EU Food Security HUB

Cross-sector VET Toolkit (WP3)

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Introduction

Introduction

The Cross-Sector VET Toolkit is a resource designed to support vocational education and training (VET) professionals across Europe. This toolkit aims to enhance the skills and competencies of trainers involved in local food security initiatives, social agriculture, and the integration of individuals at risk of social exclusion.

Target Users
The toolkit is intended for a diverse range of users, including:

- VET Trainers: Individuals responsible for delivering training programs.
- Educational Institutions: Schools and universities focused on vocational training.
- Civil Society Organizations (CSOs): Groups working on social issues and community development.
- Public Administration: Government bodies involved in policymaking and implementation.
- Social Enterprises: Organizations that prioritize social impact alongside profit.

Objectives
The primary objectives of the Cross-Sector VET Toolkit include:

- Enhancing professional skills

  To provide VET trainers with comprehensive resources that improve their teaching capabilities and knowledge in food security and sustainable practices.

- Promoting inclusive practices:

  To foster an understanding of inclusive team management and community activation strategies that empower marginalized groups.

- Supporting local initiatives:

   To equip professionals with the tools necessary to implement effective local food security programs and social agriculture initiatives.

- Facilitating collaboration:

To encourage partnerships between educational institutions, public administration, and social enterprises for a more integrated approach to addressing food security challenges.

Key Concepts Included

The toolkit encompasses various training modules that cover critical areas necessary for developing effective food security programs and enhancing professional capabilities. The main concepts are organized into specific training modules:

1. Operational Management of Food Sovereignty and Security Programs
2. Training and Labour Inclusion Orientation
3. Entrepreneurship in Food Security
4. Sustainable Agriculture Systems
5. Sustainable Food Systems
6. Awareness-Raising and Community Activatio
7. Circular Economy Solutions
8. Inclusive Team Management

Conclusion - How to Use the Toolkit

The Cross-Sector VET Toolkit serves as a practical guide for VET trainers seeking to enhance their training delivery in the context of local food security initiatives. Users are encouraged to:

1. Explore modules: Familiarise themselves with each module's content, focusing on areas most relevant to their training needs or organizational goals.
2. Implement training sessions: Utilise the provided resources to design engaging training sessions that incorporate best practices in sustainability, entrepreneurship, and community engagement.
3. Collaborate with peers: Engage with other VET professionals through workshops or discussions to share experiences, challenges, and solutions related to implementing the toolkit's concepts.
4. Evaluate outcomes: After conducting training sessions, assess the effectiveness of the toolkit by gathering feedback from participants to continually refine their approach.

Ice
Breakers

Ice Breakers List

This section is designed to provide practical and engaging icebreakers for the EU Food Security training sessions. We're looking for icebreakers that are effective, concise, and easy to implement. Our goal was to build a diverse collection of 10 versatile icebreakers that can be adapted to different group sizes and settings.

Icebreaker 1 - Two truths, one lie

Description of Icebreaker: Each participant thinks of three statements about themselves: two true and one false. They then share these with the group, and the others must guess the lie.

Objective: The objectives of this icebreaker are to allow a personal connection between participants through identification of common interests and activities, in a fun manner which allows for the creation of a relaxed environment and minimizes the effect of nervousness and shyness that can affect first encounters.

Duration: The icebreaker's duration depends on the number of people present in the room. The estimation is 2 minutes per person plus 2 minutes for introducing the activity.

Materials Needed: No materials or resources are needed

Instructions:
1. Introduction: The facilitator explains the rules of the game to the participants.
2. Creating Statements: Each participant thinks of three statements about themselves: Two of these statements should be true and one statement should be a lie. The statements can be about anything, such as personal experiences, hobbies, achievements, or interests.
3. Sharing with the Group: One by one, each participant shares their three statements with the group, without revealing which ones are true or false.

4. Guessing: The rest of the group tries to guess which of the three statements is the lie. After the group had made their guesses, the participants revealed which statement was the lie.
5. Closure: In the end, participants can dedicate some extra time to explain the true statements in more detail, for further conversation and connection.

Icebreaker 2 - The name game

Description of Icebreaker: Each participant has to say their name along with a positive adjective that starts with the same letter as their name (e.g., "Joyful John" or "Creative Claire"). Each subsequent person repeats the previous names and adjectives before adding their own.

Objective: The objective of this quick game is to help with name memorization at the same time as it creates a positive and energetic atmosphere. It also encourages creativity and stimulates creativity, leaving participants relaxed and motivated.

Duration: The duration of the icebreaker depends on the amount of people present in the room. The estimation is 1 minute per person plus 2 minutes for introducing the activity. However, if there are many participants, as each one must repeat all the previous, the duration may increase.

Materials Needed: No materials or resources are needed

Instructions:
1. Introduction: The facilitator explains the rules of the game to the participants.
2. First-person: The first participant says their name and adjective out loud. For instance, "I'm Jolly Jane".
3. Next Person Repeats and Adds: The second participant repeats the first person's name and adjective and then adds their own. For example, "This is Jolly Jane, and I'm Creative Carlos." Each subsequent person must repeat all the previous names and adjectives before adding their own. The challenge increases as more names are added, requiring participants to pay attention and remember the sequence.

Ice Breaker 3 - Food Web Relay

Description of Ice Breaker: A short, interactive and physical introduction to demonstrate the way in which we are all interconnected via food and food systems

Objective: The point is to 1) energize the group and bring physical activity to a training and 2) to visually represent how we are connected through a fun activity

Duration: Typically, it should only take 10-15 minutes maximum.

Materials Needed: 1) large open space (or outside, weather permitting) and 2) a ball of string or yarn

Introductions

1. Gather participants and briefly explain the purpose of the game: "We all play a role in a larger food system that is interconnected—just like a web! This icebreaker will help us explore how we are all connected in the world of sustainable food systems."
2. Ask everyone to think about something related to food (e.g., food production, transport, waste, soil health, etc.) that is important to them, or they feel passionate about.
3. Have everyone stand in a large circle. Give the ball of yarn to one participant. This person will hold onto the end of the yarn and throw the ball to someone else in the circle, but first, they must say something related to the food system (e.g., "I care about food waste," "I'm passionate about local farming," or "I'm focused on healthy soil"). After saying their piece, they throw the ball of yarn to someone else in the circle, keeping a part of the string in their hand. The person who receives the ball must then also say something related to the food system and toss the ball to someone else.
4. As the game progresses, a web of yarn will form across the circle. Each person should catch and pass the yarn while making a connection to a different aspect of the food system (e.g., "I care about reducing food packaging," or "I'm interested in plant-based diets").

5. The ball can be thrown multiple times until everyone has had a chance to speak and connect the yarn. By the end, you'll have a visible web of interconnected threads.
6. After everyone has had a chance to share, ask them to look at the "food web" that has formed. Briefly discuss the symbolism of the web: how the various aspects of the food system are interconnected, and how everyone's actions—no matter how small—impact the larger system.   Highlight the importance of collaboration, sustainability, and how every part of the system plays a role in achieving a healthier, more sustainable food system.

Ice Breaker 4 - Skills & Needs Speed Dating

Description of Ice Breaker: This activity is designed to match people to their needs by offering all participants the chance to articulate both their skills as well as their needs and attempt to match up for exchange.

Objective: The purpose here is to get people chatting about their experiences inside their networks and organisations and get acquainted. It additionally supports inter-organisational exchange and strengthening by sharing abilities and needs and offering opportunities for future follow-up (on projects initiatives or events).

Duration: The collection of skills and needs takes only a few minutes, perhaps five minutes at the most. The follow-up action, or "matching" can be customised for the event, but could last as much as 15 minutes or so.

Materials Needed: Post-it notes and a whiteboard (or just the wall) as well as markers and name tags.

Instructions:
1. Explain the rules of the game. Each participant is to write their skills or competencies on one Post-it note, with their name. They will then write their needs (personal, organisational, network, etc) on a separate post. Divide a whiteboard or wall into two sections for each.
2. Instruct participants to review the wall for an appropriate "match" and spend 5 minutes exchanging with another participant on how to meet their needs.

3. Encourage at least two rounds of this so that everyone has an opportunity to be on the needs receiving end and the skills-providing end of the exchange.

Ice Breaker 5 - The Networking Tree

Description of Ice Breaker: Participants create a visual "tree" where each branch represents a different skill or interest they have. They write their name on a leaf attached to the branch that corresponds to their skill or interest.

Objective: This icebreaker aims to visually showcase participants' diverse skills and interests, promoting networking and collaboration among attendees.

Duration: This activity usually takes about 15-20 minutes to complete.

Materials Needed: Large paper or poster board, markers, and sticky notes or pre-cut leaf shapes for names.

Instructions:
1. Introduction: Explain the purpose of the Networking Tree and how it will help participants connect based on shared interests or skills.
2. Creating the Tree: Draw a large tree trunk on the board and label branches with different skills or interests (e.g., "Marketing," "Public Speaking," "Cooking").
3. Adding Leaves: Participants write their names on sticky notes or leaves and place them on the corresponding branches that match their skills/interests.
4. Networking: Encourage participants to walk around, read each other's leaves, and engage in conversations based on shared interests or skills identified on the tree.

Ice Breaker 6 - Food Fight Debate

Description of Ice Breaker: Participants are divided into two teams and given a food-related topic to debate, such as "Is organic food worth the extra

cost?" or "Should fast food be banned?" Each team prepares arguments for their assigned position before presenting them to the group.

Objective: This icebreaker promotes critical thinking, teamwork, and communication skills while engaging participants in discussions about relevant food issues that can lead to deeper conversations about personal values and preferences regarding food.

Duration: The activity typically lasts about 20-30 minutes, allowing time for preparation and presentations.

Materials Needed: A list of food-related debate topics and a timer for keeping track of speaking times (optional).

Instructions:
1. The facilitator explains the rules of the debate and divides participants into two teams.
2. Topic Selection: Present a food-related debate topic to both teams and give them a few minutes to prepare their arguments.
3. Debate: Each team presents their arguments in turn, with time limits for each speaker to ensure fairness.
4. Closing Statements: After both sides have presented, allow for a brief rebuttal period where teams can respond to each other's points.
5. Voting: Conclude by having participants vote on which team presented the stronger argument, emphasizing that the goal is to foster discussion rather than create conflict.

Ice Breaker 7 - Human Lasagna

Description of Ice Breaker: Each participant receives the name of an ingredient to make lasagna that is fixed on their back. Through yes/no questions to the other participants, they must find out what the ingredient is and when the trainer gives the go-ahead the ingredients must be combined in the given order.

Objective: High energy game to help participants begin to feel more comfortable in new group.

Duration: The activity typically lasts about 15-20 minutes, allowing time for preparation and presentations.

Materials Needed: sheets of paper (or post it) with the name of the ingredients or photos of them

Instructions:
1. Stick labelled note card (with lasagna ingredients) on the back of everyone's shirt. (i.e. the word meat printed on a note card) Have each player mingle around asking yes/no questions to find out the lasagna ingredient that is on their back.
2. Explain the correct order of ingredients in a Human Lasagna: meat, onion, garlic, tomato, sugar, fresh parsley, basil leaves, salt, black pepper, lasagna noodles, parmigiano cheese, mozzarella, bechamel sauce and give the start command, "I'm hungry! Let's eat!" Everyone must find out which ingredient they are and then find enough to form a complete Human Lasagna.
3. The trainer can ask the participants for feedback on the game
4. How did not being able to see your card affect your communication? What strategy did you use to create lasagna? When was your communication effective? When wasn't it? What's an example of a time in the real world when you have limited information about something?

Ice Breaker 8 - Create a painting

Description of Ice Breaker: create collective scenes starting from an instruction given to an individual without the knowledge of the other participants and see how it is interpreted and completed by the others
Objective: energise the group and bring physical activity to a training and to visually see how everyone can contribute to a common group goal through a fun activity
Duration: About 10 -15 minutes, it depends on the number and creativity of the participants
Materials Needed: nothing. Required an adequate space
Instructions:
A participant is asked to represent with the body the detail of a situation (e.g.: Fan shouting at the stadium, passenger on the subway, picking a

product at the supermarket) and then one by one the other participants compose the general picture according to their interpretation. So, it is not a given that starting from the passenger on the subway you will end up taking a picture of a subway car with passengers.

Ice Breaker 9 - EU Food Human Bingo

Description of IceBreaker: Participants should move randomly around the room asking other participants the questions provided by the facilitator. Their objective is to find at least one participant answering positively to all the questions. While going around, participants should repeat their names and may introduce themselves to the rest.

Objective: This icebreaker will help participants to get to know each other and become more familiar with each other's names. Also, as it requires standing up and continuously moving around the space, it could be useful to use it as a boosting energy activity.

Duration: It depends on the group. The duration suggested for a group of 20 people is 15-20 minutes.

Materials Needed: Here is a list of different questions, but feel free to modify it according to the interests, age cohort, context of the group, etc.
- Who has attended a concert in the last month?
- Who participated in another exchange event/ international programme?
- Who prefers mountains over the beach for vacations?
- Who has tried "strange"/ "exotic" food?
- Who has lived in another country for more than 6 months?
- Who has changed hairstyle last month?
- Who likes reading / scrolling in the toilet?
- Who has worked/worked with a school/ educational centre?
- Who is practising Yoga?
- Who shops clothes from second-hand stores?
- Who shops from local markets / agricultural cooperatives frequently?
- Who is vegan/vegetarian /plant-based?
- Who has ever travelled to all 5 continents?
- Who can speak more than 3 languages?
- Who has pets that are not a cat or a dog?

- Who has never been to Italy before?
- Who knows how to grow plants?
- Who collects "weird" things?

 The actual sheet can be found here: Human Bingo - icebreaker.doc

Instructions: Outline the steps for conducting the icebreaker.
The facilitator should explain the activity and provide each participant with one printed copy of the questions, together with a pencil/something to write the names of other participants. He/she will communicate the time available for the icebreaker and answer any possible doubt. The facilitator will ask, once 10-15 minutes have passed, who is the participant with more positive answers and if some have found something interesting about another person and encourage them to share their experiences.

Ice Breaker 10 - My N.A.M.E

Description of Ice Breaker: This icebreaker encourages participants to introduce themselves creatively by using the letters of their first name to share interesting facts about themselves. It helps build rapport, improve name retention, and create a fun, engaging environment.

Objective: This icebreaker will help participants to get to know each other and become more familiar with each other's names.
Duration: Duration will depend on the group size, but each participant should have enough time to share its acronym. In a 20 participants group, a duration of 25-30 minutes is recommended.

Materials Needed: No materials are required.

Instructions: The facilitator will give group members 3 to 5 minutes to think of interesting facts that correspond to the letters of their first name. Each participant shares their acronym with the rest of the groups.

An example:

Hi, I'm Heather.
H is for horses, my favourite animal.
E is for eating, my favourite activity.
A is for Australia, the country I am currently travelling to.

T is for television because I like to watch it in the evenings.
H is for holidays, something I like to do more than once a year.
E is for exercise, which I do five times a week.
And R is for Rome, a city I want to visit.

Training Module 1

Operational Management of Food Sovereignty and Security Programs

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

Aim

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 by arranging a purchasing policy tailored to the program's specific needs.

Learning Outcomes

1. Provide managers, coordinators, and directors with the knowledge, tools, and methodologies for building up a manageable and sustainable purchasing strategy
2. Enable them to critically evaluate the needs and priorities of the Program or initiative
3. Give the means to identify sustainable, culturally and socially inclusive initiatives of food production nearby.
4. Develop and enhance planning and organizational 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.
5. Facilitate the adaptation of the needs to the local context of sustainable production.
6. Provide managers, coordinators, and directors with the knowledge, tools, and methodologies for building up a manageable and sustainable purchasing strategy
7. Enable them to critically evaluate the needs and priorities of the Program or initiative
8. Give the means to identify sustainable, culturally and socially inclusive initiatives of food production nearby.
9. Develop and enhance planning and organizational 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.

10. Facilitate the adaptation of the needs to the local context of sustainable production.

Duration
2 hours

Materials
- Internet Access
- Communication Materials
- Budget Information
- Selection Criteria Cards
- Producer Information Cards
- Meeting Space
- Printers and Stationery
- Cross-Checking Table

Procedure & Methodology

BLOCK 1 - INTRODUCTION
The trainer must explain the definitions of Sustainability, Local and seasonal production, Organic (ecological) production, Social and Solidarity Economy products, Positive social impact Food, Food recovery/use, Interculturality or culturally appropriate food, Healthy food, Accessibility.

BLOCK 2 - CREATE YOUR PROJECT SUSTAINABLE PURCHASING POLICY
The trainer 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.

Step 2.1 Understanding your project requirements and client needs
Topics that will be addressed: About the project, Families, Home composition and the Housing situation.

Step 2.2 Designing the primary basket
When the diagnosis and analysis of the clients' characteristics and their needs is done, the trainer will lead the group in establishing a basic basket of products that meets their primary dietary needs.

Step 2.3 Mapping producers
The trainer will lead the group in the identification of producers through 6 main topics: geographical, types of producers, Type of production, Type of relationships with producers, Recommendations and cross checking.

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 Client's Needs, the results of the mapping process, and the cross-checking matrix[1].

Evaluation
Annexes

Tips for the Educator
It is recommended that the trainer is an expert on the matter, both in terms of theoretical background as well as in terms of practical experience.

Possible Difficulties
Cultural challenges may arise in a multicultural group due to different types of relations to food and knowledge about the topic.

Possible Solutions
Ensure to know the group's characteristics in advance

Further Resources
- This is a digital and interactive webpage, focusing on Food-Based Dietary Guidelines in Europe:
  https://knowledge4policy.ec.europa.eu/health-promotion-knowledge-gateway/topic/food-based-dietary-guidelines-europe_en#docstb

- Set of digital and interactive resources from official and non-official guidelines of sustainable dietary practices from EU and non-EU countries:

  o https://www.fao.org/nutrition/education/food-based-dietary-guidelines
  o https://www.unicef.org/media/102761/file/2021-Food-based-Dietary-Guidelines-final.pdf
  o https://knowledge4policy.ec.europa.eu/health-promotion-knowledge-gateway/food-based-dietary-guidelines-europe-source-documents-food_en

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[1] Annex 1

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

Aim

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.

Learning Outcomes

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

Duration
2 hours

Materials
- A suitable training room or space that can accommodate participants comfortably, arranged for group discussions and activities.
- Tables and chairs for participants
- Projector or screen for presentations.
- Audio equipment, including microphones, if necessary.
- Whiteboard, flip chart, or presentation board for visual aids and discussions.
- Pre- and post-training assessment questionnaires or surveys for participants
- Internet Access

Procedure & Methodology
BLOCK 1 - INTRODUCTION AND UNDERSTANDING FOOD SOVEREIGNTY
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.

Step 1.1 Opening Question
Step 1.2 Definition of Food Sovereignty
Step 1.3 Principles and Goals of Food Sovereignty
Step 1.4 Open Discussion
Step 1.5 Participant Engagement

ACTIVITY 1 - NEEDS ASSESSMENT AND PRIORITIZATION/DEVELOPING ACTION PLANS
(30 min)

The activity consists of conducting a needs assessment for food programs. Participants engage in a guided exercise to identify and prioritise needs for a hypothetical food program.

The trainer will first provide a practical example of a functioning AMAP and its structure. The trainer briefly explains what an AMAP is and what aims it has. The trainer presents the AMAP L'Amapopote Lyonnaise and how it works, to give the participants a good understanding of an AMAP's structure and functioning.

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 Prioritization

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.
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.

BLOCK 3 - BUDGETING
Step 3.1 Principles of budgeting for food programs
The facilitator should explain the concepts of Needs-Based Budgeting, Transparency and Accountability, Cost-Effectiveness, Flexibility and Adaptability, Resource Diversification, Sustainability Planning, Risk Management.

ACTIVITY 2 - GROUP ACTIVITY & DISCUSSION (30 min)
Step 2.1 Participants work in groups on a case study

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.

Evaluation
Annexes

Tips for the Educator
The training module will be led by one lead trainer who is 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.

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

Aim

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 organizations, 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 students' educational well-being through effective coordination with external partners.

Learning Outcomes

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

Duration

2 hours

Materials

- Partnership Establishment: To identify and establish productive partnerships with social and educational organizations 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.

Procedure & Methodology

BLOCK 1 - INTRODUCTION
Step 1. 1 Welcome and Overview of the Training
Step 1.2 Importance of Coordination and Cooperation with External Organizations
Step 1.3 Key Objectives of the Training Session

BLOCK 2 - PARTNERSHIP IDENTIFICATION AND NEEDS ASSESSMENT
Step 2.1 Identifying Potential Partner Organizations
- 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 2.2 Group Discussion: Identifying Common Student Challenges
- 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 prioritized challenges. Encourage creativity and collaboration in finding solutions.

BLOCK 3 - COLLABORATIVE PLANNING
The trainer explains the Principles of Collaborative Planning
Step 3.1 Role Definition and Allocation
Step 3.2 Developing a Shared Action Plan

BLOCK 4 - IMPLEMENTING AND SUSTAINING COLLABORATIVE INITIATIVES
Step 4.1 Resource Allocation and Budgeting (the basics)
Step 4.2 Monitoring and Evaluation of Collaborative Initiatives

ACTIVITY 1 - DESIGNING A SUPPORT SERVICE IMPLEMENTATION PLAN
(20min)
Step 1.1 Introduction

Briefly explain the activity's objective: to create an implementation plan for a support service.

Step 1.2 Brainstorm Key Components

Ask participants to individually brainstorm the key components required for implementing the support service.

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.

Evaluation

Annexes

Tips for the Educator

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.

Training Module 2

Inclusive Team Management

Training Unit #1 - Stereotypes

Aim
This 2-hour training unit 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 following 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.

Learning Outcomes
1. 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.
2. To foster self-awareness among participants regarding their own biases, use the Weight IAT as a reflective tool.
3. To facilitate open dialogue and shared learning experiences around the theme of weight bias, encouraging empathy, and mutual respect.
4. To introduce practical strategies for addressing and mitigating weight-related biases within teams and communities, enhancing inclusivity in program management.
5. To create a supportive environment where participants can openly discuss challenges and solutions concerning weight bias, promoting a culture of continuous learning and improvement.
6. 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.

Duration
2 hours

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

- A projector and screen for displaying presentations and multimedia content, sound system with microphones to ensure clear communication, computers or tablets with internet access and accessing online resources.

- Flip charts, markers, and sticky notes
- 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.

Procedure & Methodology
BLOCK 1 - INTRODUCTION

Step 1.1 Brief Recap
Quick recap of what stereotypes and biases are, focusing on weight-related biases and their impact

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.

Step 1.3 Group Formation
Divide participants into small groups.

Step 1.4 Definitions
Stereotypes: Stereotypes are overgeneralized beliefs or assumptions about the characteristics, behaviors, or preferences of members of a particular group based solely on their group membership

Prejudice: Prejudice is defined as an adverse or hostile attitude toward a group or its individual members, generally formed without just grounds or before sufficient evidence. It is characterized by irrational, stereotyped beliefs

Discrimination: Discrimination involves acting on prejudices by treating people unfairly based on their perceived group membership rather than their individual characteristics or merit. It systematically advantages or disadvantages a group.

Step 1.5 Impact On Our Lives
Stereotypes, prejudice, 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 behaviors 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 biassed hiring practices, unequal pay, and limited advancement opportunities for marginalised 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 10 minutes: 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, 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 take aways of the activities

Step 3.4 Personal Commitment
Encourage participants to act and combat stereotypes in professional settings.

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.

Evaluation
Annexes

Tips for the Educator
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
Pre and post-training questionnaires will be administered to gauge the participants' understanding and application of the training content.
Indicators: Increased knowledge on stereotypes, inclusive communication, and understanding of food security challenges.
Activity Participation and Contribution
Evaluation of participants' engagement and contributions in group discussions, role-play games, and other interactive activities.
Indicators: Active participation, insightful contributions, and collaborative engagement.

Possible Difficulties

This unit on stereotypes could present risks if in the group of participants there are subjects who can easily be victims of stereotypes. Particular attention must be paid by the trainer to avoid examples of negative stereotypes that concern anyone present.

Possible Solutions
Give advance warning that some of the examples may be relevant to those present and should be taken as case studies. Alternatively, you can ask the same students to report a stereotype about themselves.

Further Resources
- [From hate speech to non-violent communication](#)

The manual, edited by UNDP, provides a description of 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.

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

Aim
This unit intends to present the definition of hate speech, its types and 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.

Learning Outcomes
1. Provide trainers with the knowledge, tools and methodologies to define and recognize hate speech.
2. Explain how to avoid/fight hate speech by creating inclusive communication.
3. Ability to incorporate the social and cultural diversity of the group into the training content and learning processes.
4. Intercultural sensitivity approach.
5. Critical thinking ability (Ability to question and argue concepts, ideas and situations, and discriminate fallacies, inconsistencies and logical errors).
6. Assertiveness (Ability to express one's own needs or interests considering those of others, without attacking or avoiding conflict, and with kindness and respect).
7. Intercultural communication skills (comprehend a set of abilities required to communicate, or share information, with people from other cultures and social groups).
8. Ability to manage group dynamics (i.e. deal with conflicts and disruption in the learning groups).

Duration
2 hours

Materials
- 1 PC
- 1 Video projector
- Flip chart
- Markers
- Post-i

Procedure & Methodology
BLOCK 1 - INTRODUCTION
Step 1.1

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

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 doesn't 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 inevitable effects?

Hate speech can be addressed at 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)

Ask participants if they think that hate speech happens in their community. If yes, ask to describe. Other questions 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. (A printable image of pyramid of hate is available in the toolkit)

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) and that may threaten social peace.

There are 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.

Hate speech toward the out-groups is segmented into three major categories:

- Early warning;
- Dehumanization and demonization[2];
- Violence and incitement.

ACTIVITY 1 - "SAYING IT WORSE"

Divide participants into small groups. Each group receives 11 cards - or less, depending on how many they are - (cards are available in the toolkit) with examples of hate speech and must rank them from "least bad" to "worse" Each group has 15 minutes to discuss the cards and try to agree about how they should be ranked. Afterwards, the participants look at the 'standing' of 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?

ACTIVITY 2 - THE SWEET HATE

The sweet hate: gentle manners to hate (irony, provocation, jokes)

Propose to the participants a brainstorming (10 min max) to find quotes coded as "compliments". Examples: "To me, you are like white" (Afro), "Your partner is so beautiful, I even thought she wasn't trans." (LGBTQ+), "Oh how I would 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 (15 minutes)

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

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

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 the way 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 organizations. This, in turn, can improve overall productivity and reduce turnover rates.

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.

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 own 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 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 (20 mins)
Step 3.1 Prepare Bingo Cards
Create bingo cards with a 3x3 grid (9 squares). In each square, write a statement or description related to personal experiences, preferences, or characteristics. Example prompts:
"Find someone who speaks more than two languages."
"Find someone who shares your birth month."
"Find someone who enjoys hiking."
Include statements relevant to your local environment.
Step 3.2 Distribute Materials
Give one bingo card and a pen to each participant.
Step 3.3 Explain the Instructions
Participants walk around the room and start conversations with their peers.
They find someone who matches a statement on their card.
They ask for the person's name and write it in the corresponding square.
The goal is to fill in as many squares as possible within a set time frame (15–20 minutes)**.**
Step 3.4 Conduct the Activity
Monitor the time and encourage participants to engage with as many different people as possible**.**
Step 3.5 Group Reflection & Discussion
Once time is up, invite participants to sit or stand in a circle and discuss:
- "What was the most interesting or surprising thing you learned about someone?"
- "Did you feel this activity helped you get to know your colleagues better?"
- "Was it easy to communicate with the other participants?"
- "Did you interact equally with all participants?"
- "How did this activity 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).

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 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.

Evaluation
Annexes

Tips for the Educator
The trainers' team is composed of two facilitators, ideally of different genders and of them should have 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. Ideally two trainers will implement the workshop, with a ratio of 1 trainer for every 10 participants.

Possible Difficulties
Pay attention to respecting the time, there are 2 activities of 40 minutes each which can be extended, making the unit very long.

Possible Solutions
Consider not playing one of the proposed games if the discussion in the group is very active.

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

Aim
Following the previous units dedicated to stereotypes and hate speech and inclusive communication, this unit offers a holistic and constructive input on conflicts. It is aimed at providing knowledge on:
1. How to prevent conflicts from happening through the exposition of 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, emphasising the mediation strategy.

Learning Outcomes
1. 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.
2. Provide the knowledge and tools to recognize conflicts and underlay the explicit and implicit causes of conflicts within individuals and groups.
3. 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.
4. Familiarise yourself with when and how to apply these resolution strategies to resolve workplace conflicts effectively.
5. Develop strong communication and empathy skills as facilitators to assist constructive conversations and manage emotional aspects of conflicts.
6. Enable participants to apply the theoretical content learned during the training unit to practical scenarios. This includes the successful use of conflict prevention, recognition, and resolution strategies in real-life situations.

Duration
2 hours

Materials
● Meeting Place: It is crucial to have a spacious meeting place since teamwork is involved. It should allow collaboration and separate sub-group discussions among participants.
● Printers and Stationery: If physical materials like scenario sheets need to be printed, access to printers and stationery may be necessary.

BLOCK 1 - INTRODUCTION
As indicated in the Training Programme.

ACTIVITY 1 - PREVENT
Step 1.1 Brainstorming
First, trainers will conduct a short brainstorming to recap the learnt 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's 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 to engage in honest and respectful communication, allowing to express concerns, perspectives, and needs. Through active listening and 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 a 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, which arises when polarized 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 escalated they are, the more difficult it will be to manage them. It is necessary to find out what the underlying issue is, which are 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, 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
- The clash or tension between at least two parties and their interests, values, points of view, needs, etc.
- Diversity 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 polarized visions.

Participants can be engaged by asking them to think and share if the 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 to understand the underlying matters and how to solve them successfully.

BLOCK 3 - DISMANTLE (45min)
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 to state their complexity are:
- Identifying
- State the competing interests of each side and their proposed solutions.
- Analyse the people's attitude showed when the conflict has arisen:

This last point is important since some attitudes may ease the process, while others can cause difficulties when performing 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 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; the core goals of a mediation process; the steps that follow a mediation process; The mediation procedure.

Step 3.3 The Role of The Facilitator
Participants can be engaged by asking them how they imagine the role of facilitator in this step. Then, continue.
In this step, 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 move 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 must 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 facilitator should be in a mediation process.

During the conversation, the facilitator's role consists of:
- Create a positive atmosphere and a respectful exchange of messages: facilitator should support dialogue between the parties and promote recognition of feelings and respect for silences.
- Generate thinking about the conflict: personal objectives in the conflict and other ways of achieving them, personal feelings and those of the other side.
- Give importance to aspects of the content of the conflict such as the relationship between the parties.
- Show interest in getting the parties to explain more, to unburden themselves, avoiding the feeling of interrogation.
- Listen carefully to the concerns and feelings of each side, using techniques such as active listening, paraphrasing, feelings, summarizing, etc.
- Neutralize negative behaviours.
- Not make assessments or advice, nor define what is true or false, what is just or unjust, what is wrong or right.

ACTIVITY 2 - ROLEPLAYING

This roleplay activity[3] 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.

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 can't 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 steps learned.

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[3] Annex 3

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 (10min)
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've gained from the roleplay, including what worked well and areas for improvement.

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 can apply the tools and strategies they've acquired in a conscious and critical manner. 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.

Evaluation
Annexes

Tips for the Educator
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.

Training Module 3

Training and Labour Inclusion Orientation

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

Aim

This unit module serves as the foundational phase in elevating our job performance. It's the first level within the module, with a subsequent unit at a higher level to follow. The focus here is on cultivating fundamental transversal competences 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 competences, individuals can significantly boost their employability and excel in their careers**.**

Learning Outcomes

1. Improvement of personal and professional skills
2. Critical thinking ability
3. Assertiveness
4. Capacity to support autonomy and responsibility in the fieldwork

Duration

2 hours

Materials

- Access to the internet is crucial for online research to identify potential producers and gather information about their products and practices.
- Timer or stopwatch
- Flipchart and markers for notetaking (optional for activity 4)
- Printers and Stationery: If physical materials need to be printed, access to printers and stationery may be necessary.
- Spacious Meeting Space that allows for collaboration and discussions among participants.

Materials for the practical activities' good performance and guidance
- A list of the competencies VIA (activity 2)
- Pre-prepared scenarios or situation cards (activity 4)
- Character profiles (activity 6)
- List of workplace scenarios (activity 6)
- Evaluation forms (for participants to provide feedback)(activity 6)
- Role cards (activity 8)

Procedure & Methodology

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 ice-breaker activity.

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

Trainers will introduce the concepts of self-awareness and self-esteem.

ACTIVITY 1 - LIST OF STRENGTHS

Step 1.1 The facilitator distributes among the participants a list of the "competencies VIA" [4]

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

The facilitator will introduce the concepts of Assertiveness, the benefits of knowing how to communicate assertively and the model of assertive communication.

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.

Step 2.1 Scenario preparation

The facilitator presents a series of daily scenarios [5] that typically require assertive communication. These could include situations like declining additional work, asking for a raise, or giving constructive feedback to a colleague.

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 have to do role-playing with one person taking the role of the assertive communicator and the other as the counterpart.

Step 2.3 Discussion and reflection

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[4] Annex 1
[5] Annex 2

The facilitator brings the whole group back together and asks 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've 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 summarizing the key points and reinforcing the importance of assertive communication in various life situations.

BLOCK 4 - INTERPERSONAL RELATIONSHIPS

Step 4.1 What do we know?

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

Step 4.2 Are interpersonal relationships important?
With the results of the previous research, the facilitator summarizes the main findings and ideas that were developed through brainstorming.

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.

Step 3.1 Give instructions on how the activity will develop

Step 3.2 Preparation

The facilitator will 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. The facilitator will prepare a list of workplace scenarios that are commonly encountered when starting a new job, such as introductions,

team meetings, and conflict resolution[6]. The facilitator will 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 (10 means each scenario).

Step 3.4 Debrief

After each scenario, the facilitator will 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.
The facilitator will 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 3.5 Rotation

The facilitator will rotate the roles and scenarios, allowing each participant to experience different workplace situations (10 means each scenario)

Step 3.6 Discussion

After all participants have completed multiple scenarios, The facilitator will gather everyone for a group discussion of 5 minutes about interpersonal relationships in a professional setting and how effective communication and relationship management can impact career success.

BLOCK 5 - ADAPTABILITY AND RESPONSIBILITY

In this section, trainers will carry out a brainstorming activity to assess the participants' comprehension of adaptability and responsibility. Afterwards, 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 concepts. The objective is to enhance their understanding of the concepts and further cultivate their digital competences.
Then, trainers will introduce the theoretical content.

Step 5.1 A deeper understanding of adaptability

The facilitator will explain the concepts of adaptability, Change Management, Learning agility, Resilience, Innovation and creativity.

Step 5.2 A deeper understanding of responsibility

The facilitator will explain the concept of responsibility and other concepts associated with the topic.

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[6] Annex 3

ACTIVITY 4 - ADAPTABILITY AND RESPONSIBILITY ROLE-PLAYING

The objective is to put the concepts of adaptability and responsibility into practice in a workplace context during a job orientation itinerary.

Participants: 10 participants max.

Step 4.1 Scenario setup

The facilitator will briefly recap the key concepts addressed before and will explain that the following role-playing activity is designed to apply and enhance these concepts.

The facilitator will 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.

Step 4.2 Role and challenge assignment

Each participant is assigned a role within the company, including managers, team leaders, and team members. The facilitator will distribute role cards to each participant, outlining their job titles, roles, and responsibilities within the company[7].

Step 4.3 The challenge

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

Step 4.4 Role playing (15 min)

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

Step 4.5 Highlighting responsibility

The facilitator pauses the role-play for a 5-minute reflection to highlight instances of responsibility observed during the activity and to emphasise the importance of fulfilling their responsibilities even in the face of unexpected changes. The group discusses how this builds trust within the team and with clients.

Step 4.6 Highlighting adaptability

The role playing continues and a new twist is introduced in the scenario, such as an urgent client request. The facilitator asks participants to adapt to this new development on the spot, modifying their approach, communication, and tasks accordingly. This step will take 5 minutes.

Step 4.7 Reflection

After the role-play, the facilitator gathers participants again in a circle to discuss the experience and highlight specific examples of adaptability and responsibility demonstrated during the activity.

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[7] Annex 4

Evaluation
Annexes

Tips for the Educator
The facilitator should have experience in labour orientation as well as designing and facilitating role-playing activities.
He or she will guide the participants, set the stage for each scenario, and ensure that the activity runs smoothly.
He or she should have excellent communication and group management skills and ensure an equal participation in the group's dynamics, identifying strategies to engage every participant.

Possible Difficulties
The session is supposed to be very interactive and entails a lot of participation from the group. This may constitute a difficulty if the group is not motivated, if there are language issues or any sort of barriers.

Possible Solutions
Make sure to motivate the group with the activities suggested and develop them for longer, if needed, to create stronger bonds within the group.
Ensure, before the session, that there are no language or other barriers for communication.

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

Aim

This unit follows the prior one on transversal competences 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 competences, 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.

Learning Outcomes

1. 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.
2. Emphasize the importance of inclusivity and diversity in professional settings, promoting an environment where everyone is respected and valued.
3. Equip participants with the knowledge and skills to respond to crises in a professional setting, emphasizing the importance of remaining composed and effective during challenging situations.
4. Develop participants' proficiency in 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 group dynamic sessions to reinforce their learning and improve real-life application.

Duration

2 hours

Materials

- Spacious meeting place
- Paper sheets and pens or pencils

Activity materials for "reaching the island".[8]

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[8] Annex 6

Procedure & Methodology
BLOCK 1 - EMOTIONAL MANAGEMENT AND FRUSTRATION TOLERANCE

Step 1.1 Introduction
Trainers will firstly introduce a brief brainstorming to collect participants' thoughts and knowledge on the concepts of Emotional intelligence and Emotional management. Then introduce the concepts to participants.

Step 1.2 Brainstorming on our emotions
Trainers will ask participants to write down their emotions for 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' analysis have come up.
Conclusions will be shared for 2-3 minutes.

BLOCK 2 - TIME MANAGEMENT
Step 2.1 Urgent and important tasks
Participants will be asked on how they usually plan their day, week, month, etc. Which tools or methods do they use, for example. Then the trainer will explain the concepts, using examples and engaging the participants in providing more examples along the explanation.

Step 2.2 Bad habits
Firstly, trainers will quickly introduce a brainstorming about bad habits they have identified in their past job performance. Then he or she will explain the concepts, using examples and engaging the participants in providing more examples along the explanation. The trainer will also provide recommendations to overcome the bad habits identified.

BLOCK 3 - CONFLICT MANAGEMENT
Now, trainers will introduce participants to the competence of conflict management as one of the most complicated situations faced at the workplace. Trainers can carry out a quick brainstorming or recap on some of the basic transversal competences already introduced in unit 1: assertive communication and interpersonal relationships.

Step 3.1 Brainstorming on conflicts
Participants will be invited to engage in a quick brainstorm on how themselves or other people usually react initially when a conflict comes up. Then the trainer will explain some of the most common attitudes, allowing participants to provide examples.

Step 3.2 Individual skills to conflict recognition and resolution

The trainer will explain 3 individual skills to develop for a positive contribution to conflict recognition and resolution.

BLOCK 4 - TEAMWORK
The trainer will firstly introduce a brief brainstorming to collect participants' thoughts and knowledge on teamwork. Then, the trainer will develop the theoretical content regarding teamwork.

ACTIVITY 1 - REACHING THE ISLAND
This activity entails conflict resolution, teamwork and communication.
The trainer will explain the scenario of the exercise and provide a sheet of items around which participants will have a discussion. The group has 40 minutes for deliberation, during which the trainer can be listening and intervening if there are doubts about the exercise.

Step 1.1 Scenario
Step 1.2 Groupwork

Evaluation
Annexes

Tips for the Educator
The facilitator should have experience in group management.
It is recommended to use engaging interactions and questions with participants.
If the group is too big to allow a discussion which engages all its members, the group may be divided into 2 subgroups.

Possible Difficulties
The group may be too big for the final activity, which should allow everyone to participate actively in the discussion.

Possible Solutions
If the group is too big for the final activity, it can be divided into 2 subgroups.

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

Aim
This unit is designed to empower individuals with the essential skills and knowledge to kickstart their journey towards personal and professional success. It 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 a 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 competences, enabling them to use their unique strengths and pursue meaningful career opportunities.

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

Duration
2 hours

Materials
- Training Space: A suitable venue or training space with seating arrangements for participants, adequate lighting and ventilation.
- Materials: Blank sheets of paper or digital devices for notetaking, markers, pens, or pencils.

Procedure & Methodology
BLOCK 1 - SKILLS-BASED RESUME
Step 1.1 Definition
The trainer will introduce the concept of skills-based resumes

Step 1.2 Common CV and Skill-based resumes for participants
The trainer will engage the participants in a discussion by asking the difference between a common CV and a skill-based resume.

Step 1.3 Traditional and skills-based resume
The trainer will introduce the differences between a Traditional and a skills-based resume

ACTIVITY 1 - DISCOVERING YOUR COMPETENCIES
Step 1.0 Explain
Trainers are recommended to share and explain the activities' objectives and materials needed. Later, they will introduce the general breakdown of the activity step by step.

Step 1.1 Self-reflection
The trainers will ask each participant to take a moment to reflect on their skills, competencies, and personal achievements.

Step 1.2 Group discussion
The trainers will encourage participants to share some of the competencies they've identified during self-reflection.

Step 1.3 Competence identification
The trainers will provide participants with a competency identification worksheet or template.

Step 1.4 Resume drafting
The trainers will 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've identified. Participants have at least 15 minutes to work individually on their skills-based resume drafts.

Step 1.5 Sharing and Feedback
The trainers will invite the participants to share what they've included in their drafts.

Step 1.6 Conclusion
The trainers will summarize the importance of recognizing competencies and how this process contributes to creating an effective skills-based resume.

BLOCK 2 - PERSONAL BRANDING
Step 2.1 Personal Branding
The trainers will explain the concept of Personal Branding.

Step 2.2 Goals, target, message, image, actions, results.

The trainers will explain the steps that must be considered to develop the personal branding.

Step 2.3 So why would it be relevant to work on a personal brand?
The trainers will highlight the importance of a personal brand. Participants can be engaged by asking about the topics explained: goals, colours, actions, etc.

ACTIVITY 2 - ELEVATOR PITCH ROLE-PLAYING
Trainers are recommended to share and explain the activity objective and materials needed. Later, they will introduce the general break-down of the activity step by step.

Step 2.1 Preparation
The trainers will provide each participant with a handout[9] that outlines the key elements of an effective elevator pitch. Then, they will 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
The trainers will divide the participants into small groups of 3-4 people.

Step 2.3 Elevator pitch creation
The trainers will instruct participants to pair up with a colleague within their group. Then participants will take a few minutes to create an elevator pitch for their colleague, showcasing the unique skills, experiences, and professional aspirations of that colleague.

Step 2.4 Role playing
Each participant takes turns delivering the elevator pitch they prepared for their colleague (5 mns/participant). 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
The participants will rotate to the next participant until everyone in the small group has had a chance to practise and receive feedback on each other's elevator pitches in 2 minutes.

Step 2.6 Group discussion
The trainers will reconvene the participants to the larger original group and have a brief 3-minute discussion about the experience, asking participants to share any insights they gained from delivering their colleagues' pitches and receiving feedback.

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[9] Annex 8

ACTIVITY 3 - ROLE-PLAYING EXERCISE FOR A JOB INTERVIEW

Trainers are recommended to share and explain the activity objective. Later, they will introduce the general break-down of the activity step by step.

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. The roles are 1. Interviewer; 2. Interviewee; 3. Observers.

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.

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

The trainers will share a document with 25 tips that should be considered before a job interview.

Evaluation

Annexes

Tips for the Educator

The facilitator should have experience in group management.
It is recommended to use engaging interactions and questions with participants.

Possible Difficulties

The activities may take longer than the estimated time, depending on the number of participants and on their experience with resumes.

Possible Solutions

Consider planning the session for 30 minutes more than the estimated time in case the group is larger and has little experience or knowledge on this topic.

Training Module 4

Awareness-Raising and Community Activation

Training Unit #1 - Group building: leadership and empowerment towards community activation

Aim

The Unit works on group building and self and collective empowerment.
It aims to give the competences to create a cohesive and solidly group and to lead participants work on their values and group values. The activities will help to transfer leadership capacity to lead a group community to allow the group to be autonomous and responsible.

Learning Outcomes

The Unit leads the beneficiaries to reach general competences like the management and development of community work and participatory processes, and the ability to cope with demotivation of the students. It also strives to convey 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), as well as mentoring and coaching skills.
Additionally, this unit leads the beneficiaries to reach specific competences as well, such as the capacity to support autonomy and responsibility of students in the field work.

Duration
2 hours

Materials
- Chairs and tables
- A projector, a computer, and an internet connection.
- 2 big white posters and flipcharts
- Materials to write/draw: markers, pens, brushes and paint
- Colourful cards
- Sheets of papers
- UHU Patafix glue
- Sticky notes, stickers

It is advisable that the activities take place in a spacious area to ensure the working groups can be seated around different tables and work without disturbing each other.

Procedure & Methodology

BLOCK 1 - INTRODUCTION & ICEBREAKER Welcome participants and choose an icebreaker activity or an energizer to set a positive tone and to get to know each other. Brief overview of the workshop's goals and objectives.

Some 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.

BLOCK 2 - BUILD A GROUP

Activity 4 is the one 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 the participants will have created together throughout this Unit.

BLOCK 3 - LEAD A GROUP

ACTIVITY 1 LEADERS AND LEADERSHIP SKILLS (25 MIN)

Step 3.1 Define Leadership Together (10 min)

Ask the group: "*What is a leader?, Who are the leaders of groups?, What does it mean to lead a group?*"

Facilitate discussion by encouraging different perspectives.

Step 3.2 Clarify Leadership Concepts (5 min)

Summarize the group's insights.

Explain key aspects of leadership, especially in vulnerable groups

Leadership can be dynamic and exchangeable**.**

Leadership is about empowerment rather than control.

Step 3.3 Identify Leadership Skills – Draw It! (10 min)

Ask: *What does "Leadership Skills" mean? Which skills are important for a leader?*

Define essential leadership skills based on participants' experiences.

Introduce the three categories of leadership skills (e.g., communication, decision-making, teamwork).

Collaboratively create a Leadership Skills Map on a big poster.

Keep the poster for Activity 2 – Leadership Skills in My Group

ACTIVITY 2 LEADERSHIP SKILLS IN MY GROUP

Reason with the group about what they think it is necessary to Know - Know how to do - Know how to be to lead the group they belong.

Step 2.1 Subgroups (5 min)

Divide the participants in 3 subgroups, one for one skill.
- Discussion (15 min= 5 min/skill)

Invite the subgroups to reason and discuss on which knowledge, capacity and attitudes must have the leader of the group they belong.

- Knowledge:

Reason with your group about what is their knowledge baggage 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 must know how to do.

- Attitudes:

Reason with your group about which are the attitudes that a group leader of their group must have.

- 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".

- 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
ACTIVITY 3 EMPOWERMENT: THE GROUP AND I (45 MIN)
Reason in subgroups about the value that every member can carry in the group, about their own knowledge, capacity and attitude.

Work in subgroups
- Subgroups (5 min)

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? Can my knowledge, capacity, or attitude be useful in this group?

Point zero:
- Some needed rules (10 min)

At 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 himself/herself/ themselves.
- In this space there are no "stupid" and insignificant observations and comments, because all of them come to 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.

- Discussion in subgroups (20 min; 5 min/participant)

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 trainer must observe the subgroups and make sure that every member has time as space to speak, that the subgroups work with tolerance and that the space is safe and welcoming. He/she/them must intervene if these "rules" are not respected.

- By myself: express it with creativity

Dissolve the subgroups and invite every single participant to draw/write/express with a creative form of expression their answer to the question: What can I carry in this group? Which is my knowledge, capacity or attitude that can be precious in this group? .

Every participant will create some post-it with the expression of themselves to the group. They have to create at least one post-it for one skill (knowledge, capacity, attitude).

They can create more than one post-it for 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 U

We started to explain that everything starts with the building of a group. Now, let's build the group through the observations, point of view, output, posters and cards that we have created together.

This activity is held by the facilitator/trainer. His/her/their role is fundamental.

- Paste the post-it (5 min)

Invite every participant to stand up and paste their post-it on a big white poster.

- Read the post-it (15 min)

Read the anonymous post-it of every single participant, created in the Activity 2. 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, some of them can understand how different the group is.

- On our poster (15 min)

Explain that our values can also be our skills.

Now, unstick the cards from the poster.

Asking the group, divide the cards into the three "categories" skills (knowledge/capacity/attitude) and paste them on the poster of Activities 1, 2, 3 to the skills which they belong to. Let the group guide you. For the values that cannot be strongly distinguished in these skills categories, paste them between two categories. The categories are not strongly fixed.

- Reason together on us (10 min)

Reason together on "our group", our collective value and our skills.

Single values are now part of a collective. We have created a group able to valorize every member, where every member could feel included, safe and actively listened to.

Evaluation
Annexes

Tips for the Educator

- "Inclusive Team Management Module", consider implementing this Unit after having read the Inclusive Team Management Module, 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.
- It is mandatory that trainers work in a way that involves all participants, using inclusive language.
- These Units aim to start the activation and awareness inside the group - that must be cohesively built - and then take these outside the group.
- Beneficiaries aren't activists yet and aren't constituted in a group. They will start their path with the activities. The impact of the community activation and awareness raising cannot be large: it will start from inside and then will go outside.

Possible Difficulties

Possible difficulty in Activity 3 - Empowerment: the group and I.

It can happen that someone in the group does not completely interiorize the rule to "create a safe space". For some people that are not used to group activities, it can be difficult to create a space without prejudice and stereotypes. Someone could have already internalized the right "posture" to stay in a safe space group: to be welcoming, empathic and not discriminatory; for other people it could be more difficult to deconstruct stereotypes or prejudice.

Possible Solutions

Possible solution in Activity 3 - Empowerment: the group and I. One possible solution is to take time to highlight the rule clearly. It could help to make some examples, to state what is appropriate and what is not appropriate. It can be helpful to concentrate over the concept that we should create a space where we commit ourselves to being welcoming, respectful and non-discriminatory towards others, in the same way that we would like to be accepted, respected and welcomed by others.

As mentioned in Procedure & Methodology, the role of the facilitator/trainer is fundamental; to observe and check the safe space in the subgroups and to intervene if it is not respected.

Training Unit #2 - Desires, change, imagination: self-activation and community activation

Aim
The main objectives of the Unit are to enable beneficiaries to create a community that could carry on its goals and wishes, reasoning on collective desires, change, imagination. This community will result from team building; the group will become more able to understand its imagination of change in the world. Though finding together tools to raise awareness, the group can be an actor of change.

Learning Outcomes
The learning outcomes of this training unit include some main objectives such as 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, and to create a group that can find together tools to raise awareness. One of the secondary objectives is to build a group that can be an actor of change.

Duration
3 hours

Materials
The setting is a fundamental aspect for the effectiveness of the methodology. It is indeed important that an intimate and cozy atmosphere, like that 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. Each table should have a large board placed in the centre.

Procedure & Methodology

BLOCK 1 – INTRODUCTION
Welcome participants and choose an icebreaker activity or an energizer to set a positive tone and to 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 CAFÈ

ACTIVITY 1 WORLD CAFÈ: DESIRES, CHANGE, IMAGINATION
Step 1.1 Divide into subgroups

725

Each table has a large board placed in the center, with markers, post-it notes and other useful materials for writing, drawing, coloring 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)
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.

It is important that the questions are chosen 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 realised?
- What are the problems hindering this change? And what solutions would you propose? Participants are invited to identify 2-3 problems: 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 center of the table.
- prepare a return of the individual tables.
- ask for the intervention of all participants.
- if possible monitor that everyone can express themselves for the same amount of time.

Step 1.3 Plenary feedback (5 minutes per table/facilitator)
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 many people.

BLOCK 3 - AWARENESS-RAISING AND COMMUNITY ACTIVATION HELD BY OUR GROUP

ACTIVITY 2 HOW CAN WE NOW RAISE AWARENESS TOGETHER?

Step 2.1 Look beyond us: stick the poster of Unit 1
We use all the time of this activity to work on the group and its 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 completed together. Take the poster of Unit 1 as something to start from and stick it on the wall.

Step 2.2 Start to think: How can we raise awareness together?
Try to answer together with the question "How can we raise awareness together?". Take the poster we have created in Unit 1 as reference.
It is a place to start reasoning on this question. The answers are a first step, but they shouldn't have to be complete and reach the objective. They are necessary to help us to understand that after reasoning with our group, we will have to start thinking about the community. Let's open a debate on it and facilitate the discussion.

BLOCK 4 - FROM STRATEGY TO PRACTISE: THE TOOLS

ACTIVITY 3 HOW CAN WE COMMUNICATE OUR IMAGINATION?
Pre-written poster it with open question

The trainer had prepared posters with pre-written open questions.
The questions are:
- What are the tools that you 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 which you do not belong to?

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 on 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 its 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.

Evaluation

Annexes

Tips for the Educator

- For the World cafè, the recommendation is to create a safe and inclusive space that promotes the real participation of individuals. It is important that the questions are adapted to the language and subject matter of the group.
- It is mandatory that trainers work in a way that involves all participants, using inclusive language that is not aggressive, sexist, offensive, or vulgar.

Training Unit #3 - Narratives: to self-create and to communicate

Aim

The main objective of this Unit is to enable the group to create their own narrative to raise awareness in and out of the community, to secondarily create an impact in the community and out of the community. The Unit focus on skills to communicate collectively the group purpose and to work with and stimulate activism and work on how to tell the cause.

Learning Outcomes
The Unit leads the beneficiaries to reach general and specific competences. General competences are the management and development of community work and participatory processes and the ability to cope with demotivation of the students. The specific competence is the capacity to support autonomy and responsibility of students in the field work.

Duration
3 hours & 30 mins

Materials
The setting is a fundamental aspect of the effectiveness of the methodology, it is indeed important that an intimate and cozy atmosphere, like that 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. Each table has a large board placed in the center.

Procedure & Methodology

BLOCK 1 – INTRODUCTION

Welcome participants and choose an icebreaker activity or an energizer to set a positive tone and to get to know each other. Brief overview of the workshop's goals and objectives.

BLOCK 2 - WHAT IS NARRATIVE
"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

plot. But, if I tell you that the king died, and then the queen died of a broken heart, that's narrative".

ACTIVITY 1 - TO CREATE AN "ACTIVISM" STORY (1 hour 10 min)
Step 1.1 Divide in subgroups
Divide the group in subgroups of 7 people.

Step 1.2 Explain: elements of narrative arc
Give to every subgroup a pre-written paper that indicates the elements of a Narrative arc. Explain to them that to create a story it is necessary to have these elements.

Elements of a Narrative arc
- Context: time, environment → when and where
- Primary character/-s → who
- Mission: what the protagonist must 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

Step 1.3 Ask some examples
The trainer gives the participants an example of a food or agriculture-related narrative. This can help them write their own activism story in the next step.

Example: Heifer international, Slogan: "Together, we can end hunger and poverty and care for the earth", embodies a message of hope, collaboration, and sustainable change.

Elements of their narrative:

- Character: "We" (rural communities and Heifer International) versus "They" (those who believe food security and poverty are insurmountable problems).
- Context: The challenge of hunger, poverty, and food insecurity in developing nations, and the belief that empowerment through sustainable agriculture can make change possible.

Structure:
- Initial Moment: The belief that overcoming hunger and poverty is impossible.
- Disruptive Moment: Heifer International presents the possibility of change through sustainable agriculture and community empowerment.

- Concluding Moment: Proof that change is achievable with the right resources, resulting in self-sufficiency and improved food security.
- Meaning of History: The story of hope, empowerment, and sustainability, demonstrating that the right solutions can break the cycle of poverty and hunger.

Invite them to give 2-3 examples of stories - like fairy tales, films, books - that they know and individualize together the elements in these stories.

Step 1.4 Give the assignment
The work will be done on paper (figure above).
Every member of the group (7 members) has to write about one of the elements (7 elements). The first member will write the Context and then will bend the first paper line with the context backwards, 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 has to clarify that they do not have to speak and give advice. The mission must be something about social/community issues to fight for, to advocate for.
The mission must be something to fight for, like an injustice, a social problem, a community issue, for which the protagonist must advocate for.
This indication is useful to let them think about creating a story that is real, can be a daily occurrence, something that occurs during their experiences or that they 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.
What is the moral of the story? Invite the subgroups to answer the question. Give them some post-it to write about.

Step 1.6 Return to the others
Invite the subgroups to choose a representative that must read the story and the post-it with the moral. Stick the post-it on a poster.

Step 1.7 Explain
Explain to them what the moral 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, to find these elements in our own story.

ACTIVITY 2 - TO CREATE A COLLECTIVE COMMUNICATION: IMAGINE TO BE

Step 2.1 Divide into Subgroups
Divide the participants into subgroups of 5 people each.

Step 2.2 Choose One Mission
Each subgroup chooses one mission from Activity 1 or creates a new mission. The mission must be connected to a social or community issue to fight for or activate change.

Step 2.3 Imagine to Be
Ask the subgroup to imagine themselves as a group of activists for their chosen mission. Guide them to answer the following questions:

- Who do we want to communicate our cause to?
- With what tools can we communicate our cause?
- What kind of impact and change do we want to achieve?

Write each answer briefly on three separate post its.

Step 2.4 Return to the Others
Each subgroup selects a representative to present their answers. The representative reads the answers aloud and sticks the post its on a shared poster.

ACTIVITY 3 - TO CREATE OUR COLLECTIVE NARRATIVE
Step 3.1 About Us
Invite the group to reflect together and answer: Which are the elements of our narrative? Use the Narrative Arc as a reference. Build a visual map with the group's suggestions, incorporating posters from Units 1 and 2 to guide the discussion.
Step 3.2 Context
Reflect on the present time and environment. Ask the group: Which is our context? Together, describe the characteristics of the current time and space.
Step 3.3 Primary Characters
Ask: Who is the primary character? Highlight: We are the primary character of our narrative!
Refer to Unit 1 and posters created from the following activities:
Activity 1 - Leaders and Leadership Skills
Activity 2 - Leadership Skills in My Group
Activity 3 - Empowerment: The Group and I

Activity 4 - A Group Made Up of Us

Emphasize that the group is made up of its values, skills, weaknesses, and strengths.

Step 3.4 Mission

Ask: Which is our mission? State: Our mission is to communicate and raise awareness about our desires, goals, imagination, and the change we want to bring.

Refer to Unit 2 and the posters created during:

Activity 1 - World Café: Desires, Change, Vision

Activity 2 - How Can We Now Raise Awareness Together?

Activity 3 - How Can We Communicate Our Vision?

Step 3.5 Antagonists

Ask: Who are our antagonists? Facilitate a group discussion to identify potential obstacles or opposition to their mission.

Step 3.6 Supporting Characters

Ask: Who can be our supporting characters? Explain: Supporting characters can be people, organizations, or even non-human elements like tools for communication.

Step 3.7 On Our Path

Reflect on the narrative arc and discuss:

Unexpected events: What challenges or surprises could arise?

The end: What might the conclusion of our journey look like?

Emphasize: While we cannot foresee everything, we have built a solid foundation and collective narrative.

Encourage the group to keep their unity and cohesion as they work toward their mission.

Evaluation

Annexes

Tips for the Educator

Some 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.

Training Module 5

Circular Economy Solutions Training Module

Training Unit #1 - Introduction to Circular Economy

Aim

In this training unit, participants will be introduced to the fundamental principles of the circular economy within the framework of the food system. Through an interactive approach, they will engage in a comprehensive exploration of theoretical concepts by analyzing real-world case studies. Collaborative discussions will provide a platform for participants to synthesize their insights and collectively reflect on the knowledge gained. This unit serves as a foundational element, equipping learners pursuing careers in the green sector with the requisite knowledge, skills, and responsibilities essential for effective performance in the educational setting, thereby establishing a robust framework for achieving specific learning outcomes.

Learning Outcomes

This unit aims to provide participants with a thorough understanding of circular economy principles in the context of food production. By the end, participants will define and explain these principles, recognize the benefits of circular food production, and develop the ability to analyze real-world applications. Completion of the unit enhances general competences (learning capacity, listening, critical thinking) and imparts specific competences in circular economy principles and the agri-food chain.

Duration
2 hours

Materials

General resources needed: chairs, tables, a projector, a computer, sheets of paper, pens, markers, sticky notes, stickers, flipcharts, laptops/tablets and an internet connection. 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.

Procedure & Methodology
BLOCK 1 - INTRODUCTION

Step 1.1 Introduction to the Course

Welcome and Icebreaker: Establish a positive learning environment by first cultivating group cohesion. Employ an enjoyable and interactive icebreaker activity to facilitate introductions and enhance group familiarity.

Overview of the Learning Unit: (5-10min) Provide an overview of the training content and aims. This can be done by using various means such as a presentation, whiteboard, or verbal explanation, supported by supplementary materials like handouts if necessary.

Step 1.2 What is the Circular Economy and how does it relate to Food Production?

Use the materials provided to introduce Circular Economy in general and how it relates to food systems specifically. Take advantage of the various media provided (video, infographics) to bring the content alive. Keep the content part short but focused to keep the learners engaged.

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 circular economy of food, write on a large sheet of paper the benefits and sort them into environmental, social and economic benefits of a circular food system. The findings can be compiled into one list by the trainer and either written on a board or hung into the room and learners can refer to them during the training.

ACTIVITY 2: CIRCULAR ECONOMY IN ACTION (90-110 minutes: case study research 60min - presentations each group 15min)
Each group will receive a case study (you can prepare your own or find a library of cases here (Food case studies). 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. Time should be reserved to answer questions and allow space for discussions. The groups are to be encouraged to creatively present their case studies. (through presentations, drawings, video etc.).

Evaluation

Annexes

Tips for the Educator

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.

Possible Difficulties
Potential challenges in implementing the activities could include difficulties in group coordination during the case study research, variations in participant engagement levels, and the need for effective time management to ensure thorough exploration of the circular economy concepts within the allocated timeframe.

Possible Solutions
To address these challenges:

- Implement a clear structure and timeline for the research phase.
- Assign specific roles within each group to ensure equal participation.
- Encourage regular check-ins to monitor progress and provide guidance.
- Foster a positive and inclusive environment from the outset.
- Incorporate diverse and interactive elements in the activities to maintain engagement.
- Provide clear expectations and emphasize the relevance of each task to overall learning objectives.
- Prioritize key aspects of the activities to ensure essential points are covered.
- Set specific time limits for each phase and use visual cues to signal transitions.
- Briefly recap and synthesize findings at the end of each activity to reinforce key takeaways.

Further Resources
https://www.edutopia.org/article/making-learning-relevant-case-studies/
https://case.hks.harvard.edu/teaching-with-cases/

Training Unit #2 - Circular food systems in cities

Aim
The second unit on circular economy in cities aims to provide participants with a comprehensive understanding of the significance and opportunities associated with establishing circular food systems within urban areas. Participants will engage actively in theoretical learning by analyzing real-world case studies, fostering discussions to collectively reflect on the acquired knowledge.

Learning Outcomes
The learning outcomes of this unit are to equip participants with a clear comprehension of circular food systems in urban settings, inspiring them to actively contribute to sustainable and resilient food systems. Through real-world examples, participants will explore key components, strategies, and policy considerations, enhancing their general competences in learning capacity, listening, and critical thinking. Additionally, specific competences will be developed in the areas of circular economy principles (energy resources, packaging impact, technological innovation) and understanding the phases, actors, and interactions within the agri-food chain.

Duration
3 hours

Materials
General resources needed: chairs, tables, a projector, a computer, sheets of paper, pens, markers, sticky notes, stickers, flipcharts, laptops/tablets and an internet connection. 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.

Procedure & Methodology
BLOCK 1 - ICE BREAKER AND OVERVIEW OF UNIT
Begin with an icebreaker activity to foster group cohesion. Provide a brief overview of the unit's objectives and structure.

BLOCK 2 - PRESENTATION ON CITIES AND CIRCULAR ECONOMY FOR FOOD
- Deliver a presentation outlining the significance of circular food systems in urban areas.
- Highlight key concepts, challenges, and opportunities associated with circular economy practices in cities.

ACTIVITY 1: CASE STUDY ON CITIES (115-120 min):

Step 1.1 Introduction to Case Studies
- Introduce the case studies on cities focusing on London, Milan, and Brussels.
- Emphasise the importance of understanding the role of restaurants in circular urban food systems.

Step 1.2 Group Division and Case Study Distribution Divide participants into up to 4 smaller groups.
- Assign each group one of the case studies (London, Milan, Brussels).

Step 1.3 Research and Preparation
- Provide each group with a laptop/tablet for research.
- Instruct groups to research their assigned case study, focusing on the role of restaurants, what changes they aim to make, and the strategies employed.
- Each group prepares a 15-minute presentation.

Step 1.4 Group Presentations
- Each group presents their case study to the larger group.
- Presentations cover case study introduction, desired changes, strategies, and outcomes.
- Allow time for questions and group discussions after each presentation.

Step 1.5 Discussion and Reflection
- Facilitate a brief discussion and reflection on common themes, challenges, and innovative approaches observed in the case studies.
- Encourage participants to share insights and ideas.

This methodology ensures active engagement through case study analysis, group collaboration, and presentations, fostering a deeper understanding of circular economy practices in urban food systems. The structured approach allows for comprehensive exploration and discussion of real-world examples.

Evaluation

Annexes

Tips for the Educator

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.

Possible Difficulties

Facilitating this unit may encounter challenges in time management, group dynamics, technical issues, communication barriers, encouraging critical reflection, feedback and assessment, as well as sustaining engagement and participation.

Possible Solutions

- Allocate buffer time for unforeseen delays, break down tasks into smaller segments, and enforce time limits during activities.
- Provide clear roles and responsibilities, facilitate team-building exercises, and intervene if conflicts arise to ensure equitable participation.
- Conduct technology checks beforehand, have backup plans in place, and offer technical support if needed.
- Provide language support, encourage active listening, and use visual aids to enhance comprehension.
- Offer guidance and prompts for reflection, create a supportive atmosphere for sharing insights, and provide examples to illustrate concepts.
- Develop clear assessment criteria, provide timely feedback, and offer opportunities for self-assessment and peer evaluation.
- Use interactive and varied teaching methods, encourage active participation through discussions and group activities, and relate content to participants' interests and experiences.

Further Resources:

For Block 1:
- [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](#)

For Activity 1:

- 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

Training Unit #3 - Green Jobs in the Circular Economy

Aim

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'll also recognize their pivotal role in fostering sustainability and innovation in the circular economy.

Learning Outcomes

The learning outcomes of Unit 3 on Green Jobs in the Circular Economy include understanding the concept of green jobs, appreciating career opportunities within the field, and considering pursuing green careers for contributing to environmental responsibility and economic resilience. Learners will develop general competences such as knowledge of labour market needs and specific competences like the ability to serve the public. These outcomes aim to equip learners with the understanding and skills needed to make informed decisions about green careers and their contribution to a sustainable economy.

Duration

2 hours

Materials

General resources needed: chairs, tables, a projector, a computer, sheets of paper, pens, markers, sticky notes, stickers, flipcharts, laptops/tablets and an internet connection. 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.

Procedure & Methodology

BLOCK 1 - ICEBREAKER AND INTRODUCTION (10 min)
Begin with an icebreaker activity to create a positive learning atmosphere. Next, proceed with introducing the topic of green jobs in the circular economy and its significance.

BLOCK 2 - INTRODUCTION TO GREEN JOBS (30 min)
- Provide an overview of green jobs in various sectors, including circular design, waste reduction, sustainable agriculture, renewable energy, and green transportation.

- Describe the diverse roles and opportunities available within each sector.

ACTIVITY 1: CIRCULAR ECONOMY CASE STUDY ANALYSIS (90-120 min)
- Participants are divided into smaller groups to research and analyse real-world case studies of companies practicing circular economy principles.
- Using resources like the Circular Startup Index, each group selects a startup from their country or industry sector of choice.
- Groups research the business model, job activities, and potential job openings within the selected startup.
- Presentations are made to the larger group, discussing the business's contribution to sustainability and the types of jobs available.
- Facilitate discussions and Q&A sessions to deepen understanding and encourage reflection.

Step 1.1 Wrap-up & Practical Tools and Resources
Conclude the unit by sharing useful references, guides, and resources related to green jobs and the circular economy. Provide opportunities for participants to ask questions and seek further information.

Throughout the unit, materials for trainers include an introduction to green jobs in the circular economy, descriptions of diverse roles within the circular economy sectors, and guidance for the case study analysis activity.

This methodology enables participants to explore real-world examples of green jobs, understand their significance in the transition to a circular economy, and consider potential career paths in sustainable sectors. The combination of interactive activities, presentations, and discussions fosters engagement and facilitates a deeper understanding of the subject matter.

Evaluation

Unit 3's evaluation can encompass multiple methods to gauge participant learning, engagement, and achievement of outcomes:

Presentation Evaluation: Assess group presentations on clarity, depth of analysis, and relevance.
Reflection and Discussion Participation: Evaluate engagement through active contributions.
Peer Feedback: Encourage constructive feedback among participants for self-assessment.
Learning Outcomes Assessment: Compare performance against intended outcomes, focusing on understanding and awareness.
Observation of Group Dynamics: Evaluate collaboration and teamwork during activities.

By employing these methods, facilitators gain insights into learning progress and areas for improvement, ensuring a comprehensive assessment of the unit's effectiveness.

See full self-evaluation in Unit Annex.

Tips for the Educator

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 Module 6
Entrepreneurship

Training Unit #1 - Introduction to Food Security Entrepreneurship

Aim

To support participants in exploring the connection between food security and entrepreneurship through a hands-on simulation that fosters teamwork, critical thinking, and creative problem-solving.

Learning Outcomes

- Participants will be able to define and explain the dimensions of food security, its significance in the global context, and the interconnectedness with sustainability. They will gain insights into the challenges faced by communities regarding access to nutritious food.
- Participants will recognize the critical role of entrepreneurs in addressing food security challenges. They will identify key entrepreneurial skills such as innovation, adaptability, and problem-solving, and understand how these skills can be applied to develop effective solutions within the food supply chain.
- Through hands-on simulations, participants will enhance their teamwork and critical thinking abilities by collaborating with peers to develop strategies that tackle specific food security issues.

Duration

2 hours

Materials

- 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.
- Flip chart, notepads, sticky notes and pens for brainstorming sessions during group activities.
- Role cards (representing different stakeholders such as farmers, consumers, government officials, NGOs, and entrepreneurs)
- Scenario cards (detailing specific food security challenges)
- Timer

Procedure & Methodology

BLOCK 1 - OVERVIEW of FOOD SECURITY AND SUSTAINABILITY

Step 1.1 Presentation
Begin by exploring Food Security, discuss its dimensions, significance, and challenges in today's global context. Introduce the pillars of Sustainability,

emphasizing the overlap with food security and the importance of achieving both.

Step 1.2 Interactive Q&A
Foster an interactive environment with an engaging Q&A session. Pose questions to participants, gauging their understanding of presented concepts and encouraging open discussion.

BLOCK 2 - ROLE OF ENTREPRENEURS IN FOOD SECURITY

Step 2.1 Presentation
Showcase real-world examples of entrepreneurs positively impacting food security. Discuss the significance of entrepreneurship in addressing food security challenges. Highlight key entrepreneurial skills such as innovation, adaptability, and problem-solving. Encourage participants to discuss these examples in small groups, focusing on the specific challenges each initiative addresses, and the innovative solutions employed.

ACTIVITY 1 - COLLABORATIVE SOLUTIONS FOR FOOD SECURITY (60 minutes)

Participants will engage in a role-playing simulation where they will represent different stakeholders in the food supply chain. This activity will highlight how various entrepreneurial approaches can address food security challenges.

Step 1.1 Role Assignment
Divide participants into small groups of 5-6. Distribute role cards to each participant, ensuring a mix of stakeholders in each group.
The roles include Smallholder farmer, Local entrepreneur, Government official, NGO representative, Consumer.

Step 1.2 Scenario Presentation
 Each group receives a scenario card that outlines a specific food security challenge they must address.
The scenarios provided are:
- A drought affecting crop yields[10]
- Rising food prices due to supply chain disruptions [11]
- Limited access to nutritious food in urban areas[12]

Step 1.3 Group Discussion and Strategy Development

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[10]Annex: Collaborative Solutions for Food Security 1
[11]Annex: Collaborative Solutions for Food Security 2
[12]Annex: Collaborative Solutions for Food Security 3

Groups discuss their roles and brainstorm collaborative strategies to tackle the assigned challenge. Encourage them to think about how entrepreneurial solutions can be integrated into their strategies (e.g., using technology to improve distribution, or creating community gardens).

Step 1.4 Group Presentation

Each group presents their proposed strategy to the larger group. Allow 3-4 minutes for each presentation followed by questions and feedback.

Wrap up by emphasizing the interconnectedness of food security and entrepreneurship. Highlight how innovative solutions can emerge from collaboration among diverse stakeholders, reinforcing the importance of inclusive approaches to achieving sustainable food systems.

Evaluation

Facilitate evaluation using the annex[13]

Tips for the Educator

- When presenting examples of entrepreneurs impacting food security, focus on how these case studies can inspire participants. Encourage them to think critically about how similar entrepreneurial approaches can be adapted to their local contexts. Highlighting specific outcomes from these examples can help participants visualize practical applications of the concepts discussed.
- During group discussions and the simulation activity, implement structured guidelines that encourage all voices to be heard. Assign roles within groups (e.g., facilitator, note-taker) to ensure balanced participation. This will help participants engage more deeply with the material.

Possible Difficulties

- Participants may come from varying levels of knowledge regarding food security and entrepreneurship, which can lead to unequal engagement during discussions.
- Some participants may dominate discussions while others remain silent, leading to unequal participation and potentially stifling diverse perspectives.

Possible Solutions

- Consider providing supporting materials that include definitions of potentially unfamiliar terms and concepts related to food security and entrepreneurship. Remind participants that they can always seek

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[13] Annex: Evaluation Questionnaire Entrepreneurship TU1

clarification from their peers or use online resources for further exploration.

● Implement structured guidelines for group discussions, such as assigning specific roles (e.g., facilitator, note-taker) within each group.

Further Resources

● 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

Training Unit #2 - Developing a Food Security Business Plan

Aim

The primary objective of this unit is to empower participants to grasp the fundamental principles of sustainable business practices, engage in collaborative solutions for enhancing food security, and leverage their entrepreneurial knowledge to create a comprehensive business plan for a food security enterprise that emphasizes sustainability and social impact.

Learning Outcomes

1. Learners will understand how to gather and evaluate information necessary for enhancing the competitiveness of food value chains, focusing on strategic decision-making that aligns with the Sustainable Development Goals (SDGs) through a systems perspective.
2. Participants will explore various sustainable business models in food systems, including circular economy models and community-supported agriculture, while learning to assess sustainability indicators across economic, environmental, and social dimensions.
3. The unit will emphasize the importance of effective governance and stakeholder engagement in food systems, equipping learners with strategies for involving diverse actors in decision-making processes to promote collaboration and address local needs.
4. The unit will explore various sustainable business models, such as circular economy models and community-supported agriculture, while developing strategies for sustainability assessment, stakeholder engagement, and innovative solutions to improve food security.
5. Participants will learn to establish metrics for assessing the impact of business activities on food security, develop robust financial plans for sustainable practices, and utilize tools like SWOT analysis to inform strategic decision-making.

Duration

3 hours

Materials

The training will be conducted in a training room which during the first part will be arranged with chairs in a circular way to foster communication and discussion among participants. Groups will also receive a business plan template as well as a SWOT analysis guiding template to monitor their business plan.

Procedure & Methodology

BLOCK 1 - FOOD SYSTEMS & SUSTAINABLE BUSINESSES

For trainers introducing the concepts of sustainable food systems and business models, it's essential to guide participants through a structured yet dynamic discussion, moving from foundational principles to practical applications. Begin by defining a sustainable food system, highlighting its multi-stakeholder nature, and addressing the challenges posed by its evolving methodologies. Then, introduce the concept of business models, starting with the traditional Canvas Model before explaining sustainable adaptations like the triple-layered framework by Joyce and Paquin, which incorporates environmental, social, and economic dimensions. Linking this to the Triple Bottom Line (TBL), focus on real-life examples, like Patagonia or Salesforce, to illustrate ethical business practices in social and environmental responsibility. Transition to sustainable business model types within food systems, using the table to explore examples of circular and alternative models, emphasizing their resilience and alignment with circular economy principles. Finally, conclude with frameworks like Corporate Social Responsibility (CSR), Integrated Reporting, and TBL to underscore the broader impacts of sustainable business practices.

To foster a more interactive discussion, trainers can engage participants through case studies and group activities that relate directly to sustainable food systems. Start by dividing participants into small groups, assigning each group a different business model type—such as Circular, Alternative Place-Based, or Inclusive—and have them discuss real-life or hypothetical examples that could work within their communities. Encourage them to identify specific sustainability indicators (e.g., environmental practices or social benefits) that each model might achieve, using examples from the table as inspiration. Afterward, bring everyone back together for a collective discussion where each group shares its insights.

BLOCK 2 - EXPLORING SUSTAINABLE SUPPLY CHAIN MANAGEMENT (SSCM)

To effectively guide participants through the theoretical concepts of Sustainable Supply Chain Management (SSCM), trainers should move through topics progressively, providing real-world examples and connecting key concepts to participants' everyday experiences. Begin with the fundamentals of SSCM, defining its importance and discussing how it integrates environmental, social, and economic aspects into supply chains. Introduce the three pillars of sustainability—environmental, social, and economic—using tangible case studies to illustrate how these principles apply in practice. Transition to explaining the process of adopting sustainable business models, highlighting collaborative strategies and stakeholder engagement, corporate values, and policy support. When discussing social responsibility and ethical sourcing, trainers should involve

participants in analyzing various labor and ethical practices that support fair treatment and inclusivity. For waste reduction and environmental management topics, encourage active participation by involving the group in identifying potential waste reduction techniques or green procurement strategies that they could apply within their industries. By pacing each concept and encouraging participants to share insights, trainers can deepen understanding and empower participants to consider practical steps for integrating SSCM principles into their own supply chains.

BLOCK 3 - Core Components of Sustainable Food Security Business Plan
For the theoretical segment on "Core Components of a Sustainable Food Security Business Plan," trainers should guide participants through each topic with a structured, interactive approach, ensuring a clear link between concepts and practical applications. Begin by introducing Value Chain Analysis, explaining how it helps pinpoint strategies for improving a value chain's competitive edge while addressing sustainable development goals. Encourage participants to think through real-world examples in their industries where bottlenecks occur, then lead a group discussion on possible system-wide improvements. Next, in Functional Analysis, trainers should prompt participants to identify the actors and activities within their value chains, focusing on their behavior and decision-making. Encourage participants to share insights on why certain practices may be chosen or avoided in the chain, highlighting any reluctance to adopt more sustainable methods.

For the Sustainability Assessment, ask participants to evaluate the impacts of each value chain stage, identifying areas for improvement. Transition to the Upgrading Strategy, where trainers can engage participants in brainstorming potential solutions, such as waste reduction techniques or product quality enhancements, while considering stakeholder collaboration. As the session progresses, introduce Business Model Typology, presenting examples like circular economy models and community-supported agriculture, and invite participants to discuss which models might best suit their local contexts.
Move into Governance and Stakeholder Engagement, illustrating how multi-stakeholder platforms can foster effective partnerships. For Market Research and Customer Needs Assessment, involve participants in identifying key consumer trends and discuss methods for aligning products to these needs sustainably. In the Financial Planning section, discuss revenue and cost management, emphasizing innovative funding sources for sustainability efforts. Finally, when covering Monitoring and Evaluation, introduce SWOT Analysis as a strategic tool for identifying strengths, weaknesses, opportunities, and threats within the value chain. Wrap up by guiding participants through creating a Vision Statement and setting

SMART Goals, using practical examples to illustrate how these can drive sustainable change.

ACTIVITY 1 - FOOD SECURITY BUSINESS PLAN (Approx. duration: 1 hour & 30 minutes)

Step 1.1 Introduction

Begin the session by introducing participants to the concept of food security and its significance, particularly within sustainable food systems and value chains. Use a brief presentation to outline core challenges and concepts, then engage participants by asking them to share their understanding of food security and the challenges it presents. This discussion will help you gauge their initial perspectives and set the context for the case study work.

Step 1.2 Case Study Presentation

Use the "Collaborative Solutions for Food Security" cases from previous sessions, which participants are already familiar with, to expand on previously identified solutions. Alternatively, provide a new case study from Europe that showcases specific food security challenges for further insight. Lead a discussion around the case studies, highlighting both effective strategies and obstacles. Encourage participants to think critically as they prepare to develop solutions.

STEP 1.3 Team Formation and Business Plan Development

Divide participants into three teams, each assigned one of the selected cases. Facilitate an initial brainstorming session where each team identifies the key issues and potential solutions related to their assigned case, encouraging them to focus on aspects such as stakeholder engagement, value chain analysis, and sustainability assessments. Guide each team in developing a comprehensive business plan by including the following components: a Vision Statement defining what success looks like; specific and measurable Goals; a SWOT Analysis identifying strengths, weaknesses, opportunities, and threats; and a Business Model Canvas outlining value delivery. Move among the teams, providing guidance on how each component builds a robust strategy to address food security.

STEP 1.4 Presentation of Business Plans (30 minutes)

Once teams have developed their business plans, have each group present their plan to the entire group, using flip charts or the projector as visual aids. Facilitate an interactive session, encouraging participants to ask questions and offer constructive feedback after each presentation. Guide the discussion to ensure feedback is respectful, constructive, and focused on strengthening each team's plan.

STEP 1.5 Reflection and Conclusion (10 minutes)

Conclude the exercise with a group discussion reflecting on key learnings. Encourage participants to share insights and takeaways from the experience, emphasizing the importance of collaboration in addressing food security challenges and aligning strategies with sustainability goals. Wrap up by asking participants to consider how they can apply these concepts in

their own professional contexts, underscoring the broader impact of sustainable food security planning.

Evaluation

Facilitate evaluation using the annex[14]

Tips for the Educator

- Begin each section with real-world examples of sustainable food businesses (e.g., community-supported agriculture, circular economy businesses) to provide relatable context. Use companies like Patagonia or local agriculture co-ops to showcase sustainable practices in action.
- Encourage participants to share any experiences or insights they have with similar practices in their communities to foster discussion.
- When explaining the Triple Bottom Line, Sustainable Development Goals (SDGs), and value chain analysis, use clear visuals (charts, diagrams, or slides). This will help participants grasp the multidimensional aspects of sustainability.
- Provide printed or digital copies of frameworks like the Triple-Layered Business Model Canvas to make it easier for participants to follow along and apply these structures in their business plan activity.
- After the business plan presentations, create a safe space for constructive feedback by setting ground rules for respectful, solution-focused comments.
- End with a reflection session where participants can share their personal takeaways and how they plan to apply these new skills. This will help reinforce the practical applications of the unit's content.

Possible Difficulties

- Participants may struggle with advanced concepts like value chain analysis, sustainable business models, and financial planning for sustainable practices, especially if they lack prior business or sustainability experience.
- Some participants may feel intimidated or reluctant to engage in discussions or group activities, particularly if they have less experience with the subject matter or lack confidence.
- Groups may encounter difficulties working together due to differences in perspectives, communication styles, or varying levels of knowledge.
- The unit includes multiple complex topics, so there is a risk of running out of time, especially if participants need additional explanations or support.
- Some participants may find it challenging to connect theoretical concepts with practical, real-world applications, particularly when creating their business plans and sustainability strategies.

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[14] Annex: Evaluation Questionnaire Entrepreneurship TU2

Possible Solutions

● Break down complex ideas into smaller, digestible parts. Use familiar analogies or real-life examples to make abstract concepts more accessible (e.g., compare the Triple Bottom Line to a balanced meal that includes different nutrients).

● Provide handouts or visual aids that summarize key concepts in simpler terms, making them easier to reference during activities.

● Begin with icebreakers or a brief introductory session to help participants feel comfortable. Encourage everyone to share their ideas without fear of judgment.

● Use open-ended questions and gentle prompts to engage quieter participants and validate contributions to create a supportive environment.

● Focus on the most critical topics, such as sustainability assessment and stakeholder engagement, if time becomes limited. Ensure each block or activity remains on track by setting time limits and giving gentle reminders to wrap up.

● Allow extra time at the end for any questions or clarifications to reinforce key takeaways.

Further Resources

Suminter India Organics (https://suminterindiaorganics.com/

Training Unit #3 - Launching and Scaling Food Security Enterprises

Aim

The Training Unit aims to equip participants with essential knowledge and skills to address food security challenges through sustainable entrepreneurial practices. It focuses on several interconnected components, including market needs analysis, legal framework understanding, developing a sustainable operational model, and ensuring financial sustainability. The training fosters practical application through interactive group activities where participants identify local food security gaps, map compliance steps for launching a business, brainstorm sustainable practices, and evaluate funding strategies.

The unit emphasizes conducting thorough market research to identify food security gaps and understand supply-demand dynamics, alongside comprehending food safety regulations and organizational structures. Participants learn to adopt agroecology principles for biodiversity and soil health while promoting direct sales through farmers' markets or online platforms to support local economies. Additionally, the training covers the integration of technology in supply chains for transparency and efficiency, including the use of blockchain for traceability.

Learning Outcomes

1. Conduct thorough market research to identify food security gaps and supply-demand dynamics, focusing on key indicators like price fluctuations and labor market conditions.
2. Understand food safety regulations (e.g., HACCP principles) and organizational structures (e.g., social enterprises), ensuring compliance with legal and safety standards.
3. Adopt agroecology principles for biodiversity and soil health, minimizing synthetic inputs and emphasizing sustainable practices.
4. Promote direct sales through farmers' markets or online platforms, fostering producer-consumer relationships and supporting local economies.
5. Use blockchain technology for transparent supply chains, enabling real-time data access for consumers and ensuring food provenance.
6. Align business models with social goals and demonstrate measurable impacts to attract investors seeking both social and financial returns.
7. Anticipate future challenges like market fluctuations and climate change impacts by exploring scenarios and creating adaptive strategies.

Duration

2 hours

Materials

- Main Room: Seating for all, projector, sound system, whiteboard.
- Breakout Stations: 4 smaller areas with tables, chairs, flip charts, and stationery.
- Projector, laptop, internet, whiteboards.
- Handouts, worksheets, stationery (pens, markers, sticky notes)

Procedure & Methodology

BLOCK 1 - LAUNCHING A FOOD SECURITY ENTERPRISE

STEP 1.1 - Introduction

Begin with Preparation: Ensure that all necessary resources are in place, including seating arrangements for participants, a projector, sound system, and whiteboards in the main room. Set up breakout stations equipped with tables, chairs, flip charts, and stationery. Prepare handouts and worksheets to facilitate learning. Next, introduce the Session Overview: Clearly outline the objectives of the training session, which include conducting market research to identify food security gaps, understanding food safety regulations, adopting sustainable agricultural practices, and exploring funding strategies. Emphasize the importance of balancing economic viability with social impact.

STEP 1.2 - Market Needs Analysis & Legal Framework

Proceed to the Market Needs Analysis: Engage participants in conducting thorough market research through surveys and stakeholder interviews. Guide them to analyze supply and demand dynamics, potential food deficits or surpluses, and the influence of labor market conditions on food access. Encourage discussions on monitoring market indicators for early warning signs of food security deterioration. Next, facilitate a discussion on the legal considerations for food-related businesses. Explain the importance of compliance with food safety laws such as HACCP principles and help participants understand how to choose the right organizational structure (e.g., social enterprise or non-profit).

STEP 1.3 - Launching along with Sustainability

Move on to Developing a Sustainable Operational Model: Introduce concepts of resource management and sustainable practices like agroecology. Discuss supply chain organization, emphasizing short food supply chains (SFSCs) that promote direct links between producers and consumers. Highlight the role of technology in enhancing market access and transparency. Finally, cover Ensuring Financial Sustainability by presenting various funding sources available for food security enterprises, including bank loans,

microfinance, government grants, impact investing, and crowdfunding. Discuss how to attract impact investors by aligning business models with social goals and measuring impact through frameworks like Social Return on Investment (SROI).

ACTIVITY 1 - COLLABORATIVE WORKSHOP ON FOOD SECURITY ENTERPRISES (1hour)

STEP 1.1 - Introduction &Icebreaker

This activity allows learners to experience the various steps involved in launching a food security enterprise like the imaginary Harvest Hub. By moving through each station, they will analyze the enterprise's challenges, opportunities, and strategies for success in addressing food insecurity, legal frameworks, resource management, and financial sustainability. Each station provides valuable insights into how real-world food security enterprises operate and how learners can apply these principles in their own entrepreneurial projects. Select one icebreaker from the list of icebreakers provided.

STEP 1.2 Market Needs Analysis Station

At the Market Needs Analysis Station, learners will discuss and analyze the food security challenges that "Harvest Hub" is aiming to address.

The trainer breaks the participants into small groups of 4-5 participants. Each group discusses the following questions:

- What are the current gaps in food security in your community?
- How do local market dynamics affect food availability and access?
- What strategies can be implemented to address identified gaps?

STEP 1.3 - Legal Framework Station

At the Legal Framework Station, learners will explore the legal considerations that Harvest Hub must address to operate effectively and ethically.

Each group discusses the following questions:

- What are the critical legal considerations that a food security enterprise must address?
- Discussion Points: Choosing the right organizational structure (e.g., social enterprise vs. non-profit).

STEP 1.4 - Resource Management Station

At the Resource Management Station, learners will discuss how Harvest Hub utilizes resources efficiently and integrates sustainable practices into their operations.

Groups explore effective resource management practices by discussing how agroecology principles can enhance resource efficiency in your enterprise. What circular economy practices can be integrated into operations?

STEP 1.5 - Financial Sustainability Station
At the Financial Sustainability Station, learners will explore the funding sources and financial sustainability strategies for Harvest Hub.

Groups analyze various funding sources available for food security enterprises by discussing:

- What funding sources are most suitable for your enterprise model?
- How can you effectively present your business plan to attract investors or secure grants?

Evaluation

Facilitate evaluation using the annex[15]

Tips for the Educator

- Ensure thematic station materials are clear, engaging, and practical. Familiarize yourself with basic food security, legal, and financial concepts.
- Promote inclusivity during group formation; encourage diverse perspectives. Manage time strictly to allow smooth station rotations.
- Foster active participation at each station with probing questions and support when groups face challenges.
- Encourage clear, actionable outputs from each station and facilitate group presentations to maximize shared learning.
- Guide groups to create realistic, actionable plans, focusing on the practical application of workshop insights.
- Conclude with a meaningful discussion to reinforce learning and encourage participants to consider real-world implementation.

Possible Difficulties

- Some participants may be disengaged or hesitant to participate actively in discussions and activities.
- Participants may have varying levels of prior knowledge about food security, market analysis, and legal frameworks, making it challenging to address everyone's needs.

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[15] Evaluation Questionnaire Entrepreneurship TU3

- Reliance on technology for presentations or interactive activities may lead to technical difficulties, such as equipment malfunctions or connectivity issues.
- The unit consists of multiple components that require careful timing; trainers may struggle to cover all topics within the allotted time.
- Participants may be resistant to adopting new practices or technologies, particularly if they are accustomed to traditional methods.

Possible Solutions

- Use icebreakers and group activities to foster engagement and create a comfortable environment for sharing ideas and experiences.
- Assess participants' knowledge levels at the beginning of the session and adjust the delivery of content, accordingly, offering additional resources for those who need them.
- Prepare for technical issues by having backup materials (like printed handouts) and alternative methods for delivering content (e.g., flip charts) readily available.
- Develop a clear agenda with time allocations for each segment, allowing for flexibility while ensuring that key topics are covered efficiently.
- Present case studies or examples of successful food security enterprises that have adopted innovative practices, illustrating the benefits and encouraging participants to embrace change.

Further Resources

- Tyson Foods Targets Net Zero Emissions by 2050: [Tyson Foods Sustainability](#)
- Tyson Foods' 2019 Sustainability Report: [Tyson Foods News Release](#)
- Overview of Tyson Foods' sustainability initiatives: [Tyson Foods Sustainability](#)
- Climate Smart Beef Program: [Tyson Foods Climate Smart Beef](#)
- An Innovation Story from Tyson Foods: [Tyson Foods Media](#)

Training Module 7

Sustainable Food Systems

Training Unit #1 - Introduction to Sustainable Food Systems

Aim

The aim of the module is to educate students on sustainability principles in food production and consumption, addressing the impact of climate change on food systems, enabling trainers to identify challenges and set goals, analyzing complex issues within sustainable food systems, engaging in constructive dialogue, and understanding diverse viewpoints.

Learning Outcomes

This training unit aims to enhance critical thinking ability, learning capacity, knowledge and use of blended learning methodologies, and understanding of nutrition, health, and lifestyles, including nutritional characteristics of agricultural/food products.

Duration

3hours

Materials

General resources needed: chairs, tables, a projector, a computer and an internet connection, sheets of paper, pens, markers, sticky notes, stickers, flipcharts.

Procedure & Methodology

BLOCK 1: ICEBREAKER
Welcome participants and choose an icebreaker activity or energizer to set a positive tone and facilitate participant interaction.

BLOCK 2: UNDERSTANDING SUSTAINABLE FOOD SYSTEMS
Step 2.1 - Define the concept of sustainable food systems
-Participants define what a sustainable food system is collectively. Key points are noted on a flipchart.
Step 2.2: Explain the importance of sustainability in the context of food production and consumption
Participants identify and discuss the dimensions of sustainability in food systems. Three circles are drawn on flip charts for participants to fill with dimensions of sustainability.

ACTIVITY 1: CHALLENGES - IDENTIFY KEY CHALLENGES IN CURRENT FOOD SYSTEMS (1 hour 15 minutes)

Step 1.1 Food Security
Participants work in subgroups to identify the components of food security. What do you think are the "ingredients" of Food security "recipe"?

- Divide: The students are divided into subgroups of 4 people.
- Question and cards : The students will work in subgroups to answer the question: What do you think are the ingredients of Food security? They are given some cards that represent the possible "ingredients of the Food Security", some of them are right and some false. It's like they have to build the "receipt" of Food Security.
- When all the participants have finished, ask one of the leaders to explain the solution of the subgroups to all the others.
- Explain: Explain later the definition, using the cards and the answers of the participants.

Step 1.2 Right to food
Participants collectively define the right to food before an explanation is provided (Right to food: The right to adequate food is realized when every man, woman, and child, alone or in a community with others, always has physical and economic access to adequate food or means for its procurement.)

Step 1.3 And Food Sovereignty?
Participants define food sovereignty collectively before an explanation is given (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.)

Step 1.4 Climate Justice
Participants define climate justice collectively before an explanation is provided (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.)

ACTIVITY 2: GOALS, GLOBAL AND EUROPEAN CONTEXT Activity 2:
Step 2.1 Sustainable Development Goals

Methodology of the group activity: Participants discuss SDGs related to sustainable food systems before an explanation is provided. 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.

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
Methodology of the group activity. Participants discuss what the Milan Urban Food Policy Pact might entail before an explanation is given. Write on a flipchart some keywords. Keep the poster for the last activity.

Step 3.2 Return: What We Have Learned?:
Methodology of the subgroups activity. Participants reflect in subgroups on what they have learned. Guiding questions are provided for discussion. 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?

Posters with key points from earlier activities are available for reference. Facilitators ensure a safe and positive environment for discussion. Each subgroup shares their reflections with the larger group. Before explaining every official definition, the trainer will ask the participants to build that definition together.

Methodological processes:
Non-frontal explanation, critical thinking, cooperative group learning, Q&A process, Group discussion, Subgroups discussion, Class discussion, Building the contents together, Finding the right "ingredients" of a definition, Returning the subgroups work to the others.

Evaluation

Annexes

Tips for the Educator

1. Expertise in Sustainable Food Systems: Trainers should possess prior experience and knowledge in sustainable food systems to effectively lead the session.
2. Familiarity with Non-Formal Learning Methodologies: Trainers should be well-versed in non-formal learning methodologies such as critical thinking,

cooperative group learning, Q&A processes, group discussions, and subgroups discussions.

3. Active Facilitation Role: Facilitators should actively engage by asking questions, providing explanations, organizing activities in subgroups, and facilitating subgroup work.

4. Ideal Trainer-Participant Ratio: Aim for a ratio of 2 trainers for every 20 participants (1/10 ratio). This balance allows for diverse expertise, distributes workload, and accommodates various teaching styles, enhancing engagement and comprehension.

5. Benefits of Two Trainers: Having two trainers offers backup support, promotes dynamic interaction, and improves time management. It caters to different learning preferences and enhances engagement through small group activities.

6. Comprehensive and Engaging Experience: The presence of two trainers ensures a more comprehensive and engaging learning experience for participants, fostering a conducive learning environment.

Possible Difficulties

1. Participants may not actively engage in discussions or activities, leading to a passive learning environment.

2. Participants might misinterpret or misunderstand the concepts presented, resulting in incomplete learning outcomes.

3. Difficulty in managing time for each activity could lead to rushed discussions or incomplete coverage of essential topics.

4. Some participants may dominate discussions or activities, while others may feel marginalized or reluctant to contribute.

5. Technical problems such as audiovisual equipment failure or internet connectivity issues could disrupt the smooth flow of activities, affecting engagement and learning.

6. Resistance from participants who are skeptical of sustainability principles or unfamiliar with non-formal learning methodologies could hinder the effectiveness of the session.

7. Conflicts or disagreements within subgroups could arise, impacting collaboration and hindering the achievement of learning objectives.

8. The volume of information presented may overwhelm participants, making it challenging for them to grasp key concepts effectively.

9. Participants with limited proficiency in the language of instruction may struggle to understand the content, hindering their ability to fully engage in the activities.

10. Inexperienced facilitators may struggle to effectively manage group dynamics, resulting in a loss of focus or direction during activities.

Possible Solutions

To ensure successful implementation of the activities, facilitators should:

1. Have expertise in sustainable food systems and non-formal learning methodologies.
2. Create a supportive learning environment with icebreakers and energizers.
3. Provide clear explanations using visual aids and real-life examples.
4. Manage time effectively and adapt the agenda as needed.
5. Encourage equal participation through diverse engagement strategies.
6. Prepare for technical issues and offer technical support.
7. Address resistance and conflicts with open dialogue and resolution techniques.
8. Break down complex information into smaller chunks for better comprehension.
9. Support participants with language barriers through translations and peer collaboration.
10. Invest in facilitator training to enhance group management and communication skills.

Further Resources

1. FAO Resources: The Food and Agriculture Organization (FAO) provides various publications, reports, and educational materials on sustainable food systems, food security, and related topics. These resources offer valuable insights and data to support training activities. Website: [FAO](http://www.fao.org/).

2. UN Sustainable Development Goals (SDGs): The official website of the United Nations provides comprehensive information on the Sustainable Development Goals, including background, targets, indicators, and progress reports. This resource can help trainers contextualize their discussions on global sustainability efforts. Website: [United Nations Sustainable Development Goals](https://sdgs.un.org/).

3. Milan Urban Food Policy Pact (MUFPP): Trainers can explore the official website of the Milan Urban Food Policy Pact to access relevant documents, case studies, and resources related to urban food policies and initiatives. This can provide practical examples and inspiration for local action. Website: [MUFPP](https://www.milanurbanfoodpolicypact.org/).

4. Via Campesina: The international farmers' organization, Via Campesina, offers insights into food sovereignty and advocacy efforts related to small-scale agriculture and rural communities. Trainers can use their resources to deepen discussions on food sovereignty principles and practices. Website: [Via Campesina](https://viacampesina.org/en/).

5. Climate Justice Alliance: The Climate Justice Alliance provides resources, toolkits, and educational materials focused on climate justice, environmental equity, and community resilience. Trainers can leverage these resources to explore the intersection of climate change and food systems. Website: [Climate Justice Alliance](https://climatejusticealliance.org/).

6. Critical Thinking Resources: Various online platforms offer resources and guides on critical thinking skills development. Trainers can explore materials from organizations such as the Foundation for Critical Thinking and the Global Digital Citizen Foundation to enhance critical thinking activities in their sessions. Websites: [Foundation for Critical Thinking](https://www.criticalthinking.org/) and [Global Digital Citizen Foundation](https://globaldigitalcitizen.org/).

7. Urgenci is a global network dedicated to advancing Community-Supported Agriculture (CSA) initiatives worldwide, advocating for local food systems and sustainable agricultural practices. The Urgenci Hub, their platform, offers a wide array of free resources covering various aspects of CSA, Agroecology, and Land and Food Policies. These resources are easily accessible through a searchable database, providing valuable information to individuals and organizations interested in sustainable food production and distribution. www.hub.urgenci.net

Training Unit #2 - Climate Change and Food Systems

Aim

The aim of this training unit on climate change and food systems is to practise the use of holistic thinking to reflect on the main factors linking the climate crisis to the food industry and consumer habits. It will also introduce some frameworks of analysis, such as the cascading effect.

Learning Outcomes

The learning outcomes for the unit on Climate Change and Food Systems include both general competences and specific competences:

1. Participants will develop the ability to question and analyze concepts, ideas, and situations related to climate change and food systems.

2. Participants will gain an understanding of how the agro-food chain contributes to climate change.

3. Participants will acquire knowledge of the different phases, actors, and interactions involved in the agri-food chain.

Duration

3 hours

Materials

The planned activities will necessitate the following materials and equipment: chairs, tables, projector, computer, sheets of paper, pens, markers, sticky notes, stickers, flipcharts, and an internet connection. While the workspace does not require any special settings, it is advisable to conduct the activities in a spacious area to facilitate the working groups' ability to complete their tasks comfortably.

Procedure & Methodology

BLOCK 1 - STUDY CIRCLE: UNDERSTANDING CLIMATE CHANGE EFFECTS ON FOOD SYSTEMS. (1.5 hours)

To understand the correlations between climate change and food systems, analyze the cascading effect, and explore EU policies on the topic.

Step 1.1 Climate Change Scenarios for EU Regions

Introduction (Approx. 20 minutes): The trainer introduces the topic, displaying a map showing climate change effects in different regions of Europe. Participants are encouraged to share examples related to climate change effects in their local context. Trainer may provide prepared examples if participants don't have any.

Discussion and Summary (Approx. 20 minutes):Participants discuss the effects and share their perspectives. Each participant writes the most important effect of climate change on the food system on a sticky note. Sticky notes are placed on a flipchart or wall, and similar arguments are identified.

Step 1.2 The Cascading Effect

Introduction: Trainer introduces the concept of the Cascading Effect, stimulating debate. Information is provided from the EEA Report No 4/2019 and supported by visual aids.

Questions guide the debate: Examples of climate change effects on food systems. Identification of the most effective stage for policymakers and consumers to act. Participants place stickers on the graph to indicate their answers, followed by justifications.

Examples of guiding questions:

- *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 EU

Trainer introduces EU policies addressing climate change and food systems:

- EEA Report No. 4/2019
- European Green Deal
- Farm to Fork strategy
- Biodiversity strategy for 2030

Back-up material may be provided or discussed based on participant interest and relevance to their work fields.

Methodology:

- Lecture-Style Introduction: Introduction to the topic using visual aids and maps.
- Participatory Discussion: Facilitated discussion to engage participants and encourage sharing of examples and insights.
- Sticky Note Exercise: Individual reflection and contribution to group discussion.
- Guided Debate: Stimulated debate guided by thought-provoking questions.
- Interactive Graph Activity: Engagement through visual and tactile learning.
- Policy Discussion: Interactive discussion facilitated by the trainer, focusing on participant interests and relevance to their work fields.

ACTIVITY 1: COOPERATIVE GROUP WORK: ADAPTATION & MITIGATION MEASURES (Approx. duration: 1.5 hours)

In this second part of the unit, participants engage in practical problem-solving and brainstorming to address climate change issues.

Step 1.1 Food Security Problems Identification
- Group Formation: Participants are divided into groups of 3 to 5 members. Each group selects an area from the previous climate change map (resource 1) to focus on.
- Identification of Food Security Problems: Groups identify food security problems related to climate effects in their chosen region. Trainers may suggest focusing on the participants' country or region for familiarity. Groups compile a list of identified problems. (Approx. 20 min)
- Group Sharing and Discussion: Each group shares their list with the rest of the participants. Trainers and participants provide feedback and may add additional problems not mentioned by the groups. (Approx. 20 min).

Step 1.2 Ideation of Adaptation and/or Mitigation Strategies

- Brainstorming Adaptation and Mitigation Measures: In the same groups, participants brainstorm at least 2 adaptation or mitigation measures for the identified problems. Each group ensures they cover at least 2 different areas of action. (Approx. 20 min)
- Presentation and Feedback: Groups select a spokesperson to present their strategies to the rest of the participants. Trainers provide feedback and invite contributions from other participants. Each presentation and discussion lasts approximately 5 minutes. (Approx. 20 min).
- Recap and Reflection: The trainer summarizes the key concepts, competencies, and skills addressed during the activity. Participants reflect on their learning and the outcomes of the cooperative group work. (Approx. 10 min).

Methodology:
- Group Work: Collaborative problem-solving and brainstorming within small groups.
- Frontal lesson: Using maps and graphics to convey information, albeit to a lesser extent.
- Discussion: Facilitated sharing of ideas and feedback among participants and trainers.
- Brainstorming: Creative generation of adaptation and mitigation strategies.
- Presentation: Oral communication skills development through group presentations.
- Reflection: Summary and reflection on learning outcomes and competencies developed during the activity.

Evaluation
See annexes

Tips for the Educator

1. Be flexible with the duration of each sub-activity. Depending on the participants' engagement and understanding, adjust the time allocation accordingly. Some topics may require more discussion or explanation than others.

2. Assess the profile and experience of the participants to tailor the activities accordingly. If participants have a deeper understanding of certain topics, you can delve into more advanced discussions. Conversely, if the group is less familiar with the subject matter, simplify explanations and provide more foundational knowledge.

3. Thoroughly prepare the content before conducting the activity. Familiarize yourself with the arguments and concepts to be discussed, as they may be complex. Clear and inclusive communication is essential for ensuring participants' understanding.

4. Avoid assuming that participants have prior knowledge of the subject matter. Start with less technical concepts and gradually introduce more complex ideas. This approach ensures that all participants can follow along and actively participate in discussions.

5. Create a supportive environment that encourages active participation from all participants. Encourage questions, comments, and contributions from diverse perspectives to enrich discussions and learning experiences.

6. Ensure that all participants feel included and valued during the activities. Be mindful of different learning styles and preferences and adapt your facilitation approach accordingly to accommodate diverse needs.

7. Be prepared to provide clarifications and additional explanations as needed. Monitor participants' understanding throughout the activities and address any confusion or questions promptly to maintain engagement and comprehension.

8. Trainers should have previous experience and knowledge in the fields of climate change and food systems. Familiarity with non-formal learning methodologies such as critical thinking, problem solving, and cooperative group learning is essential. Additionally, trainers should possess public speaking skills and the ability to convey complex content clearly.

9. The ideal number of trainers is two for every 20 participants (1:10 ratio). Having two trainers offers diverse expertise, balanced workload, and varied teaching styles, making the learning experience more comprehensive and engaging. It also provides backup support, promotes dynamic interaction, and improves time management.

10. Continuously evaluate the effectiveness of the activities and be open to feedback from participants. Use their input to adjust and improvements for future sessions, ensuring a more tailored and impactful learning experience.

Possible Difficulties

During the implementation of activities focused on climate change and food systems, several potential risks and challenges may arise:

1. Participant engagement may vary, affecting the overall effectiveness of activities.
2. Trainers may struggle to address varying levels of prior knowledge among participants.
3. Complexity of topics may pose challenges in conveying information clearly.
4. Balancing time for each activity and ensuring adequate coverage of topics may be challenging.
5. Group dynamics, including conflicts or lack of cohesion, can hinder collaboration.
6. Technical issues such as equipment malfunctions or internet connectivity problems may disrupt activities.
7. Resistance to change or scepticism from participants may impede learning.
8. Language barriers could hinder communication and understanding.
9. Overwhelming content may lead to cognitive overload for participants.
10. Logistical challenges such as scheduling conflicts or inadequate resources may require quick resolution.

Trainers should be prepared to address these challenges through effective facilitation, adaptation of activities, and proactive troubleshooting to ensure a successful learning experience.

Possible Solutions

To ensure successful implementation of activities on climate change and food systems, facilitators should engage participants actively, tailor content to varying knowledge levels, ensure clarity in communication, manage time effectively, foster supportive group dynamics, address technical issues promptly, handle resistance or scepticism sensitively, overcome language barriers, prevent cognitive overload, and manage logistical challenges proactively.

Further Resources

1. [IPCC Special Report on Climate Change and Land](#): Provides comprehensive insights into the interactions between climate change, land use, and food security.
   - Available online through the IPCC website.

2. [FAO's State of Food Security and Nutrition in the World](#): Offers data-driven analysis and policy recommendations on global food security issues, including those related to climate change.
   - Accessible on the Food and Agriculture Organization (FAO) website.

3. Coursera Course: [Climate Change and Food Security](): A free online course offered by leading universities, covering key concepts, challenges, and solutions related to climate change impacts on food systems.

4. Food and Agriculture Organization (FAO) e-Learning Center: Offers a range of online courses and resources on sustainable agriculture, climate-smart practices, and food security.
   - Available on the [FAO e-learning platform]().

5. URGENCI Hub: [Teachers resource: Climate Change and the Food Chain]()

6. Books:
   - "Avocado Anxiety" by Yves Louise Gray.
   - "Not too Late" by Rebecca Solnit and Thelma Young Lutunatabua.
   - "Regenesis: Feeding the World Without Devouring the Planet" by George Monbiot.
- "Diet for a Hot Planet: The Climate Crisis at the End of Your Fork and What You Can Do about It (2010)" by Anna Lappé.

7. TED Talks:
   - "[How climate change could make our food less nutritious]()" by Kristie Ebi.
   - "[A climate change solution that's right under our feet]()" by Asmeret Asefaw Berhe.
   - "[Can we feed ourselves without devouring the planet?]()" by George Monbiot.

8. Movies
- Eating Our Way to Extinction (2021)
- [Common Ground (2023)]()
- [Cornwall Climate Stories: Food for Thought]()
- [Food Inc. 2 (2023)]()
- [Kiss the Ground (2020)]()

Training Unit #3 - Sustainable Food Supply Chain and Consumption

Aim

The aim of Unit 3 is to equip trainers with the knowledge and skills necessary to guide learners in assessing the sustainability of food supply chains and initiating awareness-raising activities with consumers. Through a combination of presentations and game-based learning activities, trainers will delve into specific objectives. Firstly, in Activity 1, the goal is to enable learners to critically analyze how the Sustainable Development Goals (SDGs) are interconnected with the global food supply chain, fostering an understanding of the broader sustainability context. Activity 2 aims to deepen learners' understanding of the role of stakeholders along the supply chain and to analyze the associated challenges and opportunities for sustainability. Finally, Activity 3 focuses on enhancing learners' comprehension of the impact of food production chains on climate change, particularly through carbon emissions, while also examining the roles of consumers and governments in ensuring sustainability within food production. Through these activities, trainers will be empowered to facilitate meaningful discussions and learning experiences that promote sustainability within the food system.

Learning Outcomes

The learning outcomes of the unit encompass three key areas. Firstly, participants will develop critical thinking abilities, enabling them to question and engage with concepts, ideas, and situations critically. This includes the capacity to identify fallacies, inconsistencies, and logical errors within discussions related to the agro-food chain and sustainability. Secondly, participants will gain knowledge of the phases, actors, and interactions within the agri-food chain, enhancing their understanding of the complexities and dynamics involved in food production, distribution, and consumption. Lastly, participants will acquire basic knowledge concerning the impact of the agro-food chain on climate change, including an understanding of how various agricultural practices and processes contribute to environmental shifts. These outcomes collectively prepare participants to engage in informed discussions, make evidence-based decisions, and advocate for sustainable practices within the food system.

Duration

3 hours

Materials

General resources needed: chairs, tables, a projector, a computer, sheets of paper, pens, markers, sticky notes, stickers, flipcharts, and an internet connection. 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.

Each activity will also make use of specific resources:
Activity 1: Print outs of all the SDGs
Source: https://www.globalgoals.org/resources/
Activity 2 and 3: large papers for participants to draw their life cycles and have enough space for comments.

Procedure & Methodology

ACTIVITY 1: THE SDGS AND HOW THEY RELATE TO THE GLOBAL FOOD SYSTEM

Step 1.1 Icebreaker
Conduct an icebreaker activity to engage participants and create a positive learning atmosphere.

Step 1.2 Presentation of the SDGs
Begin with a brief introduction to the unit's objectives and the importance of understanding the sustainability of food supply chains.

Step 1.3 Connecting SDGs to the Global Food Supply Chain
Present an overview of the Sustainable Development Goals (SDGs) relevant to the food supply chain. Divide participants into small groups and provide each group with printed SDG sheets. Instruct groups to brainstorm and discuss how each SDG relates to the global food system, using examples of globally traded products like Cocoa, Coffee, etc.

Step 1.4 Regroup with Plenary
After brainstorming, have the groups share their findings and categorize SDGs based on the level of connection they found. Facilitate a discussion on the connections identified, allowing participants to elaborate on their insights.

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.

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

Briefly present other Life Cycle Models:

Cradle-to-grave

When you analyse a product's impact along the 5 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 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.

See the example of a Strawberry Yoghurt[16]

Step 2.3 Division into groups (15 minutes)

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.)

Step 2.4 Presentations (20 minutes)

Present concepts of stakeholders along the food supply chain and sustainability challenges. Divide participants into groups and assign each group a stakeholder role (e.g., farmers, processors, retailers). Instruct groups to discuss the sustainability challenges faced by their assigned stakeholder in the food supply chain. After discussions, each group presents their findings, highlighting challenges and opportunities for sustainability. Facilitate a group discussion to analyse the collective insights and identify overarching themes.

ACTIVITY 3: CARBON FOOTPRINT ANALYSIS FOR SUSTAINABLE CONSUMPTION (40 minutes):
Step 3.1 Introduction
Introduce the concept of carbon footprints in food production chains and its impact on climate change. Guide participants to analyse the carbon emissions associated with different stages of a product life cycle.
Step 3.2 Discussion
Facilitate discussions on how consumers and governments can contribute to sustainability in food production, considering carbon emissions. Encourage participants to reflect on their learnings and share insights on potential solutions and strategies. Reflect on Life Cycle from Activity 2 to discuss at which stage the most emissions are, where they come from, and how they could be reduced.
Step 3.3 Conclusion and Reflection
Summarize the key learnings from the activities. Provide an opportunity for participants to reflect on their personal takeaways and insights gained. Invite feedback from participants on the effectiveness of the activities and areas for improvement. Post key insights on post-it notes and hang around the room
Step 3.4 Closure

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[16] Annex 3

Conclude the session by reinforcing the importance of sustainable practices in the food supply chain. Provide resources or further reading materials for participants interested in delving deeper into the topics covered

Throughout the procedure, ensure active participation, encourage open dialogue, and adapt the activities as needed based on the dynamics of the group and time constraints.

Methodological processes:

This unit follows a class-based approach, where each part begins with a presentation of key theoretical concepts necessary for understanding the topic. Following the presentations, participants engage in small group activities aimed at applying the concepts learned. Each small group designates a scribe to record discussions and one or two presenters to share outcomes with the larger group. This structure ensures active participation from all group members and promotes teamwork skills. After the small group activities, a large group discussion is facilitated by the trainer, encouraging critical reflection, open dialogue, and respectful communication. Active listening is emphasized, creating a safe space for participants to ask questions and express their viewpoints. Overall, the methodological process aims to foster collaborative learning and develop competencies for effective teamwork.

The trainer team would ideally consist of 2 trainers per maximum 12 participants with working knowledge in 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 a creative inquiry of the topics.

Evaluation

Annexes

Tips for the Educator

1. Understand that it may not be feasible to cover all topics within the given time frame. Prioritize the most relevant and impactful concepts based on the context and needs of the participants.

2. Be adaptable in allocating time for each sub-activity. Depending on the number and profile of participants, some activities may require more or less time than anticipated. Adjust the timing accordingly to ensure thorough engagement with the material.

3. Familiarize yourself with the content beforehand to effectively convey complex concepts to participants. Ensure clarity and inclusivity in your explanations, especially when introducing technical topics. Avoid assumptions about participants' prior knowledge and start from foundational concepts.

4. Customize the activities to suit the specific profile and experience of the participants. If the group requires a deeper dive into certain topics, be prepared to modify the content to provide a more comprehensive understanding.

5. Facilitate a collaborative learning environment where all participants are encouraged to contribute. Designate roles within small groups, such as a scribe and presenter, to ensure active engagement and smooth facilitation of discussions.

6. Create a safe space for participants to critically reflect on the concepts covered and openly discuss their thoughts and perspectives. Encourage respectful dialogue and active listening to promote knowledge sharing and deeper understanding among participants.

7. Keep the focus on the intended learning outcomes of the unit. Guide participants in synthesizing their learning and reflecting on how it applies to their personal and professional contexts.

Possible Difficulties

1. One challenge could be managing the time allocated for each activity, especially if discussions extend beyond the planned duration. Trainers need to be mindful of the time and ensure that each activity stays on track to cover all essential content.

2. Keeping participants engaged throughout the session can be challenging, particularly if the material is complex or if there is a wide variation in participants' prior knowledge and interests. Facilitators should employ interactive and participatory techniques to maintain engagement.

3.Conflicts or lack of collaboration within small groups may hinder the effectiveness of group activities. Facilitators should be prepared to address any interpersonal issues that arise and foster a supportive and inclusive environment for all participants.

4.Technical issues such as malfunctioning equipment or poor internet connectivity in online sessions could disrupt the flow of activities. Trainers

should have contingency plans in place to address these issues promptly and minimize disruptions to the learning process.

5. Some participants may struggle to grasp complex concepts or terminology, particularly if they have limited prior exposure to the subject matter. Facilitators should be prepared to provide additional explanations, examples, or resources to support participants' understanding.

6. Participants may exhibit resistance to adopting new perspectives or challenging existing beliefs, particularly if the content challenges their preconceived notions. Facilitators should create a supportive environment that encourages open-mindedness and constructive dialogue.

7. Insufficient access to materials or resources needed to conduct the activities could pose a barrier to effective implementation. Facilitators should ensure that all necessary materials are prepared in advance and that any technological or logistical requirements are met.

Possible Solutions

1. Set clear time limits for each activity and monitor the progress closely. Encourage participants to stay focused and on-topic and be prepared to gently guide discussions back on track if they veer off course. Flexibility may be necessary to adjust the pace as needed.

2. Use a variety of interactive techniques such as group discussions, brainstorming sessions, role-playing, and hands-on exercises to keep participants engaged. Break longer activities into smaller, more manageable segments to maintain interest and energy levels.

3. Foster a positive and collaborative atmosphere within small groups by establishing ground rules for communication and teamwork. Encourage active participation from all members and intervene promptly to address any conflicts or disruptions that arise.

4. Conduct thorough equipment checks before the session begins and have backup plans in place in case of technical issues. Provide clear instructions for accessing online resources and offer technical support to participants as needed.

5. Tailor explanations and examples to suit the diverse needs and learning styles of participants. Break down complex concepts into smaller, more digestible chunks and provide additional resources or one-on-one support for those who require it.

6. Create a supportive and non-judgmental environment where participants feel comfortable expressing their opinions and challenging assumptions. Encourage open-mindedness and critical thinking by presenting multiple perspectives and fostering respectful debate.

7. Plan and ensure that all necessary materials and resources are readily available before the session begins. Make use of low-cost or no-cost alternatives, such as online tools and printable handouts, to supplement any resource constraints.

Further Resources

1. Teaching Climate Change: Lessons from the Earth: This book, authored by Richard A. Diem and Rachelle D. Yankelevitz, provides educators with practical strategies and lesson plans for teaching about climate change across various disciplines. It includes interactive activities, case studies, and teaching tips to engage learners in critical thinking and problem-solving related to climate change.

2. UNESCO's Education for Sustainable Development (ESD) Toolkit: UNESCO offers a resource pack for educators interested in integrating Education for Sustainable Development (ESD) into their teaching practices. The pack includes guidelines, case studies, and educational materials covering topics such as biodiversity, sustainable consumption, and environmental ethics. Trainers can use these resources to design interactive and engaging training sessions on sustainability.

3. Global Goals Educator Toolkit: The Global Goals Educator Toolkit, developed by the World's Largest Lesson, provides educators with lesson plans, activities, and multimedia resources for teaching about the Sustainable Development Goals (SDGs).

Training Module 8

Sustainable Agriculture Systems

Training Unit #Unit 1: Introduction to Sustainable Farms

Aim

In this unit, we'll explore the basics of sustainable farming, starting from the big picture and moving to the details. The unit will consider a triple approach of sustainability related to agriculture, which inherently includes environmental, economic and social sustainability. The goal is to encourage learners to cultivate holistic thinking and collaborative problem-solving skills, fostering a comprehensive understanding of sustainable agriculture as a multifaceted production system influenced by various factors, thus promoting greater awareness and appreciation of its importance.

Learning Outcomes

1. Management and Development of Community Work and Participatory Processes: Participants will demonstrate the ability to engage in community work and participatory processes through active involvement in group discussions, collaborative decision-making exercises, and practical applications of community development strategies. This will be predominantly addressed in the first activity.
2. Learning Capacity: Participants will exhibit enhanced learning capacity by actively acquiring and applying new knowledge and techniques related to sustainable agriculture throughout the unit. They will demonstrate the ability to capture and apply new information and work methods. This will be cultivated through both activities, encouraging participants to explore various concepts, methods, and practices associated with sustainable agriculture.
3. Gain a foundational understanding of the effects of synthetic pesticides on agriculture and human health, alongside familiarity with alternative methods and treatments.
4. Acquire fundamental knowledge of agricultural principles, including plant biology, production cycles, basic agricultural practices, and the use of common tools.
5. Develop an awareness of social justice issues and labour rights within agricultural and food initiatives, emphasizing the importance of fair treatment and equity for all involved.
6. Learn criteria for selecting producers who adhere to sustainability standards, encompassing principles of social economy, agroecology, and ethical treatment of animals, among other considerations.

Duration

This unit is divided into two activities.

1334

1. Activity 1: The FAO's 5 principles for sustainable agricultural production (Approximated duration: 1,5 hours).
2. Activity 2: A holistic look at sustainability in the agricultural sector from farms' perspective. (Approximated duration: 1,5 hours).

 Total duration of the unit: 3 hours.

Materials

The planned activities will require the following: chairs, tables, projector, pc (for the trainer), internet connection, sheets, pens, markers and flipcharts. Some printed materials will also be necessary (provided in the further resources and in the MOOC). The workspace does not need special settings; however, it is recommended that the activities take place in a large space to allow the working groups to be able to carry out their tasks in serenity.

Procedure & Methodology

The unit is divided into two group activities: the first will focus on the FAO's 5 principles for sustainable agricultural production; the second will be dealing with agricultural production activities.

ACTIVITY 1: FAO'S 5 PRINCIPLES FOR SUSTAINABLE AGRICULTURAL PRODUCTION

Step 1.1 The trainer will give a basic introduction of the 5 FAO principles to the group, using the materials provided in the MOOC. Each principle will be concisely overviewed, since participants will be able to deepen their knowledge of one specific principle during the work group, and they will be also provided with a printed copy of the theoretical concepts.

Step 1.2 After introducing each principle, participants will have the opportunity to ask any questions regarding the explanation. (Approx. duration: 10 minutes)

Step 1.3 After the trainer has introduced the 5 FAO principles, participants will be divided into groups (5 participants max.).

Step 1.4 Each group will be assigned one FAO principle and will be given a printed copy of Examples and key policies and practices for this principle.

Each group will have to write on a flipchart a practical proposal that should be in line with the FAO principle, for at least 1 policy or strategy for crops, livestock and forestry sectors (the aquaculture and fisheries sectors included in the template of each principle should not be considered). (Approx. duration: 30 minutes).

- For example, for the first principle, "Improving the efficiency in the use of the resources are crucial for the sustainability of the agriculture", about the crop sector, we choose key policy 1.
- For key policy 1 "Genetically diverse portfolio of varieties" a proposal could be "a system of de-taxation directly related to the different plant varieties a farm cultivates: the more varieties you cultivate, the higher the tax relief", thus incentivizing farms not to practise monoculture.
- For key policy 2 "Conservation agriculture", a proposal could be "Free professionalisation courses with local universities and professionals for farm managers where modern Conservation Agriculture practices are learned".

In total, each group will create 3 proposals: 1 for the crops sector, 1 for the livestock sector and 1 for the forestry sector. The proposals will need to be formulated from the point of view of the policy maker, not from the point of view of the final consumer. By policy maker we mean that figure who has a decision-making, political and economic role at several levels: it can be the regional government, the municipal councillor, the minister of agriculture, the European Commission, but also an organised consortium of producers who can exercise political weight.

Participants can use any tool for research during the ideation phase and should try to be realistic.

Step 1.5 Finally, each group will choose a speaker that will have 5 minutes to present its proposals to the other participants and the trainer will guide the discussion trying to make them reflect on the strengths and weaknesses of each proposal, its relevance to the given principle, and the links with other principles and other proposals from the other groups. (Approx. duration: 40 minutes)

Step 1.6 To conclude, the trainer will make a final recap of the concepts, competencies and skills that participants have worked on during the activity. (Approx. duration: 10 minutes)

ACTIVITY 2: A HOLISTIC LOOK AT SUSTAINABILITY IN THE AGRICULTURAL SECTOR FROM FARMS' PERSPECTIVE

For the second activity, participants will carry out a group activity where they will address the issue of sustainability in its environmental, social and economic dimensions from the perspective of a sustainable farm or initiative.

Step 2.1 First, the trainer will introduce the holistic concept of sustainability with its 3 dimensions (see Training Program and material in the MOOC) and debate with participants, using the following questions (Approx. duration: 20 min.):

- Is one dimension more important than the other?
- Which dimension of sustainability is the hardest/easiest to achieve?

Step 2.2 Participants will be also divided into groups of 5. Trainers can decide to keep the groups made for the previous activity.

Step 2.3 Participants will have to create an original proposal for a sustainable farm/initiative, given this following scenario: "Imagine that you become the managers of the world's worst farm, environmentally, economically and socially. Your task is to transform it into a sustainable farm."
- You will need to name the company, decide where it is located, what it produces/does.
- After that, you will have to think about the following themes and choose three (3). For each theme chosen, you should describe one (1) concrete problem (some examples are placed in brackets) the company had before your arrival and one (1) concrete solution you have taken to solve them. The themes are:
    - Ecosystem/biodiversity (e.g. disappearance of pollinator insects)
    - Production (e.g. Intensive GMO maize monoculture)
    - Labour/workers (e.g. Male-only, underpaid workers)
    - Consumption (e.g. obsolete oil-fired machinery system)
    - Supply chain/distribution (e.g. Products sent for processing on another continent)
    - Governance/relationship with the local community (e.g. Collective of local citizens demonstrating against you)

Participants can use any tool for research during the ideation phase and should try to be realistic. (Approx. duration: 40 min.)

Step 2.4 For guiding the participants, trainers may suggest them to think about initiatives, farms or enterprises of their local/national context, or if they belong or work in some agricultural food related organisation, to think of their organisation to search for the areas in which they can improve their sustainability. If they have trouble identifying the problems, trainers can provide them some suggestions.

Step 2.5 At the end of the allotted time, one/two people of each group will have 5 minutes to present their work to the other participants. (Approx. duration: 20 min.)

Step 2.6 After each presentation, the trainer may ask other participants to comment on the initiatives proposed and make comments himself/herself.

Step 2.7 To conclude, the trainer will make a final recap of the concepts, competencies and skills that participants have worked on during the activity. (Approx. duration: 10 minutes).

Methodology:
The activities in this unit are designed following the cooperative learning method, emphasizing listening skills, individual and group accountability, positive interdependence, interpersonal skills, and cross-sectional thinking. Various methodological processes are employed to ensure that each participant comprehends and enriches the topics discussed with their personal knowledge, fostering a holistic understanding and encouraging the exchange of diverse perspectives. Creative thinking is encouraged in the initial activity, where participants formulate proposals for the 5 FAO principles, while critical thinking and problem-solving skills are emphasized in the subsequent activity, focusing on identifying and resolving issues within the three spheres of sustainability.

Evaluation

For the online version, participants will use mobile phones to access an online poll/questionnaire via tools such as Mentimeter.com or Jamboard.google.com, while for the offline version, trainers will distribute sticky notes for participants to respond to questions, organizing answers on designated columns for discussion, with evaluation recommended to last between 15 to 30 minutes depending on participant count and trainer's desired reflections. For the evaluation see annexes.

Tips for the Educator

Trainers should note that the duration of each sub-activity is approximate and may vary based on participant numbers and profiles. Depending on these factors, trainers have the flexibility to allocate more time to certain topics over others. Similarly, the proposed topics can be adapted to suit the participants' expertise, with the option to delve deeper into specific areas if required. While these topics are interconnected, trainers have the discretion to focus on individual topics without compromising the coherence of the activity. It is strongly advised for trainers to thoroughly familiarize themselves with the content prior to leading the activity, as discussions may involve complex subjects that need to be communicated clearly and inclusively. Additionally, trainers should avoid assuming prior knowledge among participants and be prepared to start from simpler, less technical concepts and explanations as needed. When conducting the activities, participants may get demotivated or overwhelmed, due to the depth and complexity of the topics. In this case, we suggest trainers to incorporate as many moments of pause as they deem necessary, and the use of icebreakers or physical activities that allow participants to move and rest their minds.

Possible Difficulties

For the first activity:
Several difficulties could arise in the implementation of this activity.
- Firstly, ensuring that participants grasp the complexities of the 5 FAO principles within the brief introduction period may be challenging, especially if the concepts are new or abstract.
- Secondly, dividing participants into effective groups, ensuring balanced representation, and managing group dynamics during the task phase might be challenging, particularly if there are differing levels of engagement or understanding.
- Additionally, formulating practical proposals aligned with FAO principles requires both creativity and practical knowledge, which some participants may struggle with, especially if they lack familiarity with policy-making processes or the agricultural sectors.
- Furthermore, coordinating the presentation of proposals within the allocated time and facilitating constructive discussions that encourage reflection on proposal strengths and weaknesses may require careful time management and facilitation skills.
- Finally, ensuring that the final recap effectively reinforces key concepts and skills learned throughout the activity while maintaining engagement could pose a challenge, particularly if participants are fatigued or if there is limited time remaining.

For the second activity:
- Group Dynamics: Forming effective groups of five participants can be challenging due to varying levels of engagement, expertise, or communication styles within the groups, potentially hindering focus and productivity.
- Generating Original Proposals: Participants may struggle to create original and feasible proposals for transforming unsustainable farms into sustainable ones, facing difficulties in brainstorming innovative ideas and identifying practical solutions.
- Identifying Problems and Solutions: Participants may find it challenging to identify concrete problems within sustainability themes and devise realistic solutions, particularly if they lack relevant experience or knowledge in sustainable agriculture practices.
- Facilitating Presentations and Discussions: Skillful moderation may be required to facilitate effective presentations and discussions, encouraging active participation, constructive feedback, and critical reflection among participants.
- Ensuring Realism: Participants may have difficulty balancing creativity with realism when developing proposals, necessitating guidance from trainers to generate feasible ideas within the context of sustainable agriculture.

Possible Solutions

For the first activity:
- Thorough Preparation: Ensure that trainers are well-prepared to deliver a concise yet comprehensive introduction to the FAO principles, using clear language and engaging materials to facilitate understanding among participants.
- Group Formation: Thoughtfully divide participants into groups, considering their backgrounds, skills, and interests to promote effective collaboration. Encourage diversity within each group to enhance creativity and perspective.
- Guided Task Execution: Provide clear instructions and examples to guide participants in formulating practical proposals aligned with the assigned FAO principle. Offer support and resources for research and encourage realism in proposal development.
- Facilitated Presentation and Discussion: Facilitate group presentations effectively, ensuring each group has an equal opportunity to share their proposals within the allotted time. Guide discussions by asking probing questions that encourage critical thinking and reflection on proposal strengths and weaknesses.
- Time Management: Manage time carefully throughout the activity, allocating sufficient time for each phase while remaining flexible to adjust as needed based on group dynamics and progress.
- Effective Recap: Conclude the activity with a concise recap of key concepts, competencies, and skills learned, reinforcing their relevance and providing closure to the session. Encourage participant feedback to gauge understanding and address any remaining questions or concerns.

For the second activity:
- Group Dynamics: Encourage team bonding through activities, assign roles, and set clear communication norms.
- Generating Original Proposals: Guide participants through structured brainstorming, offer examples, and provide support in idea development.
- Identifying Problems and Solutions: Break down complex topics, offer real-life examples, and facilitate research and discussion to uncover challenges and solutions.
- Facilitating Presentations and Discussions: Provide training on effective communication, establish guidelines for respectful dialogue, and prompt critical thinking to ensure engaging and constructive discussions.
- Ensuring Realism: Emphasize practicality in proposals, consider various impacts, and offer guidance to refine ideas for feasibility within sustainable agriculture contexts, providing examples of successful projects to inspire realistic and achievable goals.

Further Resources

FAO 5 Principles and key policies of Sustainable Agriculture (Activity 1):
- Liverur. (2019, October 9). 5 principles of sustainable agriculture, according to FAO. https://liverur.eu/5-principles-of-sustainable-agriculture-according-to-fao/
- FAO, Building a common vision for sustainable food and agriculture. Principles and approaches; FAO. 2014. https://www.fao.org/3/i3940e/i3940e.pdf. The content on which participants should be working can be found in pages 21, 25, 27, 29, 31, in the Annex 1 and within the links of the MOOC in the corresponding slides.

(Activity 2):
- Bathaei, A.; Štreimikienė, D. A Systematic Review of Agricultural Sustainability Indicators. Agriculture 2023, 13, 241. https://doi.org/10.3390/agriculture13020241
- United Nations ESCAP. Integrating the three dimensions of sustainable development. A framework and tools. Link
- The three dimensions of sustainability, Argos. Link (EN, YouTube video)

Training Unit #2 - Certification Systems & Agricultural Production

Aim

The goal of this unit is to improve participants' understanding of agricultural production certification systems, fostering critical analysis of certification systems by exploring their differences, advantages, and disadvantages for various stakeholders in the production and consumption chain, as well as their interactions.

Learning Outcomes

1. Demonstrate critical thinking skills: Participants will develop the ability to question, argue, and discern fallacies and inconsistencies within concepts, ideas, and situations.
2. Understand agricultural production certification systems: Participants will acquire knowledge of different certification systems, with a focus on third-party organic certification and the Sustainable Farming Program (SGP).
3. Evaluate advantages and disadvantages of certification processes: Participants will assess the benefits and drawbacks of farm certification processes, particularly comparing traditional systems with the SGP, considering perspectives from both producers and consumers.

Duration

3 hours

Materials

The planned activities will require the following: chairs, tables, projector, pc (for the trainer), internet connection, sheets, pens, markers and flipcharts. Some specific materials will be also necessary (provided in the further resources and in the MOOC), especially for the 2nd activity, such as: a board with a map of a farm, prepared cards with observation elements, tokens for the visiting group and a dice indicating movement areas[17]
The workspace does not need special settings; however, for the third activity, if carried out through simulation, the space must be large enough and have a large desk so that the simulation can be carried out; otherwise, if carried out on a farm, some elements should be specially arranged in advance for the simulation, as staged situations that represent

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[17] check the MOOC and Annexes to find these materials

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conformity/non-conformity with the protocol for a third-party certification granting.

Procedure & Methodology

BLOCK 1 - THEORETICAL INTRODUCTION TO CERTIFICATION

Step 1.1 Acronym identification
The trainer will prepare a poster divided vertically into different columns. Each column has as its heading an acronym used in the quality certification of food products (supporting material can be found in the MOOC). Participants will be asked to develop the acronyms on post its they have available (one acronym/post-it) and then stick them in the corresponding columns. (Approx. duration: 20 minutes)

Step 1.2 Acronyms explanation
The trainer will explain the meaning of the acronyms presented. For those best identified by the participants he/she can also ask them to describe them. For each certification it shows the respective logo and pictures of some products that possess it (on the MOOC). (Approx. duration: 15 minutes)

Step 1.3 Types of certification systems
After explaining the characteristics of certifications, the trainer can then ask participants about the differences between PDO and PGI, or any other national certification. Then, based on the answers, he/she will clarify participants' doubts and go deeper into the issue.

Step 1.4 Organic certification
The trainer explains the classification of certification systems according to the reporting entity and illustrates the definitions of each type: first-part certification, second-part certification, third-party certification, fourth-part certification (supporting material on the MOOC and TP). When establishing the necessity of a 'third party' for organic certification, trainers can present major certification bodies' logos, encouraging participants to identify those they recognize (provided in the MOOC). (Approx. duration: 10 minutes)

Step 1.5 Issues of Organic Certification
Trainers will continue the activity by providing a brief overview of historical background and legislative framework of organic certification (using the materials provided in the MOOC/Toolkit) detailing its origins, context, and driving forces. (Approx. duration: 15 minutes)

Step 1.6 Discussion

After presenting the concepts to the participants, trainers will animate a group discussion on the main issues of organic certification. Some guiding themes to promote discussion may be:

- What are the advantages of third-party organic certification? For example: consumer recognition, market, visibility, European legislation, access to funds, etc.
- What are the main problems? For example: cost, bureaucracy, commercial opportunities, dependence on subsidies, technical difficulties, inspections, etc

(Approx. duration: 20 minutes).

Step 1.7 Summary
After the discussion, the trainer will summarize the main advantages and disadvantages identified by participants and may add some additional information if it is considered relevant.

ACTIVITY 1: PGS- THE PARTICIPATORY GUARANTEE SYSTEM
Step 1.1 PGS Theory
Trainers will begin the activity with a brief theoretical introduction to PGS addressing the concept, history, key features and main difference between Third Party Certification and Participatory Assurance Systems (included in the TP and MOOC). (Approx. duration: 20 minutes)

Step 1.2 After the introduction, trainers will foster discussion among participants dealing with the advantages and disadvantages of PGS versus traditional BIO certification.

Step 1.3 Simulation of a campaign visit by the Guarantee Committee
Participants will be asked to form a 'Visiting Group', dividing people into groups of max.5 participants, corresponding to these categories:

- Consumers (e.g. delegates of a GAS),
- Producers (already BIO or PGS certified),
- Technical agronomist (the trainer himself/herself + other agronomists if present in the group),
- Producers applying for certification and requesting a visit.

The activity consists of a role play (in real life or through a box game included in the MOOC) simulation of a campaign visit by the Guarantee Committee (Visiting Group) for the granting of a third- party certification.

If the activity is carried out in the field, on a farm for example, situations can be staged, and/or materials may be prepared that represent conformity/non-conformity of the protocol, instead of using the cards and game board.

Step 1.4 Participants should be provided with a small, hypothetical Basic Protocol (Annex 4), containing the key principles that should guide the activity. Trainers should check this basic protocol in advance, as well as all the materials for conducting the activity, which can be found in the Annex 4. (Approx. duration: 45 minutes)

Step 1.5 The SPG process
Once the game is over (with 7 or 8 items observed, both compliant and non-compliant with certification protocol), the trainer will summarize the explanation of the PGS certification process, touching on these points:
- What is the process for granting the PGS certificate?
- Which actors are involved?
- Which instances are created (committees, groups) and what are they for?

(Approx. duration: 20 minutes)

ACTIVITY 2 - CASE STUDY
Step 2.1 Case study presentation
Each trainer will present a real example of implementation of the participatory assurance system related to its territory, to involve participants around a close and possibly familiar example. If there are no such initiatives on their territory, they can use the cases presented in the MOOC and in Annex 6. If possible, a representative of the initiative will present the case study to the participants. The presentation should include a general overview of the initiative, as well as a description of its main components and its innovative features, regarding sustainability in terms of environment, but also social and economic factors. (Approx. duration: 40 minutes).

Methodology:
The activities in this unit use a competence-based approach, alternating theoretical moments, learning activities through practice and games (including role play gaming), and participatory debates, with the aim of fostering the involvement and active participation of the group.

The use of a board game and role-play methodologies consists of tailored created materials, such as a drawn map of a hypothetical farm belonging to producers applying for certification and some cards representing issues that can be seen in a field visit and correspond to conformity/non-conformity of the certification protocol.

Evaluation

Trainers may want to use this activity as an evaluation tool.
Trainers can prepare in advance a quiz on the Kahoot platform. At the beginning of the activity, they will connect participants to the quiz via a QR.

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Individual access to mobile phones and internet connection is necessary to conduct this activity.

The quiz will involve about 10 closed-ended questions on topics seen during the training, for example:
1. Associating logos with types of certification
2. Defining third-party certification
3. Basic Elements and Key Features of PGS;
4. Main differences between Third Party Certification and Participatory Guarantee Systems
5. One/two questions on the case study (e.g. what is an AMAP?)
6. Who conforms to the Visiting Group?
7. What are your responsibilities?

If participants cannot compile the quiz in situ, the link can be shared with them for completing it after the activity[18].

Tips for the Educator

Trainers must structure the activities based on participants' characteristics and training needs, deciding which areas to explore more deeply and which can be expedited or omitted. Optional activities should be considered based on time availability and appropriateness to the training context. If budget allows, purchasing foods with analyzed certifications is recommended for real-life observation during breaks. Thorough preparation is essential, with clear communication and the use of audio-visual materials to enhance engagement. Trainers should foster active participation through interactive discussions and role-playing simulations, guiding discussions with thought-provoking questions. Summarizing key points and encouraging reflection will reinforce understanding and application of new knowledge. It's crucial for trainers to remain flexible and adaptable to the group's dynamics, ensuring effective learning outcomes without an overly inspection-focused approach during the simulation activity. For Activity 1, the simulation of a campaign visit from the Guarantee Committee, trainers should ensure that the dynamic is not animated by a spirit of inspection or inquisitorial spirit, highlighting to participants that visiting groups serves to make the producers concerned aware of possible errors, certainly unintentional, to propose solutions, and to exchange tips and good practices.

Possible Difficulties

For the first theoretical part (block):
● Participant Engagement: Maintaining participant engagement

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[18]Check the template provided in the Annex 7.

throughout the theoretical explanations and discussions may be challenging, particularly if the material becomes overly complex or abstract.

- Facilitation of Group Discussion: Facilitating a productive group discussion requires skillful moderation to ensure all participants could contribute and that key points are addressed without veering off-topic.

For the first activity:

- Role Play Simulation: Conducting the role play simulation effectively may require thorough preparation and coordination to ensure participants understand their roles and the objectives of the activity.
- Material Preparation: Preparing the necessary materials for the simulation, such as the Basic Protocol and game components, requires careful attention to detail and organization to ensure a seamless experience.

For the second activity:

- Identifying Suitable Case Studies: Finding relevant and engaging case studies may be challenging, particularly if there are limited examples available in participants' territories or within the MOOC materials.
- Participant Involvement: Involving participants in the presentation of real-life case studies may require coordination with external stakeholders and ensuring their availability and willingness to participate.

Possible Solutions

For this first block:

- Participant Engagement: Break down complex concepts into digestible chunks and incorporate interactive elements such as quizzes or group discussions to maintain engagement.
- Facilitation: Train facilitators to effectively manage group discussions, ensuring all voices are heard and guiding conversations back to key points when necessary.

For the first activity:

- Role Play Simulation: Provide written instructions and ensure participants have a clear understanding of the scenario and clarify roles and objectives.
- Material Preparation: Prepare materials well in advance and conduct a trial run to identify any logistical issues. Provide clear instructions on how to use game components and ensure all necessary resources are readily available.

For the second activity:

- Identifying Case Studies: Collaborate with relevant organizations or experts to identify compelling case studies. Consider using a mix of local examples and those available in the MOOC materials to ensure relevance and diversity.

- Participant Involvement: Plan and coordinate with external stakeholders to secure their participation in presenting case studies. Offer incentives or recognition for their involvement to enhance engagement.

Further Resources

EU Certifications:
- Organics at a Glance, European Commission (EN), Link
- Geographical indications and quality schemes explained, European Commission, Link (EN)
- Glossario Ragionato sulla Politica Agricola e di Sviluppo Rurale - Certificazioni Di Qualità, Reterurale, Link (IT)
- I sistemi di certificazione dei prodotti agroalimentari, Link (IT)
- fao.org (EN);
- www.rivistadiagraria.org/ (IT)

PGS- Participatory Guarantee Systems (Activity 1):
- La certificazione partecipativa in agricoltura biologica, Link (IT)
- L'agricoltura biologica: problemi e prospettive, Link (IT)
- Participatory Guarantee Systems (PGS), IFOAM, Link (EN)
- PGS Guidelines: How to Develop and Manage Participatory Guarantee Systems for Organic Agriculture, IFOAM, 2019. Link (EN)
- A Participatory Guarantee System for Good, Clean and Fair Coffee, SlowFood, Link (EN)
- Le nuove frontier della certificazione per l'agricoltura biologica, AIAB, 2009. Link (IT).
- Per una pedagogia della terra, AltraComo. Link (IT)
- Why participate and support the PGS? 5 minutes to convince you!, Le reseau des GASAP, Link (FR, subtitles in EN)

Case Studies for Participatory Guarantee Systems (Activity 2):
- Cascina San Alberto, Link (Italy)
- Som Ebre: L'enllaç de l'Ebre, Link (Spain)
- Peliti Seed Network, Link (Grece)
- The GASAP network / Le Rèseau des Gasap, Link, (France)
- Compiled case studies in Annex 6.

Training Unit #3 - Relationships between Agricultural Producers & Consumers

Aim

The goal of this unit is to provide participants with a comprehensive understanding of various alternative models of producer-eater relationships, (CSA, LSPA) and to promote Food Citizenship within communities, empowering them to engage effectively in sustainable food systems and actively support in sustainable food practices that foster community resilience.

Learning Outcomes

1. Manage and facilitate community work and participatory processes effectively, demonstrating leadership in fostering sustainable relationships between producers and eaters.
2. Demonstrate advanced planning and organizational skills, including the ability to define priorities, establish action plans, manage budgets, allocate resources, and implement control and monitoring measures specifically tailored to alternative models of producer-eater relationships (e.g., AMAP, CSA, LSPA).
3. Apply critical thinking skills and enhance listening skills to question and analyse concepts related to producer-eater relationships, within the context of local solidarity-based partnerships and community supported agriculture (CSA) initiatives.
4. Identify and differentiate between various models of producer-eater relationships (such as AMAP, CSA, LSPA), demonstrating an understanding of their respective characteristics, implications, and roles within the agri-food chain.
5. Acquire comprehensive knowledge of the phases, actors, and interactions within the agri-food chain, with a focus on understanding core concepts and the types and consequences of different supply chain dynamics.

Duration

3 hours

Materials

The planned activities will require the following: chairs, tables, projector, pc (for the trainer), internet connection, sheets, pens, markers and flipcharts. Some specific materials will also be necessary (provided in the further resources and in the MOOC). The workspace does not need special settings; however, it is recommended that the activities take place in a large space to allow the working groups to be able to carry out their tasks in serenity.

Procedure & Methodology

BLOCK 1: Introduction to LSPA Local Solidarity-based Partnerships for Agroecology

Step 1.1 Trainers introduce some concepts as 'short and long food supply chains', in relation to sustainability and seasonal eating, and LSPA's benefits. Materials in the Mooc can be used for this part, together with a stimulation of participants' reflection on their personal experiences on buying at farmers markets. (Approx. duration: 10 minutes)

Step 1.2 Discussion can continue with the topics of food cooperatives and community gardens, where trainers can ask participants if they know what they are and what are their benefits. Terms such as CSA and AMAP programmes should be introduced here, using the material in the MOOC as support. (Approx. duration: 10 minutes)

Step 1.3 Lastly, trainers will present the concept of local solidarity-based partnerships (LSPA) to the group, including what are their benefits. Supporting material in audio-visual format is also included in the MOOC. (Approx. duration: 10 minutes)

ACTIVITY 1: LET'S SET UP A CSA! ROLE-PLAY

Step 1.1 Trainers introduce the specific characteristics of each type of CSA (farmer/consumer led) and present the template[19] to use during the activity for the set-up of a CSA. (Approx. duration: 5 minutes)

Step 1.2 Participants form groups of up to 6 people. One/two groups will set up a Consumer-led CSA and the other one/two a Farmer-led CSA. Both groups will follow the same outline for its setup and will have 50 minutes to do so. (Approx. duration: 50 minutes)

Step 1.3 Once all groups have finished, they will present their CSA to the other group. Each group will have 10 minutes to present their final result. (Approx. duration: 10 minutes/ group)

Step 1.4 At the end of the presentations, participants will reflect on the process, the differences between both models and identify possibly challenging steps (Approx. duration: 25 minutes).

Trainers can find specific material for facilitating the discussion on the resources section and the MOOC.

BLOCK 2: FOSTERING FOOD CITIZENSHIP AND COMMUNITY ENGAGEMENT

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[19] included in the MOOC and Annex 8.

Step 2.1 Trainers will present the core concepts of Food Citizenship, following the support materials (MOOC and TP) (Approx. duration: 20 minutes)

Step 2.2 After the introduction, participants will be asked to engage in a reflective journaling exercise. They will write down personal goals for practising food citizenship, such as making sustainable food choices, supporting local producers, or engaging in food-related community projects. (Approx. duration: 20 minutes)

Step 2.3 Following the activity, participants engage in a group discussion on how the previous activities of the unit have influenced their perspectives and understanding. Trainers can guide the reflection with questions about their role as food citizens and ask them to share ideas for practical steps they can take in their communities. (Approx. duration: 20 minutes).

Methodology:

The activities in this unit employ a combination of informative sessions to gain foundational understanding of Alternative Models of Producer-Eater Relationships; active engagement, creative thinking, practical planning skills and team working in the simulation of setting up a LSPA; and collective reflection and discussion on the whole process. This combination of methodologies blends theory with practice, reinforcing the relevance of learned concepts in real-world scenarios and fostering active participation among participants.

Evaluation

At the end of the unit, participants will conduct a self-assessment evaluation 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. Check the Annex 9 to see the self-evaluation form.

Tips for the Educator

Trainers should note that the duration of each sub-activity is approximate and may vary based on participant numbers and profiles. Depending on these factors, trainers have the flexibility to allocate more time to certain topics over others. Similarly, the proposed topics can be adapted to suit the participants' expertise, with the option to delve deeper into specific areas if required. While these topics are interconnected, trainers have the discretion to focus on individual topics without compromising the coherence of the activity. It is strongly advised for trainers to thoroughly familiarize themselves with the content prior to leading the activity, as discussions may involve complex subjects that need to be communicated clearly and inclusively. Additionally, trainers should avoid assuming prior knowledge among

participants and be prepared to start from simpler, less technical concepts and explanations as needed.

If possible, it could be interesting to hold the activity at a site where one of these initiatives operates, such as a food cooperative, community garden, CSA program, or similar. This will provide participants with first-hand exposure to these concepts in action, allowing them to engage directly with representatives from these initiatives and gain practical insights.

Possible Difficulties

For first Block:
Participants may have varying levels of familiarity with concepts such as short and long food supply chains, food cooperatives, community gardens, CSA, and AMAP programs. Addressing this diversity in knowledge levels while ensuring all participants grasp the foundational concepts can be challenging.

For first Activity:
Forming and managing groups effectively, particularly in Activity 1 where participants are divided into smaller groups for role-play, can present challenges. Ensuring equal participation, managing differing opinions and personalities, and facilitating productive discussions within each group may require skillful navigation.

For second Block:
Participants may come from diverse cultural backgrounds, each with its own perspectives on food systems and citizenship. Ensuring that the training content and activities are culturally sensitive and inclusive can be challenging, requiring careful consideration and adaptation to meet the needs of all participants.
Some participants may be resistant to new ideas or alternative models of food production and consumption. Addressing skepticism or resistance while maintaining an open and respectful dialogue can be challenging but crucial for fostering meaningful engagement and learning.

Possible Solutions

For first Block:
Participants limited prior knowledge: Conduct a pre-training assessment to gauge participants existing knowledge and familiarity with the concepts. Use the results to tailor the training content, accordingly, focusing more on foundational concepts or offering more advanced information, depending on the group characteristics.

For first Activity:

Train facilitators to effectively manage group dynamics, encourage participation, and facilitate productive discussions. Establish ground rules for respectful communication and active listening within groups. Rotate facilitators or assign group roles to distribute leadership responsibilities and ensure equitable participation.

For second Block:

Incorporate diverse perspectives and examples from various cultural contexts into the training content. Encourage open dialogue and mutual respect among participants, fostering an inclusive learning environment where different viewpoints are valued and respected.

Acknowledge and validate participants' concerns and scepticism about alternative food systems. Provide evidence-based information, case studies, and success stories to demonstrate the benefits and feasibility of alternative models. Encourage open-mindedness and critical thinking while respecting differing opinions.

Further Resources

LSPA Local Solidarity-based partnerships (Block 1):

- CSAct! LSPA, Urgenci TV, Link

CSA- Community Supported Agriculture (Activity 1):

- CSA farmer to farmer booklet with information on how to setup a CSA as a farmer: Link to the booklet
- Be part of CSA booklet: Link
- Advocacy for CSA in different languages: Voices for CSA Archives - Urgenci Hub

Food citizenship (Block 2):

- 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.

Annexes

Module 1: Operational Management of Food Sovereignty and Security Programs

Annex 1: Cross-checking table

	Producers' compliance with Criteria			
Producer ID	**Geographical area**	**Type of producer**	**Type of production**	**Type of relationships with producers**

Annex 2: Evaluation Unit 1

Producers' selection in line with sustainability requirements for the supply of Food Sovereignty and Security Programs
Please answer the following questions:

1. INITIAL CONCEPTS

Connect the following sentences:

1. Strong and responsible initiatives for Food Sovereignty and Security...
2. Seasonal foods...
3. Second, we should have good relationships with the people and organizations around us who help us with our work, our providers...
4. To reach our goals, we need two important things. First, we need a clear plan that connects all our actions...
5. Social and Solidarity Economy...

a. 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 at some point in the year.

a. ...This means that everything we do, like how we share food, handle waste, collect food, work with people, and more, should fit together well

a. 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.

a. ...aim to support sustainable and inclusive food and agriculture systems

a. So, when we choose our providers, we should make sure they meet certain criteria to help us be sustainable and responsible.

Answers: 1d; 2a; 3b; 4e; 5c

UNDERSTANDING YOUR PROJECT REQUIREMENTS AND CLIENTS NEEDS
Please provide 3 examples of questions you may ask yourself and your team to create your own project.
1._____
2._____
3._____

MAPPING PRODUCERS
The mapping of producers entails taking 6 factors into account: geographical areas, types of producers; types of production; Type of relationships with producers; Recommendations; Cross-checking. Provide a very brief explanation of 3 of these 6 factors:
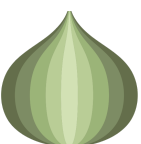
1._____

2._____

3._____

0. FINAL PRACTICAL EXERCISE

What were the most important lessons that you learned from the practical exercise?
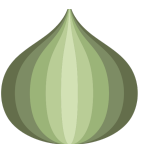
Annex 3: Evaluation Unit 2

Effective Planning and Organizational Skills of Food Sovereignty and Security Programs

Please answer the following questions:

UNDERSTANDING FOOD SOVEREIGNTY

Define food sovereignty in your own words as you understood it during the session

NEEDS ASSESSMENT AND PRIORITIZATION - DEVELOPING ACTION PLANS

Please describe 2 main ideas that you learned during activity 2

_____

_____

CONTROL AND MONITORING MEASURES

Why is monitoring important in project management?

BUDGETING

You learned about 7 principles of budgeting. PLease briefly describe 3 of them:

_____

_____

_____

CASE STUDY

Please identify the most important conclusions for you of the case study activity.
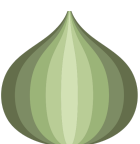
Annex 4: Evaluation Unit 3

Collaborative Engagement with Educational and Social Partners in Food Security Programs

Please answer the following questions:

COORDINATION AND COOPERATION WITH EXTERNAL ORGANIZATIONS

What did you find most valuable in the discussion about Coordination and Cooperation with External Organizations?

KEY OBJECTIVES

What aspects of the key objectives did you find most challenging or unclear and why?

NEW KNOWLEDGE

What new knowledge did you acquire in this session that you find most important?

NEEDS ASSESSMENT

When conducting a needs assessment, for potential partner organizations, what is the primary goal?

To define specific goals and objectives;

To assess your organization's strengths

To determine areas requiring support or collaboration

To identify key stakeholders.

NEEDS ASSESSMENT

What is the purpose of defining scope and objectives when conducting a needs assessment for students?

Module 2: Inclusive Team Management

Annex 1: Evaluation Unit 1

Stereotypes
Please answer the following questions:

To understand unconscious biases
From 1 to 5, how much do you feel you have understood your unconscious biases?

Three examples of stereotypes perpetuation in training or working context
1._____
2._____
3._____

Three good practices for constructively addressing stereotypes
1._____
2._____
3._____
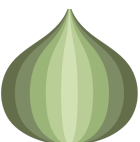
Annex 2: Evaluation Unit 2

Fighting hate speech & promoting inclusive communication
Please answer the following questions:

To acquire knowledge, tools, and methodologies to define and recognize hate speech

From 1 to 5, how much do you feel you have acquired knowledge, tools, and methodologies to define and recognize hate speech?

Pyramid of hate

Please write here at least three steps of the pyramid of hate

1._____

2._____

3._____

The sweet hate

Please write here what you have understood "sweet hate" means

Three good practices for constructively addressing stereotypes

1._____

2._____

3._____

Annex 3: Suggested scenarios for Roleplaying:

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.

Suggested Scenario a)
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.

Suggested Scenario b)
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.

Suggested Scenario c)
Group A: This group primarily consists of long-time local 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.
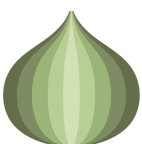
Annex 4: Evaluation Unit 3

Learning how to prevent and manage conflict
Please answer the following questions:

To enable to recognize early signs and indicators of conflicts in the work team
From 1 to 5, how much do you feel able to recognize early signs and indicators of conflicts in the work team?

To 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.
Please write here at least three conflict resolution strategies

_____
2._____
3._____

The role of facilitator
Three good practices for a good facilitator

_____
2._____
3._____
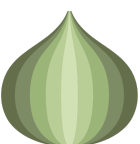
Module 3: Training and labour inclusion Orientation

Annex 1: VIA Competencies

The VIA Classification of 24 Character Strengths

VIA INSTITUTE ON CHARACTER®

Wisdom

CREATIVITY
- Clever
- Original & Adaptive
- Problem Solver

CURIOSITY
- Interested
- Explores new things
- Open to new ideas

JUDGMENT
- Critical thinker
- Thinks things through
- Open-minded

LOVE OF LEARNING
- Masters new skills & topics
- Systematically adds to knowledge

PERSPECTIVE
- Wise
- Provides wise counsel
- Takes the big picture view

Courage

BRAVERY
- Shows valor
- Doesn't shrink from fear
- Speaks up for what's right

PERSEVERANCE
- Persistent
- Industrious
- Finishes what one starts

HONESTY
- Authentic
- Trustworthy
- Sincere

ZEST
- Enthusiastic
- Energetic
- Doesn't do things half-heartedly.

Humanity

LOVE
- Warm and genuine
- Values close relationships

KINDNESS
- Generous
- Nurturing
- Caring
- Compassionate
- Altruistic

SOCIAL INTELLIGENCE
- Aware of the motives and feelings of self/others
- Knows what makes others tick

Justice

TEAMWORK
- Team player
- Socially responsible
- Loyal

FAIRNESS
- Just
- Doesn't let feelings bias decisions about others

LEADERSHIP
- Organizes group activites
- Encourages a group to get things done

Temperance

FORGIVENESS
- Merciful
- Accepts others' shortcomings
- Gives people a second chance

HUMILITY
- Modest
- Lets one's accomplishments speak for themselves

PRUDENCE
- Careful
- Cautious
- Doesn't take undue risks

SELF-REGULATION
- Self-controled
- Disciplined
- Manages impulses and emotions

Transcendence

APPRECIATION OF BEAUTY & EXCELLENCE
- Feels awe and wonder in beauty
- Inspired by goodness of others

GRATITUDE
- Thankful for the good
- Expresses thanks
- Feels blessed

HOPE
- Optimistic
- Future-minded
- Future Orientated

HUMOR
- Playful
- Brings smiles to others
- Lighthearted

SPIRITUALITY
- Searches for meaning
- Feels a sense of purpose
- Senses a relationship with the sacred
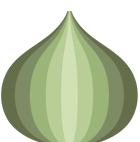
Annex 2: Situation cards

Situation card 1 to practice assertive communication

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?

Situation card 2 to practice assertive communication

Dealing with a Disruptive Coworker

During a team meeting, a coworker, John, constantly interrupts and derails the discussion with off-topic comments. You find it challenging to focus and maintain a productive meeting. How can you assertively address John's behavior during the meeting?

Situation card 3 to practice assertive communication

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?

Situation card 4 to practice assertive communication

Dealing with Noise from Neighbors

Your neighbors 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 neighbors to discuss the noise problem?
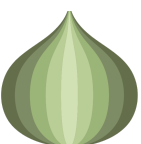
Annex 3: Character profiles and Workplace scenarios

Character profiles

Character profile 1

Name: Jane
Department: Communication
Position: Trainee
Personality & Interpersonal skills:
- Independent
- Optimistic
- Strategic
- Problem solver
- Creative
- Proactive
- Empathetic
- Active listening

Character profile 2

Name: Wanda
Department: Human Resources
Position: Technician
Personality & Interpersonal skills:

- Low resistance to frustration
- Avoidant
- Calm
- Distracted
- Absent
- Patient
- Preserverant

Character profile 3

Name: Chris
Department: Commercial department
Position: Head of Department
Personality & Interpersonal skills:

- Low resistance to frustration
- Low managment of impulses
- Insecure
- Irritable
- Leadership skills
- Cold
- Impatient

Character profile 4

Name: Jeff
Department: Accounting department
Position: Accounter
Personality & Interpersonal skills:

- Empathetic
- Spiritual
- Difficulties articulating thoughts
- Indirect communication
- Problem-solver
- Narcissist
- Poor feedback skills
- Provides counsel

Character profile 5

Name: Luisa
Department: Managment
Position: Administrative
Personality & Interpersonal skills:

- Low self-esteem
- Suspicious
- Difficulties with responsibilities
- Avoidant
- Low feedback skills
- Argumentative
- Finishes what she starts
- Work reliable
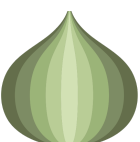
Workplace scenarios

Workplace scenario 1
Introducing yourself to a new team

You just arrived in the company and it is your first day! There is a meeting planned to greet you and get to know you and you are supposed to talk a bit about yourself, your past experiences and your motivations to work in this company.

What do you say and how do you say it?
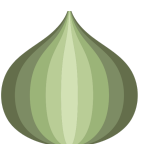
Workplace scenario 2
Resolving a conflict with a colleague

A colleague asks you to support her with a task
that she has assigned. You think this is her taks
and that you already have your own tasks to do and
tell her you will not help her. From that day on, your
colleague avoids you and treats you cold. She also
communicate less about work related issues and
this has a repercussion on the work you both do.

What do you do?

Workplace scenario 3
Participating in a team meeting

There is a team meeting scheduled with the entire
departement and the main boss of the company to
explain the job that you have been developing
thdoughout the year. You have to speak about
what you have been doing and how you are feeling
in your job. You don't know the main boss of he
company beforehand and haven't been in the
company for a long time.

What do you do?

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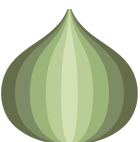
Workplace scenario 4
Seeking help or guidance from a coworker

You have a new taks that you have never done before. This task was asked form you with a very brief explanation about its' content and you are finding difficulties along the way to develop this task. You decide to ask a coworkr who has done this task before to helo you.

How do you do it?

Workplace scenario 5
Giving and receiving feedback from a supervisor

Your supervisor wants to make a performance evaluation on you, which also entails you prviding feedback on his/her supervision style. In this meeting, he/she tells you that they feel disapointed by the time it takes you to perform your tasks, although they are well developed.

How do you react?
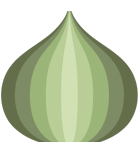
Annex 4: Adaptability and responsibility roleplay

Module 8
Unit 1
Activity 8

Adaptability and responsability roleplay

Scenario 1
The bakery
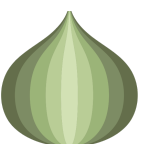
Sweet Delights Bakery

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.
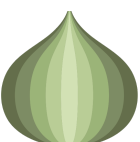

Role in Sweet Delights Bakery

Bakery Manager
You are responsible for:

1. overseeing the entire operation;
2. planning the changes and adaptation;
3. managing resources;
4. managing people;
5. ensuring everything runs smoothly.

Role in Sweet Delights Bakery

Head Baker
You are responsible for:

1. baking the main and more importants items
2. guide and supervise the other bakers, ensuring the quality and consistency of the desserts.
3. Reporting to the bakery manager

Role in Sweet Delights Bakery

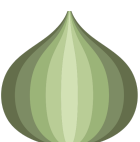### Pastry Chef
You are responsible for:

1. Creating the new pastries and desserts according to the updated menuecorating the cakes and pastries, adhering to the theme requested by the bride and groom.

Role in Sweet Delights Bakery

Decorator

You are responsible for:

1. Decorating the cakes and pastries, adhering to the theme requested by the bride and groom.

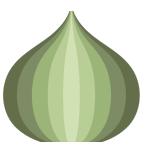---

Role in Sweet Delights Bakery

Customer Relations Representative:

You are responsible for:

1. Serve as the liaison between the bakery and the clients (the bride and the groom), relaying their requests and ensuring customer satisfaction
2. Transmitting information from the clients to the bakery manager
3. Daily update the clients with the development of the tasks

Scenario 2
HappyPaws Pet Store

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 showcasing 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.

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.

Role in HappyPaws Pet Store

Scenario 2
Pet store

Store Manager
You are responsible for:

1. Overseeing all operations at HappyPaws
2. Makeing final decisions about the campaign shift
3. Coordinating with the rest of the team
4. Provide feedback

Role in HappyPaws Pet Store

Scenario 2
Pet store

Marketing Coordinator
You are responsible for:

1. Campaign creation and adaptation to focus on pet adoption events
2. Revising materials and media contacts
3. Coordinating with the store manager

Role in HappyPaws Pet Store

Event organizer
Newly added role, responsible for:

1. Planning and executing pet adoption events:
2. Logistics and promotion in collaboration with Paws of Love
3. Coordinating with the store manager

Role in HappyPaws Pet Store

Graphic designer
You are responsible for:

1. Revamping visual materials to reflect the new pet adoption focus on posters, brochures, and social media graphics
2. Coordinating with the store manager
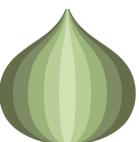
Role in HappyPaws Pet Store

Animal shelter liaison

You are responsible for:

1. Facilitating communication between HappyPaws and Paws of Love, ensuring the success of pet adoption events and the broader campaign.
2. Coordinating with the store manager

Annex 5: Evaluation Unit 1

Basic transversal competences for good job performance

Please answer the following questions:

SELF-CONCEPT, SELF-ESTEEM AND CONFIDENCE

From 1 to 6, how much would you say you know the difference between self-concept, self-esteem and confidence?

PERSONAL STRENGHTS

Please identify 3 of your personal strengths that you discovered during this Unit:

1._____

2._____

3._____

ASSERTIVE COMMUNICATION

How would you define assertive communication ?

INTERPERSONAL RELATIONSHIPS

What kinds of interpersonal relationships did you learn about in this module?
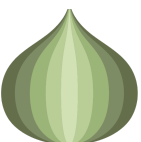
NEW JOB INTEGRATION

What did you learn about your personal communication skills during the activity *new job integration)*

_____
_____
_____

ADAPTABILITY and RESPONSIBILITY

Please define adaptability and responsibility related with workplace attitudes

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What did you learn about yourself during the activity Adaptability and responsibility role-playing?

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## Annex 6: Reaching the Island

Scenario

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 aren't measured in meters, kilometers, hours, or minutes; they are unique units that can be covered by discarding certain items from the ship. It's 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 crew members must choose to discard 7 of the 10 items available on the ship to make the ship progress. It's important to note that consuming food during the journey is not possible since the journey isn't 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's 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 liters 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 crew member's favorite books, blank notebooks, pencils, and pens.

8. A box containing various sacred objects, belonging to a church had to send them through this ship to another ecclesiastical seat, and the crew member offered to transfer them. It includes relics.
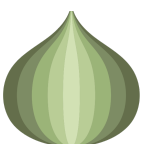
9. A survival set containing a knife, pliers, screwdriver, hammer, keys, compass, matches, lighter, lighter, hammer, hammer, keys, compass, matches, lighter, needle, thread, fishhooks, fishing line, scissors, etc.

10. A box with a radio recorder and tapes with the crew member's favorite 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 crew member is used to listening to. It picks up amplitude modulation, frequency modulation, and shortwave.
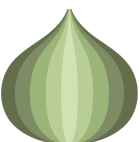
Annex 7: Evaluation Unit 2

Advanced transversal competences for good job performance

Please answer the following questions:

EMOTIONAL MANAGEMENT AND FRUSTRATION TOLERANCE
What did you learn about emotional intelligence and emotional management?

TIME MANAGEMENT
According to what you've learned, what would be the differences between urgent and important tasks?
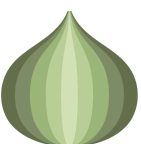

BAD HABITS
Please identify 3 bad habits that you learned:

_____
_____
_____

CONFLICT MANAGEMENT
Please identify 3 attitudes are the most common ones among people facing conflicts:
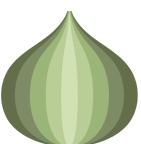
_____
_____
_____

INDIVIDUAL SKILLS TO CONFLICT RECOGNITION AND RESOLUTION
Please identify 1 individual skill that you have that is useful for a positive contribution to conflict recognition and resolution.

TEAMWORK

What did you learn about yourself as a team player in the activity Reaching the Island?

Annex 8: Elevator Pitch Activity

An elevator pitch is a concise and compelling summary of who you are, what you do, and what value you bring, delivered in the time it takes to ride an elevator - typically around 30 seconds to 2 minutes.

Mastering this skill is crucial for networking, job interviews, startup pitches, and any situation where you need to make a quick and impactful impression. This handout provides guidance on crafting and delivering an effective elevator pitch.

1. Structure:
An effective elevator pitch generally follows a simple structure:

- **Introduction**: Grab the listener's attention with a strong opening
- **Body:** Highlight your unique selling points, skills, achievements, or value proposition.
- **Conclusion**: End with a call to action or a memorable closing statement.

2. Content:
Consider including the following elements in your elevator pitch:

- **Who You Are:** Introduce yourself briefly, including your name and your role or expertise.
- **Value Proposition:** Clearly articulate what you do and what sets you apart from others.
- **Achievements or Skills**: Highlight relevant accomplishments or skills that demonstrate your capability.
- **Target Audience or Market:** Specify who your target audience or market is, if applicable.
- **Call to Action**: End with a clear call to action, such as requesting a meeting or exchanging contact information.

3. Delivery:
How you deliver your message is key to making your elevator pitch impactful. Consider the following tips:

- **Practice:** Rehearse your pitch until it flows naturally and confidently.
- **Be Concise:** Keep it short and to the point, avoiding jargon or unnecessary details.

- **Speak Clearly:** Enunciate your words and maintain good pace and rhythm.
- **Maintain Eye Contact**: Engage with your listener by making eye contact and showing enthusiasm.
- **Tailor to Audience:** Adapt your pitch based on the context and interests of your listener.
- **Show Passion:** Let your enthusiasm for your work or idea shine through in your delivery.
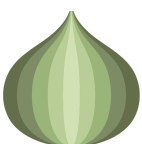
Annex 9: Evaluation Unit 3

Closing the loop: Building your professional image
Please answer the following questions:

SKILLS-BASED RESUME

What would you say are the main differences between skills based resume and a traditional resume?

DISCOVERING YOUR COMPETENCES

Name 1 skill, 1 competence and 1 achievement that you discovered about yourself during this module

Skill_____

Competence._____

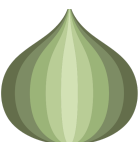Achievement_____

PERSONAL BRANDING

WHat is necessary for you to develop your personal branding?

ELEVATOR PITCH

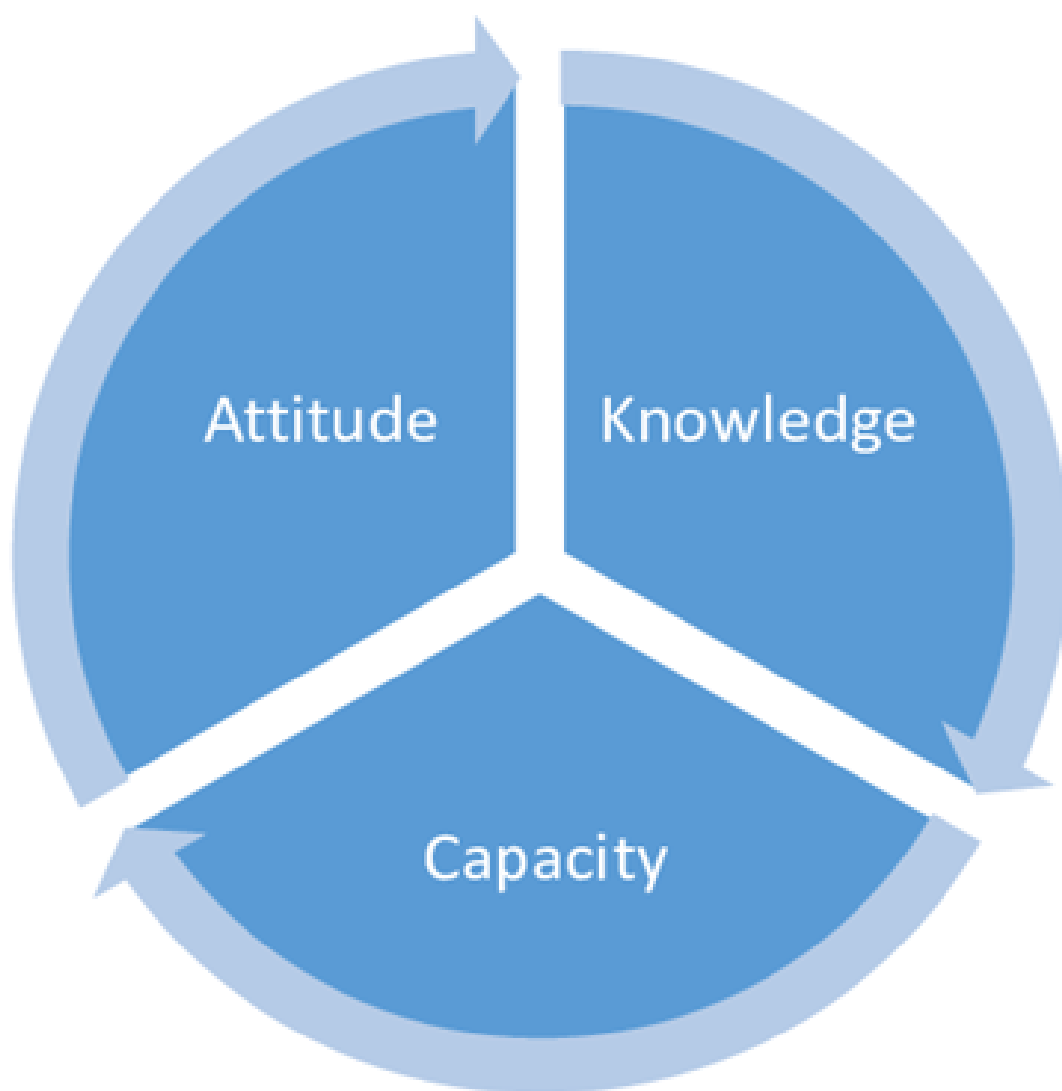What did you identify that need to be improved in your elevator pitch?

JOB INTERVIEW

How did the role-play regarding the job interview improve your confidence on interviews?

_____
_____
_____

Module 4: Awareness-raising and community activation

Annex 1: Leadership skills

Poster for all the Activities:

Leadership skills

Annex 2: Evaluation Unit 1

Group building: leadership and empowerment towards community activation

Please answer the following questions:

Group building: a cohesive group
From 1 to 5, how much do you feel you have created a cohesive group?
From 1 to 5, how much do you feel your group can be autonomous and responsible?

[ ]

Leadership capacity
Please write which are the three Leadership capacities that you have learned about.
1._____
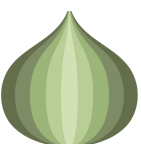2._____
3._____

To be a leader
Define in some words what you have understood that is a leader.

[ ]

Empowerment process: working on our values
How much do you feel empowered, from 1 to 5?

[ ]

Module 5: Circular Economy

Annex 1: Evaluation Unit 1

Evaluation of Circular Economy Training Session
Please answer the following questions to help us improve the training.

Question 1: How much did you understand the key concepts and principles of the circular economy?

(Choose one): Not at all / A little / Somewhat / A lot / Very much

Question 2: How confident do you feel about the benefits of the circular economy in your community?

(Choose one): Not at all confident / Slightly confident / Moderately confident / Very confident

Question 3: Were the training objectives clearly defined and achieved?

(Choose one): Yes / Partially / No

Question 4: Was the content adequate to the learning objectives in terms of depth and understandability?

(Choose one): Not at all adequate / Slightly adequate / Moderately adequate / Very adequate

Question 5: Was the content adequate for people from different cultural and educational backgrounds?

(Choose one): Not at all adequate / Slightly adequate / Moderately adequate / Very adequate

Question 6: Was the content enough (length, examples, explanations...) to transmit the information?

(Choose one): Not at all adequate / Slightly adequate / Moderately adequate / Very adequate

Question 7: Was the combination of theory and activities adequate for this training?

(Choose one): Not at all adequate / Slightly adequate / Moderately adequate / Very adequate

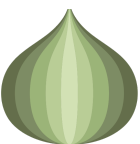**Question 8:** How engaging were the training activities?

1911

(Choose one): Not at all engaging / Slightly engaging / Moderately engaging / Very engaging

Question 9: Did the activities help reinforce the training content?

(Choose one): Not at all / A little / Somewhat / A lot / Very much

Question 10: What is one thing you learned during this training? (Open text box for a short answer)

Annex 2: Evaluation Unit 2

1. Multiple Choice: Understanding Circular Food Systems
Question:
Which of the following is a key principle of a circular food system in urban areas?
a) Increasing waste production to drive economic growth
b) Focusing solely on agricultural production outside urban areas
c) Minimizing food waste, promoting recycling, and reusing resources within cities
d) Encouraging local food production without consideration for resource use
Answer:
c) Minimizing food waste, promoting recycling, and reusing resources within cities

2. Open-Ended: Key Strategies and Innovation
Question:
From your research on the case studies (London, Milan, or Brussels), describe one innovative strategy that restaurants in your assigned city are using to contribute to the circular food system. How does this strategy align with the principles of a circular economy?
Guidance:
Provide a brief summary of the strategy, explaining how it minimizes waste, enhances resource efficiency, or supports sustainable food practices.

3. True or False: Key Concepts of Circular Economy
Question:
True or False: In a circular economy for food systems, restaurants play a critical role in reducing food waste, reusing ingredients, and collaborating with local producers and consumers.
Answer:
True

4. Reflective Question: Understanding Challenges
Question:
What are some of the common challenges you identified in the case studies (e.g., London, Milan, or Brussels) when trying to implement circular food practices in urban settings? Reflect on how these challenges could be addressed in your own city or community.
Guidance:
Think about both logistical and societal challenges (e.g., infrastructure, policies, public awareness) and propose possible solutions.

5. Scenario-based Application: Policy Considerations
Question:
Imagine you are a policymaker in a city looking to establish a circular food system. Based on the knowledge gained in this unit, what two key policies would you implement to support restaurants in reducing food waste and promoting sustainability?
Guidance:
Consider policies related to waste management, incentives for sustainable practices, or partnerships with local farmers and organizations.
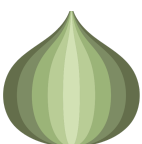
6. Knowledge Recall: Phases and Actors in the Agri-Food Chain

Question:

What are the main phases in the agri-food chain that are most impacted by circular economy practices in cities? Briefly describe the role of each phase (from production to consumption).

Answer:

Production, Processing, Distribution, Consumption, and Waste Management. Circular economy practices affect each phase by focusing on reducing waste, promoting resource efficiency, and closing the loop within the system.

7. Self-Assessment: Learning and Critical Thinking

Question:

How confident do you feel about applying the principles of circular economy to urban food systems after completing this unit? In which areas do you feel you need further understanding or development?
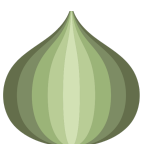
Answer Scale:

Very confident

Somewhat confident

Not confident

I need more understanding in the areas of [specific topics].

Annex 3: Evaluation Unit 3

Evaluation of Green Jobs Training Session
Please answer the following questions to help us improve the training.

Question 1: How much did you understand what a green job is and its role in the circular economy?

(Choose one): Not at all / A little / Somewhat / A lot / Very much

Question 2: How confident do you feel about the benefits of green jobs in your local community?

(Choose one): Not at all confident / Slightly confident / Moderately confident / Very confident

Question 3: Were the training objectives clearly defined and achieved?

(Choose one): Yes / Partially / No

Question 4: Was the content adequate to learning objectives in terms of depth and understandability?

(Choose one): Not at all adequate / Slightly adequate / Moderately adequate / Very adequate

Question 5: Was the combination of theory and activities adequate for this training?

(Choose one): Not at all adequate / Slightly adequate / Moderately adequate / Very adequate

Question 6: How engaging were the training activities?

(Choose one): Not at all engaging / Slightly engaging / Moderately engaging / Very engaging

Question 7: What is one thing you learned during this training? (Open text box for a short answer)

Module 6: Entrepreneurship

Annex 1: Collaborative Solutions for Food Security

Scenario
Drought-Affecting Crop Yields

Background:
The region has recently experienced an extended period of drought, significantly impacting agricultural production. Farmers struggle with reduced crop yields, leading to food shortages and increased prices. The local economy is affected as many families rely on agriculture for their livelihoods, and the community faces rising food insecurity.

Challenge:
Participants will role-play as various stakeholders in the food supply chain who must navigate the challenges posed by the drought. Each group must develop solutions to address the immediate impacts of reduced crop yields while considering long-term solutions for resilience and sustainability.

Specific issues to address:
Smallholder Farmers: How can they adapt their farming practices to cope with limited water resources? What support do they need from other stakeholders?
Local Entrepreneurs: What innovative solutions can be developed to assist farmers in drought conditions? How can they create business models that promote sustainability?
Government Officials: What policies can be implemented to support farmers during this crisis? How can resources be allocated effectively?
NGO Representatives: What programs can be initiated to educate farmers about drought-resistant crops and sustainable practices? How can they facilitate collaboration among stakeholders?
Consumers: How can consumers advocate for local agriculture and support sustainable practices during this period of food scarcity?

Roles
1. Smallholder Farmer
As a smallholder farmer affected by drought, your primary concern is the significant reduction in crop yields. You face challenges such as water scarcity, rising irrigation costs, and the need for drought-resistant crops. Your goal is to advocate for support from the government and NGOs to access resources, training, and innovative farming techniques that can help mitigate the impact of drought on your livelihood.
2. Local Entrepreneur
As a local entrepreneur, you are focused on developing solutions to help farmers
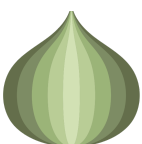
cope with drought conditions. This could involve creating a business that provides drought-resistant seeds, efficient irrigation technology, or consulting services to improve farming practices. Your objective is to collaborate with farmers and other stakeholders to ensure food availability and promote sustainable agricultural practices.

3. Government Official

As a government official, you are responsible for implementing policies that support farmers during droughts. You must consider how to allocate resources effectively, provide financial assistance, and promote research into drought-resistant crops. You aim to facilitate partnerships between different stakeholders and ensure that farmers receive the necessary support to maintain food security in your region.

4. NGO Representative

As an NGO representative, you work to support communities impacted by drought through programs that provide education, resources, and advocacy. You focus on helping farmers adapt to changing conditions by promoting sustainable practices and providing access to financial aid or training programs. Your goal is to collaborate with other stakeholders to implement initiatives that enhance resilience against future droughts.

5. Consumer

As a consumer, you are concerned about the rising food prices and reduced availability of produce due to the drought's impact on local agriculture. Your role involves advocating for policies that support local farmers and seeking out ways to reduce food waste in your household. You aim to raise awareness about the importance of supporting sustainable practices that can help mitigate the effects of climate change on food security. These tailored roles will help participants engage with the specific challenges posed by drought conditions while fostering collaborative problem-solving during the simulation activity.
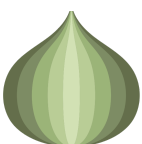
Annex 2: Collaborative Solutions for Food Security

Scenario
Rising Food Prices Due to Supply Chain Disruptions

Background:
Recent disruptions in the food supply chain have led to significant increases in food prices, affecting both consumers and producers. Factors such as transportation issues, labour shortages, and fluctuating global markets have contributed to this crisis. As a result, many families are struggling to afford necessities, while local farmers face challenges in accessing markets and maintaining their livelihoods.

Challenge:
Participants will role-play as various stakeholders in the food supply chain who must navigate the challenges posed by rising food prices. Each group is tasked with developing collaborative solutions to address the immediate impacts on their respective roles while considering long-term solutions for stabilising food prices and improving food security.

Specific Issues to Address:
- **Smallholder Farmers:** How can they adapt to rising costs and ensure their products remain accessible to consumers? What support do they need from other stakeholders?
- **Local Entrepreneurs:** What innovative solutions can be developed to mitigate the impact of supply chain disruptions on food prices? How can they create business models that enhance efficiency and reduce costs?
- **Government Officials:** What policies can be implemented to stabilize food prices and support both consumers and producers? How can government resources be allocated effectively during this crisis?
- **NGO Representatives:** What programs can be initiated to assist vulnerable populations affected by rising food prices? How can they facilitate collaboration among stakeholders to improve access to affordable food?
- **Consumers:** How can consumers advocate for fair pricing and support local agriculture during this period of increased costs? What actions can they take to reduce their food waste and contribute to overall sustainability?

Participants will collaborate within their roles to propose actionable strategies that address both immediate needs and long-term resilience against future supply chain disruptions.

Role Cards for Participants

1. Smallholder Farmer
As a smallholder farmer facing rising food prices, your primary concern is maintaining profitability while ensuring your produce remains accessible. You encounter challenges such as increased input costs and market access issues. Your goal is to advocate for support from government and NGOs to access resources, training, and cooperative marketing strategies.

2. Local Entrepreneur
In your role as a local entrepreneur, you focus on creating innovative solutions that
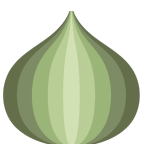
help mitigate the impact of rising food prices. This could involve developing a business that streamlines distribution, reduces waste, or connects farmers directly with consumers. Your objective is to collaborate with farmers and other stakeholders to enhance efficiency in the supply chain.

3. Government Official

As a government official, you are responsible for implementing policies that stabilize food prices and support both producers and consumers. You must consider how to allocate resources effectively, provide financial assistance, and promote initiatives that enhance local food systems. Your aim is to facilitate partnerships among stakeholders to ensure food security.

4. NGO Representative

In your role as an NGO representative, you work to support communities affected by rising food prices through programs that provide education, resources, and advocacy. You focus on helping vulnerable populations access affordable food options while promoting sustainable practices. Your goal is to collaborate with other stakeholders to implement initiatives that improve access and affordability.

5. Consumer

As a consumer, you are concerned about the impact of rising food prices on your household budget. Your role involves advocating for fair pricing practices and supporting local farmers through community initiatives. You aim to raise awareness about the importance of reducing food waste in your household and exploring alternative purchasing options like community-supported agriculture (CSA). These tailored roles will help participants engage with the specific challenges posed by rising food prices due to supply chain disruptions while fostering collaborative problem-solving during the simulation activity.
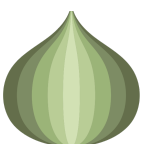
Annex 3: Collaborative Solutions for Food Security

Scenario:
Limited Access to Nutritious Food in Urban Areas

Background:
Many urban areas struggle with limited access to nutritious food, often called "food deserts." Factors such as high food prices, lack of transportation, and few grocery stores offering fresh produce contribute to this issue. Residents in low-income neighbourhoods face challenges in obtaining healthy food options, leading to poor dietary choices and health outcomes.

Challenge:
Participants will role-play as various stakeholders in the food supply chain who must address the challenges posed by limited access to nutritious food. Each group is tasked with developing strategies to improve access and affordability while considering long-term solutions for enhancing food security in urban environments.

Specific Issues to Address:
- **Smallholder Farmers:** How can you connect with urban markets to provide fresh produce? What barriers do you face in reaching consumers?
- **Local Entrepreneurs:** What innovative business models can be developed to improve access to nutritious food in urban areas? How can you leverage technology or community partnerships?
- **Government Officials:** What policies can be implemented to support food access initiatives? How can local governments incentivise grocery stores or farmers' markets in underserved areas?
- **NGO Representatives:** What programs can be initiated to educate communities about nutrition and healthy eating? How can you facilitate partnerships between local producers and urban consumers?
- **Consumers:** How can you advocate for better access to nutritious food in your community? What actions can you take to support local farmers and businesses?

Participants will collaborate within their roles to propose actionable strategies that address immediate needs and long-term food access and security improvements.

Role Cards for Participants

1. Smallholder Farmer
As a smallholder farmer, your goal is to provide fresh produce but face challenges reaching urban markets due to transportation costs and limited distribution channels. You need support from local governments and NGOs to connect with consumers directly and enhance your market presence.

2. Local Entrepreneur
In your role as a local entrepreneur, you focus on creating innovative solutions that improve access to nutritious food. This could involve starting a delivery service for
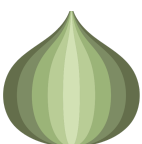
fresh produce, establishing a community-supported agriculture (CSA) program, or developing a mobile app that connects consumers with local farmers. Your objective is to collaborate with other stakeholders to ensure affordable access to healthy options.

3. Government Official

As a government official, you are responsible for implementing policies that enhance food access in urban areas. You must consider how to incentivize grocery stores and farmers' markets to operate in underserved neighborhoods. Your aim is to facilitate partnerships among stakeholders and promote initiatives that improve public health through better nutrition.

4. NGO Representative

In your role as an NGO representative, you work on programs that educate communities about nutrition and healthy eating habits. You focus on connecting local producers with urban consumers through initiatives like farmers' markets or community gardens. Your goal is to advocate for policies that support food access and promote sustainable practices.

5. Consumer

As a consumer, you are concerned about the lack of access to nutritious food options in your neighborhood. Your role involves advocating for better food policies and supporting local farmers through community initiatives. You aim to raise awareness about the importance of healthy eating and explore ways to reduce food waste within your household. These tailored roles will help participants engage with the specific challenges posed by limited access to nutritious food in urban areas while fostering collaborative problem-solving during the simulation activity.
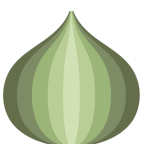
Annex 4: Evaluation Unit 1

Facilitate a debriefing discussion on the following questions:
- How did different roles contribute to the solution?
- What entrepreneurial approaches were most effective?
- What challenges did they encounter in the simulation?

Encourage participants to reflect on real-world applications of their strategies. Discuss how entrepreneurs can positively impact the food security sector. Discuss hunger and malnutrition as primary societal aims of food security entrepreneurship.

Consider using the following questionnaire for more precise results:

Question 1: What are the key dimensions of food security?
A) Affordability, sustainability, and entrepreneurship
B) Availability, accessibility, utilization, and stability **(correct)**
C) Consumption, nutrition, and logistics
D) Production, innovation, and pricing

Question 2: Which of the following best represents the overlap between food security and sustainability?
A) Sustainability focuses on the economy, while food security focuses only on availability.
B) Both aim to address long-term environmental, social, and economic challenges **(correct)**
C) Food security only considers nutrition, while sustainability includes environmental impact.
D) Sustainability and food security are unrelated concepts.

Question 3: What is one entrepreneurial skill critical for addressing food security challenges?
A) Negotiation skills
B) Innovation **(correct)**
C) Risk aversion
D) Routine task management

Question 4: During the role-playing simulation, which stakeholder role focuses on ensuring policy support for food security strategies?
A) Smallholder farmer
B) NGO representative
C) Government official **(correct)**
D) Local entrepreneur

Question 5: What is the primary goal of the role-playing simulation in the activity?
A) To compete for the best strategy presentation
B) To highlight the interconnectedness of food security and entrepreneurship **(correct)**
C) To teach participants about specific crop-growing techniques
D) To assess the economic viability of individual stakeholders

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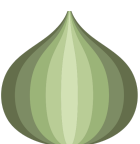
Annex 5: Food Security Business Plan Template

	Description
Name of Business Plan:	[Insert name of the business plan]
Vision Statement	Define what success looks like for enhancing food security in the community.
Goals	Set specific, measurable objectives aligned with food security and sustainability aims.
SWOT Analysis	Identify and analyze: - **Strengths**: Internal attributes that provide an advantage in food security. - **Weaknesses**: Internal challenges that need addressing to improve food access. - **Opportunities**: External factors that can be exploited to enhance food security. - **Threats**: External challenges that could pose risks to food availability.
Business Model Type	Specify the business model to be followed: - **BM Type**: (e.g., Circular, Community-Supported Agriculture, Inclusive) - **Key Characteristics**: Describe how the model promotes food security and sustainability. - **Examples**: Provide relevant examples of this model in practice within food systems.
Business Model Canvas	Outline how the initiative will deliver value, including: - **Key Partners:** Identify significant partners and suppliers involved in enhancing food security. What critical activities do they perform? - **Value Propositions:** What bundles of products and services are we offering to each customer segment? What value do we deliver related to food security? - **Customer Segments:** Who are our most important customers benefiting from improved food access? - **Channels:** Through which channels do our primary customer segments want to be reached? How are we currently reaching them? - **Key Resources:** What significant resources do our value propositions require to ensure food security? - **Customer Relationships:** What type of relationships do our primary customer segments expect us to build with them regarding food access? - **Key Activities:** What significant activities are required to deliver our value propositions related to food security? - **Cost Structure:** What costs are critical to our business

	structure in supporting food security initiatives? - **Revenue Streams:** For what values related to food security are our customers willing to pay? How much does each revenue stream contribute to overall revenues?
Value Chain Analysis	Evaluate the value chain to identify key actors and assess their roles in enhancing food security.
Sustainability Assessment	Assess the environmental, social, and economic impacts of each stage in the value chain on food security.
Market Research	Conduct thorough market research to understand consumer preferences and trends in food security. Tailor products and services accordingly.
Financial Planning	Develop a robust financial plan outlining the revenue streams, cost structures, and funding sources necessary to implement sustainable practices that enhance food security.
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 for informed decision-making.

Annex 6: SWOT Analysis Template

STRENGTHS

1. What unique resources or capabilities does our business possess that can enhance food security?
2. How can we leverage our existing partnerships to improve our food distribution and access?
3. What successful practices have we implemented in the past that can be replicated or scaled?

WEAKNESSES

1. What internal challenges do we face that may hinder our ability to effectively address food security?
2. How can we improve our operational efficiency to reduce costs and increase food availability?
3. What skills or knowledge gaps exist within our team that could impact our service delivery?

OPPORTUNITIES

1. What emerging trends in food production or technology can we capitalize on to enhance food security?
2. Are there potential partnerships with NGOs or government programs that could support our initiatives?
3. How can we engage the community to create awareness and support for our food security efforts?

THREATS

1. What external factors, such as economic downturns or policy changes, could negatively impact our operations?
2. How do competition and market dynamics affect our ability to provide affordable food options?
3. What environmental challenges (e.g., climate change) could threaten our supply chain and food production capacity?

Annex 7: Evaluation Unit 2

Consider using the following guiding questions to extract participants' ideas, collective experience and key take aways.

- To what extent do you feel confident in identifying and analyzing key elements within a food value chain, especially in relation to competitiveness and sustainable development?
- How effectively did the training help you understand and apply different sustainable business models, such as circular economy and community-supported agriculture, in the context of food systems?
- How well did the activities and discussions improve your ability to engage stakeholders and design governance structures that support collaboration within food systems?
- What challenges, if any, did you face when working on the sustainable business plan, and how could the training better support you in overcoming these challenges?

Consider using the following questionnaire for more precise results:

Question 1: What is the primary goal of a sustainable food system?
A) Maximize profits above all else
B) Ensure long-term environmental, social, and economic sustainability **(correct)**
C) Focus solely on increasing food production
D) Limit stakeholder involvement

Question 2: Which framework incorporates environmental, social, and economic dimensions in sustainable business models?
A) Business Model Canvas
B) Triple-Layered Framework **(correct)**
C) SWOT Analysis
D) TBL Framework

Question 3: What is the key focus of the Circular Business Model in food systems?
A) Increase food waste
B) Linear production and consumption
C) Maximizing resource use and waste reduction **(correct)**
D) Reducing environmental regulations

Question 4: What does CSR stand for in the context of sustainable business practices?
A) Corporate Sustainability Review
B) Corporate Social Responsibility **(correct)**
C) Corporate Sales Reinvestment
D) Critical Supply Risks

Question 5: Which of the following is a key component of a sustainable food security business plan?
A) Focusing solely on profit margins
B) Ignoring environmental impact
C) A SWOT Analysis to assess strengths, weaknesses, opportunities, and threats **(correct)**
D) Disregarding customer needs
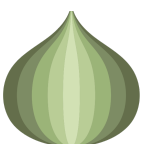
Annex 8: Evaluation Unit 3

1) What is the primary focus of the Market Needs Analysis in launching a food security enterprise?
A) Identifying legal regulations
B) Conducting market research to identify food security gaps
C) Developing a marketing strategy
D) Creating a financial plan
 (Correct Answer: B)

2) Which legal framework is essential for food-related businesses to ensure compliance with safety regulations?
A) Food Safety Modernization Act (FSMA)
B) Occupational Safety and Health Administration (OSHA)
C) Fair Labor Standards Act (FLSA)
D) Environmental Protection Agency (EPA) guidelines
(Correct Answer: A)

3) What does the concept of agroecology promote in sustainable agricultural practices?
A) Increased use of synthetic fertilizers
B) Biodiversity and soil health
C) Mass production of monocultures
D) Dependence on imported resources
(Correct Answer: B)

4) Which of the following funding sources is specifically tailored for smallholder farmers and startups?
A) Venture capital
B) Microfinance
C) Government bonds
D) Equity financing
(Correct Answer: B)

5) What is the purpose of scenario planning in food security enterprises?
A) To create a fixed business model
B) To anticipate and prepare for potential future events or changes
C) To reduce operational costs exclusively
D) To focus solely on maximizing profits
(Correct Answer: B)
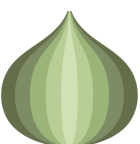
Module 7

Annex 1: Evaluation Unit 1

1. Self-Evaluation of Acquired Competences:
   - Participants will individually assess their acquired competences by reflecting on the last activity and answering the question: "What have we learned?"
   - Scale: Open-ended response

2. Group Evaluation on Sustainable Food System Definition:
   - Participants will work in subgroups to collectively define the Sustainable Food System based on their learning from the unit.
   - Criteria: Clarity, Depth, Alignment with key concepts
   - Scale: 1-5 (1: Unclear, 5: Clear and comprehensive)
   - Comments section for additional insights

3. Group Evaluation on Identifying Challenges:
   - Subgroups will discuss and identify key challenges related to Sustainable Food Systems.
   - Criteria: Relevance, Depth of Analysis, Novelty
   - Scale: 1-5 (1: Limited insight, 5: Comprehensive understanding)
   - Comments section for elaboration
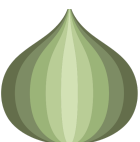
Annex 2: Evaluation Unit 2

After completing the second activity, please take a few moments to reflect on your learning experience and provide honest feedback by answering the following questions.

1. Are you more aware of the link between climate change and food security?
   - [ ] Yes
   - [ ] No
   - [ ] Somewhat

2. Are you more aware of the mitigation/adaptation measures to counteract these effects?
   - [ ] Yes
   - [ ] No
   - [ ] Somewhat

3. Did you acquire new knowledge during the activities? Do you consider it useful for your personal and/or professional life?
   - [ ] Yes, the knowledge acquired is highly useful.
   - [ ] Yes, to some extent.
   - [ ] No, the knowledge acquired is not relevant to me.

4. How would you describe the first/second activity with one word?

5. What is something that can be improved during the first/second activity?
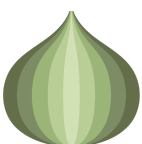
Annex 3: Life Cycle of Strawberry Yogurt

These stages can be explained by an example of the strawberry yoghurt
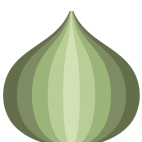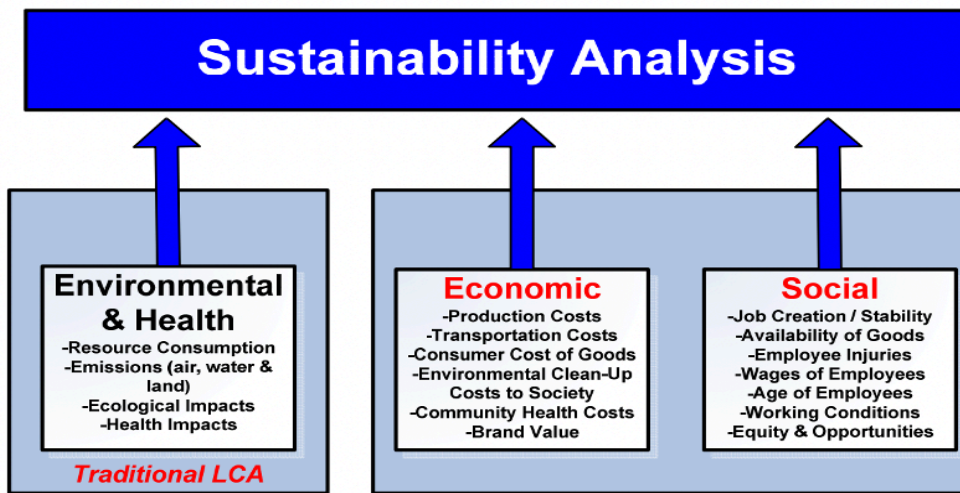

Life Cycle of Strawberry Yogurt
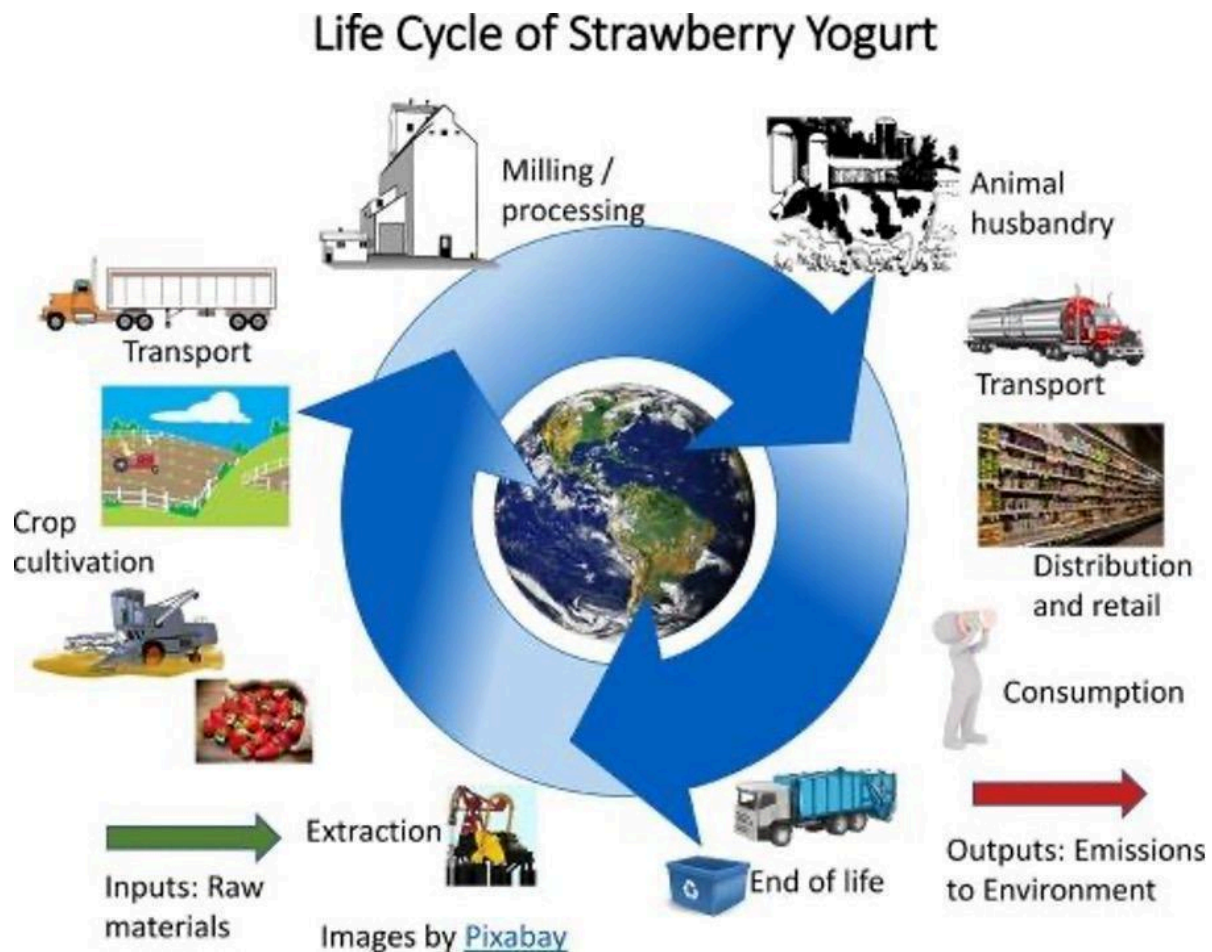
FIGURE

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's made to when it's 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.
 Source:
https://www.sciencedirect.com/science/article/abs/pii/B9780128221129000047

Sustainability Analysis

Environmental & Health
-Resource Consumption
-Emissions (air, water & land)
-Ecological Impacts
-Health Impacts

Traditional LCA

Economic
-Production Costs
-Transportation Costs
-Consumer Cost of Goods
-Environmental Clean-Up Costs to Society
-Community Health Costs
-Brand Value

Social
-Job Creation / Stability
-Availability of Goods
-Employee Injuries
-Wages of Employees
-Age of Employees
-Working Conditions
-Equity & Opportunities

J.S. Golden & P. White (2007): Arizona State University

[LCA (Life Cycle Assessment) Training Kit Material](#)
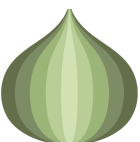
Annex 4: Climate Change Impacts: Regions

Map 1.2: Main climate change impacts on the agricultural sector for the main biogeographical regions in Europe. EEA Report No 4/2019, p. 18, https://www.eea.europa.eu/publications/cc-adaptation-agriculture
Summarizing table created using the EEA Report No 23/2019. https://www.eea.europa.eu/publications/sustainability-transition-in-europe
Figure 1.8: Schematic representation of the cascading effect, EEA Report No 4/2019, p. 20, https://www.eea.europa.eu/publications/cc-adaptation-agriculture

Regions	Effects	Explainings
Coastal zones	Sea level rise	Global warming is causing global mean sea level to rise in two ways. First, glaciers and ice sheets worldwide are melting and adding water to the ocean. Second, the volume of the ocean is expanding as the water warms. Third, a much smaller contributor to sea level rise is a decline in the amount of liquid water on land—aquifers, lakes and reservoirs, rivers, and soil moisture. In the natural world, rising sea level creates stress on coastal ecosystems that provide recreation, protection from storms, and habitat for fish and wildlife, including commercially valuable fisheries.[20]
	Intrusion of saltwater	Saltwater intrusion is defined as the incursion of saline water into the freshwater aquifer. Saltwater intrusion causes shrinkage in available freshwater resources and hampers the industrial growth and agricultural productivity in coastal regions. The excessive salt content in the coastal water resources poses a severe threat to marine ecosystems.[21]
Mediterranean region	Large increase in heat extremes	Unusually hot days and heat wave events are a natural part of day-to-day variation in weather. As the Earth's climate warms, however, hotter-than-usual days and nights are becoming more common and heat waves are expected to become more frequent and intense. Increases in these extreme heat events can lead to more heat-related illnesses and deaths, especially if people and communities do not take steps to adapt. Even small increases in extreme heat can result in increased deaths and illnesses.[22]

[20] https://www.climate.gov/news-features/understanding-climate/climate-change-global-sea-level

[21] https://www.sciencedirect.com/topics/earth-and-planetary-sciences/saline-intrusion
[22] https://www.epa.gov/climate-indicators/climate-change-indicators-heat-waves

	Decrease in precipitation	Current climate models indicate that rising temperatures will intensify the Earth's water cycle, increasing evaporation. Increased evaporation will result in more frequent and intense storms, but will also contribute to drying over some land areas[23]
	Increasing risk of droughts	Concerning prolonged periods of drought, there is a risk of irreversible aridity, especially under higher levels of global warming.[24]
	Increasing risk of biodiversity loss	Biodiversity loss refers to the decline or disappearance of biological diversity, understood as the variety of living things that inhabit the planet, its different levels of biological organization and their respective genetic variability, as well as the natural patterns present in ecosystems.[25]
	Increasing water demand for agriculture	Agriculture production is highly dependent on water and increasingly subject to water risks. It is also the largest sector using water and a major polluter of water. Improving agriculture's water management is therefore essential to a sustainable and productive agro-food sector.[26]
	Decrease in crop yields	The researchers showed that heat and drought reduced wheat yields by about 4% overall, though some regions saw much greater reductions.[27]
	Increasing risks for livestock production	Driven by population and income growth plus urbanization, the demand for livestock products is growing rapidly. Simultaneously, livestock production is facing increasing pressure from climate change effects, such as increasing temperatures, more variable precipitation patterns, more frequent extreme events, and increasing carbon dioxide concentrations.[28]
	Agriculture negatively affected by spillover effects of	The spillover effect refers to the impact that seemingly unrelated events in one nation can have on the economies of other nations. Spillover effects are a type of network effect that increased since globalization in trade and stock

[23] https://gpm.nasa.gov/resources/faq/how-does-climate-change-affect-precipitation

[24] https://www.climateforesight.eu/articles/the-ipcc-focus-on-drought/#:~:text=An%20increase%20in%20drought%2Drelated,significant%20socioeconomic%20and%20environmental%20risks

[25] https://www.iberdrola.com/sustainability/biodiversity-loss

[26] https://www.oecd.org/agriculture/topics/water-and-agriculture/

[27] https://www.nature.com/articles/s41598-023-29378-2

[28] https://www.mdpi.com/2073-4433/13/1/140#

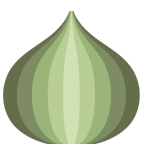|	climate change from outside Europe	markets deepened the financial connections between economies.[29]
Boreal region	Increase in heavy precipitation events	These events are defined as instances in which the amount of rain or snow experienced in a location substantially exceeds what is normal. Scientists expect these trends to continue as the planet warms. For each degree Celsius of warming, the air's capacity for water vapor goes up by about 7 percent. An atmosphere with more moisture can produce more intense precipitation events, which is exactly what has been observed[30].
	Increase in precipitation	Same above.
	Increasing damage risk from winter storms	The Arctic is warming about twice as fast as the rest of the world—a phenomenon known as Arctic amplification. This influences weather patterns in other parts of the world. Arctic warming could increase the likelihood of extreme winter weather in parts of Europe[31].
	Increase in crop yields	Rising global temperatures also are linked with changes in rainfall patterns, and the frequency and duration of heat waves and droughts, which can affect crop health and productivity. Higher temperatures also affect the length of growing seasons and accelerate crop maturity[32].
Atlantic region	Increase in heavy precipitation events	Same above.
	Increasing risk of river and coastal flooding	There are many possible causes of flooding on or near the coast. The major factors are: the height of land above sea level, the degree of erosion and subsidence, vegetation removal, storm surges[33].
	Increasing damage risk from winter storms	Same above.

[29] https://www.investopedia.com/terms/s/spillover-effect.asp#:~:text=Key%20Takeaways,the%20Fukushima%20disaster%20in%202011.

[30] https://www.c2es.org/content/extreme-precipitation-and-climate-change/

[31] https://education.nationalgeographic.org/resource/maybe-its-cold-outside/

[32] https://climate.nasa.gov/news/3124/global-climate-change-impact-on-crops-expected-within-10-years-nasa-study-finds/#:~:text=Higher%20levels%20of%20carbon%20dioxide,the%20current%20generation%20of%20models.

[33] https://www.studysmarter.co.uk/explanations/geography/coasts-geography/coastal-flooding/
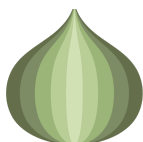
Continental region	Increase in heat extremes	Extreme heat can increase the risk of other types of disasters. Heat can exacerbate drought, and hot, dry conditions can in turn create wildfire conditions. Buildings, roads, and infrastructure absorb heat, leading to temperatures that can be 1 to 7 degrees hotter in urban areas than outlying areas – a phenomenon known as the urban heat island effect[34].
	Decrease in summer precipitation	Same above.
	Increasing risk of river floods	Flooding occurs when a river bursts its banks and overflows onto the surrounding land. Many factors can cause a flood: prolonged rainfall, heavy rainfall, deforestation, and wrong urban land use.
Mountain regions	Temperature rise larger than the European average	Air temperatures in mountain areas are increasing faster than the global average, and therefore warming effects are expected for cold riverine ecosystems.[35]
	The upward shift of plant and animal species	Redistribution of species across space in response to climate change may significantly influence the structures and functions of ecosystems, including the mismatch between pollinators and host plants biological invasions, and local biodiversity loss[36].
	Risk of hail	Hail is a form of precipitation consisting of solid ice that forms inside thunderstorm updrafts. Hail can damage aircraft, homes, and cars, and can be deadly to livestock and people[37].
	Risk of frost	The risks of frost damage to trees and woodlands are likely to increase under climate change, even though temperatures are likely to rise and a decrease in extreme winter cold is expected. This is because milder winter weather can delay or prevent dormancy and hardening off in some tree species, leaving them more vulnerable to damage from frost and periods of extreme winter cold. Milder spring weather will cause

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[34] https://www.c2es.org/content/heat-waves-and-climate-change/
[35] https://link.springer.com/article/10.1007/s10113-023-02037-y
[36] https://www.sciencedirect.com/science/article/pii/S0048969721019665
[37] https://www.nssl.noaa.gov/education/svrwx101/hail/

		earlier flushing which increases the risk of frost damage.[38]
	Increasing risk from rock falls and landslides	Climate change reduces the stability of slopes in high-elevation areas in the mountains, and this increases the risk for people visiting these areas. Temperature change and extreme rainfall events both are the main drivers of climate change impacts on slope destabilization.[39]

[38]https://www.forestresearch.gov.uk/climate-change/risks/frost/#:~:text=The%20risks%20of%20frost%20damage,extreme%20winter%20cold%20is%20expected.

[39]

https://www.climatechangepost.com/news/2021/7/19/climate-change-already-increases-number-rockfalls/

Annex 5: Evaluation Unit 3

1. On a scale of 1 to 5, how confident are you in your ability to connect the Sustainable Development Goals (SDGs) to the global food supply chain after completing this training?
(1 = Not confident at all, 5 = Very confident)

2. How well do you feel you understood the roles and challenges faced by different stakeholders along the food supply chain?
Very well
Somewhat well
Neutral
Not well
Not at all

3. Describe in your own words one key insight you gained from the "Life Cycles of Products" activity and how it changed your understanding of food sustainability.
(Open-ended)

4. To what extent do you feel equipped to help consumers understand their role in reducing the carbon footprint of food production?
Very equipped
Somewhat equipped
Neutral
Not very equipped
Not at all equipped

5. How relevant do you think the SDGs are when discussing sustainable food practices with learners?
Extremely relevant
Quite relevant
Moderately relevant
Slightly relevant
Not relevant at all

6. Which of the following topics did you find most engaging or impactful during the training? (Select one)
The connection between SDGs and food supply chains
Analyzing stakeholder challenges and opportunities
The carbon footprint analysis for sustainable consumption
Understanding life cycles of food products
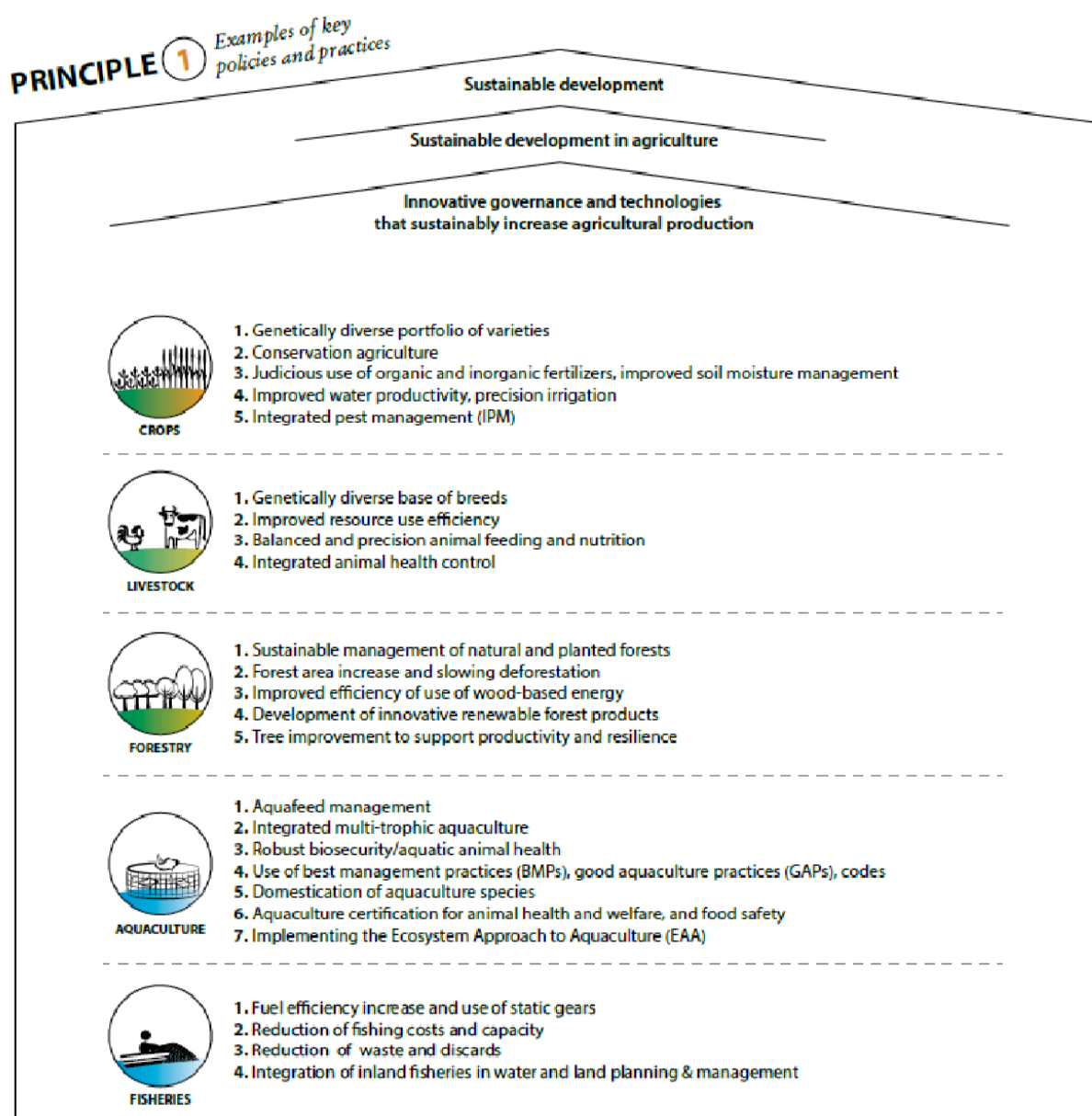Other (please specify): _____

7. What suggestions do you have for improving this training module or any areas where you felt the content could be enhanced?
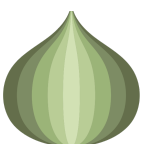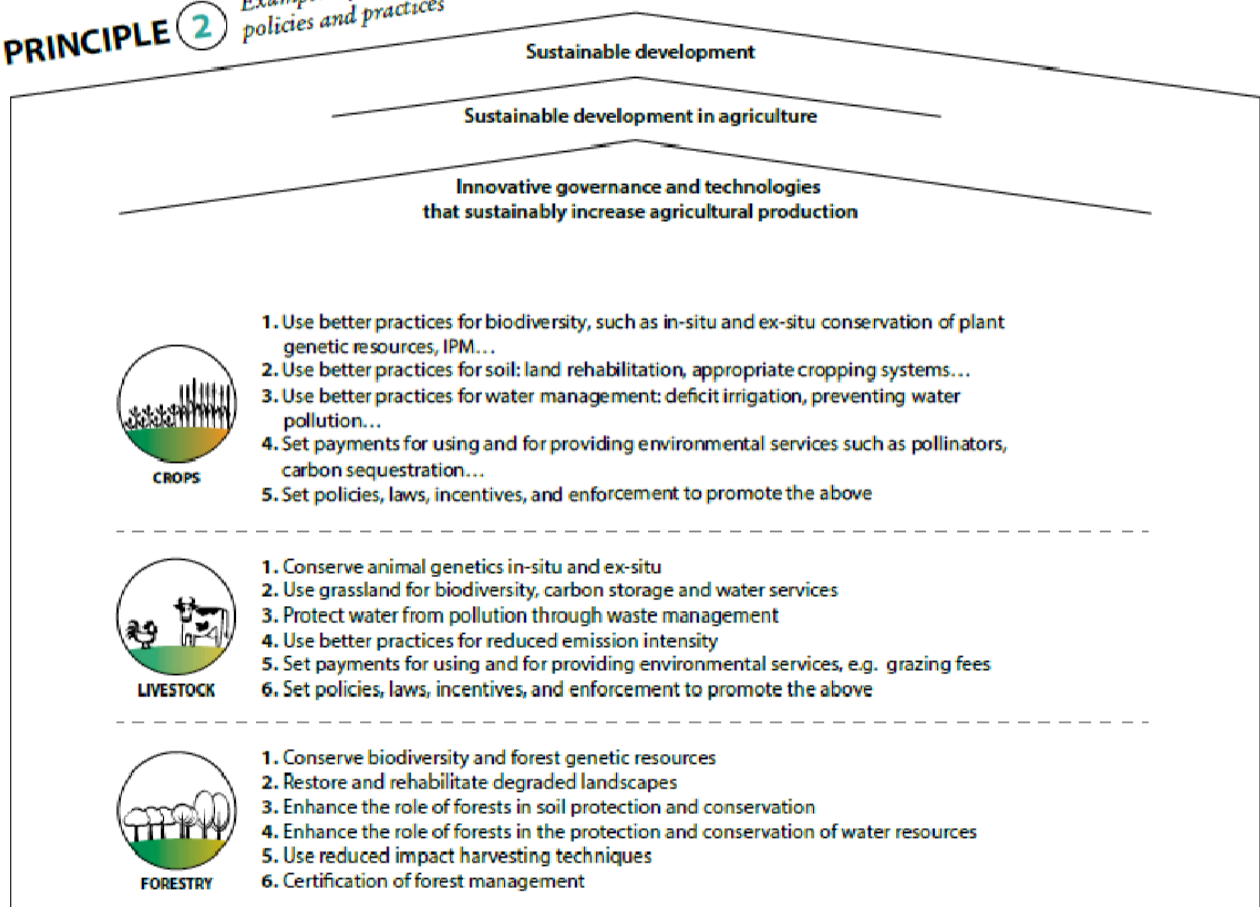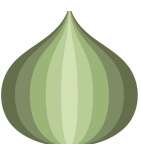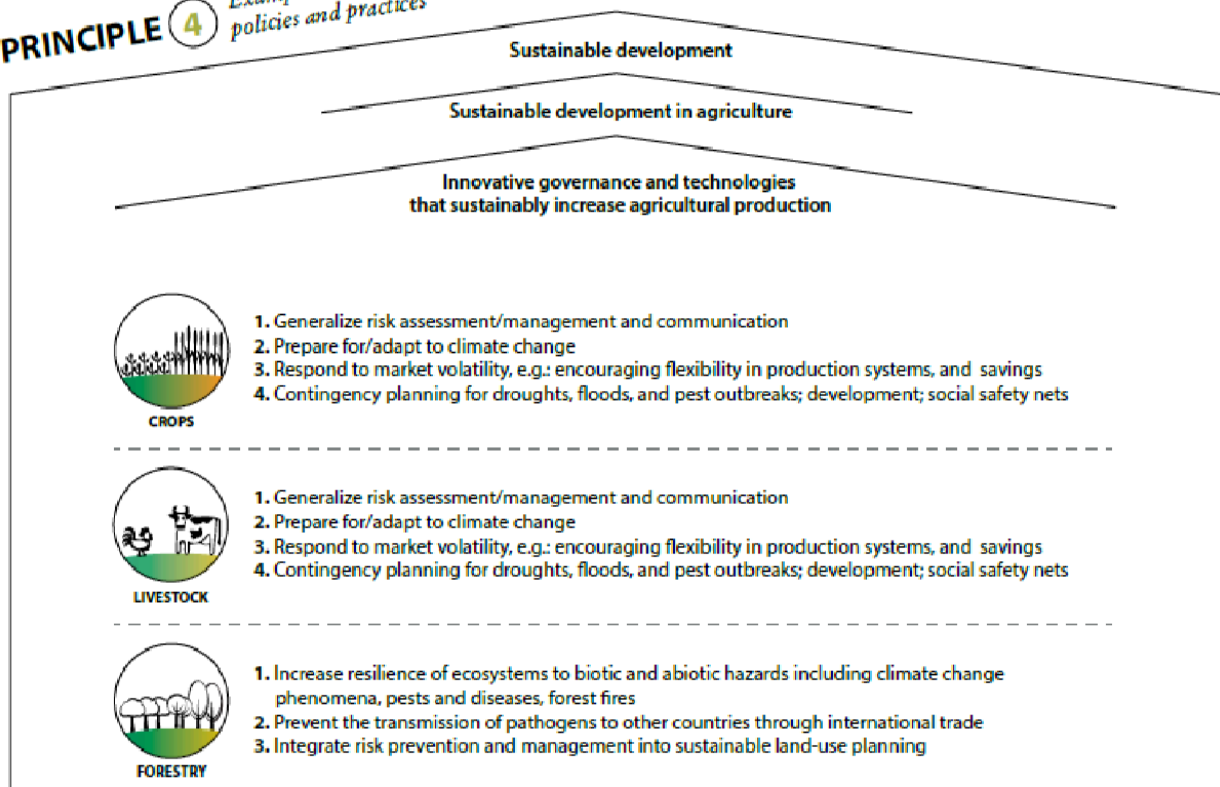*(Open-ended)*

Module 8

Annex 1. 5 FAO's Principles for Sustainable Agricultural Production and Key policies & strategies
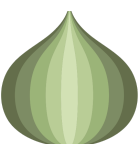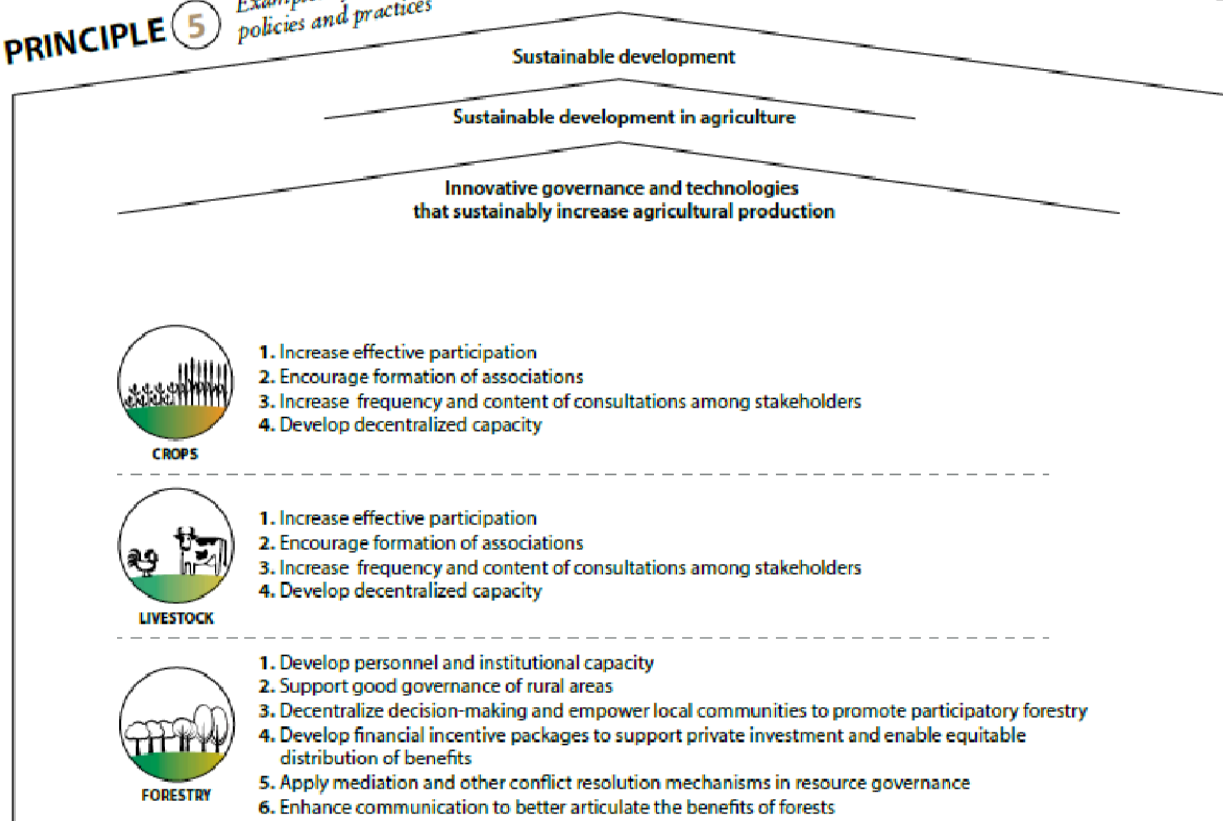
**PRINCIPLE ② ** *Examples of key policies and practices*

Sustainable development

Sustainable development in agriculture

**Innovative governance and technologies
that sustainably increase agricultural production**

CROPS

1. Use better practices for biodiversity, such as in-situ and ex-situ conservation of plant genetic resources, IPM...
2. Use better practices for soil: land rehabilitation, appropriate cropping systems...
3. Use better practices for water management: deficit irrigation, preventing water pollution...
4. Set payments for using and for providing environmental services such as pollinators, carbon sequestration...
5. Set policies, laws, incentives, and enforcement to promote the above

LIVESTOCK

1. Conserve animal genetics in-situ and ex-situ
2. Use grassland for biodiversity, carbon storage and water services
3. Protect water from pollution through waste management
4. Use better practices for reduced emission intensity
5. Set payments for using and for providing environmental services, e.g. grazing fees
6. Set policies, laws, incentives, and enforcement to promote the above

FORESTRY

1. Conserve biodiversity and forest genetic resources
2. Restore and rehabilitate degraded landscapes
3. Enhance the role of forests in soil protection and conservation
4. Enhance the role of forests in the protection and conservation of water resources
5. Use reduced impact harvesting techniques
6. Certification of forest management

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PRINCIPLE (4) *Examples of key policies and practices*

Sustainable development

Sustainable development in agriculture

Innovative governance and technologies that sustainably increase agricultural production

CROPS

1. Generalize risk assessment/management and communication
2. Prepare for/adapt to climate change
3. Respond to market volatility, e.g.: encouraging flexibility in production systems, and savings
4. Contingency planning for droughts, floods, and pest outbreaks; development; social safety nets

LIVESTOCK

1. Generalize risk assessment/management and communication
2. Prepare for/adapt to climate change
3. Respond to market volatility, e.g.: encouraging flexibility in production systems, and savings
4. Contingency planning for droughts, floods, and pest outbreaks; development; social safety nets

FORESTRY

1. Increase resilience of ecosystems to biotic and abiotic hazards including climate change phenomena, pests and diseases, forest fires
2. Prevent the transmission of pathogens to other countries through international trade
3. Integrate risk prevention and management into sustainable land-use planning

PRINCIPLE (5) *Examples of key policies and practices*

Sustainable development

Sustainable development in agriculture

**Innovative governance and technologies
that sustainably increase agricultural production**

CROPS
1. Increase effective participation
2. Encourage formation of associations
3. Increase frequency and content of consultations among stakeholders
4. Develop decentralized capacity

LIVESTOCK
1. Increase effective participation
2. Encourage formation of associations
3. Increase frequency and content of consultations among stakeholders
4. Develop decentralized capacity

FORESTRY
1. Develop personnel and institutional capacity
2. Support good governance of rural areas
3. Decentralize decision-making and empower local communities to promote participatory forestry
4. Develop financial incentive packages to support private investment and enable equitable distribution of benefits
5. Apply mediation and other conflict resolution mechanisms in resource governance
6. Enhance communication to better articulate the benefits of forests

Annex 2. Evaluation Unit 1

- Do you feel more confident in developing your own food security initiative after the activity? (Answer with one word).
- How would you describe the first/second activity with one word?
- Did you acquire some new knowledge during the activities? Do you consider it useful for your personal and/or professional life?
- Are you aware of the different realities of sustainability in the agricultural sector and how they can affect your work sphere?
- Can you assess the social/environmental/economic impact of agriculture and food initiatives on their contest?
- What is something that can be improved during the first/second activity?
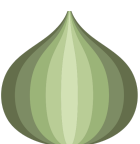
Annex 3. Specific certifications in Spain, Greece, France and Italy

A. Specific Certifications in Spain

1. Catalan Ecological Agricultural Production Council (CCPAE) / (Consell Català de la Producció Agrària Ecològica)

CCPAE is an organization under the tutelage of the Department of Agriculture, Livestock, Fisheries, Food and Natural Environment of Catalonia. It certifies that organic plant products are products grown without fertilizers or synthetic pesticides (fungicides, insecticides or herbicides). In the case of animal products, it is certified that they have been fed with organic products and raised under

regulated conditions.
Most products certified by the CCPAE according to the European organic agricultural production regulations have the equivalence with the NOP certification, according to an agreement between the European Union and the United States government. This equivalence allows most products with CCPAE certification to be marketed in the US and Canadian markets.

More info: https://www.ccpae.org/

2. Hispanic Society of Certification (Societat Hispana de Certificació S.A.)

Societat Hispana de Certificació S.A., is a private agri-food control and certification body that offers certification to companies that require it. It also issues certificates of origin and equivalence of the European Community and the NOP certification of the United States.

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More info: http://sohiscert.com/

B. Specific Certifications in Italy

1. Controlled Designation of Origin / Denominazione di Origine Protetta – DOP

DOP is related to a specific geographical area used to designate a product (mostly wine), the quality and specific characteristics of which are essentially or exclusively due to that area, where the grapes come from, and where production takes place. PDO mark is a designation registered with the European Community to indicate a typical Italian product of high quality, whose area of origin and the traditions still used to create it make it so distinctive that it must be protected from

imitation/falsification.

More info: https://dopigp.politicheagricole.gov.it/vino ; www.assolatte.it

2. Controlled and Guaranteed Designation of Origin/ Denominazione di Origine Controllata e Garantita -DOCG

DOCG was created to guarantee the consumer the quality and origin of wines in Italy, in particular those of higher value and from very specific territories, where winegrowers must follow precise specifications in order to obtain a wine worthy of the designation of origin. Currently, there are 74 wines in Italy recognised with the DOCG mark.
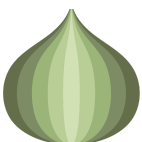
This mark, now replaced by the DOP mark according to European Community regulation 479/08, certifies the relationship between the characteristics and qualities of the product and the production territory. Despite being replaced by this new acronym, the DOCG mark can still be affixed to the labels of wine products.

More info: https://dopigp.politicheagricole.gov.it/vino ; www.assolatte.it

3. Traditional food products / Prodotti Agroalimentari Tradizionali Italiani-

PAT

PAT products are those typical Italian products rooted in the territory of production, but they are different from PDO products because the entire food chain that produces them is not necessarily limited to a restricted place.
PATs are much less widespread and niche than PDO and PGI products, they are more like De.Co (municipal designation products) and represent very small realities, the realities of Italy to be discovered. And they have a seniority: they must have been present in the place they belong to for at least 25 years.

More info: www.informacibo.it

C. Specific Certifications in France

1. <u>AB - agriculture biologique /BIO</u> In France, organic certification was introduced in 1985 and fulfills the EU regulations for organic food. French buyers and retailers often ask operators to label their products with AB trademark which refers to French organic products and is well known by French consumers.

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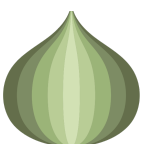
More info: www.bioagricert.org/en/

2. Haute Environmentale Valeur /HEV CERTIFICATION

It corresponds to the highest level of a more general scheme of environmental certification for farms. The farm environmental certification is a voluntary approach which aims to identify and promote particularly environmentally-friendly practices applied by farmers.

HEV covers four key areas: biodiversity conservation, plant protection strategy, management of fertilizer use and management of water.

To engage the whole agricultural sector in an approach focused on environmental progress, it is designed on the basis of certification of the whole farm at three levels.

More info: https://agriculture.gouv.frv

If you want to know more about the certification bodies in France, check this resource:

https://www.agencebio.org/decouvrir-le-bio/ses-acteurs/les-organismes-certificateurs-en-france/

D. Specific Certifications in Greece

1. BIO HELLAS

In Greece, there are specific certifications for organic and sustainable products.

One of the primary certifications for organic products in Greece is the "BIO Hellas" certification, which is accredited by the Greek Ministry of Rural Development and Food.

This certification ensures that products meet the standards set by the European Union for organic agriculture.

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For sustainable products, there may not be specific national certifications, but organizations like the Global Organic Textile Standard (GOTS) or Fair-trade certifications can be applicable depending on the type of product and its production processes.

You can find more information about BIO Hellas certification on their official website: BIO Hellas Certification
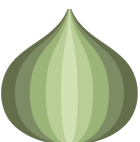
Annex 4. Hypothetical Basic Protocol for Role Play Game: Campaign Visit by the Guarantee Committee

Disclaimer: *This is just a hypothetical protocol including some of the conditions needed for applying to a hypothetical environmentally and social sustainable third-party certification. Trainers are strongly encouraged to modify this protocol according to the specific criteria of the products and third-party certifications they are working with. For doing so you can use* [this template]*.*

1. **Soil Quality and Management**
- Positive Indicators:
    - Use of organic compost, manure, green manures, or crop rotation to enhance soil fertility.
    - Regular testing and documentation of soil quality.
    - No use of synthetic fertilizers or harmful soil amendments.
- Negative Indicators:
    - Presence of synthetic fertilizers or prohibited chemicals in soil.
    - Lack of organic matter or clear efforts to replenish soil nutrients.
    - Significant soil erosion or compaction, indicating poor management.

2. **Plant Health and Crop Management**
- Positive Indicators:
    - Healthy crops with minimal pests or diseases, managed through organic methods.
    - Use of disease-resistant plant varieties, crop rotation, and intercropping.
    - Clear records showing organic seed sourcing and sustainable crop management.
- Negative Indicators:
    - Visible signs of pest or disease that indicate synthetic pesticide use.
    - Monocropping practices without diversity in planting cycles.
    - Lack of documentation or traceability for seeds, especially for non-organic origins.

3. **Pest and Weed Management**
- Positive Indicators:
    - Use of biological pest controls, traps, beneficial insects, or approved natural pesticides.
    - Regular monitoring of pests and a documented Integrated Pest Management (IPM) approach.
    - Weed control through manual, mechanical, or mulching methods.
- Negative Indicators:
    - Use of synthetic pesticides, herbicides, or fungicides.
    - Uncontrolled weed growth, indicating inadequate management.
    - Lack of records or proactive measures for pest and weed control.
    - Unsafe storage of pesticides in unsuitable packaging

4. **Water Usage and Management**

- Positive Indicators:
  - Efficient water usage practices, such as drip irrigation, rainwater harvesting, or mulching.
  - Clear water source without contamination by harmful substances.
  - Practices that prevent water wastage or runoff.
- Negative Indicators:
  - Use of contaminated or untreated water for irrigation.
  - No water conservation practices, leading to excessive water use.
  - Pollution of nearby water sources from farm runoff.

5. Waste Handling and Recycling
- Positive Indicators:
  - Proper management of organic waste through composting or mulching.
  - Minimal plastic or inorganic waste, with recycling and reuse where possible.
  - Safe disposal methods for any hazardous materials, if applicable.
- Negative Indicators:
  - Uncontrolled disposal of waste, such as plastic, chemical containers, or other non-biodegradable materials.
  - Burning or improper handling of waste, causing pollution.
  - Lack of effort to recycle or reuse materials on-site.

6. Biodiversity and Habitat Preservation
- Positive Indicators:
  - Preservation of natural habitats, native plant species, and wildlife-friendly practices.
  - Integration of flowering plants or borders to support pollinators and beneficial insects.
  - Practices like agroforestry, cover cropping, or field borders.
- Negative Indicators:
  - Clearing or damaging native vegetation and habitats for farm expansion.
  - Use of practices that harm pollinators or other beneficial species.
  - No measures to encourage biodiversity, such as maintaining flowering plants or hedges.

7. Documentation and Record-Keeping
- Positive Indicators:
  - Comprehensive records of farm inputs, crop rotation, pest management, and yield.
  - Up-to-date documentation, with records kept for at least one year.
  - Clear labelling of organic inputs, with receipts for seeds, fertilizers, and approved materials.
  - Complete traceability of products with information in etiquettes
- Negative Indicators:
  - No documentation or inadequate record-keeping, making compliance verification difficult.
  - Use of undocumented or suspicious sources for inputs.
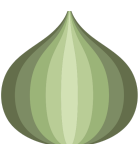
- Incomplete or inconsistent records, especially on prohibited substance usage.

8. **Worker Welfare and Community Relations**
   - Positive Indicators:
     - Fair treatment and clear communication of safety standards to workers.
     - Safe working conditions, free from exposure to harmful chemicals.
     - Positive relationships with neighbouring farms and the local community.
   - Negative Indicators:
     - Evidence of poor worker conditions, such as inadequate safety measures.
     - Use of toxic substances that can harm worker health.
     - Complaints from the community about farm practices or pollution.

Inspection Outcome Determination

☐ **Certification Granted:** All or nearly all positive indicators are met, with minor issues noted for follow-up.

☐ **Conditional Certification:** Several positive indicators are met, but a few critical negative indicators are present, with corrective actions required.

☐ **Certification Denied**: Numerous negative indicators, particularly in soil, pest management, and record-keeping, showing non-compliance with organic standards.
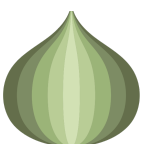
Annex 5. Role Play Game Materials Campaign Visit by the Guarantee Committee
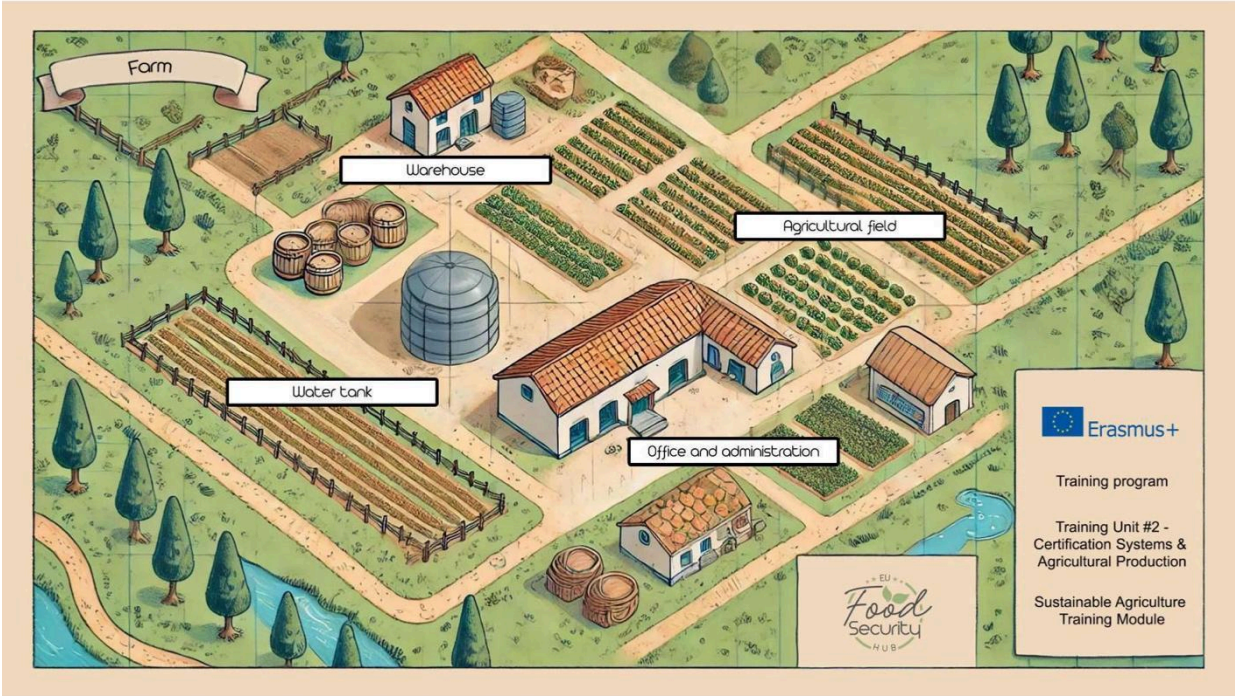
Participatory Guarantee Systems (PGS)

This is a role-playing game inspired by the participatory guarantee system in agriculture.

The players will have to put themselves in the shoes of a visiting commission that will evaluate the adoption of good agricultural practices in a farm.

The commission is made up of people selected by the local PGS committee, they are representatives of different roles within the supply chain:
CUSTOMERS
AGRONOMISTS
PRODUCERS (with ORGANIC or PGS certification)
PRODUCERS (candidates to obtain certification)

Each of these roles can be played individually or in groups.

The goal of the game is to identify good and bad agricultural practices within the company, proposing alternative solutions if possible.

Instructions

Each person or group participating will get the card that describes their role.

Who conducts the game will play as the owner of the candidate farm for certification. They will introduce themselves and the various areas to be inspected:
AGRICULTURAL FIELD
WAREHOUSE
OFFICE AND ADMINISTRATION
WATER TANK

At the end of the inspection, the teams making up the commission shall gather to give an assessment (COMPLIANT, BEING IMPROVED, NOT COMPLIANT) and propose solutions for practices that do not meet the required standards.

Customers

DESCRIPTION

Group of people selected
by a committee of local actors
in agriculture. Most likely they are
being parts of a Solidarity Purchasing
Groups, so they should be
already attentive and prepared about
issues they will have to evaluate.

MAIN FOCUS

- Ethics on which the products are made
(how is it cultivated? by whom? ...)

- Quality of the final product

- Sale to the public
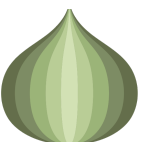
Agronomists

DESCRIPTION

Specialist in procedures and techniques
for the design of agricultural, agri-food
and zootechnical systems, in
improvement of crops and
relative growth and defense conditions.
Also in detection and control
of plant diseases and
conservation of crop biodiversity.

MAIN FOCUS
-Cultivation techniques
- Resource management

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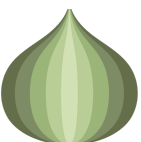
Producers
(candidates)

DESCRIPTION

Representatives of other companies who in turn will be subject to inspection and evaluation to obtain certification.

MAIN FOCUS

- Study and observation about good practices
- Comparison (exchange of good practice)
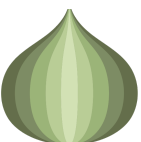
Producers

(with certification)

DESCRIPTION

They are representatives of other farms that have already received the certification, therefore with experience and skills necessary to meet the required standards.

MAIN FOCUS

- Identifying imperfections or mistakes
- Comparison between companies (exchange good practice)
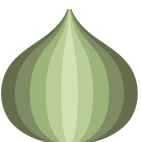
Agricultural field

– The agricultural field under cultivation has an area of 5 hectares –

– It is cultivated in rotation mostly with cereals, vegetables and small fruits –

– This year, due to difficulties, some permitted fertilizers were used –

– Mulch is applied –

– Permitted pesticides are systematically used to protect themselves –

Warehouse
(materials and products)

– Si applica lo stoccaggio sicuro di pesticidi e fertilizzanti –

– I prodotti sono conservati in confezioni di plastica –

– Le etichette dei prodotti non hanno la completa tracciabilità –

– Corretta gestione dei rifiuti –
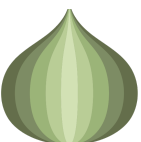
Office and administration

– Due to the time constraints on agriculture,
no documentation on agricultural practices was drawn up;

– Correctly completed production and sales register –

– Regulations and safety training completed –

– Lack of hygiene regulations –

Water tank

– In very good condition and certified –

– Flow irrigation (run water throughout the system) –

– Very high costs –
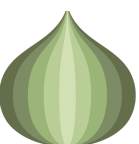
Annex 6. Case Studies for Participatory Guarantee Systems

1. Spain

Som Ebre: L'enllaç de l'Ebre

An agro-ecological cooperative of social production and consumption that acts as a bridge between producers and consumers in the territory, through a participative and sustainable food distribution network.

Key values:

- dignify farming and producers
- facilitate access to responsible consumption for the population
- greater resilience to the territory and food sovereignty.

L'Enllaç de l'Ebre works on their own quality label, under the name Som Ebre, based on the Participatory Guarantee System (SPG).

SPGs are understoon as pedagogical and organizational processes that give the power of action and decision to producers and consumers regarding the way in which they produce, market and distribute food, based on close and equal relationships, generating a guarantee and trust about the ecological and social quality of this food.

2. Italy

Cascina di San Alberto

The project comprises 3 main components:

- Promotion of agroecology
- Mobilization of citizens in social and environmental activities
- Integration and inclusion of young people of foreign origin

It advocates a model of solidarity economy supporting social agriculture and collaborating with the agricultural cooperative "Madre Terra" aiding young refugees and former unaccompanied foreign minors in education and employment integration.

Built upon a pilot initiative involving forty families from Solidarity Purchasing Groups (GAS), it is committed to purchasing fruit and vegetable crates directly from the cooperative.

Ficos:

Established in June 2020, Ficos is a network of companies organising a regional distribution system in Sicily based on decentralisation and the efficient and sustainable use of the resources of the network of producers and consumers of healthy food.

The principles on which it is based are:

- collaboration/coproduction,
- short supply chain,
- organic and peasant farming,
- participatory guarantee,
- environmental sustainability,
- fair and transparent pricing,
- participatory and accountable governance.

3. Belgium

The GASAP NETWORK / Le Rèseau des Gasap

GASAP (Solidarity Purchasing Groups for Peasant Agriculture) offer direct sales, without intermediaries, which allow a direct and supportive link with local farms which work for "agroecological" agriculture, providing jobs in our regions. It's much more than a basket of organic vegetables, it's a real food alternative.

Brothers of the French AMAP, the GASAP are a citizen initiative and aim to support peasant agriculture. This results in a partnership between eaters and producers who make a mutual and long-term commitment
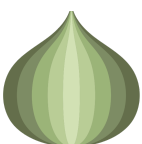
At the level of the GASAP Network, the objective specifically focuses on strengthening connections between consumers and producers, AND among fellow producers, through participatory visits.

The various GSP players meet within the inter-associative platform, which federates GSP initiatives and ensures a common process.

4. Greece

Peliti Seed Network

A greek example of a participatory assurance system, which is a grassroots organization dedicated to the preservation of traditional seed varieties and

promoting agroecological practices.

Their participatory assurance system involves a network of farmers, gardeners, and seed savers who collaborate to preserve and exchange traditional seeds.

Participants follow organic farming practices and adhere to guidelines set by Peliti to ensure the quality and integrity of seeds.

This system fosters:

- community engagement,
- knowledge sharing,
- and biodiversity conservation

Annex 7. Evaluation Unit 2

Here are 10 closed-ended questions that cover the main topics which could be used for creating a Kahoot evaluation form. These questions are designed to reinforce key concepts such as certification types, Participatory Guarantee Systems (PGS), third-party certification, and case studies.

Kahoot Quiz Questions: Understanding Certification and Participatory Guarantee Systems

1. What does the acronym "PGS" stand for in the context of organic certification?
   A. Participatory Guarantee Systems
   B. Primary Guarantee Standards
   C. Public Guarantee System
   D. Product Grade Standards
      - (Correct Answer: A)

2. Which of the following is a key feature of Participatory Guarantee Systems (PGS)?
   A. Only involves government officials
   B. Focuses on third-party inspections
   C. Engages local community members in the certification process
   D. Requires international approval
      - (Correct Answer: C)

3. Which symbol is commonly associated with third-party organic certification?
   A. A leaf with a check mark
   B. A star with a globe
   C. A fork and spoon
   D. A tree within a circle
      - (Correct Answer: A, or adapt based on specific certification symbols used in the MOOC)

4. In the certification process, what is the primary role of a "Visiting Group"?
   A. They are government auditors
   B. They serve as the certification body
   C. They evaluate compliance with organic standards during site visits
   D. They manage finances for certification
      - (Correct Answer: C)

5. What is one major difference between Third-Party Certification and PGS?
   A. Third-Party Certification is more community-based
   B. PGS is not recognized by any official standards
   C. PGS is more collaborative and involves local stakeholders
   D. Third-Party Certification only applies to large scale farms
      - (Correct Answer: C)
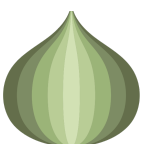
6. What is the purpose of a third-party certification system in organic farming?
    A. To increase production speed
    B. To ensure compliance with organic standards independently
    C. To reduce the cost of organic goods
    D. To advertise local farms
        ● (Correct Answer: B)

7. In the context of this unit, what does the acronym "AMAP" represent?
    A. Association for Mediterranean Agriculture Projects
    B. Association for the Maintenance of Peasant Agriculture
    C. Agroecology Management and Policy
    D. Advanced Market and Agriculture Partnership
        ● (Correct Answer: B)

8. Who is typically involved in a PGS Visiting Group?
    A. Consumers, certified producers, technical agronomists, and applicants for certification
    B. Only government officials
    C. Buyers and marketing experts
    D. International inspectors
        ● (Correct Answer: A)

9. In the roleplay activity, which of the following is a responsibility of participants in the Visiting Group?
    A. Approve all applications regardless of compliance
    B. Document observations based on a certification protocol
    C. Oversee national certification bodies
    D. Monitor the marketing of organic products
        ● (Correct Answer: B)

10. What is one advantage of third-party organic certification mentioned in the unit?
    A. Lower costs for small-scale farmers
    B. Increased consumer recognition and trust
    C. Elimination of market competition
    D. Decreased production standards
        ● (Correct Answer: B)
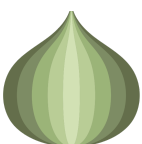
Annex 8. Let's set up a CSA Template

CSA TEMPLATE

1. Define Your Vision and Goals:

- Determine the purpose and mission of your CSA.
- What are your goals in terms of supporting local agriculture, promoting sustainability, and building community?

Resources: CSAct! STARTING A CSA, Everyday Operation: How does a CSA Work? - Urgenci Hub

2. Identify Your Core Team:

- Assemble a dedicated team of individuals who share your passion and vision for the CSA. This team will handle tasks such as administration, marketing, and logistics.

Resources: CSact! DUTIES

3. Find a Farmer or Partner with Local Producers:

- Establish relationships with local farmers or producers interested in participating in your CSA.
- Ensure they align with your values and can meet the needs of your community.

Resources:Csact! Farming For Communities

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CSA TEMPLATE

4. Choose Your CSA Model:

- Decide on the type of CSA model you want to implement.
- Common models include weekly or bi-weekly subscriptions, seasonal shares, and various pricing options.

5. Determine Share Sizes and Prices:

- Define the size of your shares and the pricing structure.
- Consider the needs and preferences of your potential members, as well as the financial requirements of your CSA program.

Resources: CSAct! FINANCES, Financial Sustainability for CSA in various languages: Hungarian, Czech, German, French Solid Base Archives - Urgenci Hub

6. Set Pickup or Delivery Locations:

- Establish convenient pickup or delivery locations and schedules for your CSA members. Consider multiple options to accommodate various preferences.

Resources: CSAct! DISTRIBUTION

CSA TEMPLATE

7. Develop a Membership Agreement:

- Create a clear and comprehensive membership agreement that outlines share details, expectations, payment terms, pickup/delivery schedules, and any policies related to issues like missed pickups or substitutions.

8. Promote Your CSA:

- Use a combination of online and offline marketing strategies to reach potential members. These may include social media, websites, local events, flyers, and partnerships with local businesses.

Resources: CSAct! CONSUMERS' PERSPECTIVE

9. Manage Subscriptions:

- Implement a system for managing subscriptions, tracking payments, and communicating with members. Many CSA programs use software or apps to streamline these processes.

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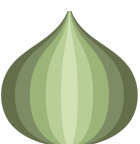
CSA TEMPLATE

10. Provide Education and Resources:

- Offer educational resources to your members, such as newsletters, cooking tips, and information about seasonal produce.
- Encourage members to understand and appreciate the value of locally sourced, seasonal food.

Resources: CSAct! CONSUMERS' PERSPECTIVE

11. Plan for Surpluses and Shortages:

- Prepare for fluctuations in crop yields due to weather and other factors.
- Develop a plan to handle surpluses and shortages to minimise food waste and maintain member satisfaction.

12. Foster Community Engagement:

- Organise events, farm visits, or social gatherings to build a sense of community among your members and strengthen their connection to the farm

Resources: CSAct! FARM VISIT

CSA TEMPLATE

13. Seek Feedback, adapt:

- Regularly gather feedback from your members and be open to making improvements based on their suggestions. This helps build a strong and loyal membership base.

14. Legal and Administrative Considerations:

- Ensure that you have the necessary permits, insurance, and legal structures in place to run your CSA program compliantly.
- Consult with local authorities or legal professionals if needed.

Resources: CSAct! LEGAL MATTERS

15. Evaluate and Reflect:

- After a season or cycle, take time to evaluate your CSA's performance and identify areas for improvement. Reflect on what worked well and what can be enhanced.

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CSA TEMPLATE

16. Problem solving:

- Communities often encounter different issues and there's a risk that a group dissolves if problems are not addressed in a good way.

Resources: CSAct! Non violent communication

Remember that creating a successful CSA takes time, commitment, and ongoing effort. By following these foundational steps and remaining adaptable, you can build a thriving community-supported agriculture program that benefits both local farmers and your community.
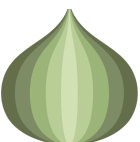
Annex 9. Evaluation Unit 3

1. Understanding of Key Concepts

How well do you feel you understood the following concepts by the end of this unit?

- Local Solidarity-based Partnerships for Agroecology (LSPA)
- Community Supported Agriculture (CSA)
- Food Citizenship
- Short vs. long food supply chains

Rate each from 1 (Not at all) to 5 (Very well).

2. Skills in Community Engagement

Reflect on your ability to **manage and facilitate community work** and **engage in participatory processes**. How would you rate your confidence in these skills after completing the unit?

- Being 1 (Low confidence) to 5 (High confidence)

3. Critical Thinking and Analysis

How effectively did you apply critical thinking and questioning to the concepts of producer-eater relationships during this unit?

- Being 1 (Not at all effective) to 5 (Very effective)

4. Knowledge Application

Rate your understanding of differentiating various producer-eater models (CSA, LSPA, AMAP) and their roles in the food system.

- Being 1 (Not at all clear) to 5 (Very clear)

5. Practical Knowledge

How prepared do you feel to set up or support a CSA model after this unit?

- Being 1 (Not at all prepared) to 5 (Very prepared)

Part 2: Activity-Specific Feedback

1. Activity 1: "Let's Set Up a CSA!" Role-Play

How engaging did you find this activity?

- 1 (Not engaging) to 5 (Very engaging)

What was your main takeaway from this activity?
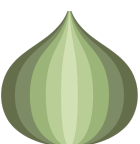
Were there any challenges or areas where you needed more support?

2. Reflective Journaling Exercise

Did this exercise help you clarify your personal goals in practicing food citizenship?

- Yes / No

What new goal or insight did you gain from this reflection?

3. Group Discussion on Food Citizenship

Did the discussion deepen your understanding of your role as a food citizen?

- Yes / No

What ideas or practical steps did you take away from this discussion to apply in your community?

Part 3: Overall Reflections on Food Citizenship

1. Personal Growth

Do you feel that your perception has shifted from being just a consumer to embracing the role of a food citizen?

- Being 1 (No change) to 5 (Strong change)

Please describe any insights or perspectives you gained about food citizenship.

2. Application of Knowledge

How likely are you to implement what you've learned in your community or personal life?

- Being 1 (Unlikely) to 5 (Very likely)

What is one concrete action you plan to take to support sustainable food systems?

3. Final Reflection

What was the most impactful part of this unit for you, and why?

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