants have completed multiple scenarios, gather everyone for a group discussion of 5 minutes.

Discuss the importance of interpersonal relationships in a professional setting and how effective communication and relationship management can affect career success.

Encourage participants to reflect on how they can use these skills when starting a new job and throughout their careers.

## BLOCK 5: ADAPTABILITY AND RESPONSIBILITY

In this section, trainers will carry out a brainstorming to assess the participants' comprehension of adaptability and responsibility.

Afterward, if considered necessary, the group will be tasked with conducting research (in pairs) using the mobile phone's search engine (i.e. Google) to explore the aforementioned concepts. The objective is to enhance their understanding of the concepts and further cultivate their digital competencies.

Then, trainers will introduce the theoretical content as follows.

### STEP 5.1 - A Deeper Understanding of Adaptability

The concept of adaptability pertains to the skill of promptly and appropriately adjusting one's behaviour in response to changing circumstances and various individuals. Noteworthy characteristics of individuals demonstrating a high level of adaptability include:

- Maintaining a positive disposition in the face of change: When confronted with alterations in their professional environment, these individuals respond with composure and optimism, actively striving to align with the new conditions.

- Tailoring their conduct following the guidance from superiors and colleagues: Proficiently adapting their behaviour based on directives from supervisors or co-workers, these individuals effectively recognize the need or potential benefits of such adjustments.

- Swiftly addressing any challenges that may arise during their professional duties: These individuals demonstrate the ability to promptly resolve issues that surface in the course of their responsibilities, staying within the boundaries of their defined roles and obligations.

- Readily accommodating new tasks, methodologies, or uncharted situations: When introduced to new tasks, work procedures, or unfamiliar scenarios, these individuals exhibit a strong capacity for embracing change, as evidenced by their behaviour and actions.

Adaptability is often considered a core competency in the contemporary workplace. It is a pivotal skill that employees need to thrive in an ever-changing work environment. It is crucial to emphasise that adaptability is not just a desirable trait; it is a fundamental requirement for professional success. The current work environment is characterised by its volatility, uncertainty, complexity, and ambiguity. Teaching participants about VUCA and how adaptability is the response to such challenges helps them understand why this skill is crucial.

- Change Management: Change management is a systematic approach to dealing with organisational change. It involves planning, implementing, and sustaining changes effectively.

- Related to this last approach, a key skill is Learning Agility as the capacity to learn quickly from experience and incorporate new procedures, methods, and different key information.

- Resilience: Adaptability is closely tied to resilience, which is the ability to bounce back from setbacks and challenges.

- Innovation and creativity: In many work contexts, adaptability is linked to innovation and creativity. Adaptable employees are often better at generating new ideas and approaches.

Participants can be engaged by asking them to provide examples for these 3 last statements.

To achieve adaptability, adaptive leadership along with an intercultural approach is crucial. It consists of a leadership style that focuses on facilitating change and adaptability within an organisation.

**STEP 5.2 - A Deeper Understanding of Responsibility**

Responsibility, in its essence, revolves around the care we provide both to ourselves and to others, all underpinned by the trust vested in us by our peers. Demonstrating responsibility is, in effect, a declaration of our commitment to the well-being of our community, profoundly influencing various aspects of our lives — our families, education, work and civic engagement. A responsible individual dutifully carries out their obligations with timeliness and efficiency. For instance, punctuality in professional life and the assiduous completion of assigned tasks to the best of one's abilities are hallmark traits of responsibility. Responsibility also extends to accepting the consequences of one's actions. For example, if someone unintentionally damages another person's property, a responsible individual is prepared to either repair or replace it with a new one. Instances of responsibility include:

- Responsibility towards oneself: maintaining personal hygiene, ensuring proper nutrition, and staying informed through reading.

- Responsibility at home: actively participating in household chores, maintaining order and cleanliness, and being attentive to common needs.

- Responsibility in fulfilling commitments: punctuality, keeping promises, meeting expectations, and giving their best effort.

- Civic responsibility: staying well-informed, voting, making amends for any harm caused to others, paying taxes, reporting crimes, participating in charitable activities, and being stewards of the environment.

Here are also some practical guidelines for nurturing responsibility in the workplace:

- Embrace individuality: Avoid the trap of comparing yourself to others. Concentrate on your unique contributions to the team.

- Engage with constructive feedback: Actively listen to constructive criticism. When necessary, defend your stance, but do not shy away from acknowledging your mistakes. When your performance falls short of set goals or objectives, strive to understand the underlying causes and leverage these insights as valuable lessons for future endeavours.

- Excuse-free mind-set: Refrain from crafting excuses; instead, use setbacks as opportunities for growth and learning. Resist the temptation to invent excuses or shift blame to external factors to evade responsibility.

- Maintain motivation: Keep moving forward. Find satisfaction in your work and view it as a platform for analysis and continuous improvement.

- Positivity and proactivity: Maintain a positive and proactive attitude. Approach your responsibilities with enthusiasm and a can-do spirit. Instead of remaining passive or avoiding commitments when action or change is warranted, seize the initiative. This proactive approach not only bolsters your reputation but also displays you as a responsible leader in your professional sphere.

For a more tailored focus on workplace responsibility, consider the following:

- Task equality: Do not gauge tasks solely based on perceived importance. Responsibility extends to all responsibilities, regardless of their size or perceived excitement.

- Confront challenges head-on: When unexpected hurdles arise, such as an unplanned pregnancy or the need to retake a course, confront them directly instead of avoiding responsibility.

- Self-initiative: Cultivate self-accountability. Fulfil your designated tasks without constantly relying on supervision or external validation.

- Begin with the small: When managing a substantial workload or grappling with heightened irresponsibility, start by addressing smaller, manageable tasks before tackling more complex ones.

### ACTIVITY 4 - ADAPTABILITY AND RESPONSIBILITY ROLE-PLAYING

This role-playing activity provides a practical and engaging way for participants to apply their knowledge of adaptability and responsibility in a dynamic workplace context. It helps reinforce these critical skills and prepares them for real-life challenges in their professional journeys. By incorporating reflection and teaching moments into the role-playing activity, participants gain a deeper understanding of how adaptability and responsibility are intertwined in a professional context. They learn that being adaptable is not about shirking responsibilities but about fulfilling them even when circumstances change, ultimately contributing to a successful and efficient work environment[21].

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[21] Materials needed are available in annex 4 of the toolkit.

- Objective: To put into practice the concepts of adaptability and responsibility in a workplace context during a job orientation itinerary.

- Participants: 10 participants max.

**STEP 4.1 - Introduction**

- Scenario setup: Briefly recap in 5 minutes the key concepts of adaptability and responsibility, emphasising their significance in the workplace. Explain that the following role-playing activity is designed to apply and enhance these concepts.

Describe the scenario: Participants are employees of a fictitious company, "ProConnect Inc." The company is working on a crucial project, and they are about to face a sudden change in project priorities.

- Role and challenge assignment: Each participant is assigned a role within the company, including managers, team leaders, and team members. Distribute role cards to each participant, outlining their job titles, roles, and responsibilities within the company. Ensure they understand their roles.

**STEP 4.2 - The Challenge**

Distribute the challenge info sheet. Participants should read it carefully before starting. The challenge will take 5 minutes.

1) The Bakery

Imagine you work for a small bakery called 'Sweet Delights.' The bakery is currently in the process of preparing a large order for a wedding, which includes various types of cakes, pastries, and desserts. Everything is on track for the wedding day, but just a week before the event, the bride and groom request a significant change to the dessert menu.

The couple now wants a dessert table with a completely different theme and a new set of pastries and cakes that were not initially planned. The change is due to some unforeseen dietary restrictions among the wedding guests.

This unexpected shift in the order requires the bakery staff, including bakers, decorators, and the manager, to quickly adapt to the new requirements while ensuring that all responsibilities related to baking, decorating, and timely delivery are met. The challenge is to adapt to the new request and maintain the responsibility of delivering a beautiful and delicious dessert spread for the wedding.

Roles for 5 participants:

- Bakery Manager:

Responsible for overseeing the entire operation, managing resources, and ensuring everything runs smoothly.

- Head Baker:

In charge of baking and supervising the other bakers, ensuring the quality and consistency of the desserts.

- Decorator:

Responsible for decorating the cakes and pastries, adhering to the theme requested by the bride and groom.

- Pastry Chef:

Tasked with creating new pastries and desserts according to the updated menu.

- Customer Relations Representative:

Serves as the liaison between the bakery and the bride and groom, relaying their requests and ensuring customer satisfaction.

2) HappyPaws Pet Store

HappyPaws Pet Store is renowned for its high-quality pet products and grooming services. The marketing team has been diligently working on a campaign aimed at displaying their in-store pet grooming services. The campaign includes eye-catching posters, social media promotions, and local radio advertisements. Client's Request: A local animal shelter, Paws of Love, which is an essential partner for HappyPaws, approaches the store with a unique request. Due to the increased need for pet adoptions in the area and the growing importance of animal welfare, Paws of Love suggests that HappyPaws shift the focus of their marketing campaign to promote pet adoption events and raise awareness about the shelter's mission. The challenge in this scenario lies in their primary responsibility to ensure the success of pet adoption events and the broader campaign while still fulfilling their specific roles and tasks effectively. The challenge is to adapt to the new direction and maintain the responsibility of conveying the significance of pet adoption and animal welfare while coordinating the execution of pet adoption events within a tight timeline and updating marketing materials to reach a broader audience.

Roles for 5 participants:

- Store Manager:

Oversees all operations at HappyPaws and makes final decisions about the campaign shift.

- Marketing Coordinator:

Responsible for campaign creation and adaptation to focus on pet adoption events, including revising materials and media contacts.

- Event Organiser:

The newly added role for planning and executing pet adoption events, including logistics and promotion in collaboration with Paws of Love.

- Graphic Designer:

Revamp visual materials to reflect the new pet adoption focusing on posters, brochures, and social media graphics.

- Animal Shelter Liaison:

Facilitates communication between HappyPaws and Paws of Love, ensuring the success of pet adoption events and the broader campaign.

**STEP 4.3 - Role-Playing**

Participants act out their roles, considering the new project's requirements.

Team members need to adjust their tasks, managers must facilitate the transition, and everyone should collaborate effectively. This play should take 15 minutes.

**STEP 4.4 - Highlighting Responsibility**

Pause the role-play for a reflection of 5 minutes.

Highlight instances of responsibility observed during the activity. For example, employees who take ownership of their new tasks, team leaders who effectively communicate changes and managers who provide guidance and resources.

Emphasise the importance of fulfilling their responsibilities even in the face of unexpected changes. Discuss how this builds trust within the team and with clients.

**STEP 4.5 - Highlighting Adaptability**

Continue the role-play.

Introduce a new twist in the scenario, such as an urgent client request.

Ask participants to adapt to this new development on the spot, modifying their approach, communication, and tasks accordingly. This step will take 5 minutes.

**STEP 4.6 - Reflection**

After the role-play, gather participants again in a circle.

Discuss in 5 minutes the experience and highlight specific examples of adaptability and responsibility demonstrated during the activity.

Encourage participants to share what they learned about handling unexpected changes while still fulfilling their roles.

## 8. Methodological processes

A two-part methodology including theory and practice is applied to this unit. The theoretical content begins by illustrating advanced competencies such as teamwork, time management, emotional management, frustration management, and conflict confrontation. Real-life examples and practical recommendations are provided to make these competencies relatable and actionable within individual work realities.

The practical section involves a dynamic group discussion activity, characterised by a countdown element that adds a sense of urgency, mirroring real workplace pressures. Facilitators guide participants through the exercise, fostering collaboration and effective communication to reach a consensus or agreement on how to address challenging scenarios. Post-activity reflection and feedback collection allow participants to link their practical experiences back to the theoretical concepts, formulate individual action plans, and ensure the content is tailored to their unique needs. This methodology ensures participants both understand the competencies and can confidently apply them in their professional roles.

## 9. Trainer number and profile

1 Facilitator/Lead Trainer: This individual should have experience in labour orienteering as well as designing and facilitating role-playing activities. They will guide the participants, set the stage for each scenario, and ensure that the activity runs smoothly. The lead trainer should have excellent communication and group management skills.

## 10. Ratios

The recommended ratio is 1 facilitator/trainer every 10 participants.

## 11. Evaluation

To assess trainees' performance, trainers can assign scores to each competency level and evaluate trainees based on their demonstrated skills and competencies during the training activities. This rubric will help trainers provide constructive feedback and measure their progress according to this unit's objectives and competencies addressed[22].

[22] The questionnaire is available in annex 5 of the toolkit.

# Training Unit #2 - Advanced transversal competencies for good job performance

## 1. Typology

This unit belongs to the Training and Labour Inclusion Orientation training module.

## 2. Description

This unit follows the prior one on transversal competencies as the next level in our journey to enhance job performance. Building upon the topics introduced in the first unit, this second one explores deeper advanced competencies, such as teamwork, time, emotional and frustration management, and conflict confrontation. These will provide participants with solid knowledge of how to respond to different individual and interpersonal situations including conflict and crises among professionals and/or clients of the project. This unit includes the theoretical framework of these skills and the opportunity to display them in a group dynamic session.

## 3. Duration

The unit will take 2 hours, divided as follow:

| | |
|---|---|
| Block 1: Emotional management and frustration tolerance | 15 minutes |
| Block 2: Time management | 25 minutes |
| Block 3: Conflict management | 25 minutes |
| Block 4: Teamwork | 5 minutes |
| Activity 1 - Reaching the island | 45 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: spacious meeting space that allows for collaboration and discussions among participants
- Technology: A projector and screen for displaying presentations and multimedia content.
- Unit-specific resources: Items list for the final activity
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

- Build upon the transversal competencies introduced in the prior unit and further develop advanced competencies essential for job performance, including teamwork, time management, emotional management, and frustration management.
- Emphasise the importance of inclusivity and diversity in professional settings, promoting an environment where everyone is respected and valued.
- Equip participants with the knowledge and skills to respond to crises in a professional setting, emphasising the importance of remaining composed and effective during challenging situations.
- Develop participants' proficiency in the first steps of conflict management by providing them with individual strategies and techniques to effectively address conflicts that may arise in different work interactions.
- Facilitate opportunities for participants to apply and practise these skills in the group dynamic sessions to reinforce their learning and improve real-life application.

## 6. Competence framework

**General competencies:**

- Ability to listen
- Ability to incorporate the social and cultural diversity of the group into the training content and learning processes
- Responsibility
- Critical thinking ability
- Intercultural communication skills
- Intercultural sensitivity approach
- Assertiveness
- Ability to manage group dynamics

**Specific competencies:**

- Ability to serve the public
- Personnel Management
- Management of incidents

## 7. Detailed Unit session

In this unit, trainers will first display all the theoretical content, asking some questions and brainstorming once in a while, and lastly, they will facilitate one group activity. Therefore, it is recommended to use engaging interactions and questions with participants throughout the theoretical moments. .

Here, trainers will do a recap on the basic transversal competencies and explain that this unit will go deeper. Then, trainers will introduce the content as follows.

The first topic is emotional and frustration management as one of the main sources of personal disruption in job performance.

BLOCK 1: EMOTIONAL MANAGEMENT AND FRUSTRATION TOLERANCE

**STEP 1.1 – Introduction**

Trainers can first introduce a brief brainstorming to collect participants' thoughts and knowledge on the two following concepts. Then introduce them to participants.

**Definitions:**

Emotional intelligence shows a person's ability to know themself, to control their moods, and to manage their emotions effectively to be able to live more serenely. This self-knowledge is also the basis for enhancing positive personal relationships.

Emotional management is a learning process that includes such important skills as understanding, controlling, and modifying one's own feelings and emotions, but also allows us to better understand how another person feels.

Emotional management helps us to understand that we are not passive agents of our own emotional states but that we always have the attitude to do something when we feel a certain way. That is why it is so important to value the emotional factor and not only the rational one to be able to harmonise both plans in the search for the balance of a happy life. Emotional management is needed in many different areas of life: personal life, the business context, personal relationships (partner, friends, and family), celebrations, and the relationship with yourself. It is not a question of considering rational thinking as a secondary factor but of balancing the necessary equilibrium. Although we have all felt anxiety or nervousness, not all of us are aware that poor management of these emotions can lead to a blockage. Emotions are usually associated with triggering inputs, i.e. a situation such as public speaking can produce anxiety or a danger to our survival, fear.

However, the emotional reaction can also be associated with a mental representation of the stimulus without the stimulus having actually occurred. Emotions, as temporary reactions, end when the stimulus ends. They are intense at the beginning and, as the situation decreases in time, they diminish. Even so, there are people who tend to provoke very frequent emotional states of great intensity and duration. Consciously or not, they then maintain a state of mind that remains although the initial situation has disappeared, which can have a high cost for their health due to the exhaustion of resources. On the other hand, the way we react is associated with the importance we attach to the situation that provoked it. More technically, our emotional reaction is directly proportional to our cognitive appraisal.

Finally, frustration tolerance is related to the ability to know how to manage our emotions when faced with an event that does not turn out as we imagined, i.e. when our expectations are not met, frustration may appear.

People with low frustration tolerance are very demanding, especially with themselves. But also with others. At the same time, they tend to be rigid, with little ability to adapt. They tend to be left with the bitter taste of what has not been achieved. On the other hand, low frustration tolerance can lead to interpersonal difficulties, both in work relationships and in family or friendship relationships. This happens because the person is unable to control the discomfort they feel when they are unsatisfied. They often blame others for getting in the way.

Frustration tolerance can be learned and exercised, so it is always possible to carry out different activities to develop it. Among these, we can find the management of emotions. With the pace of everyday life, most people do not spend enough time thinking about how they feel or how certain events affect them. In many cases, it is recommended to use a diary to learn how to identify and manage emotions. Emotions are recorded and then analysed according to the situation. Was it appropriate to react in this way? Could you have done otherwise?

**STEP 1.2 – Brainstorming on Emotions**

Trainers can ask participants to write down their emotions about their last couple of days working. Then, after 5 minutes at most, they reflect individually on what made them feel these ways and share it with a partner for a couple of minutes. Lastly, the trainer will ask if any coincidence or similarity between participants' analyses has come up.

Conclusions will be shared for 2-3 minutes.

Examples: both participants found out that they felt stressed because of a non-regulated procedure in their workplace or because of a lack of advanced planning.

Afterwards, trainers should introduce participants to the competence of time management as one of the main triggers of frustration at the workplace.

## BLOCK 2: TIME MANAGEMENT

Time management implies being able to correctly organise and distribute the time we have and to allocate it according to the activities necessary to achieve our short--, medium--, and long-term objectives. Being able to organise and distribute the time available to us correctly has become a requirement not only for efficiency but, much more importantly, for physical and mental health. Managing time means allocating it according to priorities. Therefore, it is inevitable that, if we do not involve ourselves personally in the organisation of our time, it is others and external circumstances in general who, by increasing demands, end up conditioning what we do and when we do it, with the well-known result that "the urgent ends up dominating over the important".

**STEP 2.1 – Urgent and Important Task**

Participants can be asked on how they usually plan their day, week, month, etc. Which tools or methods do they use, for example?

The main key to managing time correctly is differentiating between urgent and important tasks:

- An urgent task is a pressing demand or need.
- An important task is something very convenient or of great weight, but not pressing in time terms.

Now then, what is important and what is urgent? The theory is very easy, as there are only two concepts and the intersection between them.

| | IMPORTANT | NOT IMPORTANT |
|---|---|---|
| URGENT | Do it now | Delegate the task |
| NOT URGENT | Decide when you will do it | Do it later |

Here are a couple of examples:

- Urgent: Getting out of the building in case of fire.
- Important: Having fire extinguishers in case of fire.

It is urgent to get out of the building if it is on fire, and at the same time, it is important to have fire extinguishers.

Trainers can ask participants for more examples

- Urgent: Answering a phone call, fixing a problem with a client, getting a project done on time.
- Important: Having a website, spending time on R&D, brainstorming, improving the product or service.

If we have a problem with the mail server and we cannot receive e-mails, we have to solve it urgently. On the other hand, if we do not have a website, there is no urgency, even if we know that it is an important matter and that we will have to do it. The problem arises when urgent things occupy the time of the important ones: When important tasks are put off and off, until one day, they become urgent and sometimes it is already too late. For example, day-to-day work does not give you time to make your website and you keep putting it off. You never do it, and one day you discover that you have lost (and stopped attracting) a lot of clients because you do not have one. And therefore, you stop making money or even have to close down. The same with R&D, brainstorming meetings, or improving your products or services. The important things have to be done, even if they are not urgent.

**STEP 2.2 – Bad Habits**

First, trainers can quickly introduce brainstorming about bad habits they have identified in their past job performance.

- Saying yes to everything. It is a widespread problem, not knowing how to say no to other people's requests. Perhaps you are already aware that you accept everything that is proposed to you, but perhaps you have not realized that whenever you say yes, you say no to something else. And what hurts is to fall into always saying "no" to ourselves.

- Living in fire extinguisher mode.

You start the day, you look at your email and it is full of requests and problems. You start pulling out emails and every time you get rid of one, two or three more pop up. Phone calls, more emails, your boss, a colleague... And before you know it, it is already lunchtime. The worst thing is that today you had to prepare a presentation for tomorrow and it is still not done. You think: "I'll do it in the afternoon". After lunch, you continue cleaning the mail for a while and then you realize it is already 16:30. In an hour, your day is over, but the presentation has not been started yet. You know that once again you will end up working overtime to finish the presentation. And you think to yourself: "I can't make it". Maybe this has never exactly happened to you, but if you change a few words, the result is sure to be the same.

In short, you have the habit of living in the urgent and this makes you waste your time. Living in this urgency consumes, burns, and exhausts you. Moreover, if you do not dedicate yourself to what is important, it will eventually become urgent. Therefore, what is urgent will grow. Therefore, start the day by doing the tasks that are important to you. The urgencies of others will come, but you will already have your homework done.

- Procrastination:

Surely, it happens to you that there are some tasks that you recurrently leave on your to-do list. You have already seen them so many times that you think you do not do them because you have become annoyed by them. But actually, not doing them has a negative effect on you. You start to believe that you are lazy, that you cannot do them.... And the worst thing is that most of the time it has nothing to do with this. It is a matter of having the habit of not writing well the tasks that go on your to-do list.

Solution: The brain works much better when a reward is waiting. It loves tasks that you can consider done (cross them off) since the "crossability" of a task makes it much easier for us to complete it. Getting into the habit of defining tasks in a way that makes them much more desirable is a way to avoid falling into procrastination.

- Not managing interruptions.

Having the habit of always having your phone on and all the notifications on, your email inbox open (and even with notifications for every email you receive), not telling your work colleagues or family so that they do not bother you at certain times...

These factors cause you to fill up your vital energy. Every time you experience an interruption, you need to consume energy and time to return to the level of focus you were at. Because although you may think that interruptions only affect you for as long as they last, it is not like that. The brain tries to "load the context" back to where it was before the interruption.

Solution: In this case, proactivity is key in this aspect.

- Taking preventive measures is what will protect you from unwanted interruptions.
- Disable all alerts on your phone or computer.
- Make use of the do not disturb methods.
- Before starting the next task, eliminate all possible distractions.

You will perform your tasks faster and with more quality.

- Rushing everywhere (stress).

Having such a tight schedule that you almost have to eat straight and rush everywhere makes you suffer terrible burnout. Sooner or later you will have to stop.

Solution:

- Start introducing moments of doing nothing into your day.
- Learn to stop through relaxation techniques such as Mindfulness.
- Training ourselves to stop allows us to regain the freedom to respond and not live reacting to everything that comes our way.

Suggestion: a quick brainstorming session about new bad habits that were not identified before in their own experience and which good habits could be introduced.

Now that we know what the bad habits that waste our time are, what are the best recommendations for time optimization?

Some of these recommendations are the following:

- Set your goals: Make them clear and realistic so that you know what you want to achieve.
- Establish priorities: Define which tasks are urgent and which are important, and according to this priority, carry them out.
- Establish a routine: Define time and tasks that you can maintain. Stay away from distractions and time thieves.
- Take breaks: Delimit a period of time, however brief, between each task to give yourself a break and attend to what is important.
- Ask for help: Identify when you need someone to help you, it is not a bad thing and you can benefit from it.

- Learn to delegate: You cannot do it alone, delegate tasks and trust your team.

Afterwards, trainers should introduce participants to the competence of conflict management as one of the most complicated situations faced in the workplace. Trainers can carry out a quick brainstorming or recap on some of the basic transversal competencies already introduced in Unit 1: assertive communication and interpersonal relationships.

## BLOCK 3 - CONFLICT MANAGEMENT

This section is aimed at providing knowledge and tools for individuals to manage arisen conflicts and contribute positively to group interventions.

Definition: A conflict is a situation of tension and discomfort that arises when polarised views, conflicting opinions, communication styles, attitudes, etc. come into play.

When a conflict is not dealt with, it can lead to an escalation of tension and violence. It is therefore essential to be able to deal with conflicts in time because the more they are, the more difficult it will be to manage them. When facing a conflict, people involved can show different attitudes. Some of them can lead to misunderstandings and unclear situations, which can carry obstacles to the conflict resolution process or even the recognition of a conflict's existence.

### STEP 3.1 – Brainstorming on Conflicts

Participants can be engaged in a quick brainstorming on how they or other people usually react initially when a conflict comes up.

The following attitudes are the most common ones among people facing conflicts:

- Evasive: faced with the inability to confront the conflict, it is not admitted or is avoided, leaving it latent, with the possibility that it may re-emerge at any moment.

- Comfortable: instead of struggling to find a solution, one chooses to fit into the problem. This attitude tends to generate unhappiness.

- Blaming: one looks for someone else to blame, whether it is oneself or someone else. It does not help to find solutions.

- Competitive: aims to come out on top against the other person. It creates resentment and it is likely the conflict will re-emerge, because one side feels it is the loser.

- Compromising: will facilitate the solution, because they think they are the best. This means that they do not care much or that you would rather give in than worry about finding solutions.

- Collaborative or cooperative: the different parties work together to find solutions and reach a win-win agreement. It comes from a position of trust in the other and oneself, trying to understand both positions. This creative attitude is the best way to resolve a conflict positively and strengthen the relationship.

Conflict resolution should be approached from a collaborative attitude and encouraging dialogue.  The process of learning to resolve conflicts is based on exchanging thoughts and feelings while considering it as a constructive process for each individual and group involved.

It is important to find the right time to be able to talk and to create the right emotional climate based on respect and trust. In these conversations, we can talk about the emotions and feelings of each of us in the face of specific events. In the conversation it is useful to frame what is going to be done, what is the objective, and what kind of climate and communicative style you want to foster. Everybody involved should make an effort to ensure that:

- Things are said clearly, respectfully, and honestly.
- People take responsibility for their impact on others
- Look for common ground and agreement
- Facilitate the expression and listening of different points of view, experiences, and emotions
- Support the identification of consensuses and points of understanding and learning.

**STEP 3.2 – Individual Skill to Conflict Recognition and Resolution**

Here there are 3 individual skills to develop for a positive contribution to conflict recognition and resolution.

1) Active listening and assertive communication

At the heart of every conflict, resolution strategy is active listening. Active listening refers to the practice of focusing on what the other party is saying, and then including their message when making your own statements. Having active listening skills not only facilitates discussions and increases mutual understanding, but also allows each party to feel heard. Some recommendations are:

- Maintaining eye contact, nodding and encouraging gestures, and reflective responses (I understand how you feel, It sounds like you're saying…, I see, Go on, or that makes sense): this all shows that you are actively engaged in the conversation and receptive to their message.
- Paraphrasing, asking clarifying questions, or recapping in order to summarise or ask open-ended questions on what the speaker has said to ensure you have correctly understood their message.

- Silent listening and reserving your response to give the speaker a moment of silence after they have finished speaking to ensure they have expressed everything they want to share.

- Avoiding judgement and accepting the speaker's perspective without immediate criticism

For effective and assertive communication, these are the added recommendations:

- Saying "No" respectfully: Assertive communication allows you to decline requests or invitations politely but firmly. You might say, "I appreciate the proposal, but I can't commit to it this week."

- Requesting changes: If you are dissatisfied with a situation, you can assertively request changes. For instance, "I would appreciate it if we could set up regular team meetings to improve our coordination."

- Dealing with criticism: When receiving criticism, use assertive communication to acknowledge the feedback and discuss how to address it constructively.

- Complimenting Others: Practising assertive communication also means acknowledging and complimenting others when they deserve recognition.

2) “I” statements

"I" statements allow the speaker to promote clear and effective communication. They help in articulating what one needs or how one perceives a situation, fostering understanding and empathy. They indicate that the speaker is taking responsibility for their emotions and needs, which can motivate the other party to do the same.

They help to build a non-accusatory conflict resolution approach. They express how the speaker feels or thinks without placing blame on the other person. This approach is less likely to put the other party on the defensive. Along with this, it minimizes the likelihood of triggering defensiveness in the other party making it easier for both parties to engage in a constructive conversation. All this may carry the conflict through a de-escalation process.

For example, instead of saying, "You always ignore my opinions," which can be perceived as accusatory and may lead to defensiveness, one could use an "I statement" like, "I feel unheard when my opinions are not acknowledged. Can we find a way to ensure my input is considered?” Ultimately, "I statements" are a valuable tool in conflict resolution and interpersonal communication, as they promote a more open, honest, and empathetic dialogue, leading to more effective conflict resolution and improved relationships.

3) Emotional regulation

Emotional regulation is used to prevent volatility and insults when managing and resolving conflict. By leaning on emotional intelligence, putting the right expectations in place, and utilising anger management skills, both parties can reach an agreement calmly without letting emotional reactions influence the outcome. In interpersonal conflicts, emotional regulation involves staying calm and composed during the discussion, even if the other party becomes upset. This can help de-escalate the conflict and lead to conversations that are more constructive.

Here are some tips for emotional regulation:

- Recognizing Emotions: The first step in emotional regulation is being aware of your own emotions. For example, when you feel anger rising during a disagreement, acknowledge it rather than deny or suppress it.

- Setting Boundaries: Establishing and communicating personal boundaries in relationships can help regulate emotions by preventing situations that might lead to emotional distress.

- Breathing Techniques: When feeling overwhelmed or stressed, you can practice deep breathing exercises to calm your physiological response to strong emotions. Inhale deeply and slowly, hold your breath for a few seconds, and then exhale slowly, focusing on your breath as you do so.

- Time-Outs: If you feel overwhelmed by emotions during a discussion or argument, taking a short break to cool down and collect your thoughts can be an effective emotional regulation strategy.

Trainers introduce the last piece of content before the closing activity, which helps to introduce the overall idea of how the activity should be managed within the groups participating.

## BLOCK 4 - TEAMWORK

Teamwork as a personal competence would consist of individual willingness and collaboration with others in carrying out activities to achieve common goals, exchanging information, assuming responsibilities, overcoming difficulties that arise, and contributing to collective improvement and development.

Trainers can now introduce a brief brainstorming to collect participants' thoughts and knowledge.

The characteristics of good teamwork are:

- Presence of a leader, who guides and leads the team but does not control it. The leadership role is shared.

- Meetings are open discussions where members collaborate in problem solving.

- Clear cohesion, collective spirit focused on tasks, and satisfaction with the quality of their work processes.

- Work is discussed, work is done together and cooperation among members prevails. Everyone is the driving force of the team.
- The members are responsible for themselves as well as for the team.
- Constant innovation: Existing procedures are improved or new ones are invented. The aim is to obtain the same or better results with fewer resources.
- A harmonious integration of the functions and activities to be carried out is achieved.

As for the personal skills of team members, it may be mentioned: competency in planning; group decision-making; adaptability; flexibility, and interpersonal relations.

## ACTIVITY 1 - REACHING THE ISLAND

This is a conflict resolution, teamwork, and communication exercise. The objectives of the Reaching the Island activity are the following:

- To analyse the ability to approach a conflict;
- To analyse the roles that are assumed and how they flow during the debate;
- To analyse the decision-making process of the group;
- To analyse how communication is and how it flows.

**STEP 1.1 – Scenario**

To set up the activity, the trainer needs to explain the scenario involving a ship's journey towards an unknown island:

*The group is aboard a ship. The ship is navigating through undrinkable saltwater and is seven units of distance away from an uninhabited and unfamiliar island. These units of distance are not measured in meters, kilometres, hours, or minutes; they are unique units that can be covered by discarding certain items from the ship. It is essential to clarify that regardless of the weight or volume of the items thrown, each item advances the ship by one unit of distance. As mentioned, the ultimate goal is to reach the island, and, therefore, the crewmembers must choose to discard 7 of the 10 items available on the ship to make the ship progress. It is important to note that consuming food during the journey is not possible since the journey is not a physical or temporal one.*

*The characteristics of the island are unknown; there may or may not be vegetation; there may or may not be drinking water; it is only known that the island is not inhabited by other people; there may or may not be animals.*

*The waiting of the crew on the island will last exactly sixty days, and after these sixty days, a rescue party will return to take them back home. However, here lies the dilemma: the crew can only keep three out of the ten items they have on board. Additionally, it is important to remember that the items thrown cannot be retrieved. This means that the crew will have to make critical decisions about what is essential for their survival and well-being during this period.*

*Elements that the group has on the boat:*

1) *A container with jerry cans filled with sixty litres of drinking water.*

2) *A suitcase with personal mementos: for example family photographs, love letters, notebooks from primary school, special gifts received on important dates... Everyone will imagine that in this box there are his or her most sentimentally dear objects.*

3) *A container of sixty tins of one kilo each; twenty tins of fruit, twenty tins of vegetables, and twenty tins of meat, sausages, etc.*

4) *An automatic pistol with sixty magazines of twenty-four bullets each.*

5) *A briefcase containing one hundred and fifty million dollars in cash and the winning raffle ticket for a state-of-the-art automobile, a flat in a city of one's choice, and a villa.*

6) *A first aid kit with medicines, serum, betadine, alcohol, matches, gauze, cotton wool, scissors, needle, thread, adhesive tape, etc.*

7) *A box containing the ship's crewmember's favourite books, blank notebooks, pencils, and pens.*

8) *A box containing various sacred objects, belonging to a church, which had to send them with this ship to another ecclesiastical seat, and the crewmember, offered to transfer them. It includes relics.*

9) *A survival set containing a knife, pliers, screwdriver, hammer, keys, compass, matches, lighter, lighter, hammer, hammer, keys, compass, matches, lighter, needle, thread, fishhooks, fishing line, scissors, etc.*

10) *A box with a radio recorder and tapes with the crewmember's favourite music. The radio functions as a receiver and in no way as a transmitter. There are batteries in the box so that it can be switched on day and night during the sixty days of waiting for the rescue. The antenna is powerful enough to pick up the stations the crewmember is*

*used to listening to. It picks up amplitude modulation, frequency modulation, and shortwave.*

**STEP 1.2 – Group Work**

Following 40 minutes of deliberation, the group must reach a consensus on which three items they will choose. If a consensus is not reached, they forfeit their right to these items.

## 8. Methodological processes

A two-part methodology including theory and practice is applied to this unit. The theoretical content begins by illustrating advanced competencies such as teamwork, time management, emotional management, frustration management, and conflict confrontation. Real-life examples and practical recommendations are provided to make these competencies relatable and actionable within individual work realities.

The practical section involves a dynamic group discussion activity, characterized by a countdown element that adds a sense of urgency, mirroring real workplace pressures. Facilitators guide participants through the exercise, fostering collaboration and effective communication to reach a consensus or agreement on how to address challenging scenarios. Post-activity reflection and feedback collection allow participants to link their practical experiences back to the theoretical concepts, formulate individual action plans, and ensure the content is tailored to their unique needs. This methodology ensures participants both understand the competencies and can confidently apply them in their professional roles.

## 9. Trainer number and profile

One trainer mastering the theoretical content and experienced in teaching is needed.

## 10. Ratios

The recommended ratio is 1 facilitator/trainer every 10 participants and 1 facilitator for the practical activity.

## 11. Evaluation

To assess the trainees' performance, trainers can assign scores to each competency level and evaluate trainees based on their demonstrated skills and competencies during the training activities. This rubric will help trainers provide constructive feedback and measure their progress according to this unit's objectives and competencies addressed[23].

## 12. General recommendations and comments

It is recommended to use engaging interactions and questions with participants.

[23] The questionnaire is available in annex 7 of the toolkit

# Training Unit #3 - Closing the loop: Building your professional image

## 1. Typology

This unit belongs to the Training and Labour Inclusion Orientation training module.

## 2. Description

This unit is designed to empower individuals with the essential skills and knowledge to kick-start their journey towards personal and professional success. This comprehensive program includes both theoretical content and practical activities.

The theoretical section includes an introduction to the concept of personal branding, helping participants understand the importance of defining and communicating their unique identity. This is followed by practical skill building through interactive activities, including elevator pitch role-playing and job interview simulations, to boost confidence and proficiency in real-world scenarios. The second theoretical section consists of crafting skill-based resumes. It equips participants with the tools to effectively shape and communicate their personal brand to potential employers. The unit results in an applied activity where individuals uncover their own competencies, enabling them to use their unique strengths and pursue meaningful career opportunities.

## 3. Duration

The unit will take 2 hours, divided as follows:

| | |
|---|---|
| Block 1 : Introduction - Skill-based resume | 10 minutes |
| Activity 1 - Discovering your competencies | 20 minutes |
| Block 2 - Personal branding | 30 minutes |
| Activity 2 - Elevator pitch role-playing | 30 minutes |
| Activity 3 - Role-playing exercise for a job interview | 30 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: A suitable venue or training space with seating arrangements for participants, adequate lighting, and ventilation.
- Technology: A projector and screen for displaying presentations and multimedia content.
- Stationery and Materials: Blank sheets of paper or digital devices for note taking, markers, pens, or pencils.
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

- Enhance Communication and Interviewing Skills
- Develop the necessary skills to define and communicate their identity, values, and strengths in a professional context.
- Equip participants with the knowledge and skills required to create effective skill-based resumes that display their competencies and personal brand.
- Empower participants with the knowledge and tools necessary to navigate the labour market

## 6. Competence framework

**General competencies:**

- Planning and organisation capacity
- Capacity to identify skills
- Provide training actions to improve personal and professional skills
- Mentoring skills
- Knowledge of the labour market needs and job opportunities channels
- Ability to incorporate the social and cultural diversity of the group into the training content and learning processes

**Specific competencies:**

- Capacity to support autonomy and responsibility
- Personnel Management

## 7. Detailed Unit session

Trainers should do a recap of the learned content on the previous units. A short brainstorming can be carried out. With participants' contributions, trainers will introduce them to skill-based resumes:

BLOCK 1: INTRODUCTION - SKILLS-BASED RESUME

**STEP 1.1 - Definition**

Definition: A skills-based resume, also known as a competence-based resume, is a document designed to highlight an individual's core competencies and qualifications.

Unlike traditional resumes that prioritise work history and chronological details, skills-based resumes emphasize skills and experiences most pertinent to the job applied for. The primary purpose of a skills-based resume is to display how a candidate's unique skills and qualifications align with the specific requirements of a job. This approach is particularly valuable for career changers and individuals with employment gaps.

A skills-based resume is a tool for shaping and communicating an individual personal brand. It displays unique skills, expertise, and values, helping to create a consistent and compelling image across various professional platforms. When both are aligned, the skills-based resume strengthens the personal brand by effectively communicating the qualities that set a candidate apart and make them a valuable asset in a chosen field.

**STEP 1.2 – Common CV and Skill-Based Resume for Participants**

Participants can be engaged by asking the difference between a common CV and a skill-based resume.

**STEP 1.3 – Traditional and Skills-Based Resumes**

Then, introduce the following content to them:

Key differences between traditional and skills-based resumes:

Traditional resumes typically begin with contact information and an objective statement, followed by a chronological listing of work experience. In contrast, skills-based resumes initiate with a skills summary or qualifications section, emphasizing key skills, accomplishments, and competencies before presenting work history. While traditional resumes underscore employment history and career progression, skills-based resumes emphasize what a candidate can do and how effectively they can do it. Recognizing these differences is essential for tailoring your resume to the unique demands of a specific job and employer.

Steps to elaborate a skills-based resume:

1) Identifying core competencies:

Recognizing Essential Skills and competencies Relevant to the Target Job:

Creating a competency-based resume necessitates a comprehensive analysis of the job description and requirements. This entails identifying keywords and phrases that reflect critical skills and competencies sought by the employer. These may encompass technical skills, soft skills, certifications, and specific knowledge areas. Recognizing these core competencies is pivotal to aligning your resume with the employer's expectations and effectively demonstrating your suitability for the role.

2) Emphasising transferable skills:

Transferable skills, often referred to as soft skills or universal skills, are qualities that can be applied across various jobs and industries. These skills encompass communication, problem solving, adaptability, teamwork, and leadership. Highlighting your capacity to adapt these skills to different roles distinguishes you as a versatile candidate.

Structuring the resume

- Resume formatting and layout guidelines:

The visual aspect of your resume holds great significance. An orderly, well-structured, and reader-friendly layout is imperative. This section will delve into aspects such as font selection, spacing, margins, and the use of bullet points for clarity. You will learn how to create a visually appealing resume while maintaining a professional appearance.

- Importance of clear and concise language:

Resume language should be straightforward, and devoid of jargon or excessive technical terminology. This segment will explore how to convey your competencies with precision, avoiding unnecessary complexity. The objective is to enable the employer to swiftly grasp your qualifications.

- Appropriate sections and their order:

To craft an effective skills-based resume, proper structuring is essential. We will address the following sections:

- Summary/Qualifications: A brief overview of your core competencies.
- Skills: A detailed list of relevant skills, categorised for clarity.
- Work Experience: A concise presentation of your employment history, with a focus on achievements.
- Education: Details about your academic background and qualifications.

## ACTIVITY 1 - DISCOVERING YOUR COMPETENCIES

**Step 1.0 – Explain**

These are the guidelines for the trainers. Trainers are recommended to share and explain the activity objective and materials needed. Later, they will introduce the general breakdown of the activity step by step.

The objective of this activity is to help participants reflect on their skills, competencies, and achievements and initiate the process of drafting a skills-based resume. By identifying their core competencies, participants will be better equipped to create targeted and impactful resumes.

Materials Needed: Blank sheets of paper or digital devices for note taking, markers, pens, or pencils.

**STEP 1.1 - Self-Reflection**

Ask each participant to take a moment to reflect on their skills, competencies, and personal achievements. They can consider the following questions:

- What skills am I particularly good at?
- What accomplishments am I most proud of?
- What strengths do I possess that make me stand out in a professional context?

Leave approximately 10 minutes, at least, for self-reflection.

**STEP 1.2 - Group Discussion**

Encourage participants to share some of the competencies they have identified during self-reflection. Discuss the importance of recognizing transferable skills that can be applied across different job roles.

**STEP 1.3 - Competence Identification**

Provide participants with a competence identification worksheet or template. The worksheet should have sections for technical skills, soft skills, and other relevant competencies. Instruct participants to complete the worksheet by listing their identified competencies.

**STEP 1.4 - Resume Drafting**

Provide participants with a sample skills-based resume template or guide and instruct them to start drafting their skills-based resume using the competencies they have identified. Emphasise that this is just a preliminary draft, and they can refine it further in the future. Give participants time to work individually on their skills-based resume drafts, at least 15 minutes.

**STEP 1.5 - Sharing and Feedback**

Invite the participants to share what they have included in their drafts. Encourage others to provide constructive feedback or ask questions to help refine their drafts.

**STEP 1.6 - Conclusion**

Summarise the importance of recognizing competencies and how this process contributes to creating an effective skills-based resume. Mention that participants can continue to refine their drafts and seek additional guidance as needed.

At this point, trainers will introduce the second theoretical part of this training unit. It works as the closure of the module. After having trained in different transversal competencies and identified them in their own selves, now it is time to put them into practice.

## BLOCK 2 - PERSONAL BRANDING

**STEP 2.1 – Personal Branding**

Personal branding or professional image is a concept through which personal image is worked on as if it were a commercial brand, to achieve professional differentiation and success. When we talk about personal branding, we are not only referring to professional skills or practices, which are also very important but also to a combination of skills and experiences that make you who you are. With the pervasive influence of new technologies and social networks, it is more necessary than ever to offer a personal brand to others that can provide a transparent message about your identity and value. Therefore, building, enhancing, and controlling your own personal brand will help you create new opportunities and facilitate the achievement of goals and objectives. The creation and consolidation of a personal brand should not be left to improvisation; it requires following a personal brand strategy capable of tailoring your image in a real, optimal, and efficient way.

For this reason, several steps or tasks should be considered to help in the process of developing your brand. Below, some of these steps are enumerated and described:

**STEP 2.2 – Goals, Target, Message, Image, Actions, Results**

Participants can be engaged by asking them about the topics explained: goals, colours, actions, etc.

- Define your goals: A personal brand strategy should start with a goal definition. You may have many goals in mind, so it is advisable to prioritise and define the most necessary or immediate ones. What professional objectives do you wish to achieve? How far do you want to go? Get a new job, clients, sell more, generate new opportunities, contacts? Where will you be in three years?

- Determine your target audience: Defining your target audience will help you generate not only good content but the right content to achieve your goals. The definition of personal branding is closely linked to the objectives set, so you must consider who you want to address: colleagues, clients, suppliers, contacts, etc.

- Define your message and communication style: One of the principles and advice for developing your personal brand is the use of simple words and ideas to convey your message. Always be true to yourself, describing who you are. Be positive and open, and motivate your audience to build trust, and, as a result, loyalty to your brand. The tone and communication style will be determined by the desired target audience: informative, friendly, emotional, etc.

- Design your corporate image: Another key to building a successful personal brand is the corporate image. Every personal brand is associated with a corporate image that reflects its characteristics. It is not easy to achieve a corporate image that matches who you are; you must take into account relevant aspects, including identifying concepts that you want users to recognize your personal brand with. You should also relate objects or elements that add value to your personal branding profile. Colour and typography are also essential, and do not forget that it is a creative process, and every detail contributes to aligning with your identity. For example, the choice of colour can convey different emotions.

- Plan your actions: There is a wide range of actions that will help your personal brand grow and gain more value. The most important thing is to have curiosity, a desire to learn, and an innate curiosity to know more about your interests and target audience. The planning of actions should be linked to a relentless consistency oriented towards achieving the desired objectives.

- Measure the results: New technologies and social networks are the most important platforms for personal branding, where information flows in large quantities. It is time to find out what impact the personal marketing strategy is having, so you need to measure and quantify the results.

**STEP 2.3 – So Why Would It Be Relevant To Work on the Personal Brand?**

Participants can be engaged by asking them these questions and collecting their answers. Then, compare them with the following:

- Differentiation from the competitors: Almost all professional sectors face high competition, and differentiating yourself and offering a new and innovative value through your personal brand can help you stand out.

- Visibility: A well-developed personal brand will provide you with more visibility, leading to a broader range of possibilities and opportunities.

- Personal and Professional Image Development: The personal brand development process helps you have a greater understanding of your personal and professional profile, offering more transparency about your aspirations and goals.

- Positioning and Message: A well-developed personal brand positions you professionally and allows you to give more strength and voice to your message.

## ACTIVITY 2 - ELEVATOR PITCH ROLE-PLAYING

These are the guidelines for the trainers. Trainers are recommended to share and explain the activity objective and materials needed. Later, they will introduce the general breakdown of the activity step by step.

1) Objective:

This role-playing activity encourages participants to step out of their comfort zones and enhances their communication and presentation skills. By delivering their colleagues' elevator pitches, participants can gain a deeper understanding of their colleagues' strengths and aspirations, while also improving their ability to articulate their own personal brands effectively[24].

**STEP 2.1 - Preparation**

[24] Materials needed are available in annex 8 of the toolkit.

Provide each participant with a handout that outlines the key elements of an effective elevator pitch. This handout should include guidance on the structure, content, and delivery of elevator pitches.

Explain in 5 minutes that each participant will have the chance to deliver their elevator pitch to a small group of their colleagues.

**STEP 2.2 - Small Group Formation**

Divide in 2 minutes the participants into small groups of 3-4 people. Ideally, each group should consist of individuals from diverse professional backgrounds.

**STEP 2.3 - Elevator Pitch Creation**

Instruct participants to pair up with a colleague within their group. They will take a few minutes to create an elevator pitch for their colleague, focusing on displaying the unique skills, experiences, and professional aspirations of that colleague.

Emphasize that the pitches should be concise, engaging, and around 30 seconds in length.

This step will take 8 minutes in total.

**STEP 2.4 - Role-Playing**

Each participant takes turns delivering the elevator pitch they prepared for their colleague (5 minutes per participant). Encourage them to speak as if they were introducing their colleague to a potential client or employer.

After each pitch, the person for whom the pitch was delivered provides feedback. They can share what aspects of the pitch resonated with them and any suggestions for improvement

**STEP 2.5 - Rotation**

Rotate to the next participant until everyone in the small group has had a chance to practice and receive feedback in 2 minutes by delivering each other's elevator pitches.

**STEP 2.6 - Group Discussion**

Reconvene as a larger group and have a brief discussion of 3 minutes about the experience. Ask participants to share any insights they gained from delivering their colleagues' pitches and receiving feedback.

## ACTIVITY 3 - ROLE-PLAYING EXERCISE FOR A JOB INTERVIEW

This will be the last activity. These are the guidelines for the trainers. Trainers are recommended to share and explain the activity objective. Later, they will introduce the general breakdown of the activity step by step.

The objective of this activity is to empower participants with the skills and confidence they need to perform well in job interviews, and by extension, enhance their employability and ability to secure suitable employment.

Role-playing is a technique where a real-life situation is simulated in which participants take on specific roles and create a scenario as if it were real. Putting the trainees in the situation of a job interview will help them feel more confident when the real moment arrives.

**STEP 3.1 – Clarify the Roles**

The trainer should act as the role-playing facilitator, explaining the situation to be simulated and how it will develop. To facilitate this, roles should be clearly defined:

- The Interviewer: In the first simulation, the facilitator or one of the participants can take on this role; in subsequent exercises, this role can be assigned to participants in the workshop. The interviewer should take a neutral role, without overbearing characteristics. It is not about intimidating the interviewee, but it is also not a social meeting.

- The Interviewee: All workshop participants should take on this role at some point as job seekers. The interviewee should approach the simulation as a litmus test, so all relevant aspects of an interview should be considered. It is advisable to "be yourself" and act naturally, avoiding overacting.

- The Observers: The rest of the group should observe what they see and hear in the interview, focusing on two aspects: what needs improvement (weak points) and what went very well (strengths). Initially, it should be agreed on the job position offered, salary, and basic characteristics according to what the candidate is seeking.

**STEP 3.2 – The Simulation**

The trainer then divides the group into pairs and distributes the roles. Each pair will simulate a job interview. It is recommended that the interview does not last more than 10 minutes[25].

The interview setting should be managed carefully, and a table can be used where the interviewer will be seated to attend to the job seeker. The following phases and advice to give to the participants who are playing the roles of interviewees should be taken into account. This information can also be provided in writing.

Stages of Role-Playing:

- Greetings: The first impression is crucial. Present yourself naturally and remain composed. A firm handshake reveals self-confidence. While the timid hesitate, the bold has gone, conquered, and returned. The interviewer should be neutral.

[25] To facilitate the simulation, there are some examples of the most common personality, education, previous work, and job-related questions in the toolkit.(Annex 9)

- Introductory Comment: The interviewer should attempt to break the ice and reduce tension a little. It is up to them to take the initiative.

- Development: To succeed, having qualities is not enough; you need to know how to sell them. The interviewer has no telepathic powers to understand how you are. To succeed, you must show your qualities, and sell them. Try to answer "The most typical job interview questions" provided in the following section of this document. The interviewer asks the questions they consider relevant. To conclude, the job seeker should be informed of the position offered or asked if they have any questions. You can ask about the job, the company, or the working conditions, but let the interviewer address the topic of salary.

- Farewell: The goal is to understand how the selection process will continue. Make sure the farewell is cordial.

- Afterward: Use the experiences to learn. Draw conclusions with the group, the individual, or the acting partner. Examine what can be improved and what can be remembered as positive aspects.

**STEP 3.3 - Observation**

Afterward, the group will carry out a 5-minute round where the observers will share their observations and comments. It should be clear that these observations are meant to help improve.

**STEP 3.4 - Tips**

For the fulfilment of the activity, a list of 25 tips that should be considered before a job interview is provided. These can also be provided to the participants in writing:

1) Conduct prior research.
2) Follow the company's blog and social media.
3) Ask about the type of job interview you will have.
4) Review and update your CV.
5) Update and complete your LinkedIn profile.
6) Review your professional background.
7) Prepare your Elevator Pitch.
8) Create a list of possible questions and practise your answers.
9) Think about how you will respond to difficult questions.

10) Create a list of any questions you may have.

11) Dress appropriately.

12) Get enough rest and arrive on time.

13) Greet with a smile and a firm handshake.

14) Address the interviewer by name.

15) Sit up straight with both feet on the floor.

16) Avoid crossing your arms or hiding your hands.

17) Maintain eye contact with the interviewer.

18) Listen attentively and avoid interrupting the interviewer.

19) Speak clearly, concisely, and confidently.

20) Use a straightforward and positive language.

21) Avoid one-word answers.

22) Be honest and avoid lying.

23) Be polite.

24) Show interest and express gratitude when concluding the interview.

25) Carefully manage your online presence.

## 8. Methodological processes

The training session combines theoretical components with practical activities to impart knowledge and skills related to personal branding and skills-based resumes for job seekers. Through a participant-centred approach, including lectures, group discussions, case studies, self-reflection, role-playing, and resume drafting, participants learn the concepts and apply them.

These methods aim to equip participants with a deeper understanding of the job-seeking process, enabling them to create effective resumes and compelling personal brands that set them apart in the competitive job market.

## 9. Trainer number and profile

One Lead Trainer/Facilitator who has expertise in human resources, career coaching, or a related field. They should have in-depth knowledge of personal branding, resume writing, and interview techniques. The lead trainer takes the central role in training delivery. They lead presentations, facilitate discussions, and provide guidance during the theoretical sessions. They oversee the overall program and ensure that the learning objectives are met.

## 10. Ratios

The recommended ratio is 1 facilitator/trainer every 10 participants.

## 11. Evaluation

To assess trainees' performance, trainers can assign scores to each competency level and evaluate trainees based on their demonstrated skills and competencies during the training activities. This rubric will help trainers provide constructive feedback and measure their progress according to this unit's objectives and competencies addressed[26].

[26] This questionnaire is available in annex 10 of the Toolkit.

# 4. Awareness-Raising and Community Activation Training Module

## 4.1. Brief description of the module

Module title: Awareness-Raising and Community Activation

Objectives:

### Main objectives

- To enable beneficiaries to create a community that could carry on its goals and wishes
- To create a group that is able to understand its imagination of change in the world
- To force with demotivation of the beneficiaries motivating their activism
- To transfer leadership capacity to lead a group community
- To allow the group to be autonomous and responsible
- To give intercultural communication skills to tell the cause
- To enable beneficiaries to create a story and narrative to communicate the cause
- To give the competencies to manage and develop a community work and participatory process

### Secondary objectives

- To build a group that can be actor of change
- To create an impact in the community and out of the community

Notes: These Units aim to start the activation and awareness inside the group - that has to be cohesively built - and then take these outside the group. Beneficiaries are not activists yet and are not constituted in a group. They will start their path with the activities.
The Impact of community activation and awareness raising cannot be large: it will be started from inside and then will go outside.

Competencies addressed:

### General competencies

- Management and development of community work and participatory processes
- Ability to cope with the demotivation of the students
- Leadership capacity (Ability to change the behaviour of others to achieve common goals, and to play the role of leader of a group or team and generate enthusiasm and commitment among the members of that group)
- Mentoring and coaching skills

### Specific competencies

- Capacity to support autonomy and responsibility of students in the fieldwork

Approximate duration (in hours)

9 hours 15 min, divided as follows:

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| 3 hours | 2 hours 45 minutes | 3 hours 30 minutes |

## 4.2. Targeted collectives

According to the Green Jobs Itineraries report, included in the Competence Framework document, this Training Module is addressed to these professional profiles:

| | |
|---|---|
| **General project and resources management** | • Coordinator/ Project Manager |
| **Communication, Awareness-raising Area** | • Communication manager |
| **Storage, logistics, and distribution area** | • Storage, logistics, and distribution area Coordinator/ Head of storage and logistics<br>• Logistics assistant/warehouse worker<br>• Customer care operator |
| **Education area** | • Adult education educator on soft skills<br>• Adult education educator on Sustainable agriculture and food system, environmental educator<br>• School educator |

The module has no age limits, gender differences, or mobility or disability limitations.

## 4.3. Methodology

Non-frontal education, non-formal education, peer-to-peer education, learning by doing.

The methodology sometimes mixes theoretical frameworks with practice, but almost all the contents are carried out with activity-based learning.

Tools of methodology: Group discussion, subgroup discussion, self and collective expression form, non-formal learning methodologies such as critical thinking, problem solving, cooperative group learning, self-evaluation strategy, and world café methodology.

## 4.4. Tools

For conducting the activities of this module, the following resources are necessary:

- Stationery and Materials: big white posters and flipcharts, materials to write/draw: markers, pens, brushes, and paint, colourful cards, sheets of papers, colourful sticky-notes, UHU Patafix glue.
- Activity materials: Pre-written documents with questions for the activities
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 4.5. Infrastructure

The following infrastructures are needed for the development of the module:

- Technology: a computer and a projector. Internet Access.
- Venue: It is advisable that the activities are conducted in a spacious area to ensure the working groups can be seated around different tables and work without disturbing each other. The setting is a fundamental aspect: an arrangement of tables suitable to accommodate a small group of people respectively, which can vary from 4 to 7 people in the different activities.

## 4.6. Accessibility

Module activities are designed to be inclusive and easily adaptable. No activity involves special motor effort. The use of simple tools such as flipcharts or post-it are aimed at reducing the barriers of inaccessibility. In addition, each activity can be remodelled to be adapted to any specific need without losing value or effectiveness.

## 4.7. Other inclusion mechanisms

The activities in the module are designed to be conducted in inclusive and safe spaces.

There are some "rules" and concepts that are important to put on the table. For the trainer, it is fundamental to clarify that this is a safe space: prejudice, judgments, and lack of respect have to stay out of this space. Everyone has to feel safe, not judged, and free to express himself/herself/themselves.

In this space, there are no "stupid" and insignificant observations and comments, because all of them come from the self-perception, self-expression, and personal point of view of the single. It is important to stimulate active listening between the participants.

→ There is only one rule: <<If I need to feel free to express myself, to feel safe, not judged, and actively listened to - The same way I have to create a welcoming space, where I must not judge the self-expression of others and actively listen to them.>>

If occasions for discomfort and discrimination arise, it is the trainer's responsibility to make sure that conflicts are mitigated and resolved.

## 4.8. Other data of interest

### 4.8.1. Existing training material and resources

- VWE CAN! Taking Action against Hate Speech through Counter and Alternative Narratives Manual: https://rm.coe.int/wecan-eng-final-23052017-web/168071ba08

This Manual (de Latour, Perger, Salaj, et al., 2017) was developed as part of a no hate speech youth campaign by the Council of Europe and is aimed at young people from the age of 13. It presents communicative and educational approaches and tools for youth and other human rights activists to develop their own counter and alternative narratives to hate speech.

### 4.8.2. General recommendations and comments

- Ice-breakers and energizers

Advice is to start with icebreakers or energizers before starting the activities. It is important to create a calm and relaxed environment and start to strengthen the cohesion of the group and to use adequate time to build it.

- Connection to Inclusive Team Management Module

Do this Unit after having read the Inclusive Team Management Module, in order to have in mind its suggestions and approach.

The following unit aims to give tools and hints in the field of awareness raising and community activation, however, it is important that trainers/facilitators readjust the language and activities to the needs of the group and its characteristics.

Trainers must work in a way that involves all participants, using inclusive language that is not aggressive, sexist, offensive, or vulgar.

There will be put he/she/they and him/her/their to create an inclusive language.

Reasons are multiple: language is an essential communication tool for expressing ourselves and interacting with the world around us (Kelly, 2023). It possesses the remarkable capacity to mould our thoughts, emotions, and behaviours, while also contributing substantially to the formation of our cultural identities and life experiences. Furthermore, language holds the potential to both uphold and challenge the prevailing power dynamics that perpetuate inequality and injustice (Ng and Deng, 2017). Given this context, the significance of inclusive language cannot be overstated, as it actively recognises and honours the diversity of people in our society.

The use of language is not neutral. It reflects and reinforces cultural beliefs and social norms that shape traditional gender roles and expectations.[27]

For all these reasons, it is important that the activities are carried out in an inclusive way with a group that could be fragile, heterogeneous and full of enriching diversity.

[27] Source: https://www.includovate.com/gender-inclusive-language-why-is-it-important/

# Training Unit #1 - Group building: leadership and empowerment towards community activation

## 1. Typology

This unit belongs to the Awareness-Raising and Community Activation training module.

## 2. Description

This Unit focuses on leadership skills and self and collective empowerment, as tools to build a group that can carry on an awareness raising and community activation process.
To have a community transformation, it is firstly important to build a conscious, solidal and empowered group. After an icebreaker/energizer activity, the first topic discussed will be what does building a team mean and why is it important to create a cohesive and solid team. Secondarily, the unit will focus on leadership: the dynamic role of the leaders, the three leadership skills and how to be a leader in the participants' group and recognize leadership skills in this group. Since being a member of a group is also a process to work on yourself, there will be some activities about empowerment of the individuals and the collective.
Last activity will converge all the previous ones, to reason to the group that has been built and its value in community activation.

## 3. Duration

The unit will take 3 hours, divided as follow:

| | |
|---|---|
| Block 1: Introduction | 15 minutes |
| Block 2: Build a group | 30 minutes |
| Block 3: Lead a group | 5 minutes |
| Activity 1: Leaders and leadership skills | 20 minutes |
| Activity 2: Leadership skills in my group | 40 minutes |
| Block 4: Empowerment process | 5 minutes |
| Activity 3: Empowerment: the group and I | 45 minutes |
| Activity 4: A group made up of us | 45 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: A suitable training room or space with tables and chairs can accommodate participants comfortably and that can be arranged for group discussions and activities.

- Technology: A projector and screen for displaying presentations and multimedia content and internet access.

- Stationery and Materials: sheets of paper, pens, markers, sticky notes, stickers, flipcharts, and an internet connection, colourful cards, UHU Patafix glue.

- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

To enable beneficiaries to create a cohesive and solidal group

- To transfer leadership capacity to lead a group community
- To allow the group to be autonomous and responsible
- To lead participants work on their values and group values
- To work on group building and self and collective empowerment

## 6. Competence framework

**General competencies:**

- Management and development of community work and participatory processes
- Ability to cope with the demotivation of the students
- Leadership capacity (Ability to change the behaviour of others to achieve common goals, and to play the role of leader of a group or team and generate enthusiasm and commitment among the members of that group)
- Mentoring and coaching skills

**Specific competencies:**

- Capacity to support autonomy and responsibility of students in the fieldwork

## 7. Detailed Unit session

BLOCK 1 - INTRODUCTION & ICE BREAKER

Welcome participants and choose an icebreaker activity from the list of icebreakers provided to set a positive tone and get to know each other.

Brief overview of the workshop's goals and objectives.

BLOCK 2 - BUILD A GROUP

To raise awareness and activate a community, it is important to start primarily on yourself, as a member of a group. The first step is indeed to build a cohesive and solid team: the creation of a change and the realization of some goals are more easily accessible and reachable if we work together.

Awareness raising and community activation is an easier and more effective task when it is led by a group rather than by a single person.

Group and team-building activities are perfect opportunities to promote Teamwork, Team communication, and leadership skills. They are useful to let beneficiaries get more in contact with themselves, create better relationships, and collaborate in the team.

→ Activity 4 is related to this Block. The activity's description will provide the reason for it being the last activity, which has to do with the observations, points of view, outputs, posters, and post-it that we will have created together throughout this Unit. These will allow us to build the group at the end.

## BLOCK 3 - LEAD A GROUP

Once we know how to build a cohesive and solid group, it is important to reason on how to lead it. Leading a group does not mean being the "boss" of the group: also for democratic and horizontally structured groups, it is necessary sometimes to have some leaders. Being a leader does not mean making all the decisions and vertically guiding the participants. It simply means to represent the soul and imagination of the group and embody some capacity that can be useful for all the members.

It is important to clarify all of this information with the group. Especially, leaders are not fixed and do not have a single role: everyone can become a leader if he/she/they owns or acquires the skills. In particular, with vulnerable groups, it is important to let this role be flexible and exchangeable, to let all the beneficiaries improve their skills. Acquiring these skills can be a way to the empowerment of the single beneficiary.

We can summarise Leadership skills in three categories. The categories are not fixed, but they help to understand what is necessary to lead a group.

- Knowledge: you have to **know**.

To lead a group it is necessary to have the knowledge baggage of the project, the soul, the goals, the horizon, etc. of the group.

- Capacity: you have to **know how to do**.

To lead a group it is necessary to have some capabilities, to know how to do things. The capabilities depend on the group you lead, but for example, they could be management capacity, practical capacity, etc.  You can already be able to do them or you can learn them.

- Attitude: you have to **know how to be**.

To lead a group it is necessary to have some attitudes, which you can own by yourself or that you can learn to get them. Some of these attitudes can be: being empathic and kind, practising active listening; but also knowing how to be listened to and respected, and also knowing how to create spaces where participants can feel welcomed, safe, listened and respected.

This is a general and summary scheme about Leadership skills that you can adapt to a single and specific group.

## ACTIVITY 1 - LEADERS AND LEADERSHIP SKILLS

Define together what a leader is and which are the 3 Leadership skills.

**Group work**

Ask some questions directly to the group. Facilitate the answer and the participation.

1) Leaders (10 min)

Ask and reason with the group about:

- What is a leader? Who are the leaders of groups?
- What does leading a group mean?

2) Clarify (5 min)

Then, clarify with the group the information above about the role of the leader and leaders in vulnerable groups (dynamic, exchangeable, empowerment, etc.)

3) Leadership skills: draw it (10 min)

- What does "Leadership skills" mean? What are the leadership skills?

Define with them what it is necessary to lead a group, based on their experience and points of view. Then, explain the three “categories” of skills.

Build together with them a map on a big poster on Leadership skills. (Annex) Keep the poster, to use later on Activity 2 - Leadership skills in my group.

## ACTIVITY 2 - LEADERSHIP SKILLS IN MY GROUP

Reason with the group about what they think is necessary to Know - Know how to do - Know how to lead the group they belong.

**Work in subgroups**

1) Subgroups (5 min): divide the participants into 3 subgroups, one for one skill.
2) Discussion (15 min= 5 min/skill): invite the subgroups to reason and discuss which knowledge, capacity, and attitudes the leader of their group has to have.

- Knowledge: Reason with your group about what their knowledge baggage is based on their imagination and the horizon of the group they belong to.

- Capacity: Reason with your group about which are the things that a group leader of their group has to know how to do.

- Attitudes: Reason with your group about which are the attitudes that a group leader of their group has to own.

3) Draw it (10 min): Invite the subgroups to draw and write all this information on the big poster of Activity 1 - Leader and leadership skills, connecting the skills of "a group leader" to the skills of "their group leaders".

4) Return to others (15 min= 5 min/subgroup): Invite every subgroup to return its work to the other participants. Keep the poster for Activity 4 - A group made up of us.

## BLOCK 4 - EMPOWERMENT PROCESS

The leadership process is also an empowerment process: it lets beneficiaries work on themselves, enables them to identify, which are their strengths and weaknesses, consequently work on them, and carry them in the group, as to value every single member.

This step is fundamental. Especially with vulnerable groups, people are sometimes less self-confident about their value. It is really important to let the beneficiaries be more self-confident and to let them understand their value in the group.

In this step, it is as necessary to concentrate on the group, as it is to concentrate on yourself. We are a collective but we are also singles: we carry our personality in the group, as well as our fragility and our potential. We have to "think collectively", but we also have to work on ourselves.

A group is made of imagination, goals, and desires, but it primarily consists of single people, do not forget it.

## ACTIVITY 3 - EMPOWERMENT: THE GROUP AND I

Reason in subgroups about the value that every member can carry in the group, about their knowledge, capacity, and attitude.

**Work in subgroups**

- Subgroups: divide the group into little subgroups of 4 members.

- The question: give them one big and complex question:

    - What can I carry in this group? What is my knowledge, capacity, or attitude that can be precious in this group?

**Point zero -** some needed rules:

In the beginning, there are some "rules" and concepts that are important to put on the table. Recall the attention of the group and start explaining these concepts:

- It is fundamental to clarify that this is a safe space: prejudice, judgments about the person, and lack of respect have to stay out of this space. Everyone has to feel safe, not judged, and free to express him/herself/themselves.

- In this space, there are no "stupid" and insignificant observations and comments, because all of them come from the self-perception, self-expression, and personal point of view of the single. It is important to stimulate active listening between the participants.

There is only one rule: Everyone will make mindful efforts to create a welcoming space where there is no judgement, and everyone is listened to actively and feels safe to express themselves.

1) Discussion in subgroups, then, give the subgroups 20 minutes to discuss and feel free to express themself.

This is the most delicate activity of all the Modules, the rules and the role of the facilitator/trainer are fundamental. The facilitator/Trainer has to observe the subgroups and make sure that every member has time and space to speak, that the subgroups work with tolerance, and that the space is safe and welcoming. He/she/they has to intervene if these "rules" are not respected.

**Work by myself**

2) By myself: express it with creativity

Dissolve the subgroups and invite every single participant to draw/write/express with a creative form of expression his/her/their answer to the question: What can I carry in this group? What is my knowledge, capacity, or attitude that can be precious in this group?

Every participant will create some post-it with the expression of him/herself/themselves to the group. They have to create at least one post-it for one skill (knowledge, capacity, and attitude).

They can create more than one post-it for each skill. It can be a value that cannot be strongly distinguished in these categories, let them express it the same.

The post-it will be anonymous. Invite the participants to keep the post-it for Activity 4 - A group made up of us.

## ACTIVITY 4 - A GROUP MADE UP OF US

Let all the output converge to build our group

**Held by facilitator/trainer**

The last activity is the first point of the Unit:

We started to explain that everything starts with the building of a group. Now let's build the group through the observations, points of view, outputs, posters, and post-it that we have created together.

The facilitator/trainer holds this activity. His/her/their role is fundamental.

- Paste the post-it

- Invite every participant to stand up and paste their post-it on a white big poster.

- Read the post-it

Read the anonymous post-it of every single participant, created in Activity 2 - Leadership skills in my group.

Explain that the group is made of our single values, knowledge, capacity, and attitude.

Now all the beneficiaries know about the values of the others: it lets the group be more cohesive and solid. Some of them can recognize themself in the values of the other, and some of them can understand how different the group is.

1) On our poster

Explain that our values can be our skills.

Unstuck now the post-it from the poster.

Asking the group, divide the post-it into the three "categories" skills (knowledge/capacity/attitude) and paste them on the poster of Activities 1, 2 and 3 to the skills to which they belong. Let the group guide you. This step is guided by the group's point of view.

For the values that cannot be strongly distinguished in these skills categories, paste them between categories. The categories are not strongly fixed.

2) Reason together on us

Reason together on "our group", our collective values, and our skills.
Single values are now part of a collective. We have created a group able to valorise every member, where every member could feel included, safe, and actively listened to.

## 8. Methodological processes

Non-frontal education, non-formal education, peer-to-peer education, learning by doing.

The methodology sometimes mixes theoretical frameworks with practice, but almost all the contents are carried out with activity-based learning.

Tools of methodology: Group discussion, subgroup discussion, self and collective expression form, non-formal learning methodologies such as critical thinking, problem solving, and cooperative group learning.

## 9. Trainer number and profile

Trainers should preferably have previous experience and knowledge in the fields of awareness raising and community activation and should have experience in the management of groups. They have to use non-discriminatory and inclusive language and also be able to create a safe and open space.

There can be some trainers to explain the context and some facilitators to supervise the work and to facilitate some discussions.

## 10. Ratios

The recommended ratio is 1 trainer every 10 participants, but is advisable to have 1 facilitator for every subgroup, to supervise the work and to facilitate some discussions.

## 11. Evaluation

Participants will self-evaluate by an evaluation questionnaire (Annex). It will focus on the reaching of the Training objectives and the understatement of the contents.

# Training Unit #2 - Desires, change, imagination: self-activation and community activation

## 1. Typology

This unit belongs to the Awareness-Raising and Community Activation training module.

## 2. Description

After having created a solid and cohesive group, able to understand its values and lead them, it is necessary now to focus on what *moves* the group: its collective desires, change, imagination of the world. This Unit, through the world-café methodology, aims to lead participants to reason on their goals and wishes. Groups are fixed together through their dreams and desires that can be heterogeneous; the relevant question is to find the same direction to follow, the same path to walk along together. Subsequently, the group will discuss tools to raise awareness, to start answering the Training Program question.

## 3. Duration

The unit will take 2 hours and 45 minutes, divided as follow:

| | |
|---|---|
| Block 1: Introduction | 15 minutes |
| Block 2: Structuring group work through planning and participation: the methodology of the world café | 5 minutes |
| Activity 1: World café: desires, change, imagination | 1 hour |
| Block 3: Awareness-raising and community activation held by our group | 5 minutes |
| Activity 2: How can we now raise awareness together? | 25 minutes |
| Block 4: From strategy to practice: the tools | 5 minutes |
| Activity 3: How can we communicate our imagination? | 35 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: It is important that an intimate and cosy atmosphere, like one of a café, is recreated. This is possible through the arrangement of tables suitable to accommodate a small group of people respectively, which can vary from 4 to 6 people.

- Technology: A projector and screen for displaying presentations and multimedia content and internet access.

- Stationery and Materials: Each table has a large board placed in the centre.

- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

- To reason on collective desires, change, imagination
- To enable beneficiaries to create a community that could carry on its goals and wishes
- To create a group that is able to understand its imagination of change in the world
- To create a group that can find together tools to raise awareness
- To build a group that can be actor of change

## 6. Competence framework

**General competencies:**

- Management and development of community work and participatory processes
- Ability to cope with the demotivation of the students

**Specific competencies:**

- Capacity to support autonomy and responsibility of students in the fieldwork

## 7. Detailed Unit session

BLOCK 1 - INTRODUCTION

Welcome participants and choose an icebreaker activity or an energizer to set a positive tone and get to know each other. Brief overview of the workshop's goals and objectives.

BLOCK 2 - STRUCTURING GROUP WORK THROUGH PLANNING AND PARTICIPATION: THE METHODOLOGY OF THE WORLD CAFE

To be effective and sustainable over time, community activation requires the direct and active involvement of all members. To do this, therefore, it is necessary to create safe, inclusive spaces that promote the real participation of individuals, but which are also able to put the interests, desires, and ideas of people back into circulation, especially those subjectivities whose interests and needs tend to be underrepresented.

In this perspective, the methodology of the world café can enable the creation of participatory spaces.

Furthermore, for the activation of a community and to motivate its action, it is important to put desires at the core and to work on the collective imagination of the participants to create new spaces and forms of action.

**What is the world café methodology and how to use it?**

The world café is a simple and effective methodology that aims to stimulate creativity and sharing as well as learning and generating change, through sub-group work[28].

ACTIVITY 1 - WORLD CAFÈ: DESIRES, CHANGE, IMAGINATION

**STEP 1.1 - Divide into Subgroups**

Each table has a large board placed in the centre, with markers, post-it notes, and other useful materials for writing, drawing, and colouring the ideas that emerge. It is important that both facilitators and participants (if they want) have writing material available, because through writing, "collective thinking" takes shape.

**STEP 1.2 - Ask the Questions, Brainstorm and Change Tables**

(45 minutes for table work: about 15 minutes per table → 5 minutes per question → approximately 1 minute per question per participant)

The activity can start with one or more open-ended, generative questions, each question corresponds to a different 'table'. After answering the question, the group changes tables to answer the next one. At each table, there are one or more facilitators, who remain fixed on a thematic table[29].

It is important that the questions are rewarded according to the language and subject matter of the group. The important thing is that the set of questions should be able to touch on the following topics: desires, goals, obstacles, and solutions, but also to unleash the creative resources of individuals by working on the imagination.

- What motivates you to be here today? What desires move you?
- What change would you like to bring about and how do you envision your life, your community, and society if this change were to be realized?
- What are the problems hindering this change? And what solutions would you propose?

Participants are invited to identify 2-3 problems; and 2-3 solutions.

To promote group activation and motivation, it is important to structure an initial brainstorming moment in which one starts with the wishes and the change that the group would like to bring about, thus also working on the imagination.

The facilitators of the table must:

- Take notes of everything that emerges on a board, placed in the centre of the table;

[28] See annex

[29] See annex

- Prepare a return of the individual tables;
- Ask for the intervention of all participants;
- If possible, monitor that everyone has the opportunity to express themselves for the same amount of time.

**STEP 1.3 - Plenary feedback**

Finally, each facilitator gives back in plenary what emerged from the group with the help of posters. In this way, the methodology stimulates the active participation of everyone by working in subgroups, but at the same time allows for the exchange of ideas and opinions between a large number of people. (5 minutes per table/facilitator 15 minutes)

15 minutes break

## BLOCK 3 - AWARENESS-RAISING AND COMMUNITY ACTIVATION HELD BY OUR GROUP

Until now, we have taken a lot of time to build our group, reasoning together on leaders and leadership skills, recognizing our value in a group, and talking about our collective imagination, desires, goals, and change we want to carry on.

Now we can start talking about how this group can go beyond its borders.

We can start asking how we can raise awareness and activate a community. To work on it, it is indeed necessary to have created a group that can actively listen to itself, create a welcoming space of ideas, and work on its goals and vision.

## ACTIVITY 2 - HOW CAN WE NOW RAISE AWARENESS TOGETHER?

Group activity

**STEP 1.1 - Look beyond us: stick the poster of Unit 1**

We use all the time of this activity to work on us as a group and members. Now that we are a collective of values, it is time to overcome our borders.

Remember the activities of Unit 1 that we have done together. Take the poster of Unit 1 as something to start from and stick it on the wall.

**STEP 1.2 - Start to think: How can we raise awareness together?**

Try to answer the question: “How can we raise awareness together?”

Take the poster we have created in Unit 1 as reference.

It takes a little time and space to start reasoning on this question. The answers are a first step, they should not have to be complete and reach the objective. It is just necessary to help us understand that after having reasoned within our group, we have to start thinking about the community. Let's open a debate on it and facilitate the discussion.

## BLOCK 4 - FROM STRATEGY TO PRACTICE: THE TOOLS

After having collectively reasoned about the desired change, and having discussed some of our impressions about how to raise awareness, it is important to think about the tools to implement it and to communicate it externally.

## ACTIVITY 3 - HOW CAN WE COMMUNICATE OUR IMAGINATION?

Pre-written poster with open questions

The trainer/facilitator had prepared posters with pre-written open questions.

The questions are:

- Which are the tools that you have or need to communicate your desires, goals, and vision of your life-community-society out of this group?
- How can you communicate your imagination to your community of belonging?
- How can you communicate your imagination to a community to which you do not belong?

**STEP 3.1 - Explain**

The facilitator explains the activity and hangs up the posters, asking participants to think of 2-3 answers per question, each answer must be written in a different post-it.

**STEP 3.2 - Time to Answer**

Invite participants to write their answers on post-it notes.

This methodology stimulates the active contribution of each participant, allowing everyone to express ideas and practices.

**STEP 3.3 - Stick the post-it**

Participants are then invited to stick the post-it notes on posters.

**STEP 3.4 - Subgroups of post-it**

The facilitator groups the post-it into subgroups, based on the relevance of the post-it, which may be similar or lead back to the same reasoning.

**STEP 3.5 - Read and return**

After doing so, the facilitator reads and analyses the answers in plenary, returning them to the group.

## 8. Methodological processes

Non-frontal education, non-formal education, peer-to-peer education, learning by doing.

The methodology sometimes mixes theoretical frameworks with practice, but almost all the contents are carried out with activity-based learning.

Tools of methodology: Group discussion, subgroups discussion, self and collective expression form, non-formal learning methodologies such as critical thinking, problem-solving, cooperative group learning, open questions, collective thinking, subgroups work, self-evaluation strategy, world café methodology.

## 9. Trainer number and profile

Trainers should preferably have previous experience and knowledge in the fields of awareness raising and community activation and should have experience in the management of groups. They have to use non-discriminatory and inclusive language and also be able to create a safe and open space.

There can be some trainers to explain the context and some facilitators to supervise the work and to facilitate some discussions.

## 10. Ratios

The recommended ratio is 1 facilitators/trainers every 5 participants. It is important to have 1 trainer in every subgroup to facilitate and supervise the work.

## 11. Evaluation

Participants will self-evaluate by an evaluation questionnaire (Annex). It will focus on the reaching of the Training objectives and the understatement of the contents.

## 12. General recommendations and comments

World café: Create a safe and inclusive space that promotes the real participation of individuals.

It is important that the questions are rewarded according to the language and subject matter of the group.

# Training Unit #3 - Narratives: to self-create and to communicate

## 1. Typology

This unit belongs to the Awareness-Raising and Community Activation training module.

## 2. Description

This training Unit is divided into five Activities:

This training Unit is aimed at creating narratives together, and to raise awareness through it. It is divided into five Activities, of which the first one is the Introduction, containing an icebreaker or energizer. It then moves on to the second activity of “what is a narrative”, where we will be discussing narratives and stories, interpretations of reality, how to build a collective narrative starting from who we are and what we want to be, and political narratives. After this, we will get to “create an activism story”, and to “create a collective communication” (Imagine to be…). Last but not least, the fifth activity consists of creating a collective narrative, made by and of us.

## 3. Duration

The unit will take 3 hours and 30 minutes, divided as follow:

| | |
|---|---|
| Block 1: Introduction | 15 minutes |
| Block 2: What is a narrative | 40 minutes |
| Activity 1: To create an “activism” story | 1 hour 10 minutes |
| Activity 2: To create a collective communication: Imagine to be… | 40 minutes |
| Activity 3: To create our collective narrative | 45 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: spacious meeting space that allows for collaboration and discussions among participants

- Technology: A projector and screen for displaying presentations and multimedia content and internet access.

- Online Resources: We will use the "WE CAN! Taking Action against Hate Speech through Counter and Alternative Narratives" (de Latour, Perger, et al., 2017) manual as a resource for this Unit.

- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

- To enable the group to create their own narrative to raise awareness in and out of the community

- To give skills to communicate collectively the group purpose

- To work with and stimulate activism and work on how to tell the cause

- To create an impact in the community and out of the community

## 6. Competence framework

**General competencies:**

- Management and development of community work and participatory processes
- Ability to cope with the demotivation of the students

**Specific competencies:**

- Capacity to support autonomy and responsibility of students in the fieldwork

## 7. Detailed Unit session

BLOCK 1 - INTRODUCTION

Welcome participants and choose an icebreaker activity or an energizer to set a positive tone and get to know each other.

Brief overview of the workshop's goals and objectives.

BLOCK 2 - WHAT IS THE NARRATIVE

Definition:

*"Narratives are important in defining, reinforcing or changing unequal social and political power structures, which sustain and legitimize hate speech and all forms of discrimination and extremism"*

The term narratives is often used as a synonym for stories, but narratives very often contain many more elements than the latter. Nabokov stated, "If I tell you that the king died, and then the queen died, that's not narrative; that's the plot. But, if I tell you that the king died, and then the queen died of a broken heart, that's narrative".

There is in fact a crucial element that distinguishes the former from the latter: the relationship between the multiple stories and events that helps to make sense of them, placing them within a broader narrative framework.

<u>Our interpretation of reality</u>

In fact, narratives are constructed based on our interpretation of reality, in our mental patterns. Moreover, another fundamental element of narratives is that, by giving order to the events of reality, they create it. Narratives therefore also give us access to the possibility of imagining reality and thus enable us to imagine change.

Consequently, a narrative gives us access to: our mental patterns, our beliefs, and our emotions - that we have discovered before together with the Activity of World Café.

In this perspective then: "narratives matter because they influence the way people think. They serve as a guide for their decisions and actions" [30]and can drive social change through its imagination.

How to build a collective narrative, starting from who we are and what we want to be.

Narratives are composed of several elements, some of them explicit and others implicit.

The main elements of a narrative are:

1) *Structure*: it is composed of three moments, the first being the initial moment, which is interrupted by a conflict or dilemma (second moment), ending with its resolution or transformation (final moment).

2) *Characters*: there are the protagonists who may be presented as heroines, often accompanied by the antagonists

3) *Context*: socio-cultural and historical context in which the narrative takes on meaning

4) *Relationships*: connection between characters, their relationship can be positive or negative

5) *Meaning*: Differently from plot, story, and chronicle, a narrative presents a connection between the main characters, their behaviour, and their actions (an individual story) to the general context and the bigger picture (collective story)[31].

In addition, there are also political and social narratives, which have distinctive characteristics, are distinguished by the fact that they can profoundly influence public opinion, and are a strong tool for awareness raising and sensitization.

They present three key dimensions[32]: (Annex)

- *The emotional dimension*: the most commonly used emotions are fear, hope, and anger. emotions connect people to stories;

[30] *WE CAN! p.54*

[31] Ivi, p. 62-64

[32] Ivi, p. 65.

- *The spatial dimension*: allows the viewer to find his or her positioning and perspective within the overall context of the story;

- *The temporal dimension*: that allows a link between the past, the reasons and origins of the moment of upheaval to the present and the future[33].

**Political narratives: "Yes we can"**

In 2008, Obama, as part of his election campaign for the presidency in the United States, used a simple, inclusive, and straightforward slogan, namely 'Yes we can'. This slogan was only the tip of a complex and powerful narrative iceberg, linked to Obama's personal history, which, however, is linked to a broader collective history, that of minorities in the United States and especially that of African Americans.

The famous slogan therefore refers to a narrative that can be described as inclusive, unlike the earlier "they steal our jobs" narrative that is exclusive in that it is against someone else.

Regarding the 5 elements present in the narrative, we can first note that the character is "we", implicitly so there is also an opposing "they." In this case, the relationships are conflicting because "we believe that we can"[34] while "someone else thinks that we cannot, that we could not." The context to which this narrative refers is that of the optimistic U.S. culture. While the structure consists of the initial moment (1) in which "something is impossible," the disruptive moment (2) in which "we argue that it is possible instead", and finally the concluding moment (3) in which "we will definitely make it possible". Finally, the last element, namely the meaning of history, can be stated as follows: "The United States is a country of opportunity. Hard work and optimism make everything possible. The story of Obama can become a model (from the macro to the micro)"[35]. While regarding the three political dimensions, the spatial one refers to a "we" that is open because everyone can enter and be part of it and become part of our history.

While the temporal one consists of a before, in which "someone thought we could not" [36]and an after in which "we will prove that we can". Finally, in the slogan "Yes we can" the prevailing emotion is that of hope.

**Food and agriculture- related Narrative:**

Heifer International is an organization that works globally to end hunger and poverty through sustainable agriculture, empowering communities by providing livestock and training in environmentally sustainable farming practices. Their model focuses on long-term solutions, not short-term aid, and emphasizes the importance of community development and food security.

[33] Ibidem

[34] Ivi, cit. p. 73

[35] Ibidem.

[36] Ibidem.

Elements of their narrative:

1) *Character:* "We" (rural communities and Heifer International) versus "They" (those who believe food security and poverty are insurmountable problems).

2) *Context:* The challenge of hunger, poverty, and food insecurity in developing nations, and the belief that empowerment through sustainable agriculture can make change possible.

3) *Structure:*

   a. *Initial Moment:* The belief that overcoming hunger and poverty is impossible.

   b. *Disruptive Moment:* Heifer International presents the possibility of change through sustainable agriculture and community empowerment.

   c. *Concluding Moment:* Proof that change is achievable with the right resources, resulting in self-sufficiency and improved food security.

4) *Meaning of History:* The story of hope, empowerment, and sustainability, demonstrating that the right solutions can break the cycle of poverty and hunger.

5) *Slogan:* "Together, we can end hunger and poverty and care for the earth," embodying a message of hope, collaboration, and sustainable change.

## ACTIVITIES

Introduction

Stories and slogans are the tip of the narrative iceberg.

Telling stories is more effective than telling statistics, data, etc. This is why it makes sense to work on stories and self-narrations, which are easier and more immediate tools to build individually and within groups.

The following parts will thus constitute practical activities for the construction of narratives and collective stories.

### ACTIVITY 1 - TO CREATE AN “ACTIVISM” STORY

**(1 hour 10 min)**

Work in groups

**STEP 1.1 - Divide into subgroups**

Divide the group into subgroups of 7 people.

**STEP 1.2 - Explain: Elements of the Narrative Arc**

Give every subgroup a pre-written paper that indicates the elements of a Narrative arc (Annex)

Explain to them that to create a story it is necessary to have these elements.

<u>Elements of a Narrative arc:</u>

- Context = time, environment → when and where
- Primary character/-s → who
- Mission = what the protagonist has to do, the purpose → what
- Antagonist/-s = the person/people that try to sabotage the protagonist and the mission → against who
- Supporting character/-s = someone that will help the protagonist → with who
- Unexpected event = something unexpected happened → obstacle
- End = how it ended

**STEP 1.3 -Ask some examples**

Invite the participants to give 2-3 examples of stories - like fairy tales, films, or books - that they know and individualise together the elements in these stories.

**STEP 1.4 -Give the assignment**

The work will be made on paper (figure above in Annex).

Every member of the group (7 members) has to write to one of the elements (7 elements).

- The first member will write the Context and then will bend backward the first paper line with the context, to cover it.
- The member will pass the paper to the second one, who - without looking at the writing before - will write the Primary character/s…
- And so on…

Every member will write his piece of the story, without knowing about the others' pieces. The trainer/facilitator should clarify that they do not have to speak and give advice.

Only one “rule”: an “activism” story

The mission has to be something about social/community issues to fight for, to activate.

The mission has to be something to fight for, like an injustice, a social problem, or a community issue, for which the protagonist has to activate.

This indication is useful to let them think about creating a story that is real, can be daily, something they meet during their experiences or heard about.

Ensure that all the participants have understood this “rule”.

**STEP 1.5 -Time to write and read**

When every member has written the element, leave them time to read their story together.

**STEP 1.6 -Answer: What is the moral of the story?**

- Invite the subgroups to answer the question: What is the lesson of the story?
- Give the participants some Post-it to write about.
- The trainer/facilitator should bear in mind that the discussion is open and the space is safe.

**STEP 1.7 -Return to the group**

Invite the subgroups to choose a representative who has to read the story and the post-it with the moral. Stick the post-it on a poster.

**STEP 1.8 -Explain**

Explain to the participants what the lesson of this activity is:

Now we have understood that to create a story it is necessary to have different elements to let it be coherent and fluid. We have learned that every one of us can create an element of a story.

The mission was something to activate or fight for: we had connected with our vision and imagination of change that we desire, which we spoke about in Unit 2.

The moral of this activity is not to create a fantastic story, but to create a collective story where they can learn about which are the elements of this "activism" story, and to find these elements in our own story.

ACTIVITY 2 - TO CREATE A COLLECTIVE COMMUNICATION: IMAGINE TO BE…

**Work in subgroups**

1) Divide into subgroups (5 min): divide into subgroups of 5 people.

2) Choose one mission (5 min): choose one mission of activity 1 or create a new mission, which has to be connected to a social/community issue to fight/activate for.

3) Imagine to be (15 min): imagine now to be a group of activists on this Mission and you have to communicate outside your cause.

Try to answer these questions together:

- Who do we want to communicate our cause to?
- With what tools do we can communicate our cause?
- What kind of impact and change do we want to achieve?

Write the answer briefly on three post-its.

4) Return to the group (15 min): invite the subgroups to choose a representative who has to read the answer and stick the post-it on a poster.

ACTIVITY 3 - TO CREATE OUR COLLECTIVE NARRATIVE

Work all together + facilitator/trainer

**STEP 1.1 -About us**

Now reason about us. Invite the participants to collectively answer to the question, taking as a reference the elements of the narrative arc.

- Which are the Elements of **our** narrative?

Build a map with the suggestions from the group, taking together the posters of Unit 1 and 2.

Elements of a Narrative Arc:

- Context (5 min)
    - What is our context?

**The group:** Invite them to reflect on the actual time and environment they live in; Describe together the characteristics of our time and space.

- Primary character/-s (10 min)

- Who is the primary character?

**The facilitator/trainer:** We are the primary character of our narrative!

Take Unit 1 as reference and take the posters created with all activities as reference.

We worked on how to lead a group and which are the leadership skills of our group, with the Activities:

- Activity 1 - Leaders and leadership skills
- Activity 2 - Leadership skills in my group

Then we worked on ourselves, with:

- Activity 3 - Empowerment: the group and I

And at the end, we have worked on our group, with:

- Activity 4 - A group made up of us

This group is the Primary character of our narrative. Made of our values, our skills, our weaknesses, and our strengths.

- Mission (10 min)

  - What is our mission?

**The facilitator/trainer:** Our mission is to communicate and raise awareness about our desires, our goals, our imagination, and the change we want to bring.

Take as reference the Unit 2 and the posters created with all activities.

We worked on our imagination with:

- Activity 1 - World café; desires, change, vision

Then we have reasoned about how to communicate our mission, with activity:

- Activity 2 - How can we now raise awareness together?
- Activity 3 - How can we communicate our vision?

- Antagonist/-s (5 min)

**The group:** Reason with the group on who can be the antagonist of our mission.

- Who are our antagonists?

- Supporting character/-s (5 min)

**The group:** The supporting character can also be some non-humans, like for example the tools of our communication.

  - Who can be our supporting character?

**STEP 1.2 -On our path (10 min)**

**The facilitator/trainer:** We cannot foresee what will happen, which can be the unexpected event of our path and which will be the end.

- Unexpected event
- End

But until now, we have built something. We are in the middle of our path, of our arc of Narrative. We have to keep our group solid and cohesive, to reach our mission and raise awareness on the change we want to bring. We have built a collective narrative of ourselves and we can start our path to reach our mission!

## 8. Methodological processes

Non-frontal education, non-formal education, peer-to-peer education, learning by doing.

The methodology sometimes mixes theoretical frameworks with practice, but almost all the contents are carried out with activity-based learning.

Tools of methodology: Group discussion, subgroup discussion, self and collective expression form, non-formal learning methodologies such as critical thinking, problem solving, cooperative group learning, and self-evaluation strategy.

## 9. Trainer number and profile

Trainers should preferably have previous experience and knowledge in the fields of awareness raising and community activation and should have experience in the management of groups. They have to use non-discriminatory and inclusive language and also be able to create a safe and open space.

There can be some trainers to explain the context and some facilitators to supervise the work and to facilitate some discussions.

## 10. Ratios

The recommended ratio is 1 facilitator/trainer every 10 participants. It is advisable to have 1 facilitator for every subgroup, to supervise the work and to facilitate some discussions.

## 11. Evaluation

Participants will self-evaluate by an evaluation questionnaire (Annex). It will focus on the reaching of the Training objectives and the understatement of the contents.

# 5. Circular Economy Solutions Training Module

## 5.1. Brief description of the module

Module title: Circular Economy Solutions

Objectives:

**Main objectives**

- Provide learners with a foundational understanding of circular economy principles and their practical application, displays real-life examples of circular economy solutions, and emphasize the role of VET in preparing learners for careers in circular economy-related fields.

**Secondary objectives**

- Equip VET learners with knowledge, skills, and inspiration to actively participate in and contribute to the transition towards a more sustainable and circular economy in Europe and beyond.

Competencies addressed

**General competencies**

- Ability to listen;
- Learning capacity, (Ability to obtain or expand knowledge and techniques related to the task. Capture and application of new information, systems, and work methods);
- Critical thinking ability (Ability to question and argue concepts, ideas, and situations, and discriminate fallacies, inconsistencies, and logical errors).

**Specific competencies**

- Circular economy: use of energy resources, packaging impact, technological innovation.

Approximate duration (in hours):

9 hours, divided as follows:

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| 3 hours | 3 hours | 3 hours |

## 5.2. Targeted collectives

According to the Green Jobs Itineraries report, included in the Competence Framework document, the Circular Economy Solutions Training Module is addressed to these professional profiles

| | |
|---|---|
| **General project and resources management** | • Coordinator/ Project Manager |
| **Agricultural Production and Surplus Collection Area** | • Production area coordinator<br>• Farmer/ Farm helper<br>• Surplus collection area coordinator<br>• Support and logistics technician in the surplus collection area |
| **Transformation Area** | • Cooking and Transformation area coordinator:<br>• Supporter in Transformation area |
| **Storage, logistics, and distribution area** | • Storage, logistics, and distribution area Coordinator/ Head of storage and logistics<br>• Logistics assistant/warehouse worker |
| **Education area** | • Adult education educator on Sustainable agriculture and food system, environmental educator<br>• School educator |

This module is also designed for Vocational Education and Training (VET) instructors specializing in business/economy studies, entrepreneurship, and/or food production with an advanced level of expertise. These instructors possess a solid foundation in business and economy and seek to deepen their knowledge regarding circular economy within their specific areas of expertise. They would deliver this module to VET learners, who are interested in Green career pathways.

## 5.3. Methodology

The module employs a rich variety of interactive and engaging learning methodologies, designed to cater to diverse learning styles and maximize knowledge retention. It commences with informative lectures and facilitated discussions to establish a strong foundational understanding of the circular economy principles. These provide participants with the essential theoretical underpinning necessary to grasp the concept.

The focal points of this module are dynamic and interactive activities that involve the analysis of real-world case studies and engaging group discussions. This hands-on approach immerses participants in practical examples, allowing them to witness the circular economy principles in action. It is a powerful way to bridge theory and application, fostering a deeper appreciation for the subject matter.

Question and answer sessions are strategically integrated to encourage active participation and stimulate critical thinking. Participants have the opportunity to seek clarification and engage in meaningful dialogues, promoting a deeper understanding of the subject matter.

Collectively, these innovative learning methods not only enhance participants' comprehension but also foster a highly interactive and informative learning experience, making the circular economy an engaging and impactful topic of study.

## 5.4. Tools

For conducting the activities of this module, the following resources are necessary:

- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5.5. Infrastructure

The following infrastructures are needed for the development of the module:

- Technology: a computer and a projector. Internet Access.
- Venue: It is advisable that the activities are conducted in a spacious area to ensure the working groups can be seated around different tables and work without disturbing each other.

## 5.6. Accessibility

Regarding accessibility, the primary activity that may pose some restrictions is online research. However, since participants collaborate in groups, their fellow group members can assist individuals with specific impairments. The other activities, such as discussions and presentations, are generally accessible and can be adjusted in their execution to cater to a wide range of needs and preferences.

In terms of the mechanism, it is crucial to ensure that trainers and facilitators are well informed about the specific requirements and accommodations needed from the outset of the course. This can be achieved by incorporating a questionnaire into the registration process, allowing participants to describe their unique needs. This proactive approach ensures that the necessary measures are in place right from the start of the course, promoting an inclusive and accommodating learning environment.

## 5.7. Other inclusion mechanisms

This activity does not have predefined inclusion mechanisms, as they could vary depending on the hosting institution. The module is designed to be inclusive and welcoming to all participants, and many of the materials are accessible in various languages to accommodate individuals from diverse cultural backgrounds. Additionally, facilitators should be prepared to assist participants facing language barriers, using tools like DeepL or Google Translate for websites to ensure that the materials are accessible to everyone when necessary.

## 5.8. Other data of interest

### 5.8.1. Existing training material and resources

- Circular Economy Courses | Ellen Macarthur Foundation
- Circular guide: your circular economy training

***Unit 1***

- Eliminate waste and pollution
- Circulate products and materials (at their highest value)
- Regenerate nature
- Food and the circular economy – deep dive
- Circular Economy and Food | Ellen MacArthur Foundation
- https://www.ellenmacarthurfoundation.org/food-and-the-circular-economy-deep-dive
- Five benefits of a circular economy for food
- Completing the Picture: Designing a food system that’s positive for nature and our climate

***Unit 2***

- Cities and a circular economy for food – overview

- Transforming our food system can tackle climate change, and cities play a leading role
- Transforming city food systems for circular economy
- The role of restaurants The role of restaurants in a circular urban food system
- London Cross-cutting collaboration to transform the food system: London
- Milan Collaborating to change local food systems: Milan
- Brussels https://emf.thirdlight.com/file/24/P-UFl1YP4iZY2JP-If8P-0p5E/Focus-City-Brussels-Belgium.pdf

***Unit 3***

- What are circular jobs? - Jobs & Skills in the Circular Economy Programme
- Circular Startup Index
- Circular Jobs Monitor
- Circular Startup Index
- Circular Economy | UNjobs

# Training Unit #1 - Introduction to Circular Economy

## 1. Typology

This unit belongs to the Circular Economy training module.

## 2. Description

In this unit, participants will gain an introduction to the circular economy concept within the context of the food system. They will actively immerse themselves in theoretical knowledge through the examination of real-world case studies and discuss together what they have learned.

## 3. Duration

The unit will take 2 hours and 30 minutes, divided as follow:

| | |
|---|---|
| Block 1: Introduction | 40 minutes |
| Activity 1: Benefits of circular food production | 20 minutes |
| Activity 2: Circular economy in action | 1 hour 30 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: spacious meeting space that allows for collaboration and discussions among participants
- Technology: A projector and screen for displaying presentations and multimedia content and access to a printer. Internet connection.
- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

**Specific competencies:**

- Equip participants with a comprehensive understanding of the circular economy in the context of food production.
- Ability to define and explain the fundamental concepts and principles of the circular economy as it pertains to the food industry.
- Recognize the benefits of circular food production, encompassing environmental sustainability, economic viability, and social responsibility
- Develop the ability to analyse and identify real-world applications of circular practices within the food production sector.

## 6. Competence framework

**General competencies:**

- Learning capacity, (Ability to obtain or expand knowledge and techniques related to the task. Capture and application of new information, systems, and work methods)
- Ability to listen
- Critical thinking ability (Ability to question and argue concepts, ideas, and situations, and discriminate fallacies, inconsistencies, and logical errors)

**Specific competencies:**

- Circular economy: use of energy resources, packaging impact, technological innovation
- Knowledge of Phases, actors, and interactions of the agrifood chain

## 7. Detailed Unit session

BLOCK 1: INTRODUCTION

**STEP 1.1 - Introduction to the Course**

- Welcome and Icebreaker
- Overview of the Learning Unit

**STEP 1.2 - What is Circular Economy and How Does It Relate to Food Production?**[37]

- Introduction to Circular Economy
- Circular economy in food systems

INTRODUCING CIRCULAR ECONOMY

The concept of a circular economy has gained substantial prominence in recent years as societies worldwide grapple with the profound environmental and economic challenges posed by traditional, linear economic models. In essence, the circular economy is an innovative and holistic approach to resource management and economic growth. It represents a paradigm shift away from the conventional "take, make, and dispose" system, which is known for its environmental degradation and unsustainable resource consumption.

At its core, a circular economy aims to mimic natural ecosystems, where resources are reused, recycled, and regenerated in a continuous loop, minimizing waste and reducing the strain on our planet's finite resources. The transition to a circular economy hinges on three fundamental principles: designing out waste and pollution, keeping products and materials in use, and regenerating natural systems. Designing out waste and pollution is the first pillar of the circular economy. It calls for the rethinking and redesign of products and systems, with a focus on durability, reparability, and recyclability. By creating products that are intended to last and are easy to repair, the generation of waste and pollution can be significantly reduced.

The second principle, keeping products and materials in use, underscores the importance of extending the life of products through practices such as refurbishment, remanufacturing, and recycling. It promotes the idea that products should have multiple lifecycles, thereby reducing the need for constant production and the consumption of virgin resources. The third and final principle involves regenerating natural systems and acknowledging the interdependence between the environment and the economy. This principle underscores the importance of fostering regenerative and restorative practices, such as sustainable agriculture and responsible land management, to ensure the long-term health of ecosystems.

[37] Materials for trainers are available in the toolkit,

One of the core strengths of the circular economy concept is its potential to address a multitude of challenges simultaneously. It not only offers a pathway to reduce waste and pollution but also contributes to enhanced resource efficiency, job creation, and increased economic resilience. Additionally, a circular economy can help mitigate climate change by reducing greenhouse gas emissions associated with resource extraction and production. Implementing a circular economy is not without its challenges. It requires a fundamental shift in how businesses operate, as well as changes in consumer behaviour and government policies. However numerous success stories from companies and regions around the world have displayed the tangible benefits of this model, including cost savings, enhanced competitiveness, and a reduced environmental footprint.

In conclusion, the circular economy is not merely a buzzword; it represents a fundamental shift in our approach to economic development and resource management. It is a compelling vision for a future where sustainability, economic prosperity, and environmental stewardship are not conflicting goals but intertwined priorities. As we continue to grapple with pressing global issues, the circular economy provides a blueprint for a more harmonious and regenerative relationship with our planet. By embracing this concept, we take a significant step towards a sustainable and prosperous future for all.

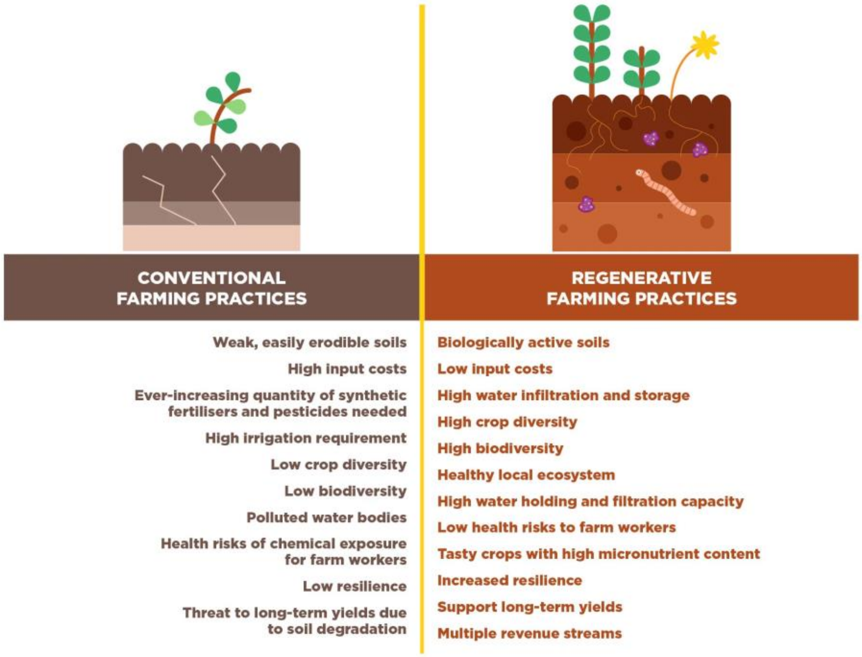
The circular economy is based on three principles, driven by design:

- Eliminate waste and pollution
- Circulate products and materials (at their highest value)
- Regenerate nature

CIRCULAR ECONOMY AND FOOD PRODUCTION:

The intersection of the circular economy and food production holds the promise of a more sustainable and efficient approach to feeding the planet. In a circular food system, the traditional linear model of growing, processing, consuming, and disposing of food is replaced with a closed-loop system. This system emphasizes reducing food waste, reusing resources, and recycling organic materials back into the ecosystem. It encourages practices such as regenerative agriculture, local sourcing, and responsible packaging, all of which contribute to a healthier planet and a more resilient food supply chain. Circular economy principles in food production not only reduce environmental impacts but also help address the pressing challenges of food security and resource scarcity, making it a pivotal concept in our quest for a more sustainable and nourished world.

Circular Economy and Food | Ellen MacArthur Foundation




Practices[38]

Circular economy in the context of food production offers five compelling benefits for society and the environment. Firstly, it promotes the regeneration of natural systems through regenerative food production methods, such as agroforestry and crop rotation, which not only yield high-quality food but also enhance local ecosystems. Second, it actively combats climate change by sequestering carbon through year-round photosynthesis and promoting the use of organic fertilizers and organic waste valorisation. This could potentially reduce greenhouse gas emissions by 49% by 2050.

Third, a circular economy for food can improve access to nutritious food by reconnecting urban areas with local food production and establishing resilient local food supply chains, especially in peri-urban regions. This can address food security challenges and reduce the vulnerability of food supply chains during global disruptions.

Fourth, it supports local communities by preserving smallholder farms and their traditional agricultural practices, ensuring both environmental sustainability and the livelihoods of rural populations.

Finally, adopting a circular economy approach for food production leads to substantial cost savings and economic value creation. By reducing food waste and optimizing resource utilization, cities could generate annual benefits worth trillions of dollars, such as reducing health costs related to pesticide exposure and realizing the economic potential of organic waste streams. As businesses and policymakers increasingly invest in circular food systems,

[38] Source: https://www.ellenmacarthurfoundation.org/food-and-the-circular-economy-deep-dive

the approach promises to work in harmony with nature, safeguard biodiversity, promote human health, and contribute to climate stabilization.

[Five benefits of a circular economy for food]

[Completing the Picture: Designing a food system that's positive for nature and our climate]

## ACTIVITY 1: BENEFITS OF CIRCULAR FOOD PRODUCTION

Divide the participants into smaller groups of up to 4 people and let them - based on what they learned about the circular economy of food - write on a large sheet of paper the benefits of a circular food system, and then sort them into environmental, social, and economic benefits. The findings can be compiled into one list by the trainer and either written on a board or hung up in the room.

## ACTIVITY 2: CIRCULAR ECONOMY IN ACTION

Each group will receive a case study[39]. This can be either printed out or read on a laptop. Ask the participants to research the business (find the website, learn more about their approach, etc.) and prepare a presentation of the business. While researching they should analyse the business practice in terms of benefits they provide (as laid out in activity 1) as well as how the case study addresses the key principles of circular economy (eliminate, circulate, regenerate) and be able to report those back to the whole group.

Each group will then present the case to the whole group and explain their circular approach and what they provide as environmental, social, and economic benefits. Some time should be reserved to answer questions from the audience and allow space for discussions. The groups are to be encouraged to creatively present their case studies.

[39] Library of cases available in the toolkit.

## 8. Methodological processes

The training unit uses an array of interactive and engaging learning methodologies. It includes lectures and discussions to provide foundational knowledge, while an interactive activity involving case studies and group discussions encourages participants to analyse real-world examples of circular practices in food production. The unit also employs visual aids and real-world examples to make complex concepts more accessible. Question and answer sessions promote active participation, and summarization and reflection activities aid in consolidating learning. These methods collectively enhance participants' comprehension of the circular economy in food production, ensuring a more interactive and informative learning experience.

## 9. Trainer number and profile

The trainer team would ideally consist of 2 trainers with working knowledge of the topics discussed. Their role is to provide the participants with information and to guide them through their analytical processes. They can provide additional information when things are unclear or questions arise and are also able to adapt the activities to the needs and profiles of the participants. They have experience in facilitating groups and can create a safe container for creative inquiry of the topics.

## 10. Ratios

The recommended ratio is 1 facilitator/trainer every 12 participants.

The overall size of the group should not exceed 12 to provide a conducive learning environment.

## 11. Evaluation

The evaluation of this training unit takes an informal yet highly engaging approach. Rather than relying on traditional formal assessments, participants will have the opportunity to self-evaluate their understanding and learning progress through the analysis of real-world case studies. This dynamic method allows learners to apply their newfound knowledge and critical thinking skills to assess their comprehension and application of the course material, fostering a more hands-on and practical approach to evaluation.

## 12. General recommendations and comments

Not all topics need to be covered in their entirety. The facilitator or trainer can select specific topics based on the context and the needs of the participants. This training offers a comprehensive set of concepts, and some topics can be summarized or revisited in other units.

The suggested duration for each sub-activity is approximate. Depending on factors such as the number of participants and their background, the trainer may choose to allocate more or less time to specific activities. Similarly, the proposed topics can be adjusted to accommodate the participants' level of expertise, allowing for a more in-depth exploration of specific areas.

It is strongly recommended that trainers thoroughly understand and prepare the content before conducting the activity. The subject matter can be complex, and it should be communicated as clearly and inclusively as possible. Assumptions about the participants' prior knowledge should be avoided, and it may be necessary to begin with simpler concepts and explanations.

# Training Unit #2 - Circular food systems in cities

## 1. Typology

This unit belongs to the Circular Economy training module.

## 2. Description

In this unit, participants will gain an overview of the importance and opportunities of creating circular food systems in cities. They will actively immerse themselves in theoretical knowledge through the examination of real-world case studies and discuss together what they have learned.

## 3. Duration

The unit will take 2 hours and 30 minutes/3 hours, divided as follow:

| | |
|---|---|
| Block 1: Icebreaker and overview of unit | 10 minutes |
| Block 2: Cities and circular economy for food | 30 minutes |
| Activity 1: Case studies on cities | 2 hours |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: spacious meeting space that allows for collaboration and discussions among participants
- Technology: A projector and screen for displaying presentations and multimedia content and access to a printer. Internet connection.
- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

- Provide participants with a clear understanding of circular food systems in urban areas
- Inspire participants to actively contribute to building sustainable and resilient food systems by learning from real-world examples and exploring key components, strategies, and policy considerations.

## 6. Competence framework

**General competencies:**

- Learning capacity (Ability to obtain or expand knowledge and techniques related to the task. Capture and application of new information, systems, and work methods)
- Ability to listen
- Critical thinking ability (Ability to question and argue concepts, ideas, and situations, and discriminate fallacies, inconsistencies, and logical errors)

**Specific competencies:**

- Circular economy: use of energy resources, packaging impact, technological innovation
- Knowledge of Phases, actors, and interactions of the agrifood chain.

## 7. Detailed Unit Session

BLOCK 1 - ICEBREAKER AND OVERVIEW OF UNIT

**Materials for trainers:**

In an era marked by rapid urbanization and resource scarcity, cities around the world face a growing challenge – how to ensure sustainable and resilient food systems. Circular food economies have emerged as a compelling solution, reshaping the way urban areas produce, distribute, and consume food. These innovative systems aim to create a closed-loop food cycle, minimizing waste, maximizing resource efficiency, and fostering environmental and social well-being. This essay explores the significance of circular food economies in cities, delving into their key principles, benefits, and potential for transforming the urban landscape.

CIRCULAR FOOD ECONOMIES: A PARADIGM SHIFT

Circular food economies represent a fundamental departure from the linear food model that has dominated urban areas for decades. Traditionally, cities have followed a linear pattern, where food is produced, transported, consumed, and discarded, often leading to inefficiencies, environmental degradation, and food insecurity. Circular food economies, in contrast, embrace a cyclical approach, emphasizing regenerative practices, resource conservation, and community engagement.

KEY PRINCIPLES AND COMPONENTS

Circular food economies operate on a set of core principles:

1) Local Sourcing: By encouraging local and regional food production, circular food economies reduce the carbon footprint associated with long-distance transportation and enhance the resilience of urban food systems.

2) Urban Agriculture: The cultivation of food within cities, including rooftop gardens, vertical farming, and community plots, allows urban areas to produce a portion of their food locally.

3) Waste Reduction and Valorisation: Minimizing food waste through innovative practices like composting and recycling helps close the loop and reduce the environmental impact of food disposal.

4) Resource Efficiency: Circular food systems prioritise the responsible use of resources, such as water, energy, and land, ensuring sustainability and long-term resilience.

BENEFITS AND TRANSFORMATIVE POTENTIAL

Circular food economies offer an array of benefits that transform the urban landscape:

1) Environmental Sustainability: By reducing waste and emissions associated with long-distance food transport and landfill disposal, circular food systems contribute to a greener and more sustainable urban environment.

2) Economic Viability: Local food production and distribution create economic opportunities, including job creation, while reducing the financial burden of food waste and inefficiencies.

3) Food Security: Circular economies enhance food access and reduce vulnerabilities to supply chain disruptions, ultimately contributing to greater food security in cities.

4) Community Resilience: These systems foster a sense of community and shared responsibility for food production and resource management, strengthening urban resilience.

5) Biodiversity Preservation: Encouraging diverse, local food sources promotes biodiversity and reduces dependence on monoculture farming.

## OVERCOMING CHALLENGES AND SHAPING POLICIES

While the concept of circular food economies holds immense promise, it is not without its challenges. Urban planners, policymakers, and communities must work together to overcome obstacles like zoning regulations, land use policies, and the transformation of urban spaces for agriculture. Policy incentives, zoning reforms, and public-private collaborations are essential to drive the adoption of circular food systems.

Circular food economies in cities represent a transformative approach to ensuring the sustainability and resilience of urban food systems. By adhering to principles that prioritise local sourcing, waste reduction, resource efficiency, and community engagement, these systems offer a multitude of benefits, from environmental sustainability to food security and community resilience. As cities continue to evolve and face the challenges of the 21st century, circular food economies stand as a beacon of innovation, redefining the way we nourish our urban communities and our planet.

## BLOCK 2 - PRESENTATION: CITIES AND CIRCULAR ECONOMY FOR FOOD

Links are available in the toolkit[40].

## ACTIVITY 1: CASE STUDIES ON CITIES

Case studies are available in the toolkit[41].

[40] Please refer to the "Further Resources/References" section of Training Unit 2: Circular Food Systems in Cities in the toolkit for additional links and materials.

[41] Please refer to the "Further Resources/References" section of Training Unit 2: Circular Food Systems in Cities in the toolkit for additional links and materials.

- The role of restaurants
- London
- Milan
- Brussels

Divide the group into up to 4 smaller groups and distribute the case studies. Each group should have a laptop/tablet to do their research. Each group has 60 minutes to research the case study and prepare a presentation to be given to the larger group. This should include an introduction to the case study, what they want to change and how they are/are planning to do it, as well as if available some outcomes.

Each presentation should be around 15 minutes and allow for some space for answering questions and discussing the case.

## 8. Methodological processes

The training unit utilizes an array of interactive and engaging learning methodologies. It includes lectures and discussions to provide foundational knowledge, while an interactive activity involving case studies and group discussions encourages participants to analyse real-world examples of circular practices in food production. The unit also employs visual aids and real-world examples to make complex concepts more accessible. Question and answer sessions promote active participation, and summarization and reflection activities aid in consolidating learning. These methods collectively enhance participants' comprehension of the circular economy in food production, ensuring a more interactive and informative learning experience.

## 9. Trainer number and profile

The trainer team would ideally consist of 2 trainers with working knowledge of the topics discussed. Their role is to provide the participants with information and to guide them through their analytical processes. They can provide additional information when things are unclear or questions arise and are also able to adapt the activities to the needs and profiles of the participants. They have experience in facilitating groups and can create a safe container for creative inquiry of the topics.

## 10. Ratios

The recommended ratio is 1 facilitator/trainer every 12 participants.

The overall size of the group should not exceed 12 to provide a conducive learning environment.

## 11. Evaluation

The evaluation of this training unit takes an informal yet highly engaging approach. Rather than relying on traditional formal assessments, participants will have the opportunity to self-evaluate their understanding and learning progress through the analysis of real-world case studies. This dynamic method allows learners to apply their newfound knowledge and critical thinking skills to assess their comprehension and application of the course material, fostering a more hands-on and practical approach to evaluation.

## 12. General recommendations and comments

Not all topics need to be covered in their entirety. The facilitator or trainer can select specific topics based on the context and the needs of the participants. This training offers a comprehensive set of concepts, and some topics can be summarized or revisited in other units.

The suggested duration for each sub-activity is approximate. Depending on factors such as the number of participants and their background, the trainer may choose to allocate more or less time to specific activities. Similarly, the proposed topics can be adjusted to accommodate the participants' level of expertise, allowing for a more in-depth exploration of specific areas.

It is strongly recommended that trainers thoroughly understand and prepare the content before conducting the activity. The subject matter can be complex, and it should be communicated as clearly and inclusively as possible. Assumptions about the participants' prior knowledge should be avoided, and it may be necessary to begin with simpler concepts and explanations.

# Training Unit #3 - Green Jobs in the Circular Economy

## 1. Typology

This unit belongs to the Circular Economy training module.

## 2. Description

In the training unit on green jobs in the circular economy, learners will understand the principles and diverse job opportunities within this field, including environmental, economic, and social benefits. They will also recognize their pivotal role in fostering sustainability and innovation in the circular economy.

## 3. Duration

The unit will take 2 hours and 30 minutes, divided as follow:

| | |
|---|---|
| Block 1: Icebreaker and Introduction | 10 minutes |
| Block 2: Introduction to Green Jobs in the Circular Economy | 30 minutes |
| Activity 1: Circular Economy Case Study Analysis | 90-120 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: spacious meeting space that allows for collaboration and discussions among participants
- Technology: A projector and screen for displaying presentations and multimedia content and access to a printer. Internet connection.
- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

- Introduce learners to the concept of green jobs within the circular economy,
- Highlight the significance of green jobs in achieving sustainability, while also providing insights into the diverse career opportunities available in this field.
- Make the learners understand, appreciate, and consider pursuing green careers that contribute to a more environmentally responsible and resilient economy.

## 6. Competence framework

**General competencies:**

- Knowledge of the labour market needs and job opportunities channels

**Specific competencies:**

- Ability to serve the public

## 7. Detailed Unit Session

BLOCK 1: ICEBREAKER AND INTRODUCTION

BLOCK 2: INTRODUCTION TO GREEN JOBS IN THE CIRCULAR ECONOMY

- Circular Design and Innovation
- Waste Reduction and Recycling
- Sustainable Agriculture and Food Production
- Renewable Energy and Energy Efficiency
- Green Transportation

**Materials for Trainers:**

INTRODUCTION GREEN JOBS IN THE CIRCULAR ECONOMY

As the world grapples with the complex challenges of resource depletion, environmental degradation, and a growing need for sustainable practices, the concept of the circular economy has emerged as a possible pathway to sustainability. This transformative approach to production, consumption, and waste management is not only changing the way we live but is also creating a host of new employment opportunities. Jobs in the circular economy represent a dynamic and promising sector, offering individuals the chance to play a crucial role in building a more sustainable and resilient future.

Diverse Roles in the Circular Economy

The circular economy is not limited to any specific industry or sector. Instead, it encompasses a wide range of fields, from manufacturing and design to waste management and renewable energy. Here are some of the key job categories within the circular economy:

1) Circular Design and Innovation:

Jobs in Circular Design and Innovation are at the forefront of transforming traditional production and consumption models into more sustainable and regenerative practices. Professionals in this field are responsible for reimagining and redesigning products, services, and systems with the principles of the circular economy in mind. They create innovative solutions that promote resource efficiency, reduce waste, and contribute to a greener, more sustainable future.

These jobs often involve roles such as Circular Designers, Sustainable Product Engineers, and Circular Economy Consultants. Circular Designers work on creating products that are durable, easily repairable, and recyclable, ensuring they have a longer lifespan and produce less waste. Sustainable Product Engineers focus on optimizing the production process to minimize environmental impact, often by incorporating eco-friendly materials and technologies. Circular Economy Consultants advise businesses and organisations on implementing circular economy practices, offering strategies to make their operations more sustainable and cost-effective.

Professionals in Circular Design and Innovation play a vital role in shaping the products and systems of tomorrow, contributing to a more resource-efficient and environmentally responsible world.

2) Waste Reduction and Recycling:

Jobs in Waste Reduction and Recycling are instrumental in the transition to a circular economy by minimizing waste and maximizing resource recovery. Professionals in this field work across various sectors, contributing to the efficient management and reduction of waste, ultimately promoting environmental sustainability.

Key roles within Waste Reduction and Recycling include Waste Management Specialists, Recycling Coordinators, and Waste Reduction Analysts. Waste Management Specialists oversee the collection, transportation, and proper disposal of waste materials. Recycling Coordinators focus on implementing and managing recycling programs within communities or organisations, ensuring that materials are diverted from landfills and sent for recycling. Waste Reduction Analysts analyse waste streams to identify opportunities for minimizing waste and improving recycling practices, often providing data-driven recommendations for sustainability.

These jobs play an important role in diverting waste from landfills, conserving resources, and reducing the environmental impact of waste disposal. They contribute to a more sustainable and circular approach to waste management, fostering a greener and cleaner future.

3) Sustainable Agriculture and Food Production:

Jobs in Sustainable Agriculture and Food Production encompass a broad spectrum of roles, each playing a vital part in creating a food system that is good for both people and the planet. This includes Regenerative Farmers, Agricultural Technicians, Food Sustainability Coordinators, Community Supported Agriculture (CSA) Organisers, and Urban Agriculture Specialists.

Regenerative Farmers take centre stage by practicing regenerative farming, which involves cultivating crops and raising animals using methods that enhance soil health, biodiversity, and overall ecosystem resilience. They prioritise soil regeneration, reduce the use of synthetic chemicals, and encourage crop rotation, resulting in food that is healthier for consumers and kinder to the environment. Regenerative farming not only sequesters carbon but also restores the health of the land.

Agricultural Technicians work closely with farmers, guiding them in adopting eco-friendly farming practices and integrating innovative technologies. They contribute to increasing the efficiency of food production while minimizing its environmental impact. These professionals are key in driving the adoption of sustainable techniques like precision agriculture and eco-friendly pest management.

Food Sustainability Coordinators ensure that the food we consume is produced in a manner that respects the environment and supports local communities. They bridge the gap between producers and consumers, fostering the growth of local food systems. Their role is not just about sourcing locally; it is also about sustainability practices that safeguard the land, promote fair wages, and minimize food waste.

Community Supported Agriculture (CSA) Organisers play a unique role in connecting local farmers directly with communities. They establish relationships that allow consumers to have a direct stake in the food they consume. CSA Organisers build a sense of shared responsibility, promote seasonal eating, and offer a reliable market for local farmers. This direct link strengthens the local food economy and encourages sustainable practices.

Urban Agriculture Specialists are the pioneers of food production within cities. They utilize urban spaces for growing food, promoting local and sustainable agriculture within urban areas. Their work contributes to reducing the carbon footprint associated with food transportation and enhances access to fresh, locally grown produce in densely populated areas.

These roles collectively form a web of professionals dedicated to producing food in ways that maintain the health of the planet, provide nutritious and delicious meals, and support local communities. Their efforts are indispensable in the transition to a more sustainable and eco-friendly food system, with regenerative farming practices at its core.

4) Renewable Energy and Energy Efficiency:

Jobs in Renewable Energy and Energy Efficiency are essential in shaping a sustainable and environmentally responsible future. These roles are at the forefront of transitioning to cleaner energy sources enhancing energy efficiency, reducing carbon emissions, and ensuring a more sustainable and resilient energy system.

Key positions in Renewable Energy and Energy Efficiency include Renewable Energy Engineers, Energy Efficiency Consultants, Sustainable Energy Analysts, and Renewable Energy Project Managers.

Renewable Energy Engineers are tasked with developing, implementing, and maintaining systems that harness renewable energy sources such as solar, wind, and hydropower. They design and optimize energy solutions that reduce our reliance on fossil fuels and minimize greenhouse gas emissions.

Energy Efficiency Consultants work to identify ways to reduce energy consumption and enhance efficiency in various sectors, from buildings and transportation to industrial processes. They provide valuable insights to individuals and organisations on how to minimize energy waste and associated costs.

Sustainable Energy Analysts evaluate and assess energy systems, making recommendations for improvements that align with sustainability goals. They analyse data, identify opportunities for enhancing energy efficiency, and support the transition to greener and more sustainable energy sources.

Renewable Energy Project Managers oversee the planning, development, and execution of renewable energy projects. They ensure that projects are completed on time, within budget, and in accordance with sustainability standards.

These roles are at the forefront of the global transition towards more sustainable and environmentally friendly energy sources. They contribute to reducing carbon emissions, increasing energy efficiency, and fostering a cleaner and more sustainable energy future.

5) Green Transportation:

Jobs in Green Transportation encompass a wide range of roles, all with a shared focus on transforming the way people and goods move, making transportation more eco-friendly and sustainable. These professionals are dedicated to reducing carbon emissions, improving air quality, and promoting cleaner modes of transportation.

Key positions in Green Transportation include roles in the manufacturing, maintenance, and operation of green transportation options, as well as Electric Vehicle (EV) Engineers, Sustainable Urban Planners, Public Transit Planners, and Alternative Fuel Specialists.

Manufacturers play a pivotal role in producing electric and hybrid vehicles, as well as creating components and infrastructure for sustainable transportation. They are instrumental in making green transportation options more accessible to the public.

Maintenance professionals ensure that green vehicles and sustainable transport infrastructure remain in optimal working condition. They perform repairs, inspections, and regular upkeep to keep these systems running efficiently.

Operators include those who drive and manage green transportation options, from electric bus drivers to operators of bike-sharing systems. They are key to providing people with eco-friendly and efficient transportation services.

Electric Vehicle (EV) Engineers are responsible for the design, development, and maintenance of electric and hybrid vehicles. They work on cutting-edge technology to make EVs more efficient, affordable, and accessible, thus reducing our dependence on fossil fuels.

Sustainable Urban Planners focus on creating urban environments that prioritise sustainable transportation options, including walking, cycling, and public transit. They design cities and communities that are less reliant on individual car use, reducing traffic congestion and emissions.

Public Transit Planners design and manage public transportation systems, including buses, trams, and subways. They aim to make public transit more efficient, affordable, and accessible, encouraging people to opt for greener modes of commuting.

Alternative Fuel Specialists explore and promote alternative fuel sources such as hydrogen, natural gas, and biofuels for transportation. They work on the development and implementation of cleaner fuel options for vehicles, reducing greenhouse gas emissions.

These professionals, involved in manufacturing, maintenance, operation, and planning, are at the forefront of the shift towards more sustainable transportation methods. They contribute to improved air quality, reduced carbon emissions, and more eco-friendly mobility options, ensuring a greener and more sustainable future.

6) Jobs in policy and NGOs:

They play a critical role in advancing circular economy solutions. These professionals are the advocates and enablers of sustainability, working at the intersection of government regulations, industry practices, and societal well-being. Key roles in this field include Circular Economy Policy Analysts, Environmental Policy Specialists, Sustainability Advocates, and Non-profit Project Managers. Circular Economy Policy Analysts research, develop and advocate for policies that promote circular practices, such as extended producer responsibility laws and recycling incentives. Environmental Policy Specialists work on broader environmental regulations and frameworks, influencing policies that encourage resource conservation and waste reduction. Sustainability Advocates raise awareness and engage stakeholders to drive circular economy initiatives, while Non-profit Project Managers coordinate and execute projects focused on circular economy education, advocacy, and implementation. These professionals play a vital role in shaping policies, raising awareness, and fostering collaboration to drive the adoption of circular economy principles, ultimately leading to a more sustainable and regenerative future.

## THE BENEFITS OF CIRCULAR ECONOMY JOBS

Jobs in the circular economy bring numerous benefits to individuals, communities, and the planet as a whole:

1) Environmental Stewardship: Circular economy jobs contribute to environmental sustainability by reducing resource depletion, minimizing waste, and curbing greenhouse gas emissions. These roles are essential in the fight against climate change and the preservation of natural ecosystems.

2) Economic Growth: The circular economy is not only environmentally sound but also economically viable. It creates new revenue streams, generates job opportunities, and bolsters local economies through activities such as repair and reuse businesses.

3) Community Resilience: Circular economy jobs often prioritise local sourcing and community engagement. They strengthen local resilience, reduce dependence on global supply chains, and foster a sense of shared responsibility for resource conservation.

4) Innovation and Creativity: Jobs in the circular economy demand innovation, creative problem solving, and a forward-thinking mind-set. They provide an outlet for individuals to apply their talents and ideas to address pressing global challenges.

5) Promotion of Sustainable Lifestyles: Circular economy professionals often serve as role models for sustainable living. Their work inspires others to adopt greener habits and become active participants in the transition to a circular economy.

## The Road Ahead

The growth of jobs in the circular economy is undeniable, and the momentum is building. Governments, businesses, and individuals are increasingly recognizing the importance of adopting circular principles to secure a more sustainable future. As a result, job opportunities within this realm are diversifying and expanding.

However, realizing the full potential of the circular economy and its associated jobs requires continued commitment. It necessitates innovative policies, investments in education and training, and a collective shift in mind-set toward sustainability. It is an opportunity for individuals to not only find meaningful work but to also contribute to a more balanced and regenerative world.

Jobs in the circular economy are more than a source of employment; they are a gateway to shaping a future in which sustainability, economic viability, and social responsibility are at the forefront. As the circular economy gains momentum, so do the prospects for green careers that make a difference, transforming individuals into pioneers of progress in the 21st century.

[What are circular jobs? - Jobs & Skills in the Circular Economy Programme]

ACTIVITY 1: Circular Economy Case Study Analysis (90-120 minutes) (research 45min - presentation 10-15min each group)

Analysing real-world case studies of companies practising circular economy

Participants will be divided into smaller groups of 3-4 to research a start up in their country or industry sector of choice, using the Circular Start-up Index provided in the toolkit. The Circular Start-up Index is available in the "Further Resources/References" section of Training Unit 3.

Their task is to present to the whole group what the business does and what kind of job activities can be found there. They can research the different types of positions that are described in the About Us sections and research if there are any current job openings and what kind of work they describe.

This activity can also be used to validate the content learned beforehand and ask the participants to reflect upon how the business contributes to sustainability through the three pillars. Leave space for discussions and Q&A after the presentations.

**STEP 1.1 - Wrap up & Practical Tools and Resources**

Sharing Useful References and Guides[42].

## 8. Methodological processes

[42] Tools are available in the toolkit.

The training unit utilizes an array of interactive and engaging learning methodologies. It includes lectures and discussions to provide foundational knowledge, while an interactive activity involving case studies and group discussions encourages participants to analyse real-world examples of circular economy businesses. Question and answer sessions to promote active participation, and summarization and reflection activities aid in consolidating learning. These methods collectively enhance participants' comprehension of the circular economy, ensuring a more interactive and informative learning experience.

## 9. Trainer number and profile

The trainer team would ideally consist of 2 trainers with working knowledge of the topics discussed. Their role is to provide the participants with information and to guide them through their analytical processes. They can provide additional information when things are unclear or questions arise and are also able to adapt the activities to the needs and profiles of the participants. They have experience in facilitating groups and can create a safe container for creative inquiry of the topics.

## 10. Ratios

The recommended ratio is 1 facilitator/trainer every 12 participants.

The overall size of the group should not exceed 12 to provide a conducive learning environment.

## 11. Evaluation

The evaluation of this training unit takes an informal yet highly engaging approach. Rather than relying on traditional formal assessments, participants will have the opportunity to self-evaluate their understanding and learning progress through the analysis of real-world case studies. This dynamic method allows learners to apply their newfound knowledge and critical thinking skills to assess their comprehension and application of the course material, fostering a more hands-on and practical approach to evaluation.

## 12. General recommendations and comments

Not all topics need to be covered in their entirety. The facilitator or trainer can select specific topics based on the context and the needs of the participants. This training offers a comprehensive set of concepts, and some topics can be summarized or revisited in other units.

The suggested duration for each sub-activity is approximate. Depending on factors such as the number of participants and their background, the trainer may choose to allocate more or less time to specific activities. Similarly, the proposed topics can be adjusted to accommodate the participants' level of expertise, allowing for a more in-depth exploration of specific areas.

It is strongly recommended that trainers thoroughly understand and prepare the content before conducting the activity. The subject matter can be complex, and it should be communicated as clearly and inclusively as possible. Assumptions about the participants' prior knowledge should be avoided, and it may be necessary to begin with simpler concepts and explanations.

# 6. Entrepreneurship Training Module

## 6.1. Brief description of the module

Module title: Entrepreneurship

Objectives:

**Main objectives**

- Equip VET professionals, institutions, universities, NGOs, Public Administration, and Social Economy Enterprises with essential entrepreneurial skills relevant to food security initiatives.
- Foster an entrepreneurial mind-set among participants, emphasizing innovation and adaptability.
- Provide support and resources for aspiring entrepreneurs interested in launching food security-related ventures.
- Facilitate access to incubation programs, mentorship, and networking opportunities to help participants turn their ideas into viable businesses.
- Encourage the establishment of sustainable food security enterprises that align with green professional itineraries.
- Promote environmentally responsible business practices and ethical food production methods.
- Promote social entrepreneurship within the context of food security, encouraging participants to address local community needs.
- Facilitate connections between participants and social economy enterprises to create positive social impact.

### Secondary objectives

- Conduct market research to identify opportunities and gaps in the food security sector.
- Assist participants in understanding market trends and consumer preferences for informed business planning.
- Provide guidance and resources for participants to develop comprehensive business plans.
- Support the integration of sustainable practices and social impact elements into business models.

Competencies addressed:

### General competencies

- Ability to incorporate the social and cultural diversity of the group into the training content and learning processes
- Learning capacity
- Critical thinking ability
- Promotion of the principles of equality and feminism in the transversality of the actions
- Ability to cope with the demotivation of the students
- Mentoring skills
- Knowledge of worker security and laws, procedures, and criteria for the security and safety of workers

### Specific competencies

- Basic knowledge of the impact of the agro-food chain on climate change
- Circular economy: use of energy resources, packaging impact, technological innovation
- Knowledge of professional training opportunities in the agriculture and food security sector (internship)
- Operational coordination of warehouse/logistics centers

Approximate duration (in hours):

6 hours, divided as follows:

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| 2 hours | 2 hours | 2 hours |

## 6.2. Targeted collectives

According to the Green Jobs Itineraries report, included in the Competence Framework document, the Entrepreneurship Training Module is addressed to these professional profiles:

| | |
|---|---|
| **General project and resources management** | • Coordinator/ Project Manager<br>• Volunteering/Human resources officer/Social operator |
| **Agricultural Production and Surplus Collection Area** | • Production area coordinator<br>• Farmer/ Farm helper |
| **Transformation Area** | • Cooking and Transformation area coordinator<br>• Supporter in Transformation area |
| **Storage, logistics, and distribution area** | • Storage, logistics, and distribution area Coordinator/ Head of storage and logistics<br>• Logistics assistant/warehouse worker |
| **Education area** | • Adult education educator on soft skills<br>• Adult education educator on Sustainable agriculture and food system, environmental educator<br>• School educator |

Other target collectives involved are a wide range of stakeholders in the food security sector:

- VET professionals, academic institutions, and NGOs bring expertise and a need for updated entrepreneurial skills.
- Public Administration and Social Economy Enterprises, to offer insights into policy and social entrepreneurship, respectively.
- The program also extends to people at risk of social exclusion, integrating diverse perspectives and fostering inclusive growth.

Collectively, these groups stand to gain from and contribute to an ecosystem that promotes innovative, sustainable, and socially responsible food security initiatives.

## 6.3. Methodology

The module "Entrepreneurship in Food Security" employs an experiential and participatory learning methodology, combining theoretical insights with hands-on activities to ensure a holistic understanding of the subject. Unit 1 introduces participants to food security entrepreneurship by fostering interactive discussions and role-playing exercises, encouraging critical thinking about the intersection of sustainability and entrepreneurship. Participants are actively engaged in identifying challenges and opportunities, using real-world examples to connect theory with practice. In Unit 2, the focus shifts to developing a food security business plan through collaborative group work. Participants engage in guided activities such as market needs analysis, legal framework mapping, and brainstorming sustainable operational models. Trainers provide structured support to help participants synthesize their learning into actionable strategies, encouraging teamwork and creative problem solving. Unit 3 emphasizes launching and scaling food security enterprises, with participants rotating through thematic stations to address key components like risk assessment, funding strategies, and scalability planning. This methodology ensures iterative learning, as participants build on previous knowledge while applying concepts to practical scenarios.

## 6.4. Tools

For conducting the activities of this module, the following resources are necessary:

- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.
- Interactive Tools: Apps for interactive quizzes and Q&A sessions and audience engagement (e.g. Kahoot etc., Mentimeter **or** Jamboard)
- Presentation Materials: Slide deck prepared for topics like Food Security, Sustainability, and Entrepreneurship.
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 6.5. Infrastructure

The following infrastructures are needed for the development of the module:

- Venue: A spacious, well-ventilated training room to accommodate all participants comfortably, with seating arrangements conducive to interactive sessions and group discussions. Optionally, smaller rooms for group activities.

- Technology: Laptops or computers with reliable internet connectivity and a presentation software (e.g., Microsoft PowerPoint, Canva, Google Slides). Projector or large screen for displaying presentations and videos. Quality speakers to ensure clear audio.

## 6.6. Accessibility

- Adapted Infrastructure: Venues equipped with ramps, elevators, and accessible restrooms. Adequate signage and support for visually impaired participants

- Visual Aids: Use of high-contrast, large-print materials for presentations and printed documents.

- Easy-to-Read Guides and Documents: Simplified language options for all program materials to cater to participants with learning disabilities.

- Support or Facilitation Staff: Trained staff available to assist with mobility, communication, or other needs.

- Customizable Learning Materials: Flexible learning materials that can be adapted to various learning styles and needs.

- Feedback Mechanisms: Evaluation forms for participants to provide feedback on accessibility and suggest improvements.

- Inclusive Communication Strategies: Ensuring all communications are mindful of diverse needs, including the use of clear, concise language and alternative formats.

## 6.7. Other inclusion mechanisms

To ensure non-discriminatory participation and accommodate the diverse needs of all target participants, the following mechanisms are integral to the activity:

- Gender-Inclusive Facilities: Creating safe spaces for all gender identities.
- Cultural Sensitivity: Tailoring content to be inclusive and respectful of various nationalities and ethnic backgrounds.
- Flexible Scheduling: Offering flexible schedules or session timings to accommodate working individuals, parents, and caregivers.
- Digital Access: Providing equipment or internet access subsidies for participants who lack digital resources, ensuring equal participation in online components.
- Accessibility for Physical Disabilities: Ensuring the physical accessibility of all venues and transportation services used.
- Feedback and Continuous Improvement: Establishing a feedback strategy to continually assess and improve the inclusivity and accessibility features of the program.

## 6.8. Other data of interest

### 6.8.1. Existing training material and resources


- Donner, M., & De Vries, H. (2023). Business models for sustainable food systems: A typology based on a literature review. *Frontiers in Sustainable Food Systems*, *7*, 1160097. https://doi.org/10.3389/fsufs.2023.1160097
- Helland, J., and Sörbö, G. M. (2014). Food Security and Social Conflict. CMI Report 2014:1. Bergen: Christian Michelssen Institute. https://open.cmi.no/cmi-xmlui/bitstream/handle/11250/2475174/Food%20securities%20and%20social%20conflict?sequence=1
- Zumaeroh, Zumaeroh & Prabawa, Agus & Muntahanah, Siti & Adhitya, Bagus & Purnomo, Sodik. (2023). The Entrepreneurial Pattern Sought To Improve Food Security. Eduvest - Journal of Universal Studies. 3. 191-200. 10.36418/eduvest.v3i1.726. https://www.researchgate.net/publication/367509013_The_Entrepreneurial_Pattern_Sought_To_Improve_Food_Security
- A tricky relationship: the nexus between food security, business and collaborative change: https://www.iss.nl/en/news/tricky-relationship-nexus-between-food-security-business-and-collaborative-change
- Vågsholm, I., Arzoomand, N. S., & Boqvist, S. (2020). Food Security, Safety, and Sustainability—Getting the Trade-Offs Right. Frontiers in Sustainable Food Systems, 4, 487217. https://doi.org/10.3389/fsufs.2020.00016

- IDH. (2017). *Driving innovations in smallholder engagement: Pre-read for Smallholder Innovation Forum*. IDH Sustainable Trade Initiative. Available at: https://www.idhsustainabletrade.com/uploaded/2017/10/Pre-read-Smallholder-Innovation-Forum3.pdf

- Sengupta, S., Choudhary, S., Obayi, R. and Nayak, R. (2024), "Reducing food loss through sustainable business models and agricultural innovation systems", Supply Chain Management, Vol. 29 No. 3, pp. 540-572. https://doi.org/10.1108/SCM-01-2023-0059

# Training Unit #1 - Introduction to Food Security Entrepreneurship

## 1. Typology

This unit belongs to the Entrepreneurship training module.

## 2. Description

In the 2-hour activity titled "Introduction to Food Security Entrepreneurship," participants explore the critical intersection of food security and sustainability. The session begins with an overview of food security, discussing its dimensions—availability, access, utilization, and stability—and its significance in reducing poverty and improving health. Participants engage in an interactive Q&A to deepen their understanding of these concepts. The second block focuses on the role of entrepreneurs in addressing food security challenges, highlighting real-world examples of innovative business models that integrate smallholder farmers into the value chain. Participants then engage in a hands-on simulation where they assume various stakeholder roles, such as farmers and consumers, to collaboratively develop strategies for specific food security issues, fostering teamwork and critical thinking throughout the process.

## 3. Duration

The unit will take 2 hours, divided as follow:

| | |
|---|---|
| Block 1: Overview of Food Security and Sustainability | 35 minutes |
| Block 2 : Role of Entrepreneurs in Food Security | 25 minutes |
| Activity 1: Collaborative Solutions for Food Security | 60 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: spacious meeting space that allows for collaboration and discussions among participants
- Technology: A A projector or a large screen for displaying presentations and videos. Speakers for ensuring the audio from videos and presentations is clear to all participants.
- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.
- Unit-specific resources: Scenario cards (detailing specific food security challenges). See Annexes of Module 6 in the Toolkit.
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

The specific objectives of this session are:

- To equip participants with a foundational grasp of the interrelation between entrepreneurship and food security, emphasizing the multifaceted dimensions of food security and its significance in today's global context.
- To impart knowledge about the principles of economic, social, and environmental sustainability, highlighting the importance of converging these with food security goals.
- To illustrate the pivotal role of entrepreneurs in addressing food security challenges, displaying real-world examples of successful ventures and innovations in the sector.
- To foster essential entrepreneurial skills such as innovation, adaptability, and problem solving, realizing their relevance in the realm of food security.
- Through group discussions and feedback sessions, facilitate a platform for participants to engage actively, share perspectives, and collaboratively brainstorm solutions related to food security challenges.
- To encourage participants to draw connections between sustainability concepts, entrepreneurial skills, and food security challenges.

## 6. Competence framework

**General competencies:**

- Ability to incorporate the social and cultural diversity of the group into the training content and learning processes:
- Learning capacity
- Critical thinking ability
- Planning and organisation capacity
- Assertiveness
- Ability to manage group dynamics
- Leadership capacity

**Specific competencies:**

- Basic knowledge of the impact of the agro-food chain on climate change
- Social justice and labour rights in agriculture/food initiatives
- Circular economy: use of energy resources, packaging impact, technological innovation
- Principles of organic agriculture
- Basic knowledge of agriculture principles
- Knowledge of Phases, actors, and interactions of the agrifood chain

## 7. Detailed Unit session

BLOCK 1 - OVERVIEW OF FOOD SECURITY AND SUSTAINABILITY

**STEP 1.1 - Presentation**

Food security exists when all people, at all times, have physical, social, and economic access to sufficient, safe, and nutritious food to meet their dietary needs and food preferences for an active and healthy life (FAO).

**Dimensions of Food Security**:

1) **Availability** – Is there enough food production?

2) **Access** – Can people afford and physically obtain the food?

3) **Use** – Is the food nutritious and suitable for health?

4) **Stability** – Are food supplies consistently accessible over time?

**Significance of Food Security & Sustainability Overview**

Food security is critically important for reducing poverty, improving health, and promoting economic growth. Food insecurity can lead to malnutrition, stunted growth, and cognitive impairments, and it disproportionately affects low-income groups by limiting their access to safe and nutritious food, resulting in hunger and malnutrition. Research has shown a correlation between rising food prices and social unrest, particularly in low-income countries, as demonstrated during the Arab Spring in 2011. However, food insecurity alone is not the sole cause of unrest; it often interacts with factors such as political instability, weak safety nets, and demographic pressures. As the global population is expected to rise to nearly 10 billion by 2050, with a shift toward diets richer in animal-based products, the challenge of feeding this growing population sustainably will require major changes in food supply chains and a concerted effort to reduce food waste.

**Sustainability** is about meeting the needs of the present without compromising the ability of future generations to meet their own needs (Brundtland Report, 1987).

The main pillars of sustainability are the following:

1) **Environmental**: Protecting ecosystems, reducing pollution, and mitigating climate change.

2) **Social**: Ensuring equitable distribution of resources, promoting social justice, and improving quality of life.

3) **Economic**: Achieving long-term economic growth while ensuring responsible resource use.

**Reducing food waste: A sustainable path to global food security**

The FAO (2011) defines food loss as the reduction of food supplies along the production chain before reaching the market, while food waste refers to the discarding of safe and edible food. **Globally**, about one-third of all food produced is lost or wasted, which amounts to 28% of the world's agricultural area and 8% of global greenhouse gas emissions. Reducing food waste represents a significant business opportunity, valued at over $400 billion, according to Unilever (2019).

Food loss and waste also signify the loss of resources—labour, water, energy, and land—that went into food production, posing a major threat to sustainability. Addressing this issue could improve food security, as eliminating food waste could feed an additional one billion people. Moreover, it would lead to more efficient land use, better water management, and reduced environmental impact.

Reducing food waste has become a political priority. For example, the European Parliament adopted a resolution aiming to cut food waste by 30% by 2025 and 50% by 2030, through measures like simplifying food donation processes and clarifying food labelling.

Sustainability and food security are closely interconnected. Sustainable agriculture plays a crucial role in ensuring long-term food security by protecting natural resources, preserving biodiversity, and maintaining the viability of future food production. Agroecology, which emphasizes reducing inputs like synthetic fertilisers and fostering diverse, resilient farming systems, is a prime example of sustainable food production. Both food security and sustainability require efforts to minimize resource waste, lower carbon footprints, and safeguard water supplies.

A shift in perspective on food security is needed, focusing less on food production and more on achieving zero hunger and proper nutrition. This reframing could help policymakers explore novel approaches to food security, treating it as an insurance issue—how much investment, or "premium," is needed to prevent future famines, ensure proper nutrition, and avoid foodborne illnesses. Drawing a parallel with the energy sector's "nega-watt" concept (Lovins, 1990), which promoted the idea that saving energy is as valuable as increasing production, we could introduce the notion of "nega-food." This would highlight the importance of reducing food waste and losses as a means to achieve sustainability. Investing in source reduction—reducing food waste from farm to fork—would be as impactful as increasing food production capacity. Such efforts will be essential to feed the projected 10 billion people by 2050 in a sustainable manner.

**STEP 1.2 - Interactive Q&A**

Engage participants with questions to gauge their understanding of the presented concepts, fostering an interactive learning environment.

BLOCK 2 - ROLE OF ENTREPRENEURS IN FOOD SECURITY

**STEP 2.1 - Presentation**

Entrepreneurs are increasingly adopting inclusive business models that integrate smallholder farmers and micro-entrepreneurs into the value chain. This approach not only enhances the livelihoods of these producers but also ensures the availability of nutritious food products in low-income markets. For instance, businesses may collaborate with smallholder farmers to produce fortified foods, thereby addressing both economic and nutritional needs. In addition, entrepreneurs facilitate access to markets for small-scale farmers by providing training and resources. Boka Feeds, part of the Boka Eats initiative, operates in Kenya where it plays a significant role in enhancing local food security. The organisation focuses on sourcing raw materials from local smallholder farmers to produce chicken feed and other animal feeds. This approach not only supports local agriculture but also addresses the substantial demand for animal feed in the region, which is currently unmet due to high costs and limited domestic production capabilities.

Similarly, platforms like Iburu coffee connect farmers to global markets, promoting sustainable agricultural practices while ensuring fair trade

Entrepreneurs have played a transformative role in addressing food security issues by innovating across the food supply chain. Below are real-world examples of entrepreneurs positively affecting the food security sector.

1) **AgTech Start-ups: FarmCrowdy (Nigeria)**

FarmCrowdy is a pioneering agri-tech start-up that connects small-scale farmers in Nigeria with investors, enabling them to scale their operations and access agricultural knowledge. Founded in 2016, the platform allows sponsors to invest in diverse agricultural ventures, providing farmers with essential capital and resources. This model enhances productivity, increases income for smallholder farmers, and contributes to food availability in Nigeria by promoting efficient agricultural practices and increasing crop yields. Website: https://farmcrowdyweb.netlify.app/about#/

2) **Vertical Farming: AeroFarms (USA)**

AeroFarms creates vertical farming systems that grow crops using 95% less water and significantly less space, optimizing urban farming. This urban farming solution delivers fresh, locally grown produce to cities, reducing reliance on long supply chains and mitigating food deserts.

3) **Food Waste Management: Too Good To Go (Europe)**

Too Good To Go is an app that helps restaurants and grocery stores sell surplus food at reduced prices, minimizing food waste. By reducing food waste, they address food insecurity and create affordable food options for consumers.

**Significance of Entrepreneurship in Food Security**

Sembara (2009) highlights several factors that contribute to agriculture being overlooked in people's future aspirations. These include a general unfamiliarity with agriculture, as many perceive it solely as farming; negative stereotypes that discourage parents from encouraging their children to pursue farming careers; and the association of farming with rural life and poverty.

However, the significance of entrepreneurship in food security challenges these perceptions. Entrepreneurs play a vital role in driving technological advancements in agriculture, such as precision farming and vertical farming systems, which optimize resource use and enhance crop yields. For instance, companies like AeroFarms utilize vertical farming techniques that drastically reduce water consumption while maximizing space efficiency, thus bolstering urban food supply chains and alleviating food deserts. Additionally, initiatives like FarmCrowdy in Nigeria connect smallholder farmers with investors, allowing them to scale their operations and access crucial agricultural knowledge. This not only boosts productivity but also improves income for farmers, positively influencing food availability and economic stability in rural areas.

Moreover, the growing trend of partnerships between entrepreneurs, governments, and NGOs is fostering inclusive business models that integrate smallholder producers into value chains. This collaborative approach amplifies the impact of entrepreneurial efforts on food security, ensuring that low-income markets have access to nutritious products. By transforming agriculture into a dynamic and innovative sector, entrepreneurship can reshape the narrative surrounding farming careers and inspire future generations to engage in this essential industry.

**Key Entrepreneurial Skills Relevant to Food Security**

To effectively tackle food security challenges, entrepreneurs must possess a range of crucial skills. One of the most important ones, innovation, is the ability to develop new ideas and solutions is essential for creating sustainable agricultural practices. Entrepreneurs must be able to think creatively to devise technologies or methods that address specific local food security issues. Entrepreneurs introduce disruptive technologies that can make food systems more resilient to global shocks, such as pandemics, climate change, and economic instability. Agri-tech businesses, for example, enhance the resilience of the food supply chain by digitizing farming operations and connecting farmers directly to consumers.

The dynamic nature of the food industry requires entrepreneurs to be flexible in their approaches. Adaptability is considered a great asset since it allow swiftly responding to changing market demands, environmental conditions, and consumer preferences, especially in the face of climate change impacts.

Effective problem-solving skills enable entrepreneurs to identify barriers within the food supply chain—such as inefficiencies or access issues—and develop targeted strategies to overcome these challenges. This skill is particularly important when addressing complex issues like food distribution in underserved areas or integrating sustainable practices into traditional farming methods.

**Key Entrepreneurial Areas Relevant to Food Security**

Local entrepreneurs can significantly enhance sustainable agriculture by implementing **innovative business models** that integrate various strategies. One effective approach is integrating local producers into supply chains, which not only supports local economies but also minimizes transportation emissions; for instance, mobile applications can facilitate direct communication and transactions between farmers and buyers, ensuring fair compensation without technological costs.

Additionally, **innovative financing solutions** can be established through partnerships with financial institutions, providing smallholder farmers with affordable access to capital and risk management services, thereby improving their product quality and marketability.

Entrepreneurs should also focus on **diversified business models**, such as offering agronomic training or developing value-added products, which can spread risk and enhance resilience against market fluctuations.

Promoting sustainable practices and **education** is crucial; entrepreneurs can create programs that teach environmentally friendly farming techniques, thereby improving crop yields and fostering stewardship among local producers. Building **collaborative ecosystems** through networks involving NGOs, government agencies, and businesses can facilitate resource sharing and knowledge exchange, creating a supportive environment for sustainable practices.

Furthermore, leveraging technology for efficiency, such as precision agriculture tools, allows farmers to monitor crop health effectively, leading to better resource management and increased productivity. An example of how entrepreneurship solutions can support in tackling food insecurity is **Precision Agriculture**. As we approach the third decade of the twenty-first century, Precision Agriculture (PA) stands out as a transformative approach to modern farming. It focuses on optimizing agricultural practices by recognizing that different areas of a farm have unique needs. By leveraging advanced technologies and data analytics, PA enables farmers to tailor their inputs—such as water, fertilizers, and pesticides—to the specific requirements of each crop and field section.

Precision agriculture employs a variety of technologies, including GPS and remote sensing, which provide detailed spatial data about soil conditions, crop health, and moisture levels, allowing for informed decision-making regarding planting and irrigation. Moreover, drones and robotics can perform tasks such as planting and monitoring crops with high precision. While big data analytics can optimise resource use, and improve yield predictions. Precision agriculture is applicable across various farming activities such as soil management, irrigation management and crop monitoring.

ACTIVITY 1 - Collaborative Solutions for Food Security (60 minutes)

**STEP 1.1 - Role Assignment**

Divide participants into groups of 5-6, assigning roles such as smallholder farmer, local entrepreneur, government official, NGO representative, and consumer.

**STEP 1.2 - Scenario Presentation**

Provide each group with a scenario card outlining a specific food security challenge, such as droughts or rising food prices.

**STEP 1.3 - Group Discussion and Strategy Development**

Groups discuss their roles and brainstorm collaborative strategies to address their assigned challenge, considering entrepreneurial solutions.

**STEP 1.4 - Group Presentation**

Each group presents their strategy, followed by questions and feedback. Conclude with a discussion on the interconnectedness of food security and entrepreneurship, encouraging reflections on real-world applications of their strategies.

## 8. Methodological processes

- Presentations
- Interactive Q&A
- The methodology for the activity is designed to engage participants actively in understanding the complexities of food security through role-playing and collaborative problem solving. Initially, participants are divided into small groups of 5-6 members, ensuring a diverse mix of roles such as smallholder farmers, local entrepreneurs, government officials, NGO representatives, and consumers. Each participant receives a role card that outlines their responsibilities and context within the food security framework. This setup encourages varied perspectives and fosters collaborative learning. Next, each group is presented with a scenario card detailing a specific food security challenge, such as droughts or rising food prices. This step allows participants to grasp the particular issues they will address during the simulation. Following this, groups engage in discussions to brainstorm strategies that leverage their assigned roles to tackle the challenges presented. They are encouraged to think creatively about entrepreneurial solutions that could be integrated into their strategies, fostering critical thinking and teamwork. Finally, each group presents their proposed strategy to the larger assembly, allowing for a 3-4 minute presentation followed by a Q&A session. This not only promotes peer feedback but also reinforces the interconnectedness of food security and entrepreneurship. The activity concludes with a discussion that encourages participants to reflect on real-world applications of their strategies, solidifying their learning experience through practical insights and collaborative engagement.

## 9. Trainer number and profile

The training activity "Introduction to Food Security Entrepreneurship" will be directed by a Lead Trainer with knowledge in the areas of food security, entrepreneurship, and sustainable practices. A relevant academic background, such as a degree in agricultural economics, environmental science, or business administration, is preferred. This trainer will be responsible for the overarching direction of the training, anchoring interactive sessions, and steering participants through foundational content on food security and the role of entrepreneurs in this domain. Optionally, the team may also incorporate a Subject Expert with a background in sustainable agricultural practices or someone with hands-on experience in launching or managing food security entrepreneurial ventures.

## 10. Ratios

The recommended ratio is 1 facilitator/trainer every 10-15 participants and 0-2 subject matter experts or 1 facilitator/trainer every 15-30 participants and 1-2 subject matter experts.

## 11. Evaluation

### Peer Assessment

Motivate attendees to evaluate and share insights on their colleagues' efforts during team tasks or projects.

Indicators: The capability to critically analyse and give helpful suggestions on peers' project plans, financial layouts, and resource distribution approaches.

### Questionnaires and Surveys

Distribute feedback forms to attendees post the training to collect their views, responses, and self-declared advancements.

Indicators: Self-acknowledged improvements in skills and participants' contentment with the training course and its applicability.

# Training Unit #2 - Developing a Food Security Business Plan

## 1. Typology

This unit belongs to the Entrepreneurship training module.

## 2. Description

The proposed activity will provide the involved participants with the necessary skills and tools to develop a sustainable business strategy or to convert existing strategies into sustainable ones, tackling all necessary steps to be considered in this process.

Producing environmentally friendly goods and services while advancing sustainability are the main goals of green entrepreneurship. However, it is not always easy to draw a strategy that addresses these issues properly, both for new businesses and for businesses that decide to turn to a more sustainable approach.

Participants will have the opportunity to exchange critical perspectives on their idea of sustainability within a business, to understand which gaps persist and what changes need to be undertaken. Later on, they will be involved in practical activities divided by groups, consisting of drawing a sustainable business plan, guided by trainers, which will help them to put into practice the concepts of sustainability for a business and critically analyse the risks and potentials of a specific initiative

The suggested number of participants to be involved in this activity is a minimum of 9 to a maximum of 20 participants, divided into groups of 3 or 5. However, activities can be adapted when participants do not reach the minimum number.

## 3. Duration

The unit will take 3 hours, divided as follow:

| | |
|---|---|
| Block 1: Food Systems & Sustainable Businesses | 30 minutes |
| Block 2: Exploring Sustainable Supply Chain Management | 30 minutes |
| Block 3: Core Components of a Sustainable Food Security Business Plan | 30 minutes |
| Activity 1: Food Security Business Plan Creation | 1 hour 30 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: spacious meeting space that allows for collaboration and discussions among participants, with chairs in a circular way and then creating small groups.
- Technology: A projector or a large screen for displaying presentations and videos.
- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.
- Unit-specific resources: template divided into relevant sections to draw their business plan
- Evaluations Tools: Pre- and post-training assessment questionnaires or surveys for participants.

## 5. Objectives

Guide participants through the process of creating a comprehensive business plan for a food security enterprise, integrating sustainability and social impact elements. The following contents will be reached:

Components of a Business Plan & Sustainable Supply Chain Management

- Define some basic components such as Organisation and Management, Sales Strategy
- Environmental Responsibility (Green Procurement, Reducing Carbon Footprint, Waste Reduction)
- Social Responsibility (Fair Labour Practices, Human Rights, Diversity and Inclusion)
- Ethical Sourcing and Certification (Certifications, Sustainable Sourcing)

Social Impact Measurement and Reporting

- Definition of Social Impact
- Data Collection
- Impact Assessment Methods (Qualitative Methods, Quantitative Methods, Cost-Benefit Analysis)

## 6. Competence framework

**General competencies:**

- Ability to incorporate the social and cultural diversity of the group into the training content and learning processes.
- Learning capacity.
- Critical thinking ability.
- Promotion of the principles of equality and feminism in the transversality of the actions

**Specific competencies:**

- Knowledge of worker security and laws, procedures, and criteria for security and safety of workers.
- Basic knowledge of the impact of the agrifood chain on climate change.
- Circular economy: use of energy resources, packaging impact, technological innovation.

## 7. Detailed Unit Session

BLOCK 1 - FOOD SYSTEMS & SUSTAINABLE BUSINESSES

**What is a sustainable food system?**

The concept of a sustainable food system is oriented towards normative goals, yet it lacks methodological precision: there is little guidance on the multi-stakeholder and multi-level measures necessary for advancing sustainability within food systems. Hubeau et al. (2017) assert that "sustainability is a contested and evolving concept with uncertainty about values, interests and methodological approaches" and define it as "a highly innovative initiative to improve the sustainability state of the whole chain through new arrangements of collaborations."

The concept of business models is essential in understanding how enterprises operate, particularly in the context of sustainable food systems. A business model outlines the framework through which an organisation creates, delivers, and captures value. It encompasses all activities of a firm, from value creation to value capture. The widely recognised **Canvas Model** by Osterwalder and Pigneur (2010) identifies nine building blocks that include key activities, partners, resources, customer segments, relationships, channels, costs, and revenue streams. This model can be applied in two distinct ways: as a static analytical tool or as a transformational approach aimed at fostering innovation within organisations (Demil and Lecocq, 2010).

Sustainable business models specifically aim to generate economic value while simultaneously maintaining or regenerating natural, social, and economic capital beyond the boundaries of the organisation (Schaltegger et al., 2016). To enhance the traditional Canvas Model, Joyce and Paquin (2016) introduced a **triple-layered business model** that incorporates environmental and social layers alongside the economic layer. This framework allows for a comprehensive exploration of sustainability outcomes from a triple bottom line perspective—economic, environmental, and social dimensions. The goal is to ensure that the benefits created by the business outweigh any negative impacts. Evaluating these layers involves multiple indicators; for instance, the **environmental layer** can be assessed through lifecycle analysis that examines the full product lifecycle from resource extraction to end-of-life disposal (Svoboda, 1995; Sonesson et al., 2010). The **social layer** focuses on the benefits provided to stakeholders and society at large, emphasizing healthy products, farmer inclusion, transparency in governance, employee well-being, and community engagement (Joyce and Paquin, 2016).

The current unsustainable state of food systems necessitates a re-evaluation of existing business models. The vulnerabilities exposed by crises such as COVID-19 and climate change highlight the need for **resilience** in food systems. This calls for a focus on business models that consider the broader ecosystem in which they operate as well as a diverse range of business models to enhance overall resilience against shocks. Traditionally, business models have evolved within linear value chains characterized by relatively narrow ecosystems with standardized suppliers and customers. Disruption to any single resource—such as wheat—can halt an entire value chain's functionality. Therefore, there is a growing advocacy for **broader** food system approaches that incorporate diverse strategies to enhance resilience (Halberg and Westhoek, 2019).

Below you can find the sustainability indicators based on contemporary research (Donner & de Vries, 2023).

| Dimension | **Indicators** |
| --- | --- |

| | |
|---|---|
| Economic | • Economic valorisation of by-products<br>• Adding value to waste<br>• Profit and cost optimization based on green principles<br>• Win-win cooperation among stakeholders |
| Environmental | • Agroecological practices<br>• Organic products<br>• Quantities of inputs used in agriculture<br>• Quantities of waste, spillage, or emissions<br>• Renewable energy use<br>• Quantity and quality of recirculated products<br>• Sustainable consumption (eco-friendly products)<br>• Practices such as reduce, reuse, recycle<br>• Reduction of food travel<br>• Landscape protection and valorisation |
| Social | • Equal distribution of value<br>• Providing healthy nutrition for all<br>• Inclusion of smallholders<br>• Local cooperation and producer-consumer relations<br>• Local direct sales<br>• Social responsibility<br>• Addressing societal needs and democratic practices<br>• Protection of local know-how and cultural heritage |

| | |
|---|---|
| Nutrition and Health | • Food security<br>• Quality and healthy food products<br>• Economic dimension related to health issues (not considered) |

**Overview of Sustainable Business Model Types in Food Systems**

The table presented below outlines various sustainable business model types that are increasingly relevant in the context of modern food systems. As the global food landscape faces significant challenges—ranging from climate change and resource depletion to social inequities—there is a pressing need for innovative approaches that not only enhance sustainability but also promote resilience within local and global food networks.

| BM Type | Key Characteristics | Examples |
|---|---|---|
| Circular Business Model | Focuses on reducing and valorising food waste or agricultural by-products. Relies on circular economy and bio-economy principles, requiring strong political and stakeholder engagement. | Sustainable Food Lab: Develops circular economy practices in food supply chains Sustainable Food Lab |
| Alternative, Place-Based and Social Food Networks | Connects small-scale producers directly with consumers, promoting local resources and empowering local knowledge while aiming for farmers' inclusion. | Farmers Markets: Local markets that connect farmers directly with consumers Food Paths |
| Disruptive Business Model | Introduces fundamentally new approaches that enhance sustainability, including community-supported food production. | Community Supported Agriculture (CSA): Consumers buy shares in a farm's harvest. |
| Alternative Logistics or Online Food Distribution | Focuses on novel logistics concepts for food retail, including online delivery services to facilitate local food access. | Online Food Markets: Platforms that emerged during COVID-19 to facilitate local food access. |

| | | |
|---|---|---|
| Regional Food Consortia, Food Labs, or Food Hubs | Involves cooperation between private and public actors to create synergies for sustainability through regional clustering and networks. | Food Hubs: Regional collaborations that aggregate local produce for distribution [Sustainable Food Lab] |
| Sufficiency Business Model | Encourages sustainable consumption by promoting healthy habits among consumers. | Plant-Based Meal Services: Companies advocating for plant-based diets as sustainable options. |
| Inclusive Business Model | Benefits low-income communities by integrating them into the value chain as clients or producers, emphasizing collective territorial action. | Kheir Ardena (Local Soya Project): Aims to include dairy smallholders in the supply chain. |
| Family Business Model | Influenced by non-economic factors such as values and emotions; emphasizes sustainability through strong ties with stakeholders, especially suppliers and the community. | Family Farms: Traditional farms adapting practices based on family values and sustainability. |
| Focal Company Business Model | Provides leadership in the value chain, influencing other actors toward sustainability through public-private-research partnerships with clear strategies. | Leading Organic Brands: Companies setting standards for organic practices in their supply chains. |

**Key Aspects of Business Models in Food Systems**

- **Institutional Context:** The regulatory environment significantly influences compliance with standards such as Protected Designation of Origin (PDO) and organic labels. Institutional support through policies, subsidies, and research funding is vital for fostering circular and disruptive sustainable business models. For instance, legislation can facilitate green energy production, while urban freight policies can shape food retail and logistics in urban areas.

- **Actors and Stakeholders:** Production and consumption are fundamental pillars of sustainable food systems. Engaging all actors within the supply chain is necessary to promote sustainability at a systemic level. Farmers must adopt a research-oriented mind-set to enhance resilience, while food companies should act responsibly towards their environments. Additionally, increased consumer engagement is crucial for transitioning to a sustainable and circular food system.

- **Partnerships and Collaborations:** Diverse partnerships among food enterprises, governments, and academic institutions are essential for promoting sustainable development goals (SDGs). Collaborations with research entities can drive advancements in biotechnologies, while strong relationships between suppliers and companies can enhance circular economy practices and waste management.

- **Circular Economy Principles:** The circular economy offers an alternative to the traditional linear agrifood system by promoting material circulation and creating symbiotic networks. Effective management of food and agricultural waste is critical, as it can integrate agricultural practices with bio-economy initiatives.

- **Alternative Localised Food Systems:** fewer intermediaries and shorter distances between producers and consumers characterize these systems. They have the potential to revitalize local production, include smallholders, and foster healthier communities. Proximity facilitates cooperation, making local food systems powerful agents for coordinating open supply chains. Traditional farmers' markets are examples of how local systems can contribute to sustainability. While local food models often prioritise social aspects and food quality over large-scale operations, larger companies can also achieve significant environmental benefits through their scale. Moreover, globalization can enhance sustainable food systems by promoting collective ecological action through knowledge sharing.

**Frameworks of Sustainability**: **Triple Bottom Line (TBL) & Corporate Social Responsibility CSR**

The Triple Bottom Line (TBL) is a comprehensive accounting framework that encourages businesses to extend their focus beyond traditional financial metrics to include social and environmental considerations. Coined by John Elkington in 1994, TBL posits that businesses should measure success through three interconnected dimensions: People, Planet, and Profit. The Three Ps of TBL are:

- People: This dimension assesses the social impact of a business. It emphasizes the importance of treating all stakeholders—employees, customers, suppliers, and the local community—fairly and ethically. Key considerations include providing safe working conditions and fair wages, promoting diversity, equity, and inclusion within the workforce, supporting community initiatives and engaging in charitable activities and ensuring that products and services are safe and accessible to all consumers. . For example, Patagonia is known for its commitment to fair labour practices and transparency in its supply chain, while Companies like Salesforce have implemented initiatives to close wage gaps and enhance diversity in hiring.

- Planet: This aspect focuses on the environmental responsibilities of a business. Companies are encouraged to minimize their ecological footprint by reducing waste and emissions through sustainable practices, implementing energy-efficient technologies and renewable resources, engaging in responsible sourcing and supply chain management, committing to biodiversity preservation and conservation efforts.

- Profit: While financial performance remains crucial, TBL redefines profit to include the broader economic impact of a business. This includes evaluating the long-term economic benefits to society rather than just short-term shareholder returns, recognizing that sustainable practices can lead to operational efficiencies and cost savings over time, understanding that a positive reputation for social responsibility can enhance customer loyalty and attract investment.

The TBL framework serves several critical functions in modern business practices since by incorporating social and environmental factors into performance assessments, businesses can gain a more rounded understanding of their impact on society. Companies that effectively implement TBL principles often find themselves at an advantage in attracting customers who prioritise ethical consumption, as well as investors interested in sustainable practices.

Integrated Reporting is an evolving practice that combines financial and non-financial information into a single report. This approach allows organisations to communicate their strategy, governance, performance, and prospects in a way that reflects their commitment to sustainability. It aligns with TBL by providing a holistic view of how a company creates value over time. Companies such as Novo Nordisk have adopted integrated reporting to display their sustainability efforts alongside financial performance.

CSR complements the TBL framework by focusing on how companies manage their business processes to produce an overall positive impact on society. CSR encompasses various initiatives aimed at improving community welfare while ensuring ethical conduct within business operations. The key components of CSR are:

- Ethical labour practices. Ensuring fair treatment of workers both within the company and throughout its supply chain is fundamental. This includes prohibiting child labour, ensuring fair wages, and providing safe working conditions.

- Environmental stewardship. Companies are increasingly held accountable for their environmental impact. CSR initiatives often include waste reduction strategies, carbon footprint assessments, and sustainable sourcing policies.

- Community engagement: Businesses are encouraged to actively participate in their communities through volunteer programs, donations, and partnerships with local organisations.

- Transparency and accountability. Effective CSR requires businesses to be transparent about their practices and impacts. Regular reporting on sustainability initiatives helps build trust with stakeholders.

Incorporating group work into the training module on Sustainable Supply Chain Management not only enhances learning but also fosters collaboration among participants. By engaging in practical activities focused on real-world scenarios, participants can better understand the complexities of SSCM while developing actionable strategies that align with sustainability objectives. This collaborative approach encourages knowledge sharing and empowers participants to take meaningful steps towards integrating sustainability into their supply chains.

Fundamentals of Sustainable Supply Chain Management (SSCM)

- Definition and Importance: Understand what SSCM is and why it is essential in today's business landscape. This includes the integration of environmental, social, and economic considerations into supply chain processes.

- Components of SSCM: Familiarise yourself with the three pillars of sustainability:

    - Environmental Sustainability: Focus on minimizing ecological impact through practices like green procurement, waste reduction, and carbon footprint management.

    - Social Sustainability: Emphasize fair labour practices, human rights, and community engagement.

    - Economic Sustainability: Discuss how sustainable practices can lead to long-term profitability and resilience.

**Transition to sustainable business models**

Sustainable Supply Chain Management (SSCM) is an essential approach for businesses aiming to minimize their environmental and social impacts while maintaining economic viability. The transition to sustainable business models involves various enabling factors from both business management and policy perspectives including:

- **Collaborative approaches and stakeholder engagement:** Collaborative strategies among farmers, food business managers, and stakeholders are crucial for fostering sustainable practices.

- **Clear sustainability visions and corporate values:** Establishing a clear vision for sustainability aligned with corporate social responsibility (CSR) principles helps organisations transition to more sustainable business models.

- **Social responsibility within supply chains** encompasses a range of practices aimed at ensuring ethical treatment of workers and promoting fair labour standards throughout the supply chain network. Companies must recognize their role in addressing social issues such as labour rights, safety conditions, and community engagement. To uphold fair labour practices, organisations should establish robust supplier compliance audits that assess adherence to labour standards. This includes evaluating working conditions, wage fairness, and employee treatment across all tiers of the supply chain. Developing a supplier code of conduct that outlines expectations regarding labour practices is essential for setting clear guidelines for ethical behaviour. Moreover, organisations should actively engage in initiatives that promote diversity and inclusion within their workforce and among suppliers. By prioritising supplier diversity programs that support minority-owned businesses or firms committed to inclusive hiring practices, companies can contribute to economic empowerment within communities while enhancing their own supply chain resilience. Training programs focused on social responsibility can further reinforce these commitments by educating employees about human rights issues and ethical sourcing practices. By fostering a culture of social responsibility within the organisation, companies can build stronger relationships with stakeholders and enhance their overall brand reputation

- **Innovation and digitalization:** Digitalization, including the use of online tools and virtual food spaces, supports the circular economy by improving efficiency and reducing waste within supply chains.

- **Circular economy practices:** Emphasizing circular economy principles, such as reverse logistics, can significantly minimize food waste and losses. For example, **Waste reduction** is a critical component of sustainable supply chain management, focusing on minimizing waste generation throughout the supply chain lifecycle. Implementing effective waste reduction strategies requires a shift towards circular economy principles, where products are designed for longevity, reuse, and recyclability. Organisations can adopt various waste management techniques to achieve this goal. For instance, implementing recycling programs within manufacturing processes can significantly reduce waste sent to landfills. Companies can also explore composting organic materials and repurposing by-products from production processes as raw materials for other products. Lean manufacturing principles can further enhance waste reduction efforts by streamlining operations and eliminating inefficiencies. This approach involves analysing production processes to identify areas where waste occurs—whether in the form of excess materials, time delays, or energy consumption—and implementing solutions to minimize these inefficiencies. Additionally, organisations should consider engaging with stakeholders across the supply chain to promote a culture of waste reduction. This can include training employees on best practices for minimizing waste and collaborating with suppliers to develop sustainable packaging solutions that reduce material usage. Ultimately, effective waste reduction strategies not only contribute to environmental sustainability but also result in cost savings for organisations by optimizing resource usage and minimizing disposal costs.

- **Environmental Management Systems:** Implementing environmental management systems within food companies helps reduce costs associated with resource consumption and waste disposal. For example, **Green procurement** is a fundamental aspect of Sustainable Supply Chain Management (SSCM) that focuses on sourcing materials and services from suppliers who demonstrate environmentally responsible practices. This approach not only reduces the ecological footprint of the supply chain but also enhances the overall sustainability profile of the organisation. To effectively implement green procurement, organisations must establish clear evaluation criteria for potential suppliers. These criteria should include environmental certifications, such as ISO 14001 or LEED, which indicate adherence to recognized environmental management standards. Additionally, organisations should assess suppliers based on their waste management practices, resource usage efficiency, and commitment to reducing greenhouse gas emissions. Best practices in green procurement involve fostering long-term relationships with suppliers who prioritise sustainability. This can be achieved through collaborative initiatives that encourage suppliers to adopt greener practices, such as using renewable resources or implementing energy-efficient technologies. Organisations can also leverage technology to streamline procurement processes, allowing for better tracking of supplier sustainability performance and facilitating informed decision-making. By prioritising green procurement, companies not only contribute to environmental conservation but also enhance their brand reputation among consumers who increasingly value sustainability. This strategic alignment can lead to competitive advantages in the marketplace, as customers are more likely to support brands that reflect their values regarding environmental responsibility.

- **Quality labelling and consumer awareness:** Food origin and quality labelling can promote responsible consumption practices. By increasing consumer awareness of bio-based or local products, businesses can drive demand for sustainable options, thereby supporting ethical consumption and food security. For example, **Ethical sourcing** refers to the practice of procuring goods and materials from suppliers who adhere to socially responsible standards regarding labour rights, environmental stewardship, and community impact. This practice is essential for building trust with consumers and enhancing brand reputation in an increasingly competitive marketplace. One key aspect of ethical sourcing is obtaining sustainability certifications such as Fair Trade or Rainforest Alliance. These certifications serve as credible indicators of a company's commitment to ethical practices and sustainable sourcing methods. By partnering with certified suppliers, organisations can assure customers that their products meet rigorous social and environmental standards. The benefits of ethical sourcing extend beyond compliance; they also enhance customer loyalty and market performance. Consumers are more likely to support brands that align with their values regarding sustainability and ethical practices. Furthermore, companies that prioritise ethical sourcing often experience improved relationships with stakeholders due to increased transparency in their supply chain operations. To effectively implement ethical sourcing policies, organisations should develop clear guidelines that outline expectations for suppliers regarding labour rights, environmental impact, and community engagement. Regular assessments of supplier compliance with these guidelines are essential for maintaining accountability within the supply chain.

- **Policy formation:** Policymakers can facilitate the transition to sustainable business models by promoting education and training in entrepreneurial skills among farmers and food businesses, focusing on value-creating strategies that incorporate environmental considerations. Additionally, providing financial incentives, such as tax breaks or grants, encourages businesses to adopt sustainable practices, with regional development agencies playing a crucial role by offering legal and financial assistance tailored to sustainability goals. Effective public policies that promote circular economy principles are essential for the success of sustainable supply chains and should include support mechanisms that facilitate collaboration among various stakeholders in the supply chain.

BLOCK 3 - CORE COMPONENTS OF SUSTAINABLE FOOD SECURITY BUSINESS PLAN

1) **Value Chain Analysis**

Value chain analysis aims to gather and evaluate all necessary information for making strategic decisions that enhance a value chain's competitiveness and its role in achieving the Sustainable Development Goals (SDGs). This approach adopts a **systems perspective**, examining the behaviours and performance of value chain participants within a complex environment. Upgrading the value chain involves identifying systemic causes of bottlenecks and focusing on developing solutions that are rooted in systems thinking. The primary objective is to create a detailed upgrading plan that promotes the sustainable development of a chosen value chain.

2) **Functional Analysis**

The functional analysis is about describing and understanding the structure and dynamics of the value chain. First, it involves identifying **all components** of the value chain, including a comprehensive range of actors, input and service providers, the enabling environment, and the natural environment. Second, it examines **stakeholder behaviour and interactions**, focusing on various metrics such as numbers, volumes, and values. Lastly, the analysis seeks to uncover the **root causes of any observed underperformance** by emphasizing the behavioural aspects of value chain actors—specifically, why they choose certain markets, technologies, or governance structures over others that may seem more advantageous or efficient. This includes understanding reasons for not utilizing improved agricultural inputs or equipment, failing to recycle waste, or not participating in collaborative groups.

3) **Sustainability Assessment**

Evaluating the environmental, social, and economic impacts of each stage in the value chain helps identify areas for improvement and innovation.

4) **Upgrading Strategy**

Develop strategies to enhance the sustainability of the food value chain. This could involve improving production techniques, reducing waste, or enhancing product quality through better processing methods. Engage stakeholders in co-creating solutions that address sustainability challenges while also meeting market demands.

5) **Business Model Typology**

Explore various business models that promote sustainability in food systems, such as circular economy models, community-supported agriculture (CSA), and regional food hubs. Each model has unique characteristics that can be leveraged depending on local conditions and market needs4. Understand how these models can contribute to achieving the United Nations Sustainable Development Goals (SDGs), particularly Zero Hunger (SDG 2) and Responsible Consumption and Production (SDG 12).

6) **Governance and Stakeholder Engagement**

Effective governance structures are crucial for coordinating actions among diverse stakeholders, including farmers, processors, retailers, and consumers. Establishing multi-stakeholder platforms can facilitate collaboration and resource sharing. Involve local communities in decision-making processes to ensure that initiatives are culturally appropriate and address specific local needs.

7) **Market Research and Customer Needs Assessment**

Conduct thorough market research to understand consumer preferences and trends in food security. Tailor products and services to meet these identified needs while promoting sustainability. Use feedback mechanisms to continuously improve offerings based on customer insights.

8) **Financial Planning**

Develop a robust financial plan that outlines revenue streams, cost structures, and funding sources necessary for implementing sustainable practices. Consider innovative financing mechanisms such as social impact investing or grants aimed at enhancing food security initiatives

9) **Monitoring and Evaluation**

Establish metrics for assessing the impact of business activities on food security outcomes. Regularly evaluate performance against these metrics to adapt strategies as needed. Use data-driven approaches to inform decision-making and improve operational efficiency.

To support monitoring consider using the **SWOT Analysis,** a tool that simplifies complex information into strategic insights. It identifies four key factors—strengths, weaknesses, opportunities, and threats—that can either support or hinder the development of the value chain (VC).

Key Components of SWOT Analysis:

- Strengths: Internal attributes that provide an advantage.
- Weaknesses: Internal challenges that need to be addressed.
- Opportunities: External factors that can be exploited for growth.
- Threats: External challenges that could pose risks.

For each opportunity, consider how to leverage strengths and address weaknesses to capitalize on it. Similarly, for each threat, identify which strengths can be utilized and which weaknesses need to be managed to mitigate risks.

From these factors, several strategic options can be developed. To begin with, the **Vision Statement** should:

- Inspire and motivate stakeholders
- Be widely shared among participants
- Promote the Sustainable Development Goals (SDGs)
- Be realistic and achievable
- Align with national development plans
- Address potential trade-offs

As next the **Goals** should be:

- Specific: Clearly defined
- Measurable: Quantifiable to track progress
- Achievable: Realistic and attainable
- Relevant: Aligned with broader objectives
- Time-based: Set within a specific timeframe

## ACTIVITY 1 - FOOD SECURITY BUSINESS PLAN)

As a trainer, facilitating a group dynamic exercise focused on developing a food security business plan, it is essential to prepare thoroughly, coordinate effectively, and create an engaging learning environment. The following overview outlines the key components of the exercise, enabling you to guide participants through a meaningful experience.

The primary goal is to empower participants to develop a comprehensive business plan aimed at improving food security within a specific context. This exercise will not only enhance their understanding of food security challenges but also foster teamwork and critical thinking.

Duration: The entire exercise is designed to take approximately 3 hours.

Group Size: You will work with 15 participants, who will be divided into three smaller teams of five. This structure encourages collaboration while allowing for diverse perspectives.

Materials Needed:

- Flip charts and markers for brainstorming and presentations
- A projector and screen (if available) for presentations
- Access to research materials, including articles and reports on food security
- Case study handouts that detail specific scenarios
- SWOT analysis template to facilitate strategic planning (see annex provided)
- Business model canvas template for structured business planning (see annex provided)

**STEP 1.1 - Introduction**

Begin the session by introducing the concept of food security and its significance using a brief presentation covering sustainable food systems, value chain analysis, and the challenges related to food security. Engage participants in a discussion to gauge their understanding of the challenges associated with food security.

**STEP 1.2 - Case Study Presentation**

Participants will engage in the group work focused on the scenarios developed during Activity 1, titled “Collaborative Solutions for Food Security.” Since these cases have already been explored, this activity will provide an opportunity to build upon the collaborative solutions identified and transition towards the next phase: developing a comprehensive business plan.

Alternatively, you may choose to analyse a relevant case study from Europe that highlights specific food security challenges. This approach will enrich the discussion and provide practical insights into effective strategies for addressing these issues.

**STEP 1.3 - Team Formation and Business Plan Development**

Divide participants into three teams, assigning each team one of the selected cases. Facilitate an initial discussion where teams can identify key issues and potential solutions related to their assigned case. Encourage them to consider aspects such as stakeholder engagement, value chain analysis, and sustainability assessments.

Guide each team in creating a comprehensive business plan. They should include the following components:

- Vision Statement: What success looks like for their initiative.
- Goals: Specific, measurable objectives aligned with broader sustainability aims.
- SWOT Analysis: Identification of strengths, weaknesses, opportunities, and threats.
- Business Model Canvas: An outline of how they will deliver value through their initiative.

Ensure that teams understand how each component contributes to developing a robust plan that addresses food security effectively.

**STEP 1.4 - Presentation of Business Plans**

After developing their plans, have each team present their business plan to the larger group. Facilitate an interactive session where participants can ask questions and provide constructive feedback after each presentation.

**STEP 1.5 - Reflection and Conclusion**

Conclude the exercise by facilitating a group discussion reflecting on key learnings from the day. Highlight the importance of collaboration in addressing food security challenges and how their plans align with broader sustainability goals. Encourage participants to think about how they can apply what they have learned in their own contexts.

## 8. Methodological processes

The training methodology for addressing sustainable food security incorporates several key adult learning principles and structured activities designed to engage participants effectively. First, self-directed learning is encouraged, allowing participants to set personal goals and explore topics of interest, while experiential learning utilizes real-life scenarios and case studies to facilitate hands-on experiences. Collaborative learning is fostered through group activities that promote discussion and problem solving. Structured activities include value chain analysis, where participants analyse the behaviours of value chain actors to identify bottlenecks, and functional analysis, which maps out the components of the food value chain to uncover root causes of underperformance. Participants also engage in sustainability assessments to evaluate the impacts of various practices within the food system. Business planning exercises involve conducting a SWOT analysis to identify strengths, weaknesses, opportunities, and threats related to their business plans, alongside developing a Business Model Canvas to outline strategies for sustainable practices. Interactive techniques such as group discussions and case study presentations enhance learning through shared insights, while visual aids and resources support comprehension of complex concepts. Finally, reflection sessions and feedback mechanisms are implemented to reinforce learning outcomes and improve future training sessions.

## 9. Trainer number and profile

The activity involves 2 trainers working in the field of sustainability and already familiar with the contents and methodologies to be applied during the activity.

Each trainer will provide knowledge and will foster the different skills and competencies of participants, previously mentioned during the activity.

## 10. Ratios

The recommended ratio is 1 facilitator/trainer every 10 participants.

To facilitate the involvement, participants will be divided into groups. Each trainer will guide and help the groups in the development of their strategies on a rotational basis.

## 11. Evaluation

The final evaluation of the activity consists of a questionnaire to be undertaken at the end of the session. The questionnaire is useful to provide general feedback on the activity according to participants: what they learned and whether the training was efficient for them, or any other comment on the methodology used or about the trainers. Trainers should prepare this questionnaire in advance (either using an online tool like Google Forms or preparing it on a printed version).

## 12. General recommendations and comments

Trainers should follow participants in every step of each activity, explaining when the activity begins and which contents will be addressed/developed, how much time at their disposal they will have, and be ready to answer any question or doubt. These aspects are relevant especially in the second and third part of the activity where trainers have a proactive role in guiding participants in avoiding mistakes but mostly to prevent conflict within the group and be ready to manage, provide solutions, or simply mediate between different ideas.

# Training Unit #3 - Launching and Scaling Food Security Enterprises

## 1. Typology

This unit belongs to the Entrepreneurship training module.

## 2. Description

This training unit equips participants with the essential knowledge and skills to identify and address food security challenges through sustainable entrepreneurial practices. The unit is structured around four interconnected components: Market Needs Analysis, Legal Framework Understanding, Developing a Sustainable Operational Model, and Ensuring Financial Sustainability. These components provide a comprehensive approach to establishing and managing a food security enterprise, balancing economic viability with social impact. The Activity of the unit fosters practical application through interactive group activities where participants rotate through four thematic stations identifying local food security gaps, mapping compliance steps for launching a business, brainstorming sustainable practices and finally evaluating funding strategies.

## 3. Duration

The unit will take 2 hours, divided as follow:

| | |
|---|---|
| Block 1: Launching a Food Security Enterprise | 1 hour |
| Activity 1: Collaborative Workshop on Food Security Enterprises | 1 hour |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: spacious meeting space that allows for collaboration and discussions among participants, with chairs in a circular way and then creating small groups.
- Technology: A projector or a large screen for displaying presentations and videos. Speakers for ensuring the audio from videos and presentations is clear to all participants. Access to Internet.
- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.

- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

- Conduct thorough market research to identify food security gaps and supply-demand dynamics, focusing on key indicators like price fluctuations and labour market conditions
- Understand food safety regulations (e.g., HACCP principles) and organisational structures (e.g., social enterprises), ensuring compliance with legal and safety standards.
- Adopt agroecology principles for biodiversity and soil health, minimizing synthetic inputs and emphasizing sustainable practices.
- Promote direct sales through farmers' markets or online platforms, fostering producer-consumer relationships and supporting local economies.
- Use block chain technology for transparent supply chains, enabling real-time data access for consumers and ensuring food provenance.
- Align business models with social goals and demonstrate measurable impacts to attract investors seeking both social and financial returns.
- Anticipate future challenges like market fluctuations and climate change impacts by exploring scenarios and creating adaptive strategies.

## 6. Competence framework

**General and specific competencies:**

- Ability to conduct market research and identify food security gaps.
- Knowledge of legal frameworks and regulations relevant to food security enterprises.
- Understanding of sustainable agricultural practices and resource management.
- Proficiency in developing business models that balance financial sustainability with social impact.
- Competence in using technology for supply chain transparency and efficiency.

## 7. Detailed Unit Session

BLOCK 1 -LAUNCHING A FOOD SECURITY ENTERPRISE

1) **Identifying market needs and legal considerations**

**Market Needs Analysis**

Conducting thorough market research to identify food security gaps through surveys and stakeholder interviews helps to pinpoint where the enterprise can add value.

Markets play a crucial role in food security, influencing both availability and access to food. Analysing markets helps identify **supply and demand dynamics**, potential **food deficits or surpluses**, and the **impact of high prices** on households. Labour market conditions also affect food access, as low wages can hinder purchasing power. Market analysis enhances food security assessments by providing insights into local and global economies, improving need estimates, and clarifying response strategies.

Monitoring markets for **early warning** involves tracking indicators of food security deterioration, such as production shortfalls or unusual price increases. Analysts look for historical trends, anomalies, and project future conditions to anticipate market responses. Shocks like poor rainfall or natural disasters can disrupt supply chains and raise prices, while market responses may include traders reallocating supplies or government interventions. Effective food security analysis requires understanding the market environment to **predict stresses and responses** that affect household food security. Reporting on food security should focus on outcomes while briefly explaining key market determinants based on sound analysis. Standard market information is essential for decision-makers, including updates on supply conditions and demand behaviours. When anomalies arise, reports should indicate likely market responses and potential impacts on vulnerability. This information should be **geographically disaggregated** to reflect conditions affecting different populations.

**Legal Framework**Understand the legal environment, including choosing the right structure (social enterprise, non-profit, etc.) and complying with regulations such as food safety laws. Understanding the legal framework for food-related businesses is essential for ensuring **compliance with regulations** and choosing the appropriate organisational structure, such as a social enterprise, non-profit, or for-profit entity, which affects governance, tax obligations, liability, and funding opportunities. Compliance with food safety regulations, such as the Food Safety Modernization Act (FSMA) in the U.S., requires businesses to develop detailed food safety plans based on Hazard Analysis Critical Control Points (HACCP) principles, enforce **hygiene and sanitation** practices, maintain **traceability** of food products, and keep comprehensive **documentation** and records. Regular internal audits are crucial for identifying compliance gaps and ensuring adherence to guidelines. Food business operators are responsible for ensuring compliance with food safety laws, including taking proactive measures to withdraw unsafe products from the market and notifying relevant authorities when necessary. Overall, navigating the legal environment requires a thorough understanding of regulatory requirements and careful consideration of organisational structure to enhance compliance efforts while ensuring consumer safety.

2) **Developing a Sustainable Operational Model**

**Resource Management**

Effective resource management is essential for sustainability in agriculture. Practices such as **agroecology** and the **circular economy** can significantly enhance resource efficiency. Agroecology promotes biodiversity, soil health, and ecosystem services while reducing dependency on synthetic inputs. For instance, integrating crop and livestock systems can optimize nutrient cycling and minimize waste.

The circular economy approach emphasizes reusing resources and minimizing waste. This can include composting organic waste to enrich soil health or implementing water-recycling systems in agricultural practices.

**Supply Chain Organisation**

Recent trends in the food market reveal a revival of traditional, direct food delivery methods alongside innovative distribution systems, collectively known as **short food supply chains (SFSCs)**. These systems provide direct links between producers and consumers, contrasting with conventional mass distribution channels. Defined by the EU, SFSCs involve **limited intermediaries**, promoting cooperation, local economic growth, and close relationships between producers, processors, and consumers. Encouraged under the EU's 2014-2020 rural development policy, SFSCs have grown with support from the European Agricultural Fund for Rural Development.

**The types of SFSCs are:**

- Direct Sales: On-farm, farmers' markets, or online deliveries.

- Subscription Models: Box delivery schemes, "pick-your-own," and Community-Supported Agriculture (CSA).

- Products: Seasonal fruits, vegetables, meat, dairy, and beverages.

### 3) Technology Integration

Incorporating technology into the supply chain can greatly improve market access and transparency. Tools such as mobile applications and block chain technology can facilitate direct connections between producers and consumers, ensuring traceability and trust in food products.

For example:

- Mobile Apps: Applications like Farmigo (https://www.farmigo.com/) help consumers find nearby farms or markets, enabling them to purchase directly from producers.

- Block chain Solutions: Block chain technology can provide an immutable record of the food supply chain, enhancing transparency about where food comes from and how it is produced. This allows all stakeholders, including producers, distributors, and consumers, to access real-time data about the origin and journey of food items. For instance, consumers can scan a **QR code** on a product to view its complete history, enhancing trust in the food they purchase. Several companies are already leveraging block chain technology to improve their food supply chains:

- Silal Fresh: This agritech company (https://www.silal.ae/our-businesses/silal-fresh) implemented a block chain-based traceability system that improved delivery efficiency and customer trust.

- Tyson Foods: By utilizing block chain technology through platforms like FoodLogiQ, Tyson Foods centralizes supplier documentation and automates food recall processes, enhancing overall operational efficiency (https://www.tysonfoods.com/).

### 4) Ensuring Financial Sustainability

Ensuring financial sustainability is crucial for developing food security enterprises. Various funding sources can be leveraged to support these initiatives, each with its unique characteristics and advantages. This section explores traditional funding sources, impact investing, and crowdfunding as viable options. Some of the traditional funding sources are:

**Bank Loans**: Securing bank loans is a common method for financing food security enterprises. However, lenders typically require a solid financial track record, collateral, and a detailed business plan. Businesses with previous experience and a history of profitability are more likely to receive favourable loan terms.

**Microfinance**: For smallholder farmers and start-ups, microfinance institutions offer loans tailored to their needs, often with lower interest rates and flexible repayment plans. These loans can help cover initial operational costs or expand existing operations.

**Government Grants**: Various government programs provide grants to support agricultural innovation and sustainability initiatives. These grants do not require repayment but often come with strict eligibility criteria and reporting requirements.

**Non-profit Organisations and Foundations**: Many non-profits focus on food security and sustainability, offering grants to projects that align with their missions. For example, organisations like the Global Agriculture and Food Security Program (GAFSP) provide funding specifically aimed at improving food systems in low-income countries5.

**Equity Financing**: Start-ups in the food security sector can attract venture capital by presenting innovative solutions that promise significant returns. Investors look for businesses with scalable models and strong market potential. A solid business plan demonstrating growth potential is essential for attracting venture capital.

Impact Investing

Impact investing refers to investments made with the intention of generating positive social or environmental impacts alongside financial returns. This approach has gained traction in the agriculture sector, where investors seek to support sustainable practices while achieving financial gains.

- Attracting impact investors:
  - **Aligning business models:** Food security enterprises should tailor their business models to meet the expectations of impact investors. This includes demonstrating how their operations contribute to social goals such as improving food access, promoting sustainable agriculture, or supporting local economies.
  - **Measuring impact:** Establishing metrics to measure social and environmental impacts is crucial for attracting impact investors. Regular reporting on these metrics helps build trust and demonstrates accountability.
- Types of impact investors:
  - **Institutional investors:** Pension funds, endowments, and sovereign wealth funds increasingly allocate capital toward sustainable agriculture due to its potential for long-term growth and stability (https://farrellymitchell.com/green-finance/eit-impact-investing-in-agriculture/ )
  - **Development Finance Institutions** (DFIs): DFIs invest in agricultural projects in emerging markets to promote sustainable development while seeking modest financial returns. They often provide concessional financing to de-risk investments in underserved markets.

- Crowdfunding:

Crowdfunding involves raising small amounts of money from a large number of people, typically via online platforms. This method is particularly effective for enterprises with strong social missions that resonate with potential backers.

- Types of Crowdfunding:

    - **Reward-Based Crowdfunding**: Platforms like **Kickstarter** allow businesses to offer rewards or products in exchange for funding. This model works well for food security enterprises that can display innovative products or services.

    - **Equity Crowdfunding**: Platforms such as **Seedrs** or **Wefunder** allow investors to buy shares in a company in exchange for their investment. This approach can attract individuals who want to support sustainable food initiatives while also seeking financial returns.

### 5) Evaluating Financial Strategies for Sustainability

As food security enterprises strive to achieve long-term viability, evaluating financial strategies is essential for balancing profitability with social impact. This section discusses the importance of understanding the interplay between social and financial objectives, as well as the role of scenario planning in ensuring resilience against potential risks. Food security enterprises often operate at the intersection of social mission and economic viability. It is crucial to find a balance between generating profits and maintaining a positive social impact.

The **Social Return on Investment** (SROI) is a framework that quantifies the social, environmental, and economic value created by an organisation relative to the investment made. By calculating SROI, food security enterprises can assess their impact on communities and ecosystems while also demonstrating value to investors and stakeholders. The SROI calculation involves identifying key outcomes, assigning monetary values to these outcomes, and comparing them to the total investment. This process helps organisations articulate their social value in financial terms, making it easier to attract funding and support. A community-supported agriculture (CSA) initiative might calculate its SROI by measuring outcomes such as improved nutrition among local families, increased income for farmers, and reduced carbon emissions from shorter supply chains. By demonstrating a high SROI, the CSA can appeal to both socially conscious consumers and potential investors.

Another method to ensure that the enterprise is operating in accordance with sustainable financial strategies is the **"Scenario planning",** a strategic tool that helps organisations anticipate and prepare for potential future events or changes in their operating environment. In the context of food security enterprises, scenario planning can be particularly valuable in addressing uncertainties such as market fluctuations, climate change impacts, or shifts in consumer behaviour.

By exploring various scenarios—such as economic downturns, regulatory changes, or environmental disasters—enterprises can identify vulnerabilities in their business models and develop strategies to **mitigate risks**. Scenario planning encourages organisations to remain adaptable in their strategies. This flexibility allows food security enterprises to pivot quickly in response to unforeseen challenges or opportunities.

The implementation steps of this tool are:

- Begin by identifying external factors that could affect the enterprise, such as economic trends, technological advancements, or environmental changes.
- Create a range of plausible scenarios based on these drivers. For example, one scenario might assume a significant increase in demand for local produce due to changing consumer preferences, while another might consider a severe drought affecting crop yields.
- Evaluate how each scenario would affect the enterprise's financial performance, operational capacity, and social impact.
- Develop action plans for each scenario that outline steps the organisation can take to respond effectively.

## ACTIVITY 1 - COLLABORATIVE WORKSHOP ON FOOD SECURITY ENTERPRISES (1HOUR)

The **Collaborative Workshop on Food Security Enterprises** is designed to enhance participants' understanding of food security concepts while promoting teamwork and problem solving. The workshop begins with a 10-minute introduction to key topics, including market analysis, legal frameworks, resource management, and financial sustainability. Participants are then divided into diverse groups of 4-6 individuals to encourage varied perspectives.

In the core 50-minute breakout session, groups rotate through four thematic stations. At the **Market Needs Analysis** station, they identify local food security gaps and opportunities. The **Legal Frameworks** station guides participants in mapping compliance steps for starting a food-related business. At the **Resource Management** station, they brainstorm sustainable practices based on agroecology and circular economy principles. Lastly, the **Financial Sustainability** station involves evaluating funding options, weighing the pros and cons of each.

Following this, groups present their findings to the larger audience encouraging knowledge sharing and feedback. Participants then return to their original groups for an action planning session, where they consolidate insights to develop a detailed plan addressing market opportunities, legal steps, resource practices, and funding strategies. The workshop concludes with a 15-minute reflection and wrap-up session, where participants share key takeaways and discuss real-world applications. The activity is practical and interactive, equipping participants with actionable strategies for addressing food security challenges.

## 8. Methodological processes

The training approach methodology for delivering the unit "Launching a Food Security Enterprise" includes collaborative learning, where participants work in diverse groups to encourage teamwork, idea exchange, and collective problem solving during breakout sessions. Experiential learning is emphasized through hands-on activities, such as mapping compliance steps and evaluating funding options, allowing participants to apply theoretical knowledge in practical scenarios. The station rotation method involves thematic stations covering Market Needs, Legal Framework, Resource Management, and Financial Sustainability, where groups rotate to ensure exposure to all key aspects of food security enterprises. Action planning follows, with participants creating detailed plans addressing market opportunities, legal considerations, resource practices, and funding strategies, ensuring practical application of knowledge. Finally, a reflection and feedback session is held at the end of the training to allow participants to share insights, discuss challenges, and apply their learnings to real-world situations. This methodology ensures that the training is interactive, practical, and aligned with the goal of creating actionable strategies for food security enterprises.

## 9. Trainer number and profile

The training activity "Launching and Scaling Food Security Enterprises" will be implemented by 1 Lead Trainer. The Lead trainer, with a rich background in entrepreneurship within the food security sector, complemented by a strong foundation in training and capacity building. The Lead Trainer will also provide valuable technical guidance, leveraging real-world examples to enrich the learning experience.

## 10. Ratios

The recommended ratio is 1 facilitator/trainer every 15 participants.

## 11. Evaluation

Peer Assessment

Encourage participants to review and exchange feedback on their peers' contributions during group work.

Questionnaires and Surveys

- Circulate feedback surveys to participants before and after the training to gather their opinions, reactions, and self-reported progress.
- Indicators: Self-reported enhancements in abilities and participants' satisfaction with the training program and its relevance.

# 7. Sustainable Food Systems Training Module

## 7.1. Brief description of the module

Module title: Sustainable Food Systems

Objectives:

**Main objectives**

- Educate trainers on sustainability principles in food production and consumption.
- Address the significant impact of climate change on food systems.
- Enable trainers to identify challenges and set goals.
- Explore strategies for building resilient and sustainable food systems in Europe.
- Cover climate adaptation and mitigation measures, responsible consumption, and supply chain improvements

**Secondary objectives**

- Foster critical thinking abilities, encouraging trainers to:
- Analyse complex issues within sustainable food systems.
- Make informed decisions.
- Propose innovative solutions.
- Promote gender perspectives by providing opportunities for students to explore the gender dimensions of food production and consumption.
- Develop active listening skills, enabling trainers to engage in constructive dialogue and better understanding of diverse viewpoints within the realm of sustainable food systems.

Competencies addressed:

### General competencies

- Responsibility, intercultural sensitivity approach,
- Critical thinking ability,
- Learning capacity
- Knowledge and use of blended learning methodologies.

### Specific competencies

- Basic knowledge of the impact of the agro-food chain on climate change,
- Nutrition, health and lifestyles, nutritional characteristics of agricultural/food products,
- Criteria for choosing producers that meet sustainability requirements (social economy, agroecology, good animal treatment, etc.),
- Food reuse techniques,
- Basic knowledge of impacts of synthetic pesticides in agriculture and on health and of alternative methods and use of treatments.
- Different forms of relationship between producer and consumers (AMAP, CSA, and LSPA).

Approximate duration (in hours):

6-9 hours, divided as follows:

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| 2-3 hours | 2-3 hours | 2-3 hours |

## 7.2. Targeted collectives

According to the Green Jobs Itineraries report, included in the Competence Framework document, the Sustainable Food Systems Training Module is addressed to professional profiles:

| | |
|---|---|
| **General project and resources management** | • Coordinator/ Project Manager |
| **Communication, Awareness-raising Area** | • Communication manager |
| **Agricultural Production and Surplus Collection Area** | • Production area coordinator<br>• Farmer/ Farm helper<br>• Surplus collection area coordinator<br>• Support and logistics technician |
| **Transformation Area** | • Cooking and Transformation area coordinator<br>• Supporter in Transformation area |
| **Storage, logistics, and distribution area** | • Storage, logistics, and distribution area Coordinator/ Head of storage and logistics<br>• Logistics assistant/warehouse worker |
| **Education area** | • Adult education educator on Sustainable agriculture and food system, environmental educator<br>• School educator |

The activities in each unit have been designed for participants who already have a good knowledge of food production and seek to deepen their knowledge regarding sustainability

## 7.3. Methodology

The training module employs diverse and interactive methodologies across its units. Unit 1 emphasizes interactive sessions, encouraging active participation to collectively define concepts. It utilizes small group analyses and discussions, non-frontal explanations, and various discussion formats (Q&A, group, subgroup, and class discussions) to refine content. Complementary materials like conceptual maps aid comprehension.

Unit 2 employs a blended approach, using participatory discussions and visual aids to establish foundational theoretical knowledge and prompt reflection on the link between climate change and food systems. The second phase involves cooperative group work, focusing on devising mitigation and adaptation strategies, fostering creative problem solving, and linking theoretical knowledge with practical applications.

Unit 3 adopts a classroom-based structure, initiating sections with theoretical presentations before engaging participants in both small and large group discussions. Clear instructions ensure active involvement, designating roles like scribe and presenter(s) for smooth discussions and outcome presentations. The trainer encourages critical reflection, fosters a safe environment for dialogue, emphasizes active listening, and promotes respectful interactions within the larger group setting. These methodologies collectively aim to enhance learning, collaboration, and practical application across the training sessions.

## 7.4. Tools

For conducting the activities of this module, the following resources are necessary:

- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.
- Activity materials: SDGs chart printed.
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 7.5. Infrastructure

The following infrastructures are needed for the development of the module:

- Technology:  a computer, a projector and speakers. Internet Access.
- Venue: The activities should be conducted in a spacious area to ensure the working groups can be seated around different tables and work without disturbing each other.

## 7.6. Accessibility

Regarding accessibility, the primary activity that may pose some restrictions is online research. However, since participants collaborate in groups, their fellow group members can provide assistance to individuals with specific impairments. The other activities, such as discussions and presentations, are generally accessible and can be adjusted in their execution to cater to a wide range of needs and preferences.

In terms of the mechanism, it is crucial to ensure that trainers and facilitators are well informed about the specific requirements and accommodations needed from the outset of the course. This can be achieved by incorporating a questionnaire into the registration process, allowing participants to describe their unique needs. This proactive approach ensures that the necessary measures are in place right from the start of the course, promoting an inclusive and accommodating learning environment.

## 7.7. Other inclusion mechanisms

This activity does not have predefined inclusion mechanisms, as they could vary depending on the hosting institution. The module is designed to be inclusive and welcoming to all participants, and many of the materials are accessible in various languages to accommodate individuals from diverse cultural backgrounds. Additionally, facilitators should be prepared to assist participants facing language barriers, using tools like DeepL or Google Translate for websites to ensure that the materials are accessible to everyone when necessary.

## 7.8. Other data of interest

### 7.8.1. Existing training material and resources

***Unit 1:***

- Sustainable Food System: https://www.fao.org/3/ca2079en/CA2079EN.pdf
- Food security: https://www.fao.org/fileadmin/templates/faoitaly/documents/pdf/pdf_Food_Security_Cocept_Note.pdf
- Right to food: https://www.fao.org/right-to-food/en/
- Food sovereignty: https://en.wikipedia.org/wiki/Food_sovereignty
- Climate justice: https://en.wikipedia.org/wiki/Climate_justice + https://centerclimatejustice.universityofcalifornia.edu/what-is-climate-justice/
- Climate debt: https://en.wikipedia.org/wiki/Climate_debt
- Map on climate debt: https://ejatlas.org/featured/climate-debt
- Agenda 2030: https://sdgs.un.org/goals
- MUFPP: https://www.milanurbanfoodpolicypact.org/the-milan-pact/

***Unit 2:***

- EEA report No. 4/2019
- European Green Deal;
- Farm to Fork strategy;
- Biodiversity strategy for 2030.

***Unit 3***

- Online calculators: Foodprints Calculators - Earth Day
- Food and Climate Change: Healthy diets for a healthier planet | United Nations
- Field to fork: global food miles generate nearly 20% of all CO2 emissions from food
- A comprehensive review on the carbon footprint of regular diet and ways to improve lowered emissions - ScienceDirect
- Carbon Footprint of Food | Green Eatz
- Carbon Footprint Factsheet | Center for Sustainable Systems
- https://www.climateq.co.uk/resources/the-carbon-footprint-of-food/
- Goal 12: Ensure sustainable consumption and production patterns
- Sustainable consumption and production | Fact Sheets on the European Union

# Training Unit #1 - Introduction to Sustainable Food Systems

## 1. Typology

This unit belongs to the Sustainable Food Systems training module.

## 2. Description

This Unit concerns an Introduction to Sustainable Food Systems, with definitions, key challenges, goals, and some of the current policies about it.

This Unit is divided into four Activities.

These Parts will not be only explained frontally by the trainers: the process is to try to build together with the beneficiaries the knowledge about the Sustainable Food System.

**Block 1. Icebreaker**

To welcome the participants, break the ice, set a positive tone, and get to know each other.

**Block 2 Understanding Sustainable Food Systems**

This part starts with a basic and important definition of what is a Sustainable Food System. Later, it will be shown why the dimensions of sustainability are important in the context of food production and consumption.

**Activity 1. Challenges**

This part is about the identification of some of the key challenges in current food systems. It will explain some important meanings, such as food security, the right to food, food sovereignty, and climate justice to work together on the concepts and their evolution.

**Activity 2. Goals: Global and European Context**

The last part will examine the European Union's policies and initiatives related to sustainable food systems and Global initiatives, such as the Sustainable Development Goals and Milan Urban Food Policy Pact.

Notes: some policies and initiatives are not detailed, because they will be explained in Unit 2.

## 3. Duration

The unit will take 3 hours, divided as follow:

| | |
|---|---|
| Block 1: Introduction/ Icebreaker | 10 minutes |
| Block 2: Understanding Sustainable Food Systems | 30 minutes |
| Activity 1: Challenges | 1 hour and 15 minutes |
| Activity 2: Goals: Global and European Context | 1 hour and 5 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: spacious meeting space that allows for collaboration and discussions among participants.
- Technology: A projector or a large screen for displaying presentations and videos. Speakers for ensuring the audio from videos and presentations is clear to all participants. Access to Internet.
- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

- Educate students on sustainability principles in food production and consumption.
- Address the significant impact of climate change on food systems.
- Enable trainers to identify challenges and set goals.
- Analyse complex issues within sustainable food systems.
- Engage in constructive dialogue.
- Improve the understanding of diverse viewpoints within the realm of sustainable food systems.

## 6. Competence framework

**General competencies:**

- Critical thinking ability
- Learning capacity
- Knowledge and use of blended learning methodologies

**Specific competencies:**

- Nutrition, health and lifestyles, nutritional characteristics of agricultural/food products.

## 7. Detailed Unit Session

BLOCK 1: ICEBREAKER

Welcome participants and choose an icebreaker activity or an energizer to set a positive tone and get to know each other.

BLOCK 2: UNDERSTANDING SUSTAINABLE FOOD SYSTEMS

**STEP 2.1 - Define the Concept of Sustainable Food Systems**

What do you think is a sustainable food system?

> ALL TOGETHER

Ask the participants to define what a sustainable food system is before explaining to them the definition. Write on a flipchart some keywords. Keep the poster for the last activity.

*"A sustainable food system (SFS) is a food system that delivers food security and nutrition for all in such a way that the economic, social and environmental bases to generate food security and nutrition for future generations are not compromised."* (FAO)

This means that:

- It is profitable throughout (economic sustainability);
- It has broad-based benefits for society (social sustainability);
- It has a positive or neutral impact on the natural environment (environmental sustainability).

A sustainable food system lies at the heart of the United Nations' Sustainable Development Goals (SDGs). Adopted in 2015, the SDGs call for major transformations in agriculture and food systems in order to end hunger, achieve food security, and improve nutrition by 2030. To realize the SDGs, the global food system needs to be reshaped to be more productive, more inclusive of poor and marginalized populations, environmentally sustainable and resilient, and able to deliver healthy and nutritious diets to all. These are complex and systemic challenges that require the combination of interconnected actions at the local, national, regional, and global levels.

A food system must be considered in the context of rapid population growth, urbanization, growing wealth, changing consumption patterns, and globalization as well as climate change and the depletion of natural resources. The developments in food systems have yielded many positive results, especially over the past three decades in developing countries. These results include the expansion of off-farm employment opportunities as food industries have developed, and the widening of food choices beyond local staples, thus satisfying consumers' preferences in terms of taste, form, and quality.

LIMITATIONS OF CURRENT APPROACHES

The complexity of food systems requires a more holistic and coordinated approach. Many food security and nutrition challenges are complex problems whose solutions are contested and which transcend disciplinary, divisional, and institutional boundaries.

**STEP 2.2 - Explain the importance of sustainability in the context of food production and consumption**

<u>Which do you think are the dimensions of sustainability?</u>

> ALL TOGETHER

Draw on flip charts three circles and let the participants fill them with the three dimensions of sustainability. They will raise their hands to speak and give solutions.

Then, explain to them the dimensions.

WHAT IS SUSTAINABLE FOOD SYSTEM DEVELOPMENT?

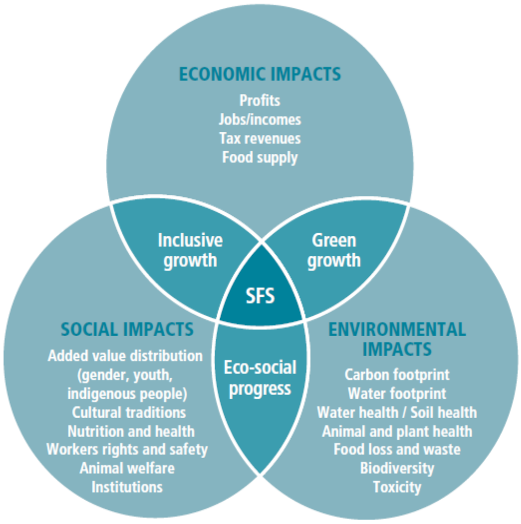
In sustainable food system development, sustainability is examined holistically. To be sustainable, the development of the food system needs to generate positive value along three dimensions simultaneously: economic, social, and environmental.

On the <u>economic dimension</u>, a food system is considered sustainable if the activities conducted by each food system actor or support service provider are commercially or fiscally viable. The activities should generate benefits, or economic value-added, for all categories of stakeholders: wages for workers, taxes for governments, profits for enterprises, and food supply improvements for consumers.

On the <u>social dimension</u>, a food system is considered sustainable when there is equity in the distribution of the economic value added, taking into account vulnerable groups categorized by gender, age, race, and so on. Of fundamental importance, food system activities need to contribute to the advancement of important socio-cultural outcomes, such as nutrition and health, traditions, labour conditions, and animal welfare.

On the <u>environmental dimension</u>, sustainability is determined by ensuring that the impacts of food system activities on the surrounding natural environment are neutral or positive, taking into consideration biodiversity, water, soil, animal and plant health, the carbon footprint, the water footprint, food loss and waste, and toxicity.

FIGURE 2 SUSTAINABILITY IN FOOD SYSTEMS




*Source:* Adapted from FAO, 2014.

Dimension of sustainability. [43]

ACTIVITY 1: CHALLENGES: IDENTIFY KEY CHALLENGES IN CURRENT FOOD SYSTEMS.

**STEP 1.1 - Food Security**

What do you think are the “ingredients” of Food security “receipt”?

> IN SUBGROUPS

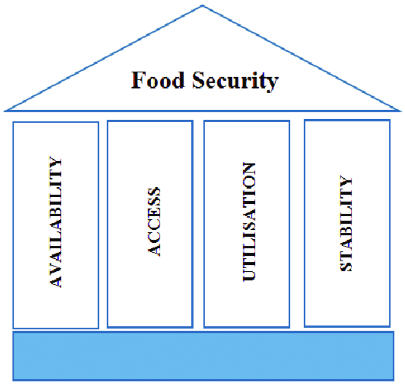
- Divide (5 min): The students are divided into subgroups of 4 people.
- Question and cards (7 min), the students will work in subgroups to answer the question:
- What do you think are the ingredients of Food security?

They were given some cards that represent the possible “ingredients of the Food Security”: some of them are right and some false. It is like they have to build the “receipt” of Food Security.

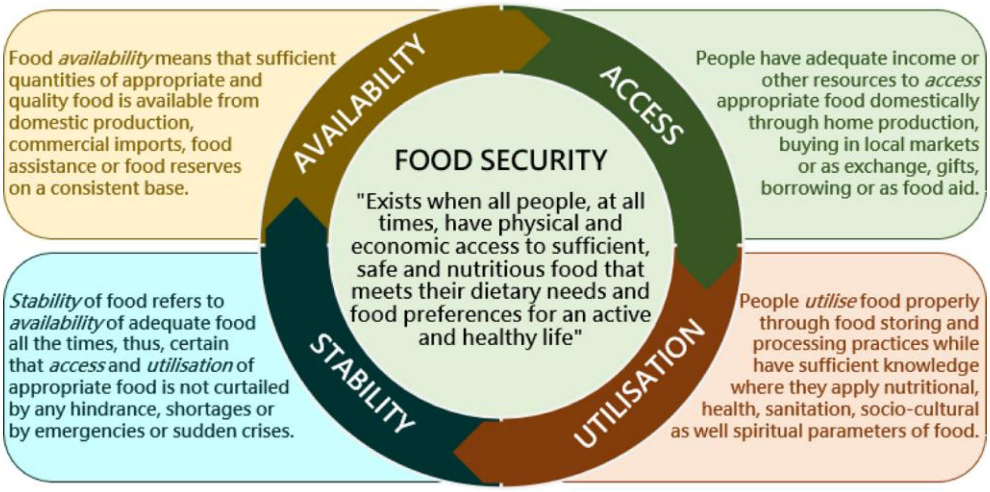
The cards/ingredients are: Sustainability, Availability, Right to food, Safety, Access, Sovereignty, Utilisation, Quality, Stability, Clean food, and Agency.

- Return to the others (10 min): When all the participants have finished, ask one of the leaders to explain the solution of the subgroups to all the others.
- Explain (8 min): Explain later the definition, using the cards and the answers of the participants.

[43] Source: https://www.fao.org/3/ca2079en/CA2079EN.pdf




Four Pillars of Food Security[44]




Four pillars of Food security. [45]

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[44] Source: https://www.researchgate.net/publication/337665104/figure/fig1/AS:831357819293696@1575222558448/Food-security-framework-four-pillars-of-food-security.png

[45] Source: https://www.researchgate.net/publication/355187464/figure/fig1/AS:1078318963142730@1634102683810/Four-dimensions-of-food-security-As-per-its-definition-food-security-has-four.png


Four pillars of Food security.[46]

Definition:

*"Food security exists when all people, at all times, have physical and economic access to sufficient, safe, and nutritious food that meets their dietary needs and food preferences for an active and healthy life".* (World Food Summit, 1996)

Dimensions:

- Availability**:** the amount of food that is physically present in a country or area through all forms of domestic production and commercial imports (including food aid)

- Access**:** Ability of people to access available food, conditioned by the capacity to produce one's own food, or economic possibility to purchase it, or entitlements ensured by public authorities.

Also physical factors such as transport and market facilities and socio-cultural factors such as access to common resources, community solidarity, gender differences…

- Use**:** For a 'safe and nutritious' diet, food has to be of good quality and safe. Clean water, sanitation, and health care, level of nutritional awareness, food conservation are also important.

- Stability**:** To be food secure, people must have access to adequate food at all times. They should not risk losing access to food as a consequence of sudden shocks (e.g. an

[46] Source: https://potravinarstvo.com/journal1/index.php/potravinarstvo/article/download/1854/2219/13834

economic or climatic crisis), cyclical events (e.g. the hunger period before harvests), man-made emergencies, or price fluctuations. The concept of stability underlies the three other dimensions.

**STEP 1.2 - Right to Food**

What do you think is the right to food?

> ALL TOGETHER

Ask the participants to define what they think is the Right to food before explaining to them the definition. Write on a flipchart some keywords. Keep the poster for the last activity.

Right to food: The right to adequate food is realized when every man, woman, and child, alone or in a community with others, has physical and economic access at all times to adequate food or means for its procurement.

– General Comment 12 (Committee on Economic, Social and Cultural Rights, CESCR, 1999).


Food sovereignty [47]

Generally understood as the right to feed oneself in dignity, the right to adequate food is a long-standing international human right to which many countries are committed. Over the last decades, some countries have developed and implemented constitutional amendments,

[47] Source: https://www.fao.org/fileadmin/user_upload/righttofood/images/large_PAH%20Conf%20(1).jpg

national laws, strategies, policies, and programs that aim at the fulfilment of all of the right to food.

**STEP 1.3 - And Food Sovereignty?**

<u>And how about food sovereignty?</u>

> ALL TOGETHER

Ask the participants to define what they think is Food sovereignty before explaining to them the definition. Write on a flipchart some keywords. Keep the poster for the last activity.

Food sovereignty is a food system in which the people who produce, distribute, and consume food also control the mechanisms and policies of food production and distribution. This stands in contrast to the present corporate food regime, in which corporations and market institutions control the global food system. Food sovereignty emphasizes local food economies, and sustainable food availability, and centres on culturally appropriate foods and practices. Changing climates and disrupted foodways disproportionately affect indigenous populations and their access to traditional food sources while contributing to higher rates of certain diseases; for this reason, food sovereignty centres on indigenous peoples. These needs have been addressed in recent years by several international organisations, including the United Nations, with several countries adopting food sovereignty policies into law.

Critics of food sovereignty activism believe that the system is founded on inaccurate baseline assumptions; disregards the origins of the targeted problems; and is plagued by a lack of consensus for proposed solutions.

The term "food sovereignty" was first coined in 1996 by members of Via Campesina, an international farmers' organisation, and later adopted by several international organisations, including the World Bank and the United Nations.


Food sovereignty [48]

[48] Source: https://www.eapn.eu/wp-content/uploads/2011/09/food-sovereignty.jpg


Food Sovereignty and Via Campesina[49]

**STEP 1.4 - Climate Justice**

Define together what climate justice means

> ALL TOGETHER

Ask the participants to define what they think is Climate justice before explaining to them the definition. Write on a flipchart some keywords. Keep the poster for the last activity.

Climate Justice

Climate Justice recognizes the disproportionate impacts of climate change on low-income communities and communities of colour around the world, the people and places least responsible for the problem. In other words, Climate justice is a concept that addresses the just division, fair sharing, and equitable distribution of the burdens of climate change and its mitigation and responsibilities to deal with climate change. It has been described as encompassing "a set of rights and obligations, which corporations, individuals and governments have towards those vulnerable people who will be in a way significantly disproportionately affected by climate change."

The actors: climate debt

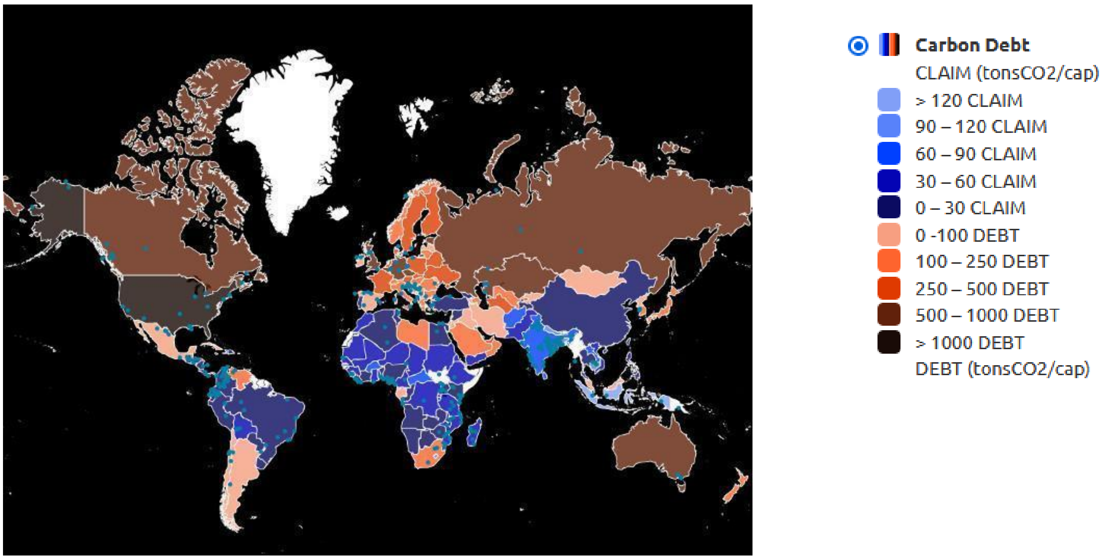
Climate debt is the debt said to be owed to developing countries by developed countries for the damage caused by their disproportionately large contributions to climate change. Historical global greenhouse gas emissions, largely by developed countries, pose significant threats to developing countries, which are less able to deal with climate change's negative effects. Therefore, some consider developed countries to owe a debt to developing ones for their disproportionate contributions to climate change.

MAP OF THE CLIMATE DEBT

[49] Source: https://viacampesina.org/en/wp-content/uploads/sites/2/2022/04/Cover_EN-1024x543.jpg

Here there is a very clear dynamic map where you can see the localisation of Climate debt.

Map on climate debt: https://ejatlas.org/featured/climate-debt




Climate debt[50]

## ACTIVITY 2: GOALS, GLOBAL AND EUROPEAN CONTEXT

### STEP 2.1 - Sustainable Development Goals

Do you know the SDGs? Which of those are related to Sustainable Food Systems?

> ALL TOGETHER

Ask the participants if they know the SDGs and which of those are related to the Sustainable Food System, before explaining to them. Write on a flipchart some keywords. Keep the poster for the last activity.

Agenda 2030:

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur

[50] Source: https://ejatlas.org/featured/climate-debt

economic growth – all while tackling climate change and working to preserve our oceans and forests.

This analysis is aware that it is necessary to look at the SDGs as a whole/ as a system, but it will focus only on the more thematic ones.

GOAL 2 - ZERO HUNGER

End hunger, achieve food security and improved nutrition, and promote sustainable agriculture


SDG 2 [51]

- Target 2.1:

By 2030, end hunger and ensure access by all people, in particular, the poor and people in vulnerable situations, including infants, to safe, nutritious, and sufficient food all year round.


Target 2.1, SDG 2 [52]

- Target 2.3

By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists, and fishers, including

[51] Source: https://gmv.gu.se/digitalAssets/1735/1735550_kombo2goals460.png

[52]Source: https://www.google.com/url?q=https://sustainingdevelopment.com/wp-content/uploads/2020/03/GOAL_2_TARGET_2.1-300x157.png&sa=D&source=docs&ust=1698310552146700&usg=AOvVaw3LOOrWEzvf3bdWQeDOy1On

through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment


Target 2.3, SDG 2 [53]

- Target 2.4

By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, help maintain ecosystems, strengthen capacity for adaptation to climate change, extreme weather, drought, flooding, and other disasters, and progressively improve land and soil quality.


Target 2.4, SDG 2 [54]

- Target 2.5

By 2020, maintain the genetic diversity of seeds, cultivated plants, and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional, and international levels, and

[53]Source: https://www.google.com/url?q=https://opendevelopmentmekong.net/wp-content/uploads/2018/03/GOAL_2_TARGET_2.3-174x300.png&sa=D&source=docs&ust=1698310634196850&usg=AOvVaw2YNmA6wAtoT9oJviNxA9la

[54] Source: https://www.google.com/url?q=https://sustainingdevelopment.com/wp-content/uploads/2020/03/GOAL_2_TARGET_2.4-300x159.png&sa=D&source=docs&ust=1698310656851262&usg=AOvVaw3HUghWKWKhU-_cFIqpMwn2

promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed


Figure 13 - Target 2.5, SDG 2 [55]

GOAL 12 - RESPONSIBLE CONSUMPTION AND PRODUCTION

Ensure sustainable consumption and production patterns

- Target 12.1

Implement the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries


Target 12.1, SDG 12 [56]

- Target 12.3

By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses

[55] Source: https://test.francescoarecco.it/wp-content/uploads/2020/04/GOAL_2_TARGET_2.5.png

[56] Source: https://sustainingdevelopment.com/wp-content/uploads/2020/04/GOAL_12_TARGET_12.1-300x157.png


Figure 15 - Target 12.3, SDG 12 [57]

- Target 12.a

Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production


Figure 16 - Target 12.a, SDG 12 [58]

ACTIVITY 3: EXPLORE THE EUROPEAN UNION'S POLICIES AND GLOBAL INITIATIVES RELATED TO SUSTAINABLE FOOD SYSTEMS

**STEP 3.1 - Urban level: Milan Urban Food Policy Pact**

Who knows the MUFPP?

> ALL TOGETHER

[57] Source: https://sustainingdevelopment.com/wp-content/uploads/2020/04/GOAL_12_TARGET_12.3-300x156.png

[58] Source: https://ocm.iccrom.org/sites/default/files/2021-03/GOAL_12_TARGET_12.A.svg

Ask the participants what they think the Milan Urban Food Policy Pact can be before explaining the definition to them.

Write on a flipchart some keywords. Keep the poster for the last activity.

> MUFPP

In 2014, the Mayor of Milan decided to launch an international protocol aimed at tackling food-related issues at the urban level, to be adopted by as many world cities as possible. The Milan Urban Food Policy Pact was signed on 15th October 2015 in Milan by more than 100 cities. It represents one of the most important legacies of Milan EXPO 2015.

The Milan Urban Food Policy Pact is an international agreement of Mayors. It is more than a declaration, it is a concrete working tool for cities. It is composed of a preamble and a Framework for Action listing 37 recommended actions, clustered in 6 categories. For each recommended action there are specific indicators to monitor progress in implementing the Pact. The Milan Pact Awards offer concrete examples of the food policies that cities are implementing in each of the 6 Pact categories.

The clusters of the recommended actions are:

1) Governance: ensuring an enabling environment for effective action
2) Sustainable diets and nutrition
3) Social and economic equity
4) Food production
5) Food supply and distribution
6) Food waste

MUFPP [59]

[59] Source: https://www.milanurbanfoodpolicypact.org/wp-content/uploads/2020/11/logo-color-MUFPP.jpg

**Step 3.2 - Return**

Return: what we have learned?

> IN SUBGROUPS

- Divide (5 min): Divide the group into subgroups of 5 people and let them reason on what they have learned today.
- Questions (15 min): Especially, ask them to answer these questions together:
    - How can we now define together the Sustainable Food System?
    - What are the challenges of the Sustainable Food System?
    - Which policies or initiatives have interested you the most?
- Use the posters: The posters /flipcharts with their comments and answers are visible and they can look at them to remember some inputs.
- Facilitation and environment: Let them talk together, keeping attention that the groups work in a safe, welcoming, and positive environment and that every member has the possibility to speak and to be heard.
- Return (10 min): Invite one member of each subgroup to quickly return what they have answered together to the questions.

## 8. Methodological processes

Before explaining every official definition, the trainer will ask the participants to build together that definition. You can find in purple the A (Activities).

Methodological processes:

Non-frontal explanation, critical thinking, cooperative group learning, Q&A process, Group discussion, Subgroup discussion, Class discussion, Building together the contents, Finding the right "ingredients" of a definition, and Returning the subgroups' work to the others.

Materials: conceptual maps, scheme, geographical maps.

## 9. Trainer number and profile

The ideal number of trainers is two.

Trainers should preferably have previous experience and knowledge in the fields of sustainable food systems; and they should also be familiar with non-formal learning methodologies such as critical thinking, cooperative group learning, Q&A process, Group discussion, Subgroups discussion as well as with other methods that encourage competency-based learning.

Their role will be to ask questions, give explanations, organise activities in subgroups, and facilitate work in subgroups.

## 10. Ratios

The recommended ratio is 2 facilitators/trainers every 20 participants

## 11. Evaluation

Participants will evaluate themselves and their acquired competencies in the last activity, answering the question "What do we have learned?" and in subgroups: How can we now define together the Sustainable Food System? - What are the challenges of the Sustainable Food System? - Which policies or initiatives have mostly interested you?

For this first Unit, self-evaluation is the more suited evaluation.

## 12. General recommendations and comments

It is not necessary to touch all the topics. The facilitator/trainer can choose some of them, based on the context and beneficiaries. Here is a complete formation full of concepts. Also, because maybe some of them can be resumed and repeated in other Units.

The duration of each sub-activity is indicative. Depending on the number of participants and their profile, the trainer may decide to spend more time on one and less time on one or another. The same applies to the topics proposed; if the profile and experience of the participants require a more in-depth study of a topic, the contents of the activities can be modified to make them more specific.

It is highly recommended that the trainers know and prepare the contents before conducting the activity, as the arguments discussed can be complex and need to be conveyed to participants as clearly and inclusively as possible. It should not be assumed that participants have specific knowledge of the subject matter, so it may be necessary to start from less technical concepts and explanations.

# Training Unit #2 - Climate Change and Food Systems

## 1. Typology

This unit belongs to the Sustainable Food Systems training module.

## 2. Description

This unit is divided into two activities. The first one will be dedicated to a study circle on the correlations between climate change and food systems. In particular, three steps will be conducted regarding:

- How climate change manifests itself in different regions, with a focus on what is happening in Europe;
- The impact of climate change on food systems and vice versa, with a focus on the so-called "Cascading Effect."
- The latest strategies developed by the European Union on the topic.

In this first phase, a mixed methodology will be used, combining lecture methodology (to a lesser extent) and participatory discussion, with the support of visual material, that aims to establish the bases of certain theoretical knowledge and make participants reflect on the relationship of climate change and food systems.

The second activity is a cooperative group work that will lead participants to know and work with mitigation and adaptation strategies for the effects previously mentioned, encouraging their creative thinking and problem-solving skills and connecting theoretical and scientific arguments with alternatives for real action.

## 3. Duration

The unit will take 3 hours, divided as follow:

| | |
|---|---|
| Block 1: Study circle: Understanding Climate Change effects on Food Systems | 1 hour and 30 minutes |
| Activity 1: Cooperative Group Work: Adaptation & Mitigation Measures | 1 hour and 30 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: spacious meeting space that allows for collaboration and discussions among participants, with chairs in a circular way and then creating small groups.

- Technology: A projector or a large screen for displaying presentations and videos. Speakers for ensuring the audio from videos and presentations is clear to all participants. Access to Internet.

- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.

- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

- Practice the use of holistic thinking to reflect on the main factors linking the climate crisis to the food industry and consumer habits, introducing some frameworks of analysis, such as the cascading effect;

- Analyse the main policies and strategies developed by the European Union;

- Develop critical thinking and the ability to work in groups, through the exchange of ideas, and independent division of tasks and responsibilities;

- Increase participants` awareness of the impact of Food Systems on climate change and possible alternatives, mitigation, and adaptation strategies to counteract this impact.

## 6. Competence framework

**General competencies:**

- Critical thinking ability (Ability to question and argue concepts, ideas, and situations, and discriminate fallacies, inconsistencies, and logical errors), through critical analysis of the cascading effect and, especially, during the second activity of mitigation and adaptation measures.

**Specific competencies:**

- Basic knowledge of the impact of the agro-food chain on climate change.
- Knowledge of Phases, actors, and interactions of the agrifood chain.

## 7. Detailed Unit session

This unit will be divided into two main activities that will be divided into different steps

BLOCK 1: STUDY CIRCLE: UNDERSTANDING CLIMATE CHANGE EFFECTS ON FOOD SYSTEMS

**STEP 1.1 - Climate change scenarios for EU regions**

The trainer will introduce participants to the topic, presenting the suggested map (see resource 1) that portrays the climate effects of climate change in the different regions of Europe, and then asking them to think of and share some examples they may know related to the described effects, particularly on their local context. (Approx. 20 min.)

- If participants do not come up with any examples, the trainer may have some prepared, preferably related to the local context.
- The trainer will find a summarizing table (see resource 2) with the main effects of climate change in each region. It is not necessary to talk about all of them, and depending on the composition of the group and participants' interests, the discussion may be more focused on a specific region or effects. It will be the task of the trainer to conduct the discussion according to participants' interests.

After a brief discussion, each participant will be asked to write on a sticky note what is according to them the most important effect of climate change on the food system (for example: increased price of commodities). They will stick it on a flipchart (or even the wall) and the trainer will read them out loud, searching for similar arguments and introducing the second part of the activity. (Approx. 20 min.)

**STEP 1.2 - The Cascading Effect**

The trainer will introduce the concept of Cascading Effect trying to stimulate a debate with participants.

- Information can be extracted from EEA Report No. 4/2019.

- Support material (resource 3) has been included. This graphic should be projected/printed in a large format and displayed during the whole explanation.

- Questions that will guide the debate will be:

    - Are *there any examples that come to mind of cases and/or places where you have noticed effects on the food system triggered by the effects of climate change?* The trainer can enrich the discussion with a specific example of the effect of climate change on food systems if participants don´t know any. (E.g., the blue crab on the Mediterranean coast, which has arrived from North America, is proliferating thanks to the increasingly warming temperatures due to global warming, has no natural predators here so it is alternating the marine ecosystem, is depleting the fish market and consequently workers in the fishing industry, or the disappearance of bees and the difficulty of farmers due to insufficient pollination).

    - *At what stage of the cascade can policymakers and/or consumers act most effectively?* To answer this question, participants will be asked to choose a sticker and place it on the part of the projected/printed graph that answers the question. After all participants have answered, trainers will point out the similarities/differences in the answers and ask them to justify them.

**STEP 1.3 - Latest strategies developed by the European Union**

At this point of the activity, trainers should introduce the EU policies made to address these issues, which are the following:

- EEA report No. 4/2019

- European Green Deal;

- Farm to Fork strategy;

- Biodiversity strategy for 2030.

Trainers may prepare some back-up material to be screened with the main points of the policies, or simply go through all of them during the conversation with the participants.

Trainers may choose to focus only on one strategy/ policy, depending on the group's interest. We suggest choosing the one that is more suited to participants' interests and work fields, although all should be mentioned to render the activity more comprehensive.

## ACTIVITY 1: COOPERATIVE GROUP WORK: ADAPTATION & MITIGATION MEASURES

In this second part of the unit, participants are asked to use their acquired knowledge and imagination to think about the issue of climate change in a propositional, practical, and factual way.

### STEP 1.1 - Food security Problems Identification.

Participants will be divided into groups (min.3, max.5 per group), and each group will have to choose an area of the previous map (resource 1) to work with. They will need to identify what are the food security problems arising in this region, related to the climate effects previously described, and make a list. (Approx. 20 min.)

In this phase, trainers may advise participants to work on their country´s region, since it may be more familiar to them. There are no limitations for all groups working in the same region. If they do not come up with enough problems, trainers may provide them, during this part, or in the following discussion part.

Once all groups are done, they will share the list with the rest of the group, and trainers and participants will have the space to comment on the problems identified and add some others that have not been mentioned (Approximately 20 min.)

### STEP 1.2 - Ideation of Adaptation and/or Mitigation Strategies.

In this phase, working on the same groups, participants should think of at least 2 different adaptation or mitigation measures for the previously identified problems, belonging to the following areas (Approx. 20 min):

- Adaptation actions for crop production
- Adaptation actions in the livestock sector
- Actions on research, training, and education
- Actions on improving farm management
- Communication actions

Depending on the identified problems, some areas will not be addressed. Trainers should make sure that each group of participants reflects on at least 2 different areas mentioned above; and there are no limitations for several groups to work on the same areas, since they may have identified similar problems in the previous part.

Once the groups have agreed on the strategies, they will choose a speaker who will have 5 minutes to present the strategies to others. Trainers may provide feedback and ask for other participants' contributions (approx. 20 min.).

To conclude, the trainer will make a final recap of the concepts, competencies, and skills on which participants have worked during the activity (Approx. 10 min.).

## 8. Methodological processes

The activities will follow different methodological processes:

- The frontal lesson (to a lesser extent), through the use of maps and graphics;
- Debate, which stimulates critical thinking, and the exchange of ideas, and enriches the body of knowledge on the topic;
- Problem-solving, stimulating also creative thinking;
- And cooperative group work in the form of games, to practice listening, leadership, mutual support, and cross-sectional and interpersonal thinking skills.

Different methodological processes are employed so that the issues addressed can be understood by each participant, acquired, enriched by their personal knowledge, and shared with participants and trainers; while also fostering the ability to take a holistic view of a complex problem, adding new perspectives.

## 9. Trainer number and profile

The ideal number of trainers is two. Trainers should preferably have previous experience and knowledge in the fields of climate change and food systems; and they should also be familiar with non-formal learning methodologies such as critical thinking, problem solving, and cooperative group learning, as well as with other methods that encourage competency-based learning.

Their role will be mostly of facilitators of the activities, except for the first part, when they will have to present participants with scientific-based knowledge on the issue. Thus, trainers should also have public speaking skills and the ability to clearly convey content of some complexity.

## 10. Ratios

The recommended ratio is 2 facilitators/trainers every 20 participants.

## 11. Evaluation

### Peer Assessment

After the second activity, participants will have to answer some questions to self-assess the progress they have made during the two activities on the competencies that were addressed.

### Questionnaires and Surveys

Trainers may conduct the evaluation online or offline[60].

For the online version: Participants will need to use their mobile phones to access an online poll/questionnaire created by trainers.

For the offline version: Trainers may provide the questionnaire with the same questions in a printed format. Questionnaires will be answered anonymously in both versions.

The evaluation of the activity is not contemplated within the 3 hours of activity.

[60] The questionnaire is available in the toolkit.

## 12. General recommendations and comments

The duration of each sub-activity is indicative. Depending on the number of participants and their profile, the trainer may decide to spend more time on one and less time on one or another. The same applies to the topics proposed; if the profile and experience of the participants require a more in-depth study of a topic, the contents of the activities can be modified to make them more specific.

It is highly recommended that the trainers know and prepare the contents before conducting the activity, as the arguments discussed can be complex and need to be conveyed to participants as clearly and inclusively as possible.  It should not be assumed that participants have specific knowledge of the subject matter, so it may be necessary to start from less technical concepts and explanations.

# Training Unit #3 - Sustainable Food Supply Chain and Consumption

## 1. Typology

This unit belongs to the Sustainable Food Systems training module.

## 2. Description

This Unit is divided into three activities:

- In activity 1 the learners will learn about the Sustainable Development Goals (SDGs), which ones are relevant to food systems, and how they can be used to assess a food supply chain and to set actions to improve sustainability in terms of environmental, social, and economic sustainability.
- In activity 2 the learners will dive into Life Cycle Analysis (LCA) and the different stages, they will analyse and discuss the sustainability challenges at each stage of the life cycle of a specific product.
- In activity 3, they will learn about carbon footprints to calculate greenhouse gas emissions and analyse how they can be reduced along the supply chain. They will also discuss the role of consumers and governments in ensuring sustainability.

## 3. Duration

The unit will take 3 hours, divided as follow:

| | |
|---|---|
| Activity 1: The SDGs and how they relate to the Global Food System | 1 hour |
| Activity 2: Life cycles of products | 1 hour |
| Activity 3: Carbon Footprint Analysis for Sustainable Consumption | 1 hour |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: spacious meeting space that allows for collaboration and discussions among participants, with chairs in a circular way and then creating small groups.
- Technology: A projector or a large screen for displaying presentations and videos. Speakers for ensuring the audio from videos and presentations is clear to all participants. Access to Internet.
- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.
- Unit-specific resources:
    - Activity 1: Printouts of all the SDGs[61]
    - Activity 2 and 3: large papers for participants to draw their life cycles and have enough space for comments[62].
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

[61] Available in the toolkit

[62] Available in the toolkit

## 5. Objectives

The objective of this unit is to provide trainers with the specific knowledge on how to guide learners in the assessment of the sustainability of food supply chains, understand the role of stakeholders along the supply chain, and how to initiate awareness-raising activities with consumers, through a mix of presentations and game-based learning activities.

- Activity 1 Objective: Critically analyse how the SDGs are connected to the global food supply chain
- Activity 2 Objective: Understand the role of stakeholders along the supply chain and analyse the challenges and opportunities arising from it for sustainability
- Activity 3 Objective: Understand the impact of food production chains on climate change through the lens of carbon emissions, and analyse the role of consumers and governments in ensuring sustainability in food production.

## 6. Competence framework

**General competencies:**

- Critical thinking ability (Ability to question and argue concepts, ideas, and situations, and discriminate fallacies, inconsistencies, and logical errors)

**Specific competencies:**

- Knowledge of phases, actors, and interactions of the agrifood chain
- Basic knowledge of the impact of the agro-food chain on climate change

## 7. Detailed Unit Session

ACTIVITY 1: THE SDGS AND HOW THEY RELATE TO THE GLOBAL FOOD SYSTEM

**STEP 1.1 - Icebreaker**

**STEP 1.2 - Presentation of the SDGs**

Instructors can prepare their own based on the materials and/or prepare and show a video.

**STEP 1.3 -**

Divide the group into smaller groups of 3-4 in each, share the printed SDG sheets between the groups, and ask them to brainstorm how each SDG relates to the global food system, taking the example of a globally traded product such as Cocoa, Coffee, Bananas, Rice, etc. Each group can choose a product and discuss how the SDGs at their table are related to the production of this product. They can write their thoughts on the SDG sheets. (15min)

**STEP 1.4 -**

After the time ended bring the groups back together and ask them to put onto one table the SDGs where they clearly found a connection, on the second where they could find some connections, and on the third those where they did not find any connections. Go from table to table with the whole group starting from the one with the clearest connections and let the group explain what they found, the other participants can also add their thoughts. The facilitator can add additional information and explanations if needed. (30 min)

Materials for trainers:

The Sustainable Development Goals (SDGs), also known as the Global Goals, are a set of 17 interconnected goals established by the United Nations in 2015 as part of the 2030 Agenda for Sustainable Development. These goals are designed to address a wide range of global challenges and issues, aiming to create a more equitable, sustainable, and prosperous world by 2030. The SDGs are a framework for international cooperation and action, encompassing social, economic, and environmental dimensions of development. Here are the 17 SDGs:

1) No Poverty (End poverty in all its forms everywhere)

2) Zero Hunger (End hunger, achieve food security and improved nutrition, and promote sustainable agriculture)

3) Good Health and Well-being (Ensure healthy lives and promote well-being for all at all ages)

4) Quality Education (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all)

5) Gender Equality (Achieve gender equality and empower all women and girls)

6) Clean Water and Sanitation (Ensure availability and sustainable management of water and sanitation for all)

7) Affordable and Clean Energy (Ensure access to affordable, reliable, sustainable, and modern energy for all)

8) Decent Work and Economic Growth (Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all)

9) Industry, Innovation, and Infrastructure (Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation)

10) Reduced Inequality (Reduce inequality within and among countries)

11) Sustainable Cities and Communities (Make cities and human settlements inclusive, safe, resilient, and sustainable)

12) Responsible Consumption and Production (Ensure sustainable consumption and production patterns)

13) Climate Action (Take urgent action to combat climate change and its impacts)

14) Life Below Water (Conserve and sustainably use the oceans, seas, and marine resources for sustainable development)

15) Life on Land (Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss)

16) Peace, Justice, and Strong Institutions (Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels)

17) Partnerships for the Goals (Strengthen the means of implementation and revitalize the global partnership for sustainable development)

Each of the 17 SDGs has specific targets and indicators to measure progress, and they are interconnected, recognizing that progress in one area often depends on progress in others. The SDGs provide a global framework for governments, organisations, and individuals to work together to address some of the world's most pressing challenges and build a more sustainable and equitable future.

In the toolkit, the trainer will find a wide range of materials to enhance their knowledge about SDGs and Agenda 2030.

## ACTIVITY 2: LIFE CYCLES OF PRODUCTS

In this unit, we introduce the concept of life cycles for products to help learners understand the complexity of actors along the food supply chain when considering its sustainability. Different concepts of life cycles will be introduced.

**STEP 2.1 - Icebreaker**

**STEP 2.2 - Presentation of the Life cycle concepts**

**STEP 2.3 -**

Participants are divided into smaller groups of 3-4 people and asked to imagine being producers who oversee the design of a new food product and draw up their own life cycle for it from cradle to cradle and for each step to draw down some sustainability criteria for all three pillars. (Example: raw materials: buying organic, local.../ transport: using electric vehicles, fair wages for drivers, etc.) (15min)

**STEP 2.4 -**

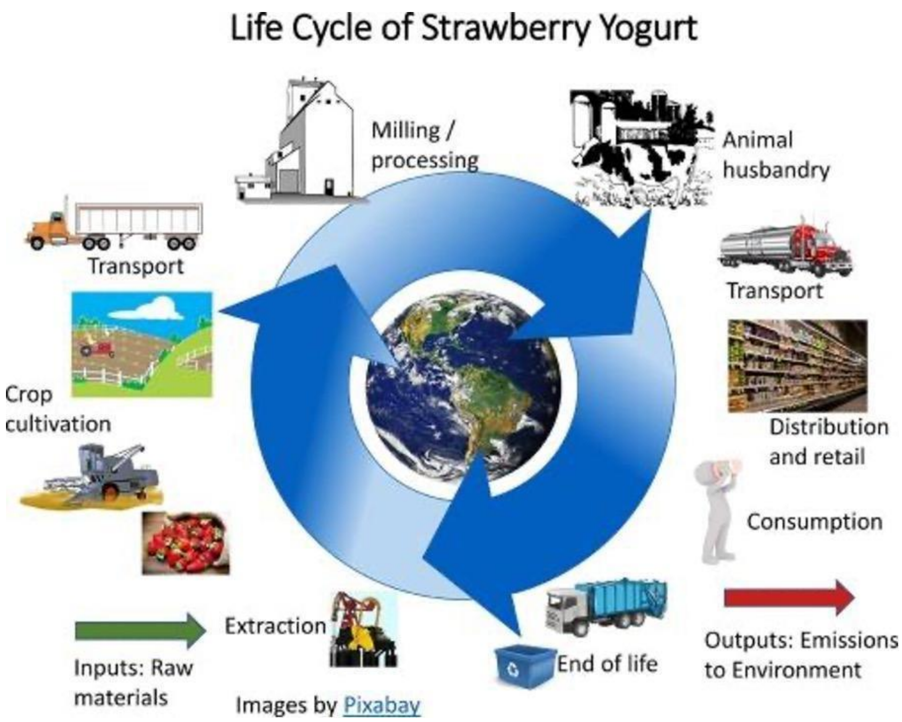
After the group discussions, each group would do a short presentation of their product and the criteria, they decided on at each step that is involved from cradle to cradle, let the whole group discuss the challenges to make the whole supply chain sustainable. (30min)

Materials for trainers

The 5 Steps of a Product Life Cycle (Cradle to Grave)

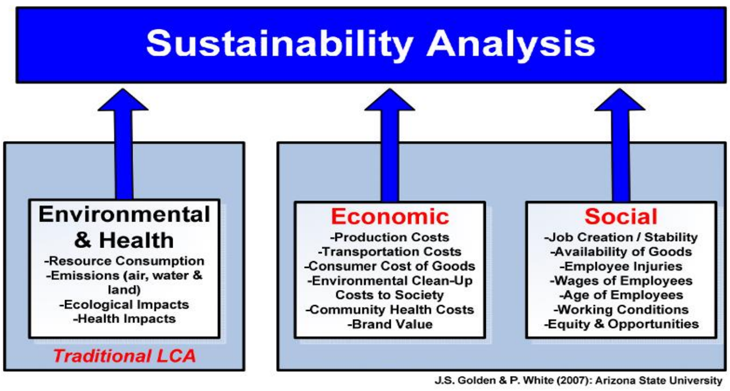
1) Raw Material Extraction
2) Manufacturing & Processing
3) Transportation
4) Usage & Retail
5) Waste Disposal

These stages can be explained by an example of the strawberry yoghurt




Life Cycle of Strawberry Yoguty[63]

At each stage, sustainability measures can be introduced to ameliorate the overall sustainability of the supply chain, consisting of the three pillars of sustainability. This is done through LCA Life Cycle Assessments. A life cycle assessment (LCA) is a way to study and understand the environmental impacts of a product or process throughout its entire life, from when it is made to when it is disposed of. It helps us see how our choices affect the planet and find ways to make things more sustainable. Traditionally LCA was only focusing on the impacts of a product on the environment and human health but as the concepts of sustainability have evolved, LCA now also looks more holistically into all three pillars of sustainability.




[63] Source: https://www.sciencedirect.com/science/article/abs/pii/B9780128221129000047

## Sustainability Analysis [64]

Different Life cycle models

Based on the stages you are interested in or have data available on, you can choose to leave in or take out phases. There are usually four product life cycle models you can choose for your LCA.

Cradle-to-grave

When you analyse a product's impact along the five product lifecycle steps – this is called cradle-to-grave. The cradle is the inception of the product with the sourcing of the raw materials, the grave is the disposal of the product. Transportation is mentioned as step 3, but can, in reality, occur in between all steps.

Cradle-to-gate

Cradle-to-gate only assesses a product until it leaves the factory gates before it is transported to the consumer.

This means cutting out the use and disposal phase. Cradle-to-gate analysis can significantly reduce the complexity of an LCA and thus create insights faster, especially about internal processes. Cradle-to-gate assessments are often used for environmental product declarations (EPD).

Cradle-to-cradle

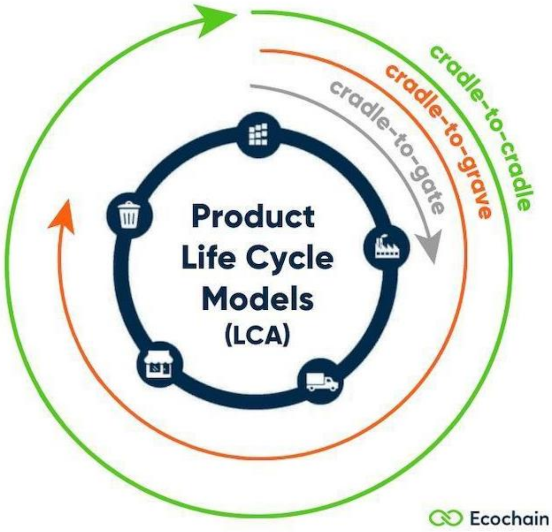
Cradle-to-cradle is a concept often referred to within the Circular Economy. It is a variation of cradle-to-grave, exchanging the waste stage with a recycling process that makes it reusable for another product, essentially "closing the loop". This is why it is also referred to as closed-loop recycling.

Gate-to-gate

Gate-to-gate is sometimes used in product life cycles with many value-adding processes in the middle.

To reduce complexity in the assessment, only one value-added process in the production chain is assessed. These assessments can later be linked together to complete a larger level Life Cycle Assessment.

[64] LCA (Life Cycle Assessment) Training Kit Material




Product Life Cycle Models[65]

ACTIVITY 3: CARBON FOOTPRINT ANALYSIS FOR SUSTAINABLE CONSUMPTION

This unit will introduce participants to the carbon emissions calculation to understand the sources of greenhouse gas emissions of food production, so they can understand the role that sustainable consumption plays in the mitigation of climate change.

**STEP 3.1 - Icebreaker**

**STEP 3.2 - Presentation about the Carbon 'Foodprint'**

**STEP 3.3 -**

[65] Source: [Life Cycle Assessment (LCA) - Complete Beginner's Guide]

Participants are asked to use their Product Life Cycle from Activity 2 to discuss at which stage the most emissions are, where they come from, and how they could be reduced. (15min)

**STEP 3.4 -**

Finally, the group will reflect together on what they learned within this Unit, discuss the pros and cons of the different tools, and discuss what the role of consumers and governments is in creating more sustainability along the food supply chain (possible to collect their thoughts on post its and hang them on the wall). (30min)

Materials for trainers:

Sustainability is a critical global goal, aiming to ensure that our current actions do not compromise the ability of future generations to meet their own needs. One significant tool in achieving sustainability is the carbon footprint analysis. This method provides us with a tangible understanding of the environmental impact of our activities, particularly in the context of climate change.

A carbon footprint represents the total amount of greenhouse gases, expressed in carbon dioxide equivalent ($CO_2e$), that are emitted directly or indirectly as a result of human activities. It encompasses a wide range of activities, from driving a car to heating a home, and even to the production and transportation of the goods we consume. However, it is also a valuable tool for assessing the environmental impact of specific sectors, industries, or products.

The primary objective of a carbon footprint analysis is to measure, manage, and ultimately reduce greenhouse gas emissions. To do this, we need to understand the entire life cycle of a product or service. This includes the production of raw materials, manufacturing, transportation, use, and disposal. By assessing each of these stages, we can identify areas where emissions are highest, commonly referred to as "hotspots."

This analysis is a key component of sustainability efforts for several reasons. First, it provides transparency. By quantifying emissions, we can identify the sources and scale of the problem. This information is vital for making informed decisions, setting targets, and monitoring progress. Second, it encourages responsibility. Businesses, governments, and individuals can be held accountable for their contributions to climate change, which, in turn, motivates them to take action to reduce their carbon footprint.

A carbon footprint analysis is also a valuable tool for comparison and benchmarking. It allows us to compare the environmental performance of different products, services, or industries. This information is essential for making informed choices, such as selecting environmentally friendly products or adopting more sustainable practices.

Furthermore, this analysis helps identify opportunities for mitigation. By understanding the sources of emissions, we can develop strategies to reduce them. These strategies may include adopting cleaner energy sources, improving energy efficiency, reducing waste, and changing consumption patterns. In the broader context of sustainability, reducing our carbon footprint contributes to other goals, such as conserving natural resources, improving air quality, and protecting ecosystems.

In conclusion, a carbon footprint analysis is a valuable tool for achieving sustainability. It offers a clear and quantifiable picture of the environmental impact of our activities, enabling us to make informed decisions, set targets, and drive positive change. By identifying the "hotspots" and taking steps to reduce emissions, we can work towards a more sustainable and environmentally responsible future. This approach is crucial as we collectively strive to address the challenges of climate change and preserve the planet for future generations[66].

## 8. Methodological processes

This unit is class-based; each part begins with a presentation of the main theoretical concepts needed to then move into the group activities. Each part has a small group activity and a large group discussion about the outcomes. These activities are meant to help the participants develop competencies to work together as a team and thus the instructions need to be clear that each group participant is asked to contribute to the small group activities. Before the activity starts within each group, a scriber and one or two presenter(s) should be designated to allow for a smoother flow. The scriber will bring to paper the results of the small group discussion and the presenter(s) will present the outcomes to the large group forum. Within the larger group, the trainer will encourage critical reflection and open up a safe space for discussing and allowing questions to arise. Active listening is to be encouraged as well as respectful dialogue within the group.

## 9. Trainer number and profile

The trainer team would ideally consist of 2 trainers with working knowledge of the topics discussed. Their role is to provide the participants with information and to guide them through their analytical processes. They can provide additional information when things are unclear or questions arise and are also able to adapt the activities to the needs and profiles of the participants. They have experience in facilitating groups and can create a safe container for creative inquiry into the topics.

## 10. Ratios

The recommended ratio is 1 facilitator/trainer every 12 participants.

The overall size of the group should not exceed 12 to provide a conducive learning environment.

## 11. Evaluation

The evaluation happens at the end of part 3 where the participants will reflect upon what they learned in this unit and discuss the pros and cons of the tools.

[66] Materials and sources are available in the toolkit.

## 12. General recommendations and comments

It is not necessary to touch all the topics. The facilitator/trainer can choose some of them, based on the context and beneficiaries. Here is a complete formation full of concepts. Also because maybe some of them can be resumed and repeated in other Units.

The duration of each sub-activity is indicative. Depending on the number of participants and their profile, the trainer may decide to spend more time on one and less time on one or another. The same applies to the topics proposed; if the profile and experience of the participants require a more in-depth study of a topic, the contents of the activities can be modified to make them more specific.

It is highly recommended that the trainers know and prepare the contents before conducting the activity, as the arguments discussed can be complex and need to be conveyed to participants as clearly and inclusively as possible. It should not be assumed that participants have specific knowledge of the subject matter, so it may be necessary to start from less technical concepts and explanations.

# 8. Sustainable Agriculture Training Module

## 8.1. Brief description of the module

Module title: Sustainable Agriculture

Objectives:

**Main objectives**

- To address the reality of sustainable agriculture in a holistic way, taking into account factors other than strictly production or farming initiatives, such as the roles of consumers, local communities, and institutional bodies as actors in the agricultural field and food security initiatives.
- To provide participants with resources and knowledge to foster sustainable and direct relationships between producers and consumers analyse alternative models within the agrifood chain; and understand agricultural production certification systems and their relevance in sustainable agriculture, community development, and food insecurity.
- To foster participants' awareness of the importance of sustainability in agricultural processes and its relation with food security.

**Secondary objectives**

- To increase critical thinking, learning capacity, and planning and organisation capacity of the participants.
- To contribute to the development of sustainable and community-centred food systems
- To promote sustainability principles in community work and participatory processes, ensuring that agricultural initiatives have long-lasting positive impacts on both the environment and the community.

Competencies addressed:

### General competencies

- Management and development of community work and participatory processes
- Learning capacity
- Critical thinking ability
- Planning and organisation capacity

### Specific competencies

- Social justice and labor rights in agriculture/food initiatives,
- Different forms of relationship between producer and consumers (AMAP, CSA, LSPA)
- Knowledge of Phases, actors, and interactions of the agri-food chain
- Agricultural production certification systems

Approximate duration (in hours):

6-9 hours, divided as follows:

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| 2-3 hours | 2-3 hours | 2-3 hours |

## 8.2. Targeted collectives

According to the Green Jobs Itineraries report, included in the Competence Framework document, this Training Module is addressed to these professional profiles:

| | |
|---|---|
| **General project and resources management** | • Coordinator/ Project Manager |
| **Agricultural Production and Surplus Collection Area** | • Production area coordinator<br>• Farmer/ Farm helper<br>• Surplus collection area coordinator<br>• Support and logistics technician in the surplus collection area |
| **Education area** | • Adult education educator on Sustainable agriculture and food system, environmental educator<br>• School educator |

The module has no age limits, gender differences, or mobility or disability limitations.

The activities in each unit have been designed for participants who already have a basic knowledge of concepts such as food security and sustainable agriculture. However, inside each unit, there are some guidelines and materials that can be used to adapt the activities to the specific characteristics and knowledge of the participants.

## 8.3. Methodology

In this training module, a diverse set of methodologies has been chosen to offer participants a comprehensive and engaging learning experience. The learning approach is rooted in a competence-based framework, addressing various competencies and topics, all linked to critical areas of food security and sustainable agriculture. Cooperative learning, informative sessions, active participation, role-play gaming, hands-on exercises, problem solving, and critical and creative thinking will be employed within the different activities of the several units. Additionally, practical planning and group discussions will play a significant role, allowing participants to apply their knowledge effectively. The blend of these methods ensures that participants can link the theoretical concepts to real-life situations, promoting active engagement and fostering group participation.

This holistic approach is designed to equip participants with not only theoretical knowledge but also the practical skills and competencies needed to tackle the complex challenges of food security and sustainable agriculture. By combining these methodologies, we aim to create an inclusive and interactive learning environment, where every participant can actively contribute and apply their knowledge to real-world scenarios.

## 8.4. Tools

For conducting the activities of this module, the following resources are necessary:

- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 8.5. Infrastructure

The following infrastructures are needed for the development of the module:

- Technology: a computer and a projector. Internet Access to allow internet research. Access to a printer in case physical materials need to be printed.
- Venue: an open, well-lit, large space is preferable, where it is possible to allow participants to organise their group work in serenity, without being disturbed. Given the topics addressed, an outdoor location would be preferable to recreate a more immersive workspace.

## 8.6. Accessibility

Module activities are designed to be inclusive and easily adaptable to all types of disabilities. No activity involves special motor effort. The use of a projector for presentations, a microphone, and the use of simple tools such as flipcharts or markers are aimed at reducing the barriers of inaccessibility. In addition, each activity can be remodelled to be adapted to any specific need without losing value or effectiveness.

## 8.7. Other inclusion mechanisms

The activities in the module are designed to be conducted in inclusive and safe spaces. Anyone can follow and participate in the activities. To create a positive, safe, and non-discriminatory atmosphere where all participants feel comfortable expressing themselves, it is advisable that trainers work in a way that involves all participants, using inclusive language that is not aggressive, sexist, offensive, or vulgar. It is also necessary for the trainer to require the same behaviour from participants and to monitor the progress of the activities concerning this aspect as well. If occasions for discomfort and discrimination arise, it is the trainer's responsibility to make sure that conflicts are mitigated and resolved.

To ensure the possibility of equal participation, it would be advisable for the trainer to establish before the deployment of the activities a mechanism for managing the speaking time and ask participants for a commitment to respect each other and each intervention, without judgement.

## 8.8. Other data of interest

### 8.8.1. Existing training material and resources

***Unit 1***

*Resources for Activity 1*

- LIVERUR, 5 principles of sustainable agriculture.
- FAO, Building a common vision for sustainable food and agriculture. Principles and approaches. The content on which participants should be working can be found on pages 21, 25, 27, 29, 31.

*Resources for Activity 2*

- Bathaei, A.; Štreimikienė, D. A Systematic Review of Agricultural Sustainability Indicators. *Agriculture* 2023, *13*, 241
- United Nations ESCAP. Integrating the three dimensions of sustainable development. A framework and tools.

***Unit 2***

Labels

- Organic farming (logo & explanation),
- Protected Designation of Origin  (logo & explanation),
- Protected Geographical Indication  (logo & explanation),
- Traditional Specialty Guaranteed (logo & explanation).
- Controlled Designation of Origin. (explanation),
- DOCG = Controlled and Guaranteed Designation of Origin (explanation),
- PAT: Traditional food products (logo & explanation).

Mountain product:

- https://op.europa.eu/en/publication-detail/-/publication/654ff744-0649-44d7-a0b1-afbeb3c23da9
- https://www.reterurale.it/flex/cm/pages/ServeBLOB.php/L/IT/IDPagina/19851#id-9687199e3f869e5d356c4781ef439573

- https://agriculture.ec.europa.eu/farming/geographical-indications-and-quality-schemes/geographical-indications-and-quality-schemes-explained_en

Certification system

- https://www.rivistadiagraria.org/articoli/anno-2015/i-sistemi-di-certificazione-dei-prodotti-agroalimentari/

Organic Certification 101.

- https://agriculture.ec.europa.eu/farming/organic-farming_en
- https://agriculture.ec.europa.eu/farming/organic-farming/legislation_en
- https://agriculture.ec.europa.eu/farming/organic-farming/organics-glance_en
- https://agriregionieuropa.univpm.it/it/content/article/31/32/la-certificazione-partecipativa-agricoltura-biologica
- https://agriregionieuropa.univpm.it/it/content/article/31/14/lagricoltura-biologica-problemi-e-prospettive

PGS Theory

- https://www.slowfood.com/what-we-do/themes/participatory-guarantee-system-pgs/
- The new frontiers of certification. Available online at www.aiab.it

Case study

- Italy: http://www.cecampo.org/
- https://www.acra.it/cosa-facciamo/aree-di-intervento/italia-ed-europa/cascina-santalberto
    - "Per una pedagogia della terra" Project

***Unit 3:***

CSA

- CSA farmer-to-farmer booklet with information on how to set up a CSA as a farmer:
- Be part of the CSA booklet
- Advocacy for CSA in different languages: Voices for CSA Archives - Urgenci Hub

Food citizenship:

- Food Citizens: Consumers who are changing the world
- Food Citizenship - Urgenci Hub Report from the Food Ethics Council UK
- Food citizenship - A communications toolkit - Urgenci Hub
- Food Citizenship, Food Citizenship Initiative UK
- Trainer's guide Food & More - Urgenci Hub, Food Citizenship training program for communities
- Food & More Archives - Urgenci Hub, Documents in different languages: Czech, Hungarian, Polish, etc.

# Training Unit #1 - Introduction to Sustainable Farms

## 1. Typology

This unit belongs to the Sustainable Agriculture training module.

## 2. Description

This unit will be addressing some fundamental concepts of sustainable agriculture, from a generic to a more specific perspective. The unit will always consider a triple approach of sustainability related to agriculture, which inherently includes environmental, economic, and social sustainability.

This unit is divided into two activities.

Activity 1: is about the fundamental principles upon which the modern understanding of sustainable agriculture is based.

Activity 2: the topic of sustainable agricultural production will be addressed through a framework of analysing farms in a holistic sense, comparing the environmental, social, and economic aspects of sustainability.

Participants will collaboratively work in groups and present and discuss their ideas with all their fellow participants. The detailed program can be found in Section 7.

## 3. Duration

The unit will take 3 hours, divided as follow:

| | |
|---|---|
| Activity 1: The FAO's 5 principles for sustainable agricultural production | 1 hour and 30 minutes |
| Activity 2: A holistic look at sustainability in the agricultural sector from farms' perspective | 1 hour and 30 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: spacious meeting space that allows for collaboration and discussions among participants, with chairs in a circular way and then creating small groups.
- Technology: A projector or a large screen for displaying presentations and videos. Speakers for ensuring the audio from videos and presentations is clear to all participants. Access to Internet.
- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.
- Unit-specific resources: Some printed materials will also be necessary (provided in section 7).
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

## 5. Objectives

- To exercise the use of holistic thinking on all factors that directly and indirectly affect the production and distribution of sustainable agriculture products.
- To think on the topic of sustainable agriculture as a production system, with a business, technical and practical vision.
- To develop critical thinking and the ability to work in groups, through the exchange of ideas, and independent division of tasks and responsibilities.
- To give participants ideas that lead to greater awareness of the importance of sustainable agriculture as a concrete phenomenon that is influenced by different factors.

## 6. Competence framework

**General competencies:**

- Management and development of community work and participatory processes
- Learning capacity (Ability to obtain or expand knowledge and techniques related to the task. Capture and application of new information, systems, and work methods)

**Specific competencies:**

- Basic knowledge of impacts of synthetic pesticides in agriculture and on health and of alternative methods and use of treatments,
- Basic knowledge of agriculture principles (plants, production cycles, agriculture basics, common tools and use...),
- Social justice and labour rights in agriculture/food initiatives,
- Criteria for choosing producers that meet sustainability requirements (social economy, agroecology, good animal treatment, etc.)

## 7. Detailed Unit session

The unit is divided into two group activities: the first one will focus on the Food and Agriculture Organisation 5 principles for sustainable agricultural production; the second one will be dealing with agricultural production activities.

The trainer will introduce the topics and briefly explain the main concepts. Afterward, participants will collaboratively create in groups, always being supported by the trainer, their own proposals of a feasible sustainable farm, which will be presented in front of their fellow participants. The role of the trainer in this final part will be that of leading the discussion among participants and providing feedback on the ideas presented.

ACTIVITY 1: THE FAO'S 5 PRINCIPLES FOR SUSTAINABLE AGRICULTURAL PRODUCTION

FAO'S 5 principles introduction:

The Food and Agriculture Organisation of the United Nations (FAO) has established five basic principles for the global agricultural sector to become increasingly productive and sustainable. The intention of these five principles is to build a production system that works in favour of the ecosystem, satisfying the human needs. They balance the social, economic and environmental dimensions of sustainability in agriculture, and provide a basis for developing policies, strategies, regulations and incentives to guide the transition to sustainability, while promoting resilience through an adaptive response to shocks and opportunities.

5 principles and Key policies:

The five principles are complementary – Principle 1 and Principle 2 directly support the natural system, while Principle 3 directly supports the human system; Principles 4 and Principle 5 underpin both the natural and human systems. For application of the five principles, a range of actions should be taken to enhance sectoral as well as cross-sectoral productivity and sustainability. To be sustainable and productive, agriculture will need to adopt a single, systems vision that maximize synergies, mitigates negative externalities and minimizes harmful competition between its sectors.

The contributions of this activity are quoted directly from the FAO report Building a common vision for sustainable food and agriculture, published in 2014, the sheets provided in the Toolkit Annex were taken from the same report and modified slightly for the purposes of the activity.

1) **Improving the efficiency in the use of the resources are crucial for the sustainability of agriculture.**

Agricultural production is the transformation of natural resources into products for human benefit. That process requires management, knowledge, technologies and external inputs, with considerable variation in their relative importance and mix across production systems and regions of the world. The level and mix of inputs, and the type of technologies and management systems used, have major implications for the level of productivity as well as for the impact of production on natural resources and the environment. Getting the "right mix" – one that reflects the value of natural resources and the real costs of environmental impacts and external inputs – is essential for sustainability.

2) **Sustainability requires direct activities to preserve, protect and improve the natural resources**

While improved resource-use efficiency can help reduce pressure on ecosystems and natural resources, it also increases profitability, which can lead, in turn, to the expansion of production and a subsequent increase in resource depletion and degradation. The degradation of agro-ecosystems directly affects the food supply and income of the poor, increasing their vulnerability and creating a vicious cycle of poverty, further degradation and hunger. That is why direct action is needed to conserve, protect and enhance natural resources. Protecting and restoring the ecosystems that naturally capture, filter, store and release water – such as rivers, wetlands, forests and soils – is crucial to increasing the availability of water of good quality. A study showed that, each year, the world's tropical forests remove from the atmosphere 4.8 billion tons of carbon dioxide, or about 18 percent of annual emissions from burning fossil fuels. Reforestation and reducing the rate of deforestation are essential, therefore, to climate change mitigation and adaptation, as well as contributing to soil formation, water purification, biodiversity and pollination.

3) **Agriculture that does not achieve to protect and to improve the rural lifestyle and social welfare is unsustainable.**

Agricultural development is, by definition, unsustainable if it fails to benefit those whose livelihoods depend on it by increasing their access to resources and assets, their participation in markets and their job opportunities. Of critical importance is the extent to which rural people have secure and equitable access to the natural resources they need to produce food for their consumption and to increase income. The livelihoods of many of them are based on access to and control over these resources, like land, water, forest and fishery resources. Inadequate and insecure tenure rights to natural resources often result in extreme poverty and hunger. In addition, secure tenure of land often results in enhanced investment by farmers, higher yields and reduction in soil degradation.

4) **Enhanced resilience of people, communities and ecosystems is essential for sustainable agriculture.**

Resilience has emerged as a key factor in sustainability. It is defined as the ability of a system and its component parts to anticipate, absorb, accommodate or recover from the effects of a hazardous event in a timely and efficient manner, by ensuring the preservation, restoration or improvement of its essential basic structures and functions. In the context of sustainable food and agriculture, resilience is the capacity of agro-ecosystems, farming communities, households or individuals to maintain or enhance system productivity by preventing, mitigating or coping with risks, adapting to change, and recovering from shocks. Phenomena such as climate variability, extreme weather events and market volatility, as well as civil strife and political instability, impair the productivity and stability of agriculture, which in turn increases uncertainties and risk for producers. Decisions taken in the wake of disasters or crisis can have consequences for households and communities that can become long-term "poverty traps".

5) **Sustainable food and agriculture require responsible and effective governance mechanism**

Good governance is needed to ensure social justice, equity and a long-term perspective on the protection of natural resources. When sustainability processes are dominated by abstract environmental concerns, without adequate attention to social and economic dimensions, they are unlikely to be implemented. A transition to sustainable agriculture that follows the five principles requires enabling policy, legal and institutional environments that strike the right balance between private and public sector initiatives, and ensure accountability, equity, transparency and the rule of law.

For each principle, FAO has drawn up examples for key policies and strategies, divided by production sectors: crops, livestock, forestry, aquaculture and fisheries. To review these key policies and strategies, you can directly consult the FAO report Building a common vision for sustainable food and agriculture (2014) and check the Toolkit Annex.

ACTIVITY 2: A HOLISTIC LOOK AT SUSTAINABILITY IN THE AGRICULTURAL SECTOR FROM FARMS' PERSPECTIVE

Sustainability dimensions' overview:

- **Environmental side**: using products that do not impact soil and water; planting plants that do not adversely affect the ecosystem; preserving biodiversity; using resources carefully; reducing waste; minimising soil consumption; reducing pollution.

- **Social side:** We consider a farm not only as an entity that produces and sells agricultural products, but also as a network of human relationships, both internal and external. Internally, in a socially sustainable farm, workers' rights are always respected, and there is no exploitation, discrimination, toxic or abusive behaviour. Responsibilities, duties, and merits are shared equally. Wages ensure a good quality of life for workers. Externally, a socially sustainable farm can play a vital role in its community. It can set off mechanisms of shared governance, with the population or public bodies, it can act as a local tourist and cultural animator, it can develop a virtuous chain with other local businesses, and it can develop innovation projects with nearby universities.

- **Economic side**: every company, certainly including agricultural companies, must aim at its economic sustainability that is, generating income. It does not just mean that revenues must cover production costs. It also means having the ability to plan for future investments, always trying to improve product quality, control the impact of production, and ensure an ever-improving quality of life for workers and end consumers.

## 8. Methodological processes

The activities will follow the methodological process of cooperative learning to practice listening, individual and group accountability, positive interdependence, interpersonal skills, and cross-sectional thinking skills. Within this methodology, the trainer's role is limited to facilitating students' learning.

Different methodological processes are developed so that the issues addressed can be understood by each participant, acquired, enriched by their personal knowledge, and shared with participants and trainers. In this way, the ability to take a holistic view of a complex problem is exercised, adding new perspectives. Creative thinking is used in the first activity of the unit when participants are asked to formulate proposals for the 5 FAO principles; and critical thinking and problem solving are used in the second activity when they are asked to identify and solve possible issues of the three different spheres of sustainability.

## 9. Trainer number and profile

The ideal number of trainers is two.

Trainers should preferably have previous experience and knowledge in the fields of sustainable agriculture, green transition, sustainable development, agricultural production certification systems, phases and actors of the agrifood chain, and relationships between producers and consumers (AMAP, CSA, and LSPA).

They should also be familiar with non-formal learning methodologies such as creative and critical thinking, problem solving, and cooperative learning, as well as with other methods that encourage competency-based learning.

Their role will be mostly facilitators of the activities, except for the first part of the two activities, when they will have to present participants with scientific-based knowledge on the issues. Thus, trainers should also have public speaking skills and the ability to convey content of some complexity clearly.

The team of trainers can be expanded if the number of participants requires it, always keeping in mind the ratio.

## 10. Ratios

The recommended ratio is 1 facilitator/trainer every 10 participants.

The overall size of the group should not exceed 20 to provide a conducive learning environment.

## 11. Evaluation

### Peer Assessment

After the second activity, participants will have to answer some questions to self-assess the progress they have made during the two activities on the competencies that were addressed.

### Questionnaires and Surveys

Trainers may conduct the evaluation online or offline.

<u>For the online version:</u>

Participants will need to use their mobile phones to access an online poll/questionnaire created by trainers. We suggest using online tools such as Mentimeter.com or Jamboard.google.com,

For the offline version:

Trainers may use the same questions. They would give participants a block of sticky notes and would define a column (on a flipchart or even on the wall with tape) for each question, where each participant should place a note with the answer. If there is time, the trainer may read anonymously some of the answers to share them with all other groups.

The evaluation of the activity is not contemplated within the 3 hours of activity. We suggest a duration between 15 and 30 minutes, depending on the number of participants and if the trainer wants to share some reflections while conducting the evaluation.

## 12. General recommendations and comments

The duration of each sub-activity is indicative. Depending on the number of participants and their profile, the trainer may decide to spend more time on one and less time on another. The same applies to the topics proposed; if the profile and experience of the participants require a more in-depth study of a topic, the contents of the activities can be modified to make them more specific. Although these topics are interrelated, it is possible to decide to dedicate the activity to only one/several of them, without compromising the consistency of the activity.

It is highly recommended that the trainers know and prepare the contents before conducting the activity, as the arguments discussed can be complex and need to be conveyed to participants as clearly and inclusively as possible. It should not be assumed that participants have specific knowledge of the subject matter, so it may be necessary to start from less technical concepts and explanations.

# Training Unit #2 - Certification Systems & Agricultural Production

## 1. Typology

This unit belongs to the Sustainable Agriculture training module.

## 2. Description

This unit is divided into 3 main activities.

In the first activity, a theoretical introduction to the different types of quality certification that exist for agrifood products will be carried out. Also within this part, third-party organic certification will be explored.

The second activity of the unit will explore the concept of the 'participatory guarantee system' as an alternative and complementary tool to third-party certification in the agro-food sector.

Finally, in the third activity, a case study will be presented with the direct participation of a representative of the initiative.

The detailed program can be found in Section 7.

## 3. Duration

The unit will take 3 hours, divided as follow:

| | |
|---|---|
| Block 1: Theoretical Introduction to Certification | 1 hour and 20 minutes |
| Activity 1: The Participatory Guarantee System | 1 hour and 25 minutes |
| Activity 2: Case Study | 40 minutes |

## 4. Resources and space

To carry out this training unit, the following resources and space are needed:

- Venue: spacious meeting space that allows for collaboration and discussions among participants, with chairs in a circular way and then creating small groups.

- Technology: A projector or a large screen for displaying presentations and videos. Speakers for ensuring the audio from videos and presentations is clear to all participants. Access to Internet.

- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.

- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)

- Unit-specific resources:

  - A board with a map of a farm (real or not) drawn on it, with its main functional areas, (it should be created before the training).

  - Cards will have to be prepared with elements to be observed (presence of phytosanitary problems, suitable or unsuitable materials in stock, etc.),

  - A token for the visiting group,

  - A dice indicating in which area to move.

If possible, a real field visit of the viewing group can also be simulated. In this case, the training will have to be carried out on a farm, which will have to be prepared, and some elements should be specially arranged in advance for the simulation.

## 5. Objectives

- Improve participants' knowledge of agricultural production certification systems.
- stimulate a critical analysis of certification systems, investigating their differences, advantages, and disadvantages for the different actors involved in the production and consumption chain and concerning the interactions between them.
- Provide participants of resources to deepen their understanding of the topic, both at a theoretical level and through the knowledge of practical experiences and case studies.
- Offer participants proposals for practical learning activities that they can carry out with their own trainees.

## 6. Competence framework

**General competencies:**

- Critical thinking ability (Ability to question and argue concepts, ideas, situations, and discriminate fallacies, inconsistencies, and logical errors): This competence will be developed, in Activity 1, by inviting participants to reason about the criticalities of the traditional organic certification system. In Activity 2 participants will be asked to reason about the possible advantages and disadvantages for farms that want to undertake a certification process, in particular assessing the differences between traditional systems and the SGP. Participants will be asked to consider both producers' and consumers' points of view.

**Specific competencies:**

- Agricultural production certification systems: In the first activity, participants will learn about existing certification systems and their characteristics, with a greater focus on the third-party organic certification system. In the second activity, they will be able to deepen their understanding of the SGP, both on a theoretical level and through practical activities and testimonies.

## 7. Detailed Unit session

This unit is divided into 3 main parts. In the first part, a theoretical introduction will be made to the different types of quality certification existing for agrifood products. A glossary of currently used definitions and acronyms will be analysed and the classification of certification systems according to the declared subject will be illustrated.

The second part of the unit will explore the concept of the 'participatory guarantee system' as an alternative and complementary tool to third-party certification in the agro-food sector.

In the third part, a representative of the initiative will present a case study.

As an optional activity, if all participants have access to appropriate devices and an internet connection is available, the trainer can issue a Kahoot challenge with about 10 closed-ended questions on the topics seen during the training.

BLOCK 1: THEORETICAL INTRODUCTION TO CERTIFICATION

**STEPS 1.1 - 1.3 - Acronyms Identification & Explanation**

Why are certifications useful?

- **BIO =** Organic farming. It can only be used on products that have been certified as organic by an authorized control agency or body if they have fulfilled strict conditions on how they must be produced, processed, transported and stored. The logo can only be used on products when they contain at least 95% organic ingredients and additionally, respect further strict conditions for the remaining 5%. (logo & explanation)

- **PDO =** Protected Designation of Origin.  Product names registered as PDO are those that have the strongest links to the place in which they are made. Every part of the production, processing and preparation process must take place in the specific region. For wines, this means that the grapes have to come exclusively from the geographical area where the wine is made. (logo & explanation)

- **PGI =** Protected Geographical Indication.  PGI emphasizes the relationship between the specific geographic region and the name of the product, where a particular quality, reputation or other characteristic is essentially attributable to its geographical origin. For most products, at least one of the stages of production, processing or preparation takes place in the region. (logo & explanation

- **TSG =** Traditional Specialty Guaranteed. It highlights the traditional aspects, such as the way the product is made or its composition, without being linked to a specific geographical area. The name of a product being registered as a TSG protects it against falsification and misuse. (Logo & explanation).

Trainers will find some supporting material about these and other national specific certifications (in Spain, Italy, France and Greece) in the toolkit (Further resources and Annexes) and in the Mooc.

**STEP 1.4 - Types of certification systems & actors**

Certification ensures conformity to established rules, enhancing product value and competitiveness. It has categorised based on the declaring party:

- **First-party**: Self-certification by the manufacturing company.
- **Second-party:** Declaration by an external entity involved in product enhancement or selection (also by representative bodies towards its members/consumers).
- **Third-party:** Issued by an independent entity to the company's production system, ensuring impartiality and competence, as a “professional certification”. The rules are formalised by specific standards (ISO 17065:2012 and 17021:2006) and subject to verification by an accreditation body.
- **Fourth-party**: Declarations by external bodies unrelated to the company, such as checks carried out by public bodies and administrations.

Certification types vary in their communicative impact, with greater assurance perceived as the economic distance between certifier and producer increases.

**Standards may be set by:**

- **Governments:** Governmental standards are usually called regulations and may in turn be based on international agreements or guidelines set by intergovernmental bodies, such as the FAO/WHO Codex Alimentarius Commission.
- **Producers in association/cooperatives**: They might have an interest to set a standard and invite a third party to verify implementation in order to demonstrate to a wide range of buyers that they fulfil certain requirements generally in demand in the market.
- **Consumers**: If a group of buyers recognize that they have basically the same requirements for certain products, they may set a standard together. This would encourage producers to implement such standards more quickly, as it becomes clear that a large part of the market requires them. An example of such a buyers' standard is the EurepGap protocol.
- **Coalitions:** Governments, the private sector and NGOs may form two- or three-party coalitions to set standards. For example, governments, industry and consumer organisations are all represented among ISO members, and the Ethical Trading Initiative (ETI) is a tripartite organisation with government, NGO and trade union representation.

<u>Challenges of Certification Systems (Step 1.4)</u>

The certification model currently applied to organic agriculture is too complex and costly both in terms of money and time for small producers in Europe and the South.

Some of the small farms in marginal areas are at risk of closing, while those in urban areas are at risk of moving away from the organic sector.

Hence the need to innovate the organic certification system by developing other certification systems to complement the current one.

In 2009 AIAB (Associazione Italiana Agricoltura Biologica) carried out a study on the evolution of the control system in organic agriculture (Link; AIAB, 2009). It included three proposals:

- Bureaucratic simplification for small, totally organic farms;
- The activation of group certification also in the European context (the current organic regulation only allows this approach for products imported from third countries);
- And the diffusion of Participatory Guarantee Systems (PGS).

While the first two interventions remain within the boundaries delimited by the European regulation, the last approach is outside it. This means that a product guaranteed under the SPG approach is currently not certifiable as organic, even if the farmer adopts the standards of the European regulation in the field.

**STEP 1.5 - Organic Certification 101**

Organic certification consists of a process through which agricultural products, including crops, livestock, and processed foods, are verified to meet specific standards and regulations set for organic farming practices. It involves a rigorous evaluation of the entire production process, from farming methods to processing and handling, to ensure compliance with organic principles.

Organic farming aims to produce food using natural substances and processes, while encouraging responsible energy and resource use, biodiversity, soil fertility, and water quality. It focuses on high animal welfare standards and meeting specific animal behavioural needs.

European Union regulations on organic farming are designed to provide a clear structure for the production of organic goods across the whole of the EU. This is to satisfy consumer demand for trustworthy organic products whilst providing a fair marketplace for producers, distributors and marketers.

Organic certification builds trust by ensuring rules on organic production are followed and that there is a strict control and enforcement system that guarantees compliance. The use of the organic logo provides visual identity for EU-produced organic products.

New legislation entered into force in 2022 and onwards strengthens control systems and expands the range of organic products. Some of the legal documents regarding EU organic certification are:

- Regulation (EU) 2018/848 of the European Parliament and of the Council of 30 May 2018 (applicable legislative act).

- Regulation (EU) 2023/2419 of 18 October 2023 on the labelling of organic pet food (OJ L, 2023/2419, 27.10.2023).

For a complete overview of Organic Certification legal framework, background and characteristics, please check the original sources[67].

#### STEP 1.5 - Organic Certification Prospects and Challenges

Organic farming's evolution is influenced by consumption trends and production perspectives. At the same time, economic viability is increasingly pivotal for producers' decisions to transition to organic farming.  Some of the challenges faced by organic farmers are the following:

- **Market access and low prices**: Organic farmers often struggle to reach profitable markets. Limited consumer awareness or demand for organic products can result in price pressures, making it difficult to compete with conventional farming.

- **Distribution channel issues**: Some organic farmers are forced to sell their products as conventional due to lack of efficient, dedicated supply chains. This undermines their organic certification and potential earnings.

- **Subsidy cessation and economic** feasibility: The removal of government subsidies can make organic farming financially unsustainable. Without this support, many farmers contemplate reverting to conventional methods or abandoning organic practices altogether.

When assessing the viability of organic farming, several key factors influence farmers' decisions. While personal beliefs may drive initial interest in organic practices, long-term success depends on the economic feasibility, with farmers needing to balance rising costs and fluctuating yields against potential revenue gains. Some of these factors are:

- **Decision based on beliefs and economic feasibility:** Farmers often start organic farming motivated by personal values like sustainability or health concerns. However, over time, they must evaluate the financial viability to continue.

- **Revenue vs. costs:** For organic farming to remain viable, the increase in revenue from organic products needs to offset the rising costs associated with organic practices.

- **Yield fluctuations and revenue:** Organic farming often results in variable yields, which can cause income instability. These fluctuations directly affect the long-term economic sustainability of the farm.

[67] Mentioned in the Toolkit (Further resources).

**Environmental strategies** can enhance the positive impact of organic farming by complementing its core practices. One effective approach is the promotion of short supply chains, which reduce transportation distances and thus lower greenhouse gas emissions. Additionally, raising consumer awareness about "food miles" can further encourage environmentally responsible choices. However, challenges like the geographic mismatch between production and consumption can limit these strategies' efficiency. Despite this, organic agriculture aligns with broader environmental goals, working to reduce negative impacts such as chemical pollution and resource depletion through sustainable practices.

To know more about the problems and prospects of Organic Agriculture, please check the original sources[68].

## ACTIVITY 1: THE PARTICIPATORY GUARANTEE SYSTEM

1. Introduction to PGS

The certification model currently applied to organic agriculture is too complex and costly in terms of both money and time for small producers in Europe and the South. Some of the small farms in marginal areas are at risk of closing, while those in urban areas are at risk of moving away from the organic sector. Hence the need to innovate the organic certification system by developing other certification systems to complement the current one.

In 2009 AIAB (Associazione Italiana Agricoltura Biologica) carried out a study on the evolution of the control system in organic agriculture 'The new frontiers of certification', the results of which were presented at a conference of the same title, financed by the Ministry of Agriculture, Food and Forestry in Rome in November 2009. The study's three proposals were: bureaucratic simplification for small, totally organic farms (AIAB, 2009), the activation of group certification also in the European context (the current organic regulation only allows this approach for products imported from third countries), and finally the diffusion of Participatory Guarantee Systems (PGS). While the first two interventions remain within the boundaries delimited by the European regulation, the last approach is outside it. This means that a product guaranteed under the SPG approach is currently not certifiable as organic, even if the farmer adopts the standards of the European regulation in the field.

### STEP 1.1 - PGS Theory

The activity will begin with a brief theoretical introduction to PGS, addressing the following issues:

- What is a PGS:

Participatory Guarantee System is an alternative certification model whereby producers and other stakeholders share a set of commonly defined standards and norms, common procedures, a coordinating body, a common logo and defined consequences for non-compliance.

[68] Mentioned in the Toolkit (Further resources)

*Participatory Guarantee Systems (PGS) are locally focused quality assurance systems. They certify producers based on active participation of stakeholders and are built on a foundation of trust, social networks and knowledge Exchange*

- IFOAM, 2008.

- Basic elements and key features of PGS (from IFOAM – Organics International. PGS Guidelines. How to Develop and Manage Participatory Guarantee Systems for Organic Agriculture Germany, 2019.):

    - **Shared vision**: A shared vision in a Participatory Guarantee System (PGS) brings together stakeholders (producers, consumers, NGOs, traders, and others) to support principles that guide the PGS's goals, like organic production, fair trade, ecosystem respect, and local autonomy. This vision shapes production standards and rules for PGS operation. Stakeholders contribute by committing to the vision through pledges, signing documents, or becoming association members. Shared values are communicated publicly to reinforce transparency and cohesion within the PGS community.

    - **Trust:** Trust in PGS emerges from stakeholders' collective commitment to uphold organic values and operate transparently. Trust is demonstrated through self-declarations, pledges, and membership agreements by producers and stakeholders. These agreements and group support reinforce PGS integrity, allowing trust to function as a foundation of the certification process and foster accountability within the community.

    - **Horizontally:** PGS promotes a non-hierarchical, democratic structure where responsibilities are shared and all stakeholders have equal voting rights. This egalitarian model emphasises collective action, such as peer reviews by producers, and inclusivity, including gender equality. In large initiatives, representatives may act on behalf of local groups, but overall, the PGS aims for balanced representation and active female participation in decision-making.

    - **Transparency:** Transparency in PGS means making system operations and decisions accessible to all stakeholders, including clear documentation of processes and certification standards. Open communication is fostered through regular meetings, public access to records, and involvement in farm inspections. This transparency builds trust by ensuring everyone has a basic understanding of PGS functions and can access detailed information on certified producers, standards, and processes.

    - **Learning process:** The PGS learning process is continuous, involving events and workshops where stakeholders learn organic practices and PGS standards. Through hands-on sessions, peer reviews, and experience sharing, stakeholders gain skills, reinforce trust, and adapt the PGS to improve continually. This learning dynamic also promotes community empowerment, cooperation, and conflict reduction, with seasoned members often guiding newer participants to strengthen PGS effectiveness and foster mutual learning.

- **Participation:** Participation in PGS involves active stakeholder engagement, promoting shared responsibility in certification and daily PGS processes. Producers, consumers, and community members contribute in roles like farm reviews and decision-making. Their involvement strengthens trust and accountability, with producers often conducting peer reviews to uphold organic standards. Consumer roles vary based on proximity and involvement but often contribute to management and consumer-producer solidarity partnerships, especially in smaller, local PGS initiatives

- <u>Main differences between Third Party Certification and Participatory Assurance Systems</u>

  - Participatory Guarantee Systems (PGS) offer a certification approach that emphasises trust, inclusivity, and community engagement, especially suited to smallholder farmers. Unlike traditional certification systems, PGS minimises paperwork, focusing instead on farmers' commitment and accountability in the certification process. Farmers themselves are directly involved in inspections, which allows them to take an active role and responsibility in ensuring organic standards are met, including addressing any issues that arise.

  - Certification mechanisms within PGS are tailored to fit local social and cultural contexts, making them particularly accessible for small-scale and transitioning organic farmers. The system's flexibility enables new or transitioning farmers to participate, fostering inclusivity within the organic movement. Consumer involvement is not only encouraged but sometimes required, as it strengthens community bonds and builds mutual trust. By empowering local stakeholders, PGS fosters a sense of ownership over the certification process and relies on social control as a mechanism to uphold standards.

  - PGS certification applies to the "whole farm" rather than individual products, promoting a holistic approach to organic practices. In PGS, individual farmers hold their own certificates, granting them independence in how they market their products. This contrasts with Internal Control Systems (ICS), where certification is typically group-held, often-binding farmers to specific products and markets controlled by the group or a third-party organisation. PGS thus provides farmers with greater empowerment and freedom in the marketplace, allowing them to sell a wider range of products directly to consumers without the limitations often imposed by ICS.

**STEP 1.2 - Simulation of a campaign visit by the Guarantee Committee** (Visiting Group) for the granting of certification.  Role-play game of the PGS

- <u>What is a guarantee committee? What is the aim of these visits?</u>

In a Participatory Guarantee System (PGS) for agriculture, the Guarantee Committee is a core group of stakeholders responsible for overseeing the certification and standards within the PGS. This committee ensures that all participants uphold the values, principles, and organic standards agreed upon in the PGS.

- Key functions of a Guarantee Committee include:

    - Reviewing and Approving Certifications: After farmers or other stakeholders conduct peer reviews or inspections, the Guarantee Committee reviews the results. They then make decisions on whether to grant, renew, or withdraw certification based on compliance with pre-defined standards.

    - Ensuring Compliance and Integrity: The committee monitors adherence to PGS principles and addresses any issues of non-compliance or violations, often providing guidance on corrective actions. This supports a high level of accountability within the PGS.

    - Providing Fairness and Transparency: As a representative body, the Guarantee Committee typically includes a mix of farmers, consumers, and sometimes local experts. This diversity ensures a fair, transparent process in decision-making and fosters trust among all participants.

    - Fostering Local Ownership: The Guarantee Committee empowers local stakeholders by giving them a direct role in the certification process. This local involvement helps maintain social control, reinforces commitment to the shared vision, and makes the PGS more resilient and adaptable to the community's needs.

    - The Guarantee Committee embodies the PGS's collaborative and inclusive approach, ensuring that certification reflects the community's values and organic standards while maintaining integrity across the system.

- Who takes part in this Guarantee Committee?

It typically includes a diverse group of stakeholders who are directly or indirectly involved in the organic production process and have a vested interest in upholding the standards and integrity of the PGS.

- **Farmers and Producers:** Primary producers are crucial members, as they bring first-hand knowledge of organic farming practices and standards. Their direct involvement helps ensure that certification processes are practical and appropriate to local farming contexts.

- **Consumers:** Consumers contribute by representing the interests of the end-users of organic products. Their involvement fosters transparency, trust, and accountability, as they help validate the standards and inspect that products meet organic principles.

- **Local Experts or Technicians:** These might include agronomists, agricultural extension agents, or members of NGOs with expertise in organic practices and PGS systems. Their technical knowledge can support informed decisions and uphold rigorous standards. These experts could be other farmers and producers who have been acknowledged to comply with the PGS conditions before.

- **Community Representatives:** Sometimes, members from local organisations, cooperatives, or civic groups may be involved to provide an unbiased perspective and to ensure the PGS aligns with the broader community's social and environmental values.

Including a mix of these stakeholders helps the Guarantee Committee balance perspectives and ensure decisions are made collaboratively and reflect the community's commitment to organic and sustainable farming principles.

- Background theory on the use of roleplay

Since the activity included in this part is a roleplay game using tailored-materials, trainers should be aware of the dynamics of role-play activities and why are they helpful for learners for being able to identify and interiorize concepts.

Role-playing can be a dynamic tool for motivating participants and enhancing traditional teaching methods. By immersing students in real-world scenarios, role-playing encourages active engagement and the practice of valuable skills like negotiation, teamwork, and critical observation. It allows students to step into roles that mirror real-life situations, which helps them learn through experience and provides a hands-on approach to complex concepts. This method also offers students a chance to observe and evaluate each other's performances, fostering a deeper understanding of course content.

To effectively implement role-playing exercises, trainers should introduce role-plays that are closely aligned with learning objectives, clearly explained, and broken down into manageable parts for easy comprehension. These guidelines help create a fair and meaningful experience that challenges all participants equally and emphasises effective communication and relevant content.

For the specific rules and dynamics of the game, we suggest checking the Toolkit and its Annexes, and the additional material presented in the Mooc.

**STEP 1.3 - The PGS Process**

Once the game is over (with 7 or 8 items observed, both compliant and non-compliant with certification protocol), the trainer will summarise the explanation of the PGS certification process, touching on the different steps of granting a PGS certificate, the different actors involved and how they organise themselves in different groups.

**The process for granting a Participatory Guarantee System (PGS) certificate involves several steps** to ensure organic standards and community principles are upheld throughout certification. This typically begins with an application and commitment by the farmer to follow PGS principles, including sustainable practices, fair trade, and community engagement. Following this, the farmer participates in a peer review, where other certified farmers and local stakeholders visit the farm, observing and assessing whether the practices align with organic standards. The review includes discussions, observations, and sometimes written documentation of practices and compliance. After this peer review, a Guarantee Committee or similar body evaluates the findings to decide on granting or renewing the PGS certificate.

This process ensures transparency, accountability, and direct community involvement in certifying organic products.

In a Participatory Guarantee System (PGS), **peer review** is essential to ensuring that organic standards are upheld and that the certification process is community-based and transparent. A peer review involves members—often fellow producers, consumers, and local stakeholders—visiting each other's' farms to assess compliance with organic standards. This review, typically organised annually by a PGS facilitator, includes using a standardised checklist (or protocol) to guide the inspection and create a detailed report.

During the visit, participants assess farm practices, verify compliance with organic standards, and suggest improvements. The farmer is expected to be present, ready to answer questions, and able to discuss any challenges faced. Through this process, PGS not only verifies organic practices but also fosters mutual learning, giving producers a chance to improve their methods with input from their community (IFOAM, 2019).

The outcome of the peer review is summarised in a report that may note non-compliance, corrective actions, and positive practices. This report then informs a decision by the PGS certification committee, which evaluates compliance and decides whether to grant certification. The committee may outline corrective actions for non-compliance, emphasising continuous improvement rather than penalties. Tools like farm management plans and checklists ensure that reviews are objective, structured, and focused on measurable standards. Additionally, in the spirit of fairness, PGS initiatives allow for appeals in cases of disputes over certification decisions. This collaborative approach to certification empowers local communities and strengthens the credibility and commitment within the PGS network (IFOAM, 2019).

- Organisational arrangements for a PGS (IFOAM, 2019):

| Structure | Description |
|---|---|
| **Peer Review Group** | • Composed of farmers and possibly other stakeholders (consumers, extension workers, and NGO staff).<br>• Conducts annual farm visits and decides on certificate renewals.<br>• Group size, responsibilities, and activities may vary. |
| **Certification Committee** | • Reviews peer review reports and validates decisions.<br>• Approves PGS members and enforces sanctions for non-compliance. |
| **Administrative Staff** | • Manages day-to-day tasks (coordinator or facilitator). |

| | |
|---|---|
| | • Handles paperwork, peer review schedules, follow-ups on non-compliance, and updates databases.<br>• Can be a volunteer or paid position. |
| **National Council (if applicable)** | • For larger, consolidated PGS initiatives (e.g., national level).<br>• Manages external relations, approves membership applications, maintains documentation, manages logos, and organises training. |

## ACTIVITY 2: CASE STUDY

**STEP 2.1 - Case study presentation**[69]

The examples and good practices suggested share a common focus on promoting sustainable, agroecological practices through collaborative and participatory approaches. At their core, all of them emphasise the importance of fostering direct, transparent relationships between producers and consumers, creating systems that ensure social and ecological quality through participatory models. This commitment to community engagement, environmental sustainability, and food sovereignty forms the foundation of their efforts. The primary components across these initiatives include the promotion of agroecology, solidarity-based economic models, and the use of Participatory Guarantee Systems (PGS) to build trust and quality assurance.

The innovative features of these examples are particularly evident in their environmental, social, and economic factors.

- **Environmentally,** they advocate for organic, peasant, and agroecological farming practices that promote biodiversity, reduce the ecological footprint, and foster long-term resilience.
- **Socially**, these projects integrate community participation, inclusivity (such as the involvement of marginalised groups like refugees), and knowledge sharing to empower local communities.
- **Economically,** they focus on solidarity-based models that eliminate intermediaries, ensuring fair pricing and supporting local economies through short supply chains. These initiatives also contribute to food sovereignty by strengthening local production and consumption networks, creating greater resilience and self-sufficiency within their respective territories.

[69] Suggested case studies in Italy, France, Spain and Greece are available in the Toolkit Annex for Unit 2. Here trainers can find a general framework of what key elements should be highlighted for educational purposes, common to all the examples suggested.

For a more detailed and territorial specific explanation, trainers can research new cases and good practices autonomously.

## 8. Methodological processes

The structure of the training unit was designed with trainers as targets so that they could acquire specific skills and transfer knowledge to their trainees.

The activity uses a competence-based approach, as the training program is mainly aimed at improving participants' specific knowledge on the topic of certification in agriculture.

The unit was designed in such a way as to alternate theoretical moments, learning activities through practice and games (including role-play gaming), and participatory debates, to foster the involvement and active participation of the group.

During the Group Visit Simulation RPG activity, the trainer becomes part of the group, participating in the game and increasing empathy with participants

The practical and games activities, besides being addressed to the target trainers of this unit, can also be replicated by them in courses with trainees

During the activity, resources (documents, links, videos, etc.) will be proposed that can later be used to deepen the topics covered by the training.

Since the trainees are adults, the training program will follow the principles of andragogy.

## 9. Trainer number and profile

Two trainers are needed for the development of this unit.

The lead trainer is responsible for the overall structuring and conduct of the training. He/she should have specific competencies on the topic of certification of agrifood products and in particular, should have specific knowledge on organic certification. He/she must be able to modulate his/her presentation according to the prior knowledge and profile of the participants, making complex theoretical content accessible or deepening specific topics if the training context and process requires it. The trainer should facilitate the active participation of the group, managing group dynamics and practical activities and promoting participation in the discussion moments, at the same time promoting participants' intervention around the key points of the discussion and keeping it within thematic and time limits.

In addition, an exponent must be present who can narrate the case study selected for presentation. It should be a person directly connected with the reality to be presented, who knows from direct experience the case study, has taken part in it, or is currently a representative of it. He/she should therefore have in-depth knowledge not only of the component of the case study directly related to the topic of certification but of the experience in general, to be able to address and add value to the Q&A session scheduled at the end of the case presentation.

## 10. Ratios

The recommended ratio is 1 facilitator/trainer every 10 participants.

The overall size of the group should not exceed 20 to provide a conducive learning environment.

## 11. Evaluation

The optional activity - QUIZ KAHOOT, described above in section 7, can be used, at the end of the training unit, to assess the participants' degree of acquisition of the key topics of the course. Based on the ratio of right/wrong answers insufficient, sufficient, good, and excellent degrees of knowledge acquisition can be established.

The trainer may also evaluate the active participation of the participants and their contribution to the development of the course, by assessing participants' engagement and contributions in group discussions, role-play games, and other interactive activities. Some suggested indicators for the evaluation are: active participation, insightful contributions, and collaborative engagement.

## 12. General recommendations and comments

This training has been designed to offer trainers different activity options, which is why the total time is more than the estimated time for the unit. The trainer will have to structure the unit according to the participants' characteristics and training needs. He/she will therefore have to decide which parts to go into more deeply, because they are less known by the participants, and which parts can be left out or seen quickly. Some activities are also indicated as optional, to be carried out if time permits and if the trainer considers it appropriate to the training context and process. If a budget for the activity is available, we recommend purchasing some foods with some of the analysed certifications, so participants can see them in real life, and then consuming them for lunch/coffee breaks.

# Training Unit #3 - Relationships between Agricultural Producers & Consumers

## 1. Typology

This unit belongs to the Sustainable Agriculture training module.

## 2. Description

This Unit is divided into three parts:

Block 1 - In the first part, the participants will be introduced to Alternative Models of Producer-Eater Relationships, how they differ from traditional consumption models, and what kind of benefits they provide for eaters and producers (30 min).

Activity 1 - In the first activity, the participants will divide into smaller groups to simulate the setup of an LSPA, in their local community. They consider key steps, such as recruiting producers and eaters, establishing guidelines, and promoting the initiative. This activity fosters critical thinking and practical planning skills. (1.5 hours).

Block 2: Finally, in the third part, participants dive into Food Citizenship and engage in a group discussion on how the activities from each part of the training have influenced their perspectives and understanding. They will reflect on their role as food citizens and share ideas for practical steps they can take in their communities. This reflective discussion will help to integrate the knowledge and experiences gained throughout the training (1 hour).

These blocks enhance the learning experience by actively involving participants in discussions, role-playing, planning, and reflection, making the knowledge gained more practical and applicable to real-life situations.

## 3. Duration

The unit will take 3 hours, divided as follow:

| | |
|---|---|
| Block 1: Introduction to LSPA and AMAP | 30 minutes |
| Activity 2: Let’s set up a CSA! Role-play | 1 hour and 30 minutes |
| Block 2: Fostering Food Citizenship and Community Engagement | 1 hour |

## 4. Resources and space

- Venue: spacious meeting space that allows for collaboration and discussions among participants, with chairs in a circular way and then creating small groups.
- Technology: A projector or a large screen for displaying presentations and videos. Speakers for ensuring the audio from videos and presentations is clear to all participants. Access to Internet.
- Stationery and Materials: Flip charts, markers, and sticky notes for group discussions and brainstorming.
- Evaluation Tools: pre- and post-training assessment questionnaires or surveys for participants (in the toolkit)
- Unit-specific resources: Questions that trainers can ask participants to guide them in the compilation:
  - Who are the actors to be involved?
  - What are the steps for its constitution?
  - How can it facilitate decision-making and participatory processes?
  - Study of a good practice after the presentation of group works

## 5. Objectives

- Understand various alternative models of producer-eater relationships including AMAP, CSA and other forms of LSPA.
- Understand how to foster Food Citizenship within food communities

## 6. Competence framework.

**General competencies:**

- Management and development of community work and participatory processes.
- Planning and organisation capacity (Ability to define priorities, establish action plans necessary to achieve achievements, adjust to budgets, distribute resources, and establish control and monitoring measures).
- Critical thinking ability (Ability to question and argue concepts, ideas, and situations, and discriminate fallacies, inconsistencies, and logical errors).
- Listening skills.

**Specific competencies:**

- Different forms of relationship between producers and eaters (AMAP, CSA, LSPA).
- Knowledge of Phases, actors, and interactions of the agrifood chain.

## 7. Detailed Unit session

The activities of this Unit are divided into three parts:

BLOCK 1: INTRODUCTION TO LSPA AND AMAP

- Introduction

The food supply chain is a critical component of our lives, providing sustenance for a growing global population. Within this complex network, one crucial distinction lies in the length of the supply chain – short and long. Short and long food supply chains offer unique characteristics and have distinct consequences for sustainability, with seasonal eating and its impact on local economies being an essential factor. Let's explore the differences between these two supply chain models.

- Short Food Supply Chains

Short food supply chains involve direct or near-direct exchanges between food producers and consumers, including farmers' markets, community-supported agriculture (CSA) initiatives, and farm-to-table restaurants. Key features of short food supply chains include:

- Reduced Transportation: Short supply chains prioritise minimal food transportation, thus diminishing the environmental impact associated with long-distance shipping, including lower greenhouse gas emissions and fuel consumption.

- Enhanced Transparency: These supply chains often promote transparency and traceability, enabling consumers to have a better understanding of their food's origin and production methods, and fostering trust in food quality and safety.

- Local Economic Support: Short supply chains bolster local economies by retaining more money within the community. Farmers and small-scale producers benefit from direct sales to consumers, contributing to increased economic sustainability.

- Seasonal Eating: Short supply chains encourage seasonal eating, aligning food consumption with nature's cycles, promoting diverse diets, and fostering a deeper connection to the local environment.

- Long Food Supply Chains

Long food supply chains involve multiple intermediaries, such as wholesalers, distributors, and retailers, between producers and consumers, allowing for global distribution and access to a wide variety of products. Key characteristics of long food supply chains include:

- Global Reach: These supply chains distribute food products across vast geographic regions, ensuring access to a diverse range of products regardless of local availability.

- Economies of Scale: Long supply chains benefit from economies of scale, making large-scale food production and distribution more cost-effective.

- Standardisation: Food products in long supply chains are often standardised for consistency to facilitate long-distance distribution. While this may reduce product diversity, it ensures consistency.

- Reduced Seasonality: Long supply chains can provide consumers with out-of-season produce by sourcing products from regions with different growing seasons, allowing for year-round availability.

- Impacts on Sustainability and Seasonal Eating

The choice between short and long food supply chains has profound implications for sustainability and seasonal eating:

- Environmental Impact: Short food supply chains typically have a lower environmental impact due to reduced transportation and more sustainable farming practices. In contrast, long supply chains may contribute to higher greenhouse gas emissions and resource consumption.

- Economic Sustainability: Short supply chains enhance the economic sustainability of local communities, supporting small-scale and family farmers. In contrast, long supply chains may favour larger, centralized producers and corporations.

- Food Security: Long food supply chains offer consumers greater food security by providing a wide variety of products year-round. However, they can also be more vulnerable to disruptions, such as transportation issues or natural disasters.

- Importance of Seasonal Eating: Seasonal eating, often emphasized in short supply chains, aligns food consumption with nature's rhythms, encourages diversified diets, and reduces the need for energy-intensive greenhouse production or long-distance transportation.

Balancing short and long food supply chains is vital for a sustainable and resilient food system. The incorporation of seasonal eating, which aligns food choices with nature's cycles and local availability, plays a significant role in sustainability. Future food supply chains must prioritise the advantages of short supply chains while harnessing the benefits of long supply chains to ensure diversity, choice, and access to food while reducing environmental and social costs. Seasonal eating, in conjunction with locally sourced produce, not only benefits the environment but also strengthens local economies and nurtures a more profound connection to our food sources. The key to a sustainable food supply chain lies in adaptable models that address the complex and evolving needs of our global society while respecting the inherent wisdom of eating in harmony with the seasons

The other important aspect of food sustainability is the farming system in which food is grown, as seen in this module beforehand.

- <u>LSPAs - Local solidarity-based partnerships</u>

LSPA's - Local solidarity-based partnerships are collaborative relationships that bring together local farmers, consumers, and other community stakeholders in support of agroecological practices. Agroecology is a sustainable and holistic approach to farming that prioritises the well-being of the environment, communities, and future generations. It emphasises the importance of biodiversity, local knowledge, and traditional farming practices. Local solidarity-based partnerships play a crucial role in advancing the principles of agroecology.

These partnerships focus on promoting sustainable food systems that prioritise social and environmental well-being over profit. Key elements of these partnerships include:

  - <u>Local Ownership</u>: Local communities and stakeholders own and drive the initiatives, ensuring that they are deeply rooted in the region's needs and values.

  - <u>Shared Responsibility</u>: Partnerships distribute responsibilities among various actors, such as farmers, consumers, NGOs, and local government bodies, to create a collective approach to agroecological practices.

- Knowledge Exchange: Traditional and local knowledge is valued and shared, allowing farmers to implement agroecological techniques suited to their specific region.

- Access to Fresh, Seasonal, and Locally Sourced Food: These partnerships promote local food consumption, ensuring communities have access to fresh, nutritious, seasonal, and culturally relevant food produced using sustainable methods.

- Benefits of Local Solidarity-Based Partnerships for Agroecology

  - Biodiversity Conservation: Agroecological practices supported by these partnerships promote biodiversity. Crop diversity, mixed cropping, and reduced chemical inputs contribute to healthier ecosystems.

  - Soil Health: Agroecological practices enhance soil health through organic matter enrichment, reduced erosion, and improved water retention.

  - Sustainable Resource Management: By employing practices like crop rotation and organic farming, local partnerships contribute to the sustainable management of natural resources, reducing the negative impact of agriculture on the environment.

  - Social Equity: These partnerships help to reduce social disparities by creating opportunities for local farmers, especially in small-scale and marginalized communities. They often focus on improving living conditions and income for farmers, contributing to social justice.

  - Climate Resilience: Agroecological practices support climate resilience by building adaptive capacity within local agricultural systems and mitigating greenhouse gas emissions.

  - Cultural Preservation: Traditional farming knowledge and practices are preserved and celebrated, ensuring the continuity of local cultures and food traditions.

- What is AMAP? - Association pour le Maintien de l'Agriculture Paysanne

An AMAP is an Association pour le Maintien de l'Agriculture Paysanne (Association for the maintenance of small-scale farming). The principle is to create a direct link between farmers and consumers, who agree to buy the produce of the farmer at a fair price and pay in advance.

While all AMAPS share a core philosophy, there can be variations in their structure regarding:

  - Payment Models (upfront payment for a season, allow installments or sliding-scale pricing based on income)

  - Commitment Length: full season commitment (6 months to a year) or shorter contracts or trial periods for flexibility.

- Types of Products: vegetable-only shares, or a variety of products, including meat, dairy, bread, and more. Some may allow customizable baskets.
- Volunteer/Community Participation: Some AMAPs require volunteer hours from members (e.g., helping on the farm), others make it optional but encourage it.
- Delivery/Collection System: Members may pick up their baskets from central locations, receive home delivery, or even collect directly from the farm itself.
- Size of the AMAP: small, local networks, or larger urban ones, with more farmers and diverse offerings.

- Benefits of AMAPs
    - To offer consumers fresh, seasonal, quality food
    - Guarantee farmers an income and create local jobs
    - Promote social dialogue between the urban and rural worlds
    - Develop education in taste and environmental protection
    - Promote biodiversity and species adapted to local geographical and climatic conditions
- An Example: L'AMAPopote Lyonnaise:

L'AMAPopote Lyonnaise is an association in the Guillotière district, which meets *every Thursday from 6.45pm to 8pm at the Arche de Noé* - Armée du Salut (3 Rue Félissent - Lyon 7e). It's a chance to pick up the baskets, meet up with other AMAP members, talk to the producer about farm news and so on.

They are a group of consumers with a shared desire to know where their food comes from and to actively support local farmers.

- How does it work?

Participants (aka. Amapiens) make a 6-month commitment by signing a contract and leaving cheques to pay for the food baskets in advance. Then, every week, the farmers bring their produce for delivery. ***The contents of the baskets are chosen by the farmers according to their production***, trying to diversify as much as possible. Amapiens are invited to participate in the deliveries by taking part in the weighing of the produce.

Whether the people are new to the AMAPopote Lyonnaise or a regular member, they can find all the details about how the AMAP works and the documents they need to provide on the webpage and on the blog post corresponding to each contract season. Details of how the AMAPopote works are also given in the membership form. For details of the baskets, people can see the producer presentation sheet.

## ACTIVITY 1: LET'S SET UP A CSA! ROLE-PLAY

- What is a CSA?

Community Supported Agriculture (CSA) is a collaborative and mutually beneficial partnership between consumers and local farmers. In a CSA, individuals or families (known as members or shareholders) make a financial commitment to a local farm or producer for a season or year. In return, they receive a regular share of the farm's produce, often in the form of a weekly or monthly basket or box of fresh, seasonal, and locally grown products, such as vegetables, fruits, herbs, and sometimes other items like eggs, dairy, or meat. CSA members share in both the rewards and risks of farming, as they support the farmer financially, and in turn, the farmer provides a direct source of fresh, high quality, and often organic or sustainably produced food.

- Principles of CSA

Teikei, which means "partnership" or "cooperation" in Japanese, represents the fundamental principles underlying CSA. The concept of Teikei goes beyond the roles and responsibilities and includes the following principles: The 10 principles of Teikei – Urgenci

These Teikei principles, when integrated into the CSA model, promote a more ethical, equitable, and sustainable approach to food production and consumption. The CSA movement embodies these principles, creating a direct, mutually beneficial partnership between farmers and their local communities.

- Farmers' Roles and Responsibilities:

  - Production: Farmers are responsible for growing and producing the food and agricultural products offered in the CSA shares. This includes planting, cultivating, harvesting, and, in some cases, processing and packaging the produce.

  - Sustainable Practices: Farmers often commit to environmentally sustainable and responsible farming practices, which may include organic methods, low-impact farming, or agroecological approaches. This helps ensure the quality and sustainability of the product.

  - Crop Planning: Farmers must plan the crop schedule, planting quantities, and variety to meet the needs of CSA members throughout the season. They also make efforts to minimize waste and ensure a diverse range of products.

  - Communication: Clear and consistent communication with CSA members is essential. Farmers inform members about crop availability, pick-up schedules, and any changes or challenges in the farm's operation.

- <u>Farm Visits and Education</u>: Some farmers organise farm visits, workshops, or educational events to foster a sense of community, provide insights into farming practices, and deepen the connection between members and the farm.

- <u>CSA Members' Roles and Responsibilities:</u>

  - <u>Financial Commitment</u>: Members commit to paying for their CSA share upfront or in instalments, which provides financial support to the farmer at the beginning of the season.

  - <u>Regular Pickup:</u> Members are responsible for picking up their CSA shares at designated locations and times. Timely pickup ensures minimal food waste and helps maintain the efficiency of the CSA.

  - <u>Understanding Seasonality:</u> Members must understand and accept that CSA shares are based on the seasonality of crops. This means they receive what is in season and available on the farm, which may vary from year to year.

  - <u>Shared Risk and Reward</u>: Members share in the risks of farming, such as crop failures due to weather conditions. They also enjoy the rewards of a successful harvest. This shared risk and reward are integral to the CSA model.

  - <u>Feedback and Engagement</u>: Members are encouraged to provide feedback on the CSA shares, communicate their preferences, and engage with the farm and other members. Active participation contributes to a vibrant CSA community.

  - <u>Differences between farmer-led and consumer-led CSA:</u>

Farmer-led and consumer-led Community Supported Agriculture (CSA) models differ primarily in terms of their initiation, focus, and decision-making. Here are the key differences between the two:

1) **Initiation and Leadership:**

- Farmer-Led CSA: In a farmer-led CSA, the initiative and leadership primarily come from the farmer or a group of farmers. They start and operate the CSA, making decisions regarding what crops to grow, farming practices, pricing, and other operational aspects. Farmers typically have greater control over the CSA's direction.

- Consumer-Led CSA: In a consumer-led CSA, the impetus for starting and running the CSA comes from the consumers or community members. These individuals or groups initiate and organise the CSA, including selecting and collaborating with local farmers. Consumers have a more significant role in shaping the CSA's structure, product selection, and other parameters.

2) **Decision-Making and Control:**

- Farmer-Led CSA: Farmers play a central role in decision-making, including crop selection, planting practices, pricing, and distribution methods. They have greater control over the farm-to-consumer relationship and the overall direction of the CSA. This model allows farmers to make decisions aligned with their farming philosophies and practices.

- Consumer-Led CSA: In a consumer-led CSA, consumers, and organisers often have more influence in determining the CSA's product offerings and operating procedures. They may request specific crops, farming practices, or product varieties to meet their preferences. Farmers may adapt their practices based on consumer demands.

3) **Farmer Autonomy:**

- Farmer-Led CSA: Farmer-led CSAs tend to prioritise farmer autonomy and the preservation of their farming values and practices. Farmers may have a stronger say in maintaining sustainable and organic farming methods, crop diversity, and other farming-related decisions.

- Consumer-Led CSA: Consumer-led CSAs may focus more on meeting the specific desires and demands of the consumers. Farmers in this model may be more responsive to consumer preferences, even if it means altering their practices to meet consumer expectations.

4) **Product Selection:**

- Farmer-Led CSA The product selection in farmer-led CSAs is often based on the farmers' expertise, the local climate, and their knowledge of what grows well in their region. Farmers may provide a variety of seasonal products based on their farming practices.

- Consumer-Led CSA: In consumer-led CSAs, consumers or organisers may actively participate in determining the product mix. They may request specific crops or products that align with their culinary preferences and dietary needs.

5) **Market Approach:**

- Farmer-Led CSA: Farmer-led CSAs may emphasize the farm's identity and the uniqueness of its produce. They often prioritise building relationships with consumers who share the farm's values and are willing to embrace the diversity of locally grown crops.

- Consumer-Led CSA: Consumer-led CSAs may adopt a market-driven approach, responding to consumer demand and preferences. The focus may be on providing consumers with products they are familiar with and prefer.

It is important to note that there is no one-size-fits-all approach, and CSAs can vary widely in their structure and practices. Some CSAs may also strike a balance between farmer and consumer input. Ultimately, the choice between a farmer-led and consumer-led CSA depends on the goals and priorities of both farmers and consumers, as well as the local context and community dynamics.

Creating a Community-Supported Agriculture (CSA) program is a rewarding endeavour that connects local farmers with consumers, strengthens food security, and promotes sustainable farming practices.

## BLOCK 2: FOSTERING FOOD CITIZENSHIP AND COMMUNITY ENGAGEMENT

*Food citizenship*: Food citizenship is a concept that goes beyond the mere act of consuming food. It encompasses a broader and more active role in the food system and society as a whole. Food citizenship is about recognizing that as individuals and communities, we have rights, responsibilities, and the power to shape the way food is produced, distributed, and consumed.

Key components of food citizenship include:

- Food Awareness: Food citizens are informed about the food they consume. They understand the implications of their food choices, including environmental, health, and social impacts.

- Consumer Advocacy: Food citizens advocate for food policies and practices that promote sustainability, fairness, and transparency. They may engage in activities such as supporting local and organic food, participating in food movements, and demanding responsible labelling.

- Community Engagement: Food citizenship often involves active participation in local food systems. This may include supporting community gardens, participating in farmers' markets, and promoting urban agriculture.

- Sustainable Practices: Food citizens prioritise sustainability in their food choices. They support practices like organic farming, reduced food waste, and responsible consumption to minimise the environmental impact of their food habits.

- Civic Action: Engaging with policymakers and advocating for policies that support sustainable agriculture, food security, and fair access to food is a significant aspect of food citizenship.

- Education and Knowledge Sharing: Food citizens seek to educate themselves and others about food-related issues. They share knowledge and information to promote a deeper understanding of the food system.

- Support for Local Economies: They emphasise the importance of local food systems, supporting local farmers and businesses to strengthen community resilience and reduce the carbon footprint associated with long-distance food transportation.

- Cultural Preservation: Recognizing the cultural and social significance of food, food citizens work to preserve traditional knowledge, recipes, and food customs.

- Food Justice: Food citizenship is closely linked to the pursuit of food justice, which strives to ensure that all people have equitable access to nutritious, culturally appropriate, and sustainably produced food.

Solidarity with Food Producers: Food citizens value the work of farmers, farmworkers, and food producers and support fair compensation and ethical treatment for those involved in food production.

In essence, food citizenship encourages a more engaged and conscious approach to food choices and actions. It recognizes that food is not only a personal and cultural experience but also a collective responsibility. By embracing the concept of food citizenship, individuals and communities can work together to create a more equitable, sustainable, and just food system.

## 8. Methodological processes

The training unit employs a combination of methodologies to ensure a comprehensive and engaging learning experience. In the first part, participants receive a foundational understanding of Alternative Models of Producer-Eater Relationships through informative sessions, allowing them to grasp the distinctions from traditional consumption models and recognize the benefits for both eaters and producers.

The second part encourages active participation as participants collaborate in smaller groups to simulate the setup of a Local Solidarity-based Partnership for Agroecology (LSPA) in their local communities. This hands-on exercise hones creative thinking and practical planning skills, ensuring that participants can translate knowledge into action. The training culminates in the third part, where participants engage in the group discussions on Food Citizenship. This reflective dialogue empowers them to assess how the activities from each part have influenced their perspectives and understanding. It also prompts them to share practical ideas for taking on the role of food citizens in their communities. These methodologies blend theoretical knowledge with practical application, reinforcing the relevance of the concepts learned in real-life situations and fostering active engagement among participants.

## 9. Trainer number and profile

The trainer team would ideally consist of 2 trainers with working knowledge of the topics discussed. Their role is to provide the participants with information and to guide them through their analytical processes. They can provide additional information when things are unclear or questions arise and are also able to adapt the activities to the needs and profiles of the participants. They should have experience in facilitating groups and should be able to create a safe space for creative inquiry into the topics.

## 10. Ratios

The recommended ratio is 1 facilitator/trainer every 10 participants.

The overall size of the group should not exceed 20 to provide a conducive learning environment.

## 11. Evaluation

Upon completion of the unit, participants will engage in a self-assessment process to reflect on the knowledge they have acquired and consider how this newfound understanding may have transformed their perception of themselves, transitioning from a mere consumer to embracing the role of a proactive food citizen.

## 12. General recommendations and comments

If time is limited, trainers can choose some topics or parts of the unit to work on, without compromising the integrity of the activity. In this unit, there is a complete formation full of concepts that the facilitator/trainer can choose, according to the context characteristics, and interests of the participants.

The duration of each sub-activity is indicative. Depending on the number of participants and their profile, the trainer may decide to spend more time on one and less time on one or another. The same applies to the topics proposed; if the profile and experience of the participants require a more in-depth study of a topic, the contents of the activities can be modified to make them more specific.

It is highly recommended that the trainers know and prepare the contents before conducting the activity, as the arguments discussed can be complex and need to be conveyed to participants as clearly and inclusively as possible.  It should not be assumed that participants have specific knowledge of the subject matter, so it may be necessary to start from less technical concepts and explanations.

EU Food Security HUB

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