

Competence Framework for green jobs professional itineraries

EU FOOD SECURITY HUB

Facing food insecurity by promoting sustainable and socially inclusive food and agriculture ecosystems



Co-funded by
the European Union



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1) Introduction - EU FOOD HUB in a Nutshell

The proposal aims to escalate and replicate across Europe the best practices and innovative methodologies displayed by the Consortium organizations tackling food insecurity, while promoting sustainable and socially inclusive food and agriculture ecosystems. The main motivation of the EU Food Security Hub project is to generate a common framework at European level encouraging VET organizations, CSOs, institutions and public authorities to address the challenge of food insecurity from a sustainable and socially inclusive approach.

In this sense, the added value of this proposal is related to its potential to support the transformation of regional, national, European and global food systems, making them secure, sustainable, healthy, resilient and trusted, while increasing social opportunities for vulnerable groups through training, contributing to the socio-ecological dimension of the EU recovery.

The proposal takes into account and also reinforces significant EU policy frameworks. Taking as a starting point the new Strategic Framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), EU Food Security Hub addresses straightaway 2 of the 5 priorities of this new Strategic Framework: 1) Improving quality, equity, inclusion and success in favour of fair and equal access to the education system for all; and 2) Supporting the green and digital transformation in and through (education and) training. In a wider framework, the project also contributes to the EU Green Deal, impacting directly in the generation of future-proof jobs and skills training for the transition, on one hand, and in the implementation of the Farm to Fork Strategy, on the other. Ensuring food security and making sure that everyone has access to sufficient, safe, nutritious and sustainable food, as the Strategy aims, is in the background of the EU Food Security Hub project, and so it is to reduce the environmental impact of food production and strengthen circular economy strategies in the agricultural sector.

MAIN ACTIONS:

- Elaboration of a Competence Framework and VET professional itineraries Report to generate green jobs in the food security ecosystems to categorize by competences a common framework for green jobs creation within the food security and agriculture sectors, thus strengthening the collaboration between the different partners organizations and providing an opportunity for the deploy

of future green professional itineraries, supporting the creation of green jobs at European level.

- Design of a cross-sector Training Program, MOOC and Toolkit targeting VET professionals, institutions, universities, CSOs, Public Administration and Social Enterprises interested in or already working on local food security initiatives, social agriculture and people at risk of social exclusion. This will contribute to supporting the development of professionals, and will boost organizations capacity for the deployment of the green professional itineraries.
- Testing and evaluation of the cross-sector Training Program, MOOC and Toolkit through European Exchange and Peer-Learning Workshops across Europe, which will increase the skills, competences and knowledge of VET professionals participating in their field of work, when targeting vulnerable groups.
- Creation of the EU Guidelines to help local governments to navigate the process of adopting a new approach against food insecurity. This will increase the capacity of public stakeholders to replicate and scale-up fostering their capacity to adapt to the green transition of food systems within a social inclusion approach.
- Dissemination activities of the project results including a European Conference and Networking event and a common Awareness Raising Campaign will raise awareness on topics relevant to the Consortium organizations, targeting VET institutions, Public Administrations, Academia, CSO's and other stakeholders

2) Competence Framework

According to the CEDEFOP (2009) a competence framework is a generic description of the skills, knowledge and wider competences that teachers, trainers and leaders should possess to enable vocational education and training at a high level. Such a framework can be used when curricula or training programmes are designed for the initial and continuing training of teaching professionals.

The development of a competence framework for professionals working in the field of food security, aims to provide individual trainers and training providers like organisations, institutions and NGOs, with a common reference when developing training courses addressed to vulnerable groups.

To define the Competence Framework the project followed this process:

- 1) Identification of the competences to include in the framework starting from the experiences of the partner organizations
- 2) Definition of questionnaires directed at professionals working in the sustainable food security ecosystem, for the evaluation of the identified skills
- 3) Identification of good practices and food security initiatives with which the partners have collaborations and synergies
- 4) Distribution of questionnaires to professional trainers and key actors in the identified good practices
- 5) Desk analyses of the responses to the questionnaires
- 6) “Food For Thought”: European Knowledge and Experience Sharing Meeting. Among the activities of the meeting, a specific working carried out a participatory review of the competence framework, through the analysis of the answers to the questionnaires and the discussion between delegates of the partner organizations, selected food security initiatives and VET professionals.

The activities carried out, corresponding to the points mentioned, are detailed below.

2.1. IDENTIFICATION OF THE COMPETENCES TO INCLUDE IN THE FRAMEWORK, STARTING FROM THE EXPERIENCES OF THE PARTNER ORGANIZATIONS

The organizations that are part of the project partnership have different and complementary experiences in the field of food security. As a first step in building the competence framework, each partner organization has identified its own good practice, among the initiatives working with people at risk of social exclusion in the sustainable food security and agriculture sector.

The identified initiatives are presented below:

- ABD (Spain) coordinates La Botiga Municipal Food Distribution Service. The main purpose of La Botiga is to guarantee the fundamental right to healthy food in vulnerable households, through a comprehensive service that impacts on the improvement of people's living conditions, empowering them individually and communally, under the principles of food sovereignty, sustainability and social and solidarity economy.
- IASIS (Greece). The experience that IASIS has gained through European projects led to the creation of The Social kitchen which offers services to vulnerable citizens of the Municipality of New Philadelphia – Chalkidona and is geared towards people facing social problems. Its main goal is to cover basic needs for people who are in a state of poverty or homelessness.
- Land Impresa Sociale (Italy) is a Social Enterprise founded from CESIE experience. Its aim is to develop innovative and sustainable agriculture initiatives and implement projects focused on environmental protection and ecological transition.
- URGENCI (France) is the international grassroots network that aims to increase the relevance of LSPAs models for social justice and food access by supporting decent livelihoods for producers and social inclusion of consumers through different initiatives across 40 countries.
- EQU (Spain) is a leading consulting firm on local governance and public policies.
- ACRA (Italy) coordinates the social agriculture project Cascina Sant'Alberto. The project aims to support sustainable agricultural production; support vocational training and employment for young

vulnerable people; promote commercialization of agricultural products, involving civil society, local community and promoting awareness on social economy and agro-ecology.

Starting from these experiences, through a collaborative process between the organizations, the main competences that are necessary in the development of initiatives working with people at risk of social exclusion in the sustainable food security and agriculture sector and the creation of future-oriented green jobs, have been identified.

We define 'competence' as a system of values, attitudes, beliefs, skills, and knowledge that can be applied in your field of work.

The competencies have been divided into two main groups: general competencies for VET professionals working with people at risk of social exclusion and specific competencies required for training paths in the field of food safety - green jobs.

The list of competences that we propose is to be seen as a flexible framework to be adjusted to various training circumstances, strategies and contexts for further discussions and implementation measures.

Therefore, the set of competences is not meant to be a list of competences that every professional must possess, but rather a tool that helps VET providers, institutions, organizations or individual trainers to better design training programs for further professional development, that also responds to the needs and the realities of the trainees. Lastly, it is important to note that it is not an exhaustive nor restricted framework, but a proposal that can be expanded, reviewed and enriched throughout the implementation of the project

2.2. DEFINITION OF QUESTIONNAIRES ADDRESSED TO PROFESSIONALS IN THE FOOD SECURITY AND FOOD SOVEREIGNTY FIELD FOR THE EVALUATION OF THE IDENTIFIED COMPETENCES

The questionnaire is part of the participatory action analysis to define specific future-oriented green jobs professional itineraries that can be developed within the Consortium and stakeholders' practices, targeting VET professionals working with people at risk of social exclusion in food security initiatives. This action will define the success-factors of the selected best practices and will analyse the actual competences of VET professionals in each practice with the aim to generate a common framework of competences for innovative green jobs professional itineraries.

Within the frame of the project, and as a basis of the training program, the aim of this self-assessment questionnaire is:

- To evaluate VET professionals' performance in the identified set of competences
- To identify the relevance of these competences in VET professionals field of work
- To detect the need for training.

The questionnaire is divided into 4 sections:

The first part collects information about the person responding to the questionnaire: Age, Gender, Organization, Job Experience, and Job Profile.

The second part gathers questions about the general competencies of VET professionals working with people at risk of social exclusion. The objective of the questionnaire was to self-assess the mastery level of each proposed competence and determine the relevance of each competence to job performance. Respondents were asked to indicate their level and the relevance given to the competencies on a Likert scale from 1 to 7. For each competence, self-assessment of performance/possession level and their relevance or importance in the field of work is requested.

The third part, following the same methodology, collects the level of competence and relevance of specific competencies required for training paths in the field of food safety - green jobs.

The last section of the questionnaire presents open questions aimed at:

- Identify the needs for training of the VET professionals to improve their job performance in the field of social inclusion of vulnerable groups in the sectors of agriculture and food security.
- Identify the main obstacles or challenges faced when reaching out to this targeted group.

A first version of the questionnaire was submitted to a limited group of trainers for review and integration of questions.

2.3. IDENTIFICATION OF GOOD PRACTICES AND SUCCESSFUL FOOD SECURITY INITIATIVES WITH WHICH THE PARTNERS HAVE COLLABORATIONS AND SYNERGIES

In addition to those already mentioned, during the initial phase of defining the competence framework, the project partners have identified further best practices and involved staff operating in them, in order to define competencies to be part of the framework and promote knowledge exchange at the European level and peer learning.

For this purpose, guidelines have been commonly defined for the identification of best practices. The identified best practices are:

Name of the initiative	Implemented by	Location
ABD		
Espigoladors	Fundació Espigoladors and El Es-Imperfect	El Prat de Llobregat, Spain
Keras Buti Cooperative	Keras Buti Association	Hospitalet de Llobregat, Spain
La Botiga	ABD, Espigoladors and El Prat de Llobregat Council	El Prat de Llobregat, Spain
Som Esqueix	Som Esqueix Association	El Prat de Llobregat, Spain
URGENCI		
Ferme de Terre de Milpa	Terre de Milpa	Saint-Didier-au-Mont-d'Or near Lyon, France
MANOS VERDES	ASDECOBA	Salamanca, Spain
Farmářská škola	AMPI	Czechia

ACRA		
Bee My Job	Associazione di Promozione Sociale "Cambalache"	Alessandria, Italy
Orto di Dadide - Orto solidale	Cosmonauti APS	Piacenza, Italy
C.S'A - Cascina Sant'Alberto - Nuovi modelli di economia solidale a sostegno dell'agricoltura sociale	ACRA	Milano, Italy
IASIS		
The Other Man	Konstantinos Polychronopoulos	Athens, Greece
Agricultural Cooperatives for Sustainable Development	Agricultural Cooperatives, in collaboration with the Ministry of Rural Development and Food	Various regions of Greece
Food Aid and Promotion of Social Solidarity Structures	Municipality of Athens, Department of Social Solidarity and Welfare	Athens, Greece
Boroume - Saving food, saving lives	Xenia Papastavrou	Athens, Greece
LAND		
Terr@ Terra	Associazione Solidarietà ODV, Associazione AIPlurale	Sicani Region in Prizzi, Palermo, Sicily, Italy

	APS & Cooperativa Sociale a.r.l. "Padre Pio"	
Progetto AMAS Ambiente e Agricoltura Sociale Misura 16.9 PSR Sicilia	Rete Fattorie Sociali Sicilia	Different regions of Sicily (Palermo, Catania, Enna, Ragusa, Italy.
InnovaAgroWoMed	CESIE	Rural areas of Italy, Spain, Tunisia and Palestine
SuperGreenLabelFoods	CSC Danilo Dolci (Italy)	Palermo, Sicily, Italy
Moltivolti	Moltivolti	Palermo, Sicily, Italy

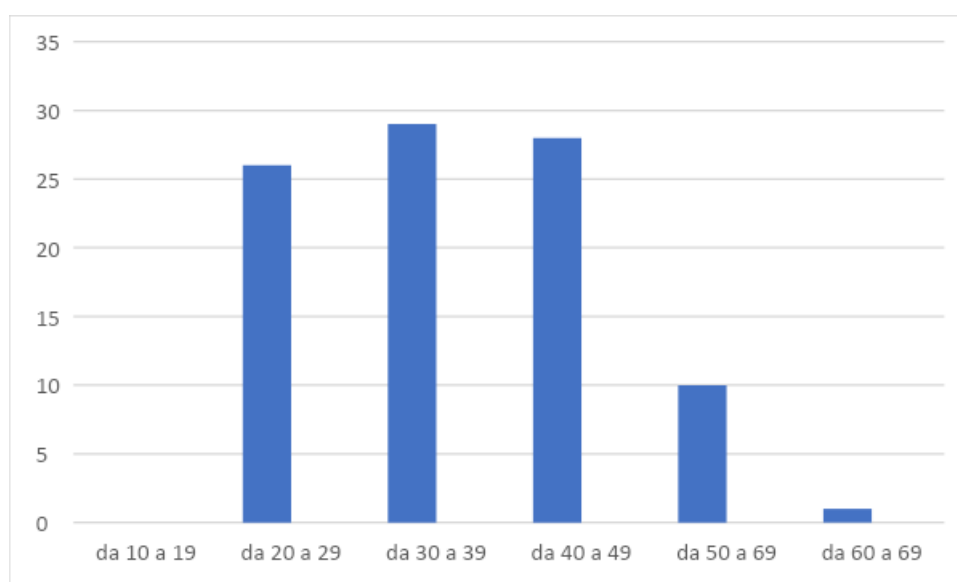
2.4. DISTRIBUTION OF QUESTIONNAIRES TO PROFESSIONAL TRAINERS AND KEY ACTORS IN THE IDENTIFIED GOOD PRACTICES

For the elaboration and validation of the framework, the partners disseminated a questionnaire among their VET trainers, trainers from other organizations, key actors involved in projects, initiatives, and practices related to food safety & social agriculture. These key actors can include participants in training courses, employees involved in food security initiatives, and organizations or institutions "employers" in the field of sustainable agriculture and food security.

Each partner autonomously decided how to administer the questionnaires to their respective target audience. In most cases, data collection was conducted through Google Forms, while in other cases, interviews were conducted directly (in person or online).

In total, we received 99 responses, with the following profile of respondents:

The majority of respondents are between 20 and 49 years old, according to this age group distribution:



Regarding gender, 66% of the respondents are female, while 34% are male. Approximately 70% of the respondents have work experience of more than 3 years.



2.5. DESK ANALYSES OF THE RESPONSES TO THE QUESTIONNAIRES

Through the analysis of the received responses:

- We determine the most relevant skills, and the gap between knowledge possessed and relevant skills and this indication serves to understand where training programs should be directed or strengthened
- We analyze of the answers in the open questions to establish the most recurrent needs for training and obstacles detected

We present the results of the questionnaire on the following pages. For each competence, the level competence average and the relevance competence average are also indicated.

Regarding the following graphs, here the legend:



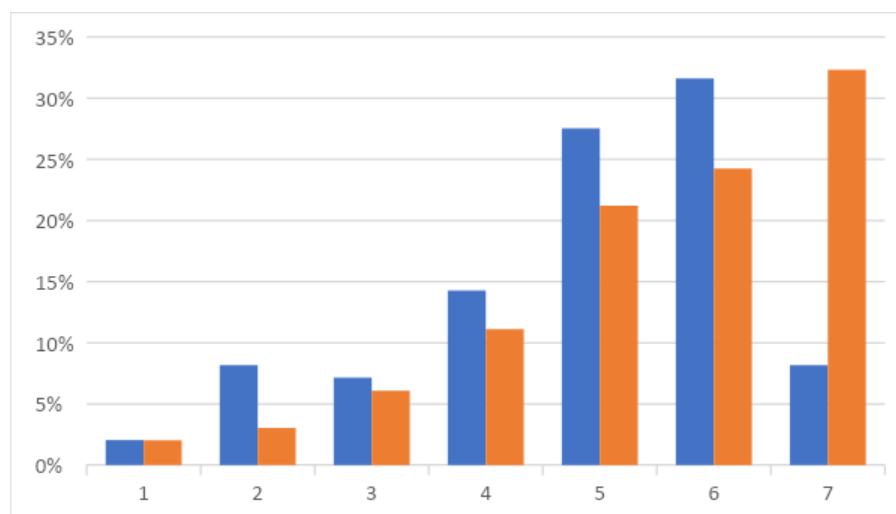
: Evaluation/ Level



: Relevance

General Competence

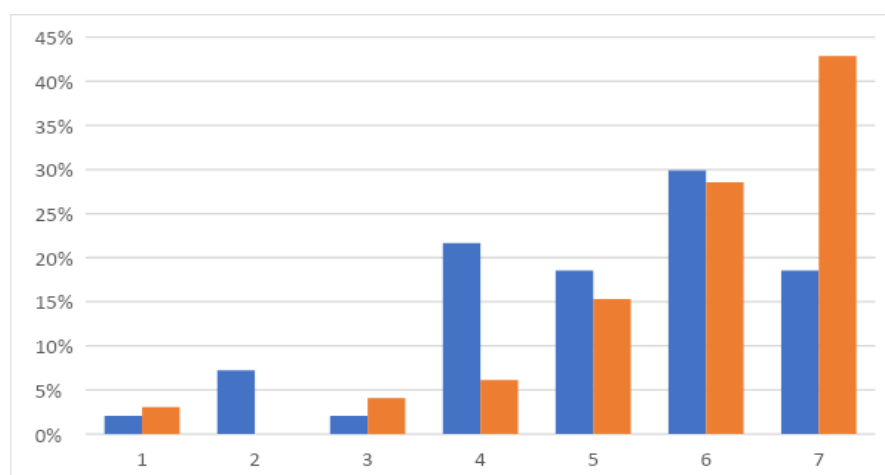
Knowledge and use of blended learning methodologies (those that combine the use of ICT with face-to-face pedagogies)



Level Competence Average: 4,89

Relevance Competence Average: 5,48

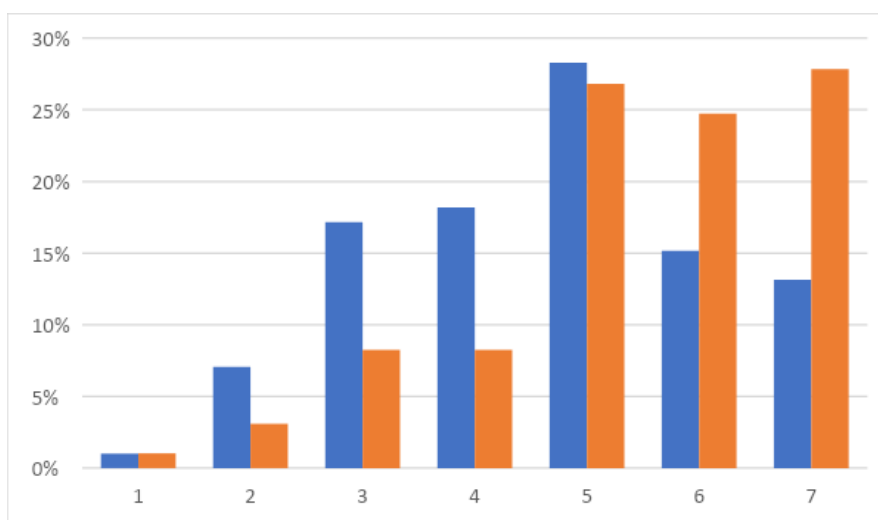
Knowledge and use of work-based learning methodologies (those that recreate a real work environment)



Level Competence Average: 5,11

Relevance Competence Average: 5,88

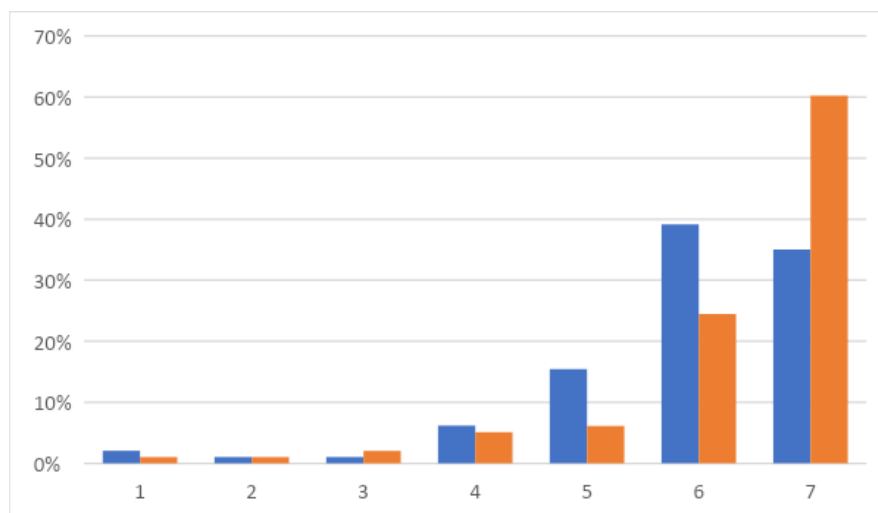
Knowledge of the labour market needs and job opportunities channels



Level Competence Average: 4,64

Relevance Competence Average: 5,42

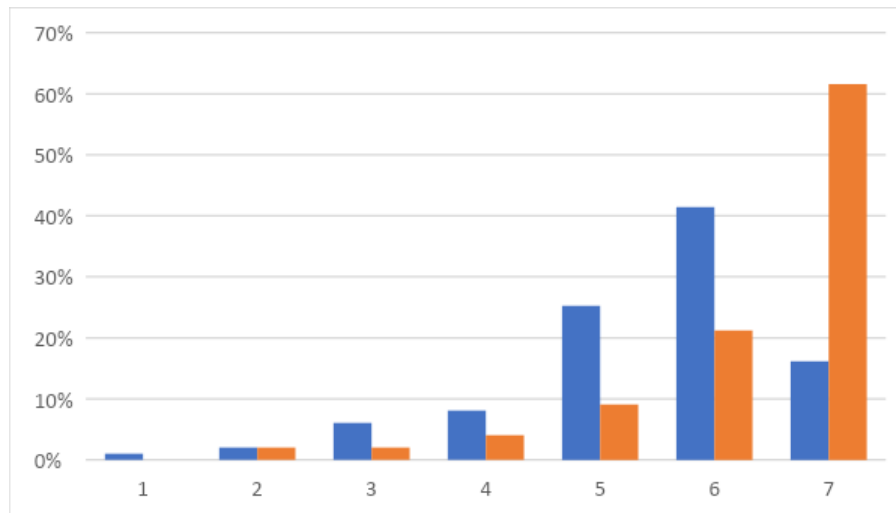
Intercultural sensitivity approach (refers to person's awareness of their own and other cultures, their ability to empathise with people from other cultures, and to look at an event or behaviour from one or more cultural perspectives)



Level Competence Average: 5,90

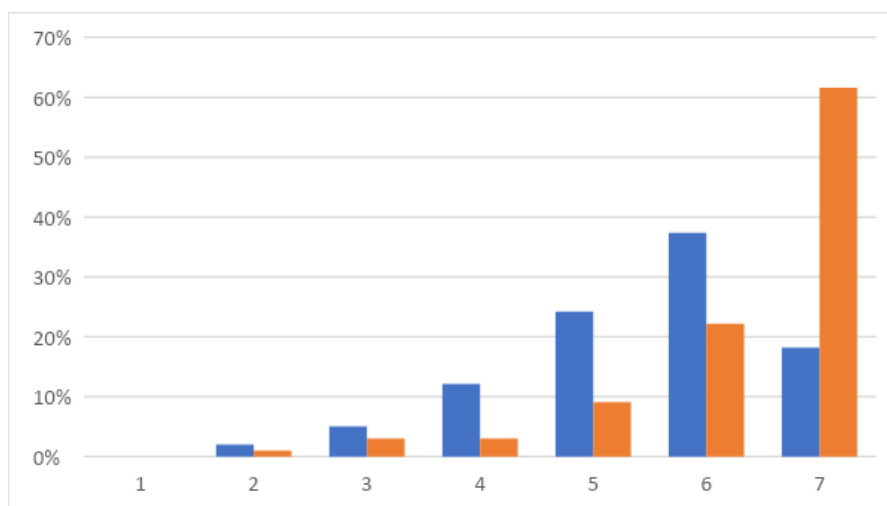
Relevance Competence Average: 6,29

Intercultural communication skills (comprehend a set of abilities required to communicate, or share information, with people from other cultures and social groups)



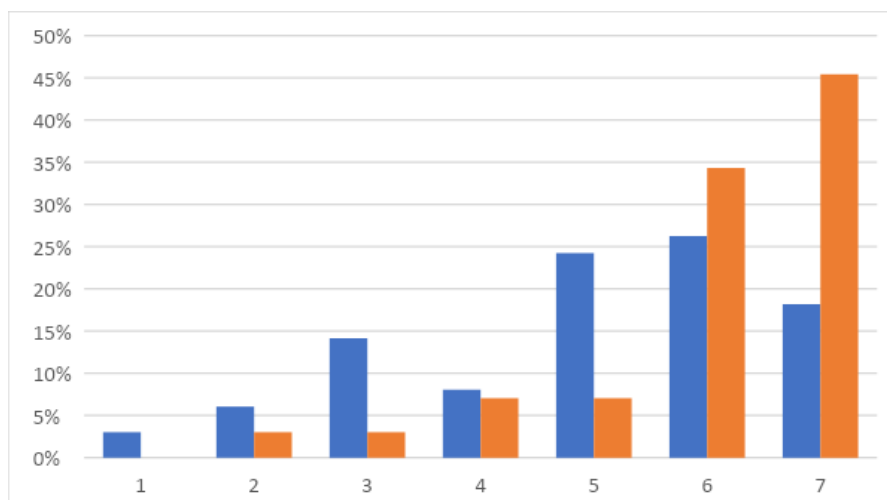
Level Competence Average: 5,43
Relevance Competence Average: 6,30

Ability to incorporate the social and cultural diversity of the group into the training content and learning processes



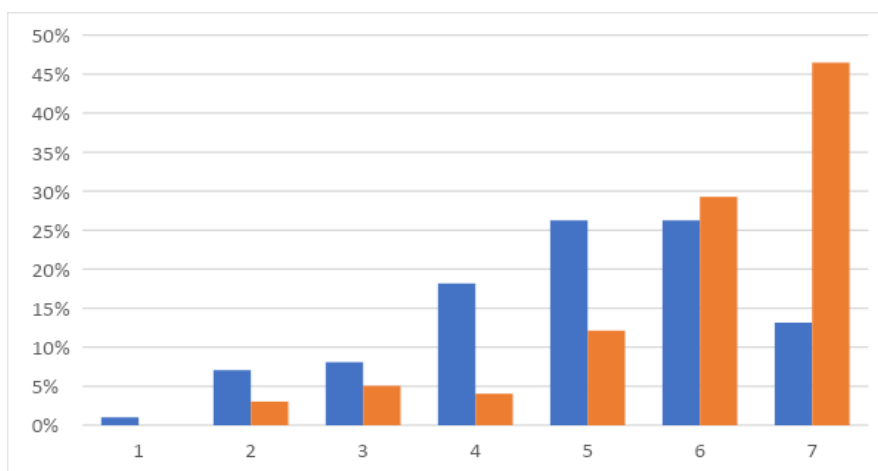
Level Competence Average: 5,46
Relevance Competence Average: 6,33

Knowledge on how to incorporate the gender perspective into the training content and learning processes



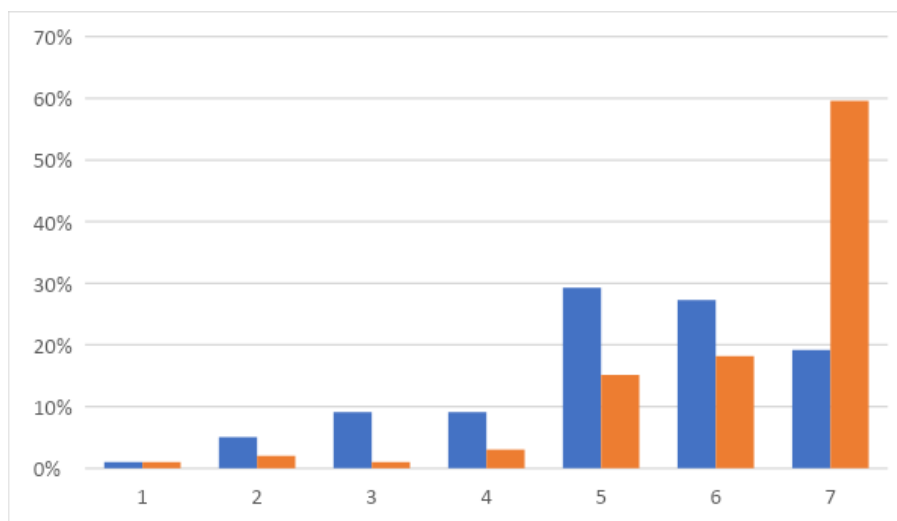
Level Competence Average: 4,96
Relevance Competence Average: 6,03

Ability to cope with demotivation of the students



Level Competence Average: 4,93
Relevance Competence Average: 5,99

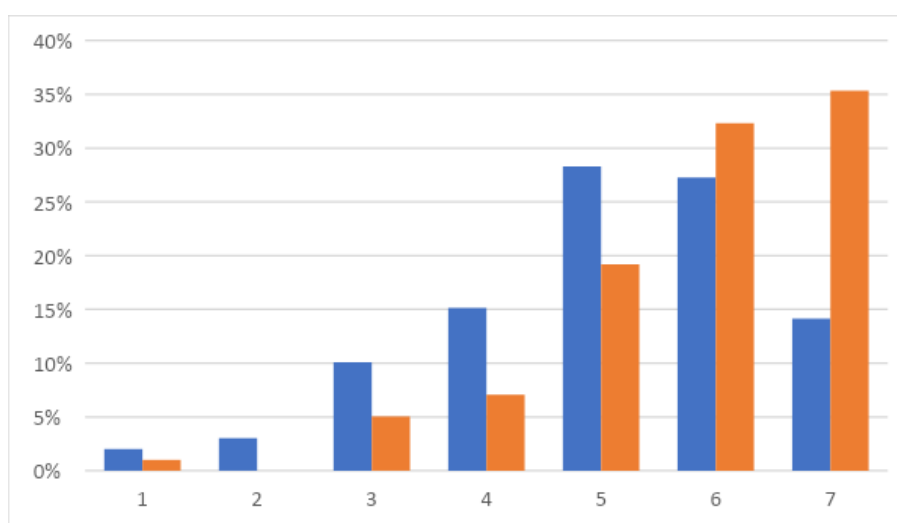
Ability to manage group dynamics (i.e. deal with conflicts and disruption in the learning groups)



Level Competence Average: 5,19

Relevance Competence Average: 6,22

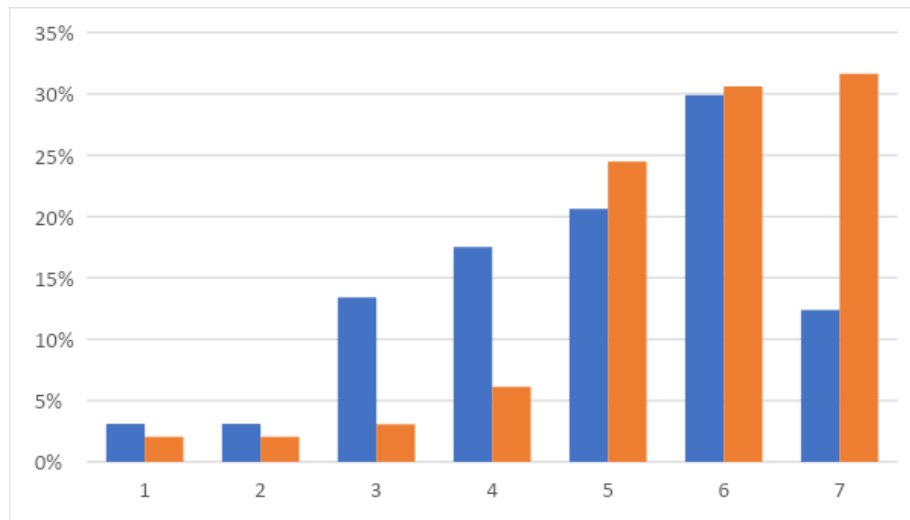
Mentoring skills



Level Competence Average: 5,03

Relevance Competence Average: 5,82

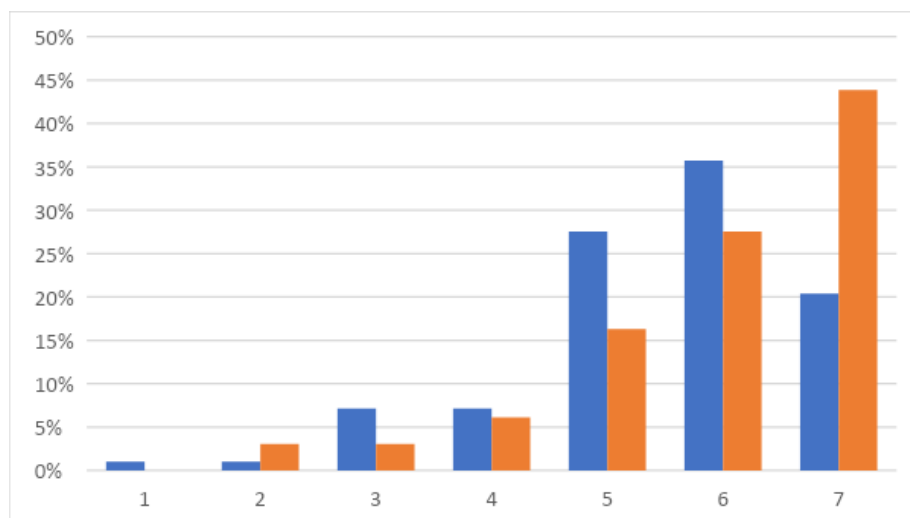
Coaching skills



Level Competence Average: 4,89

Relevance Competence Average: 5,67

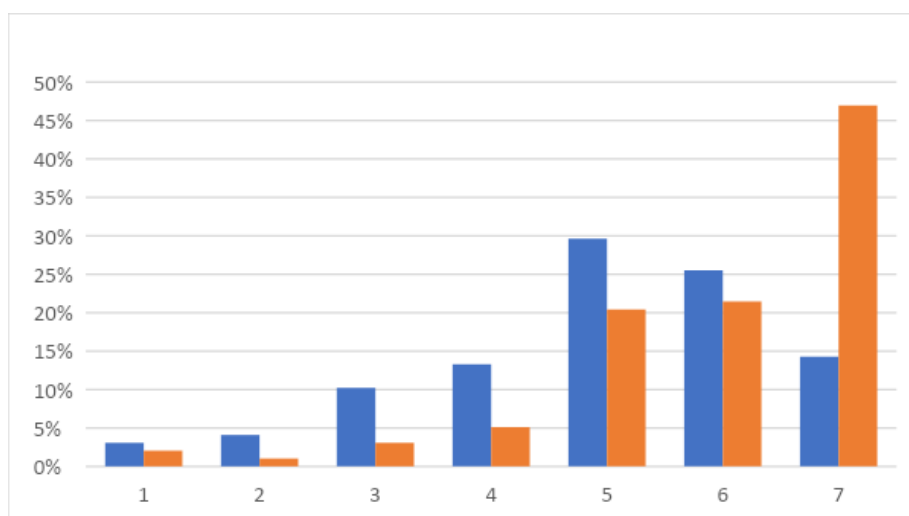
Capacity to identify skills: who is strongest in manual (productive) activities and who is more skilled in management, relation with people, coordination, planning



Level Competence Average: 5,48

Relevance Competence Average: 5,94

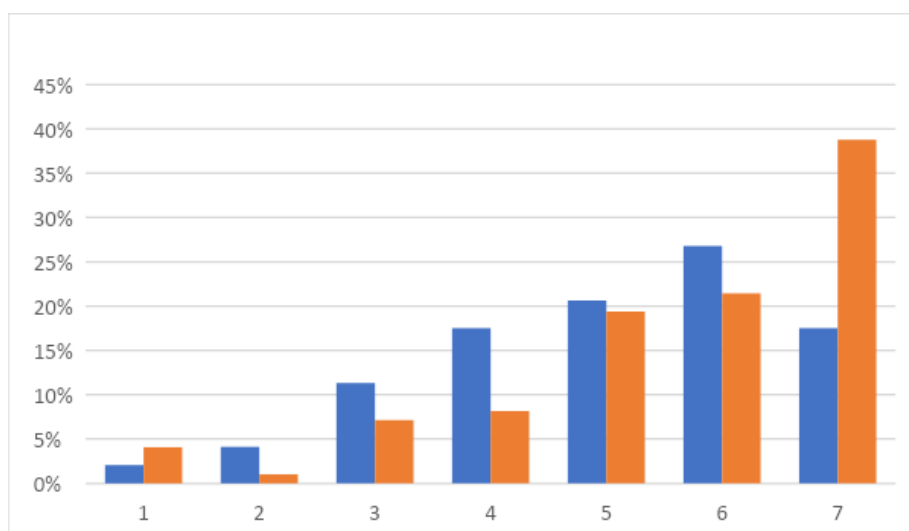
Provide training actions to improve personal and professional skills



Level Competence Average: 4,96

Relevance Competence Average: 5,93

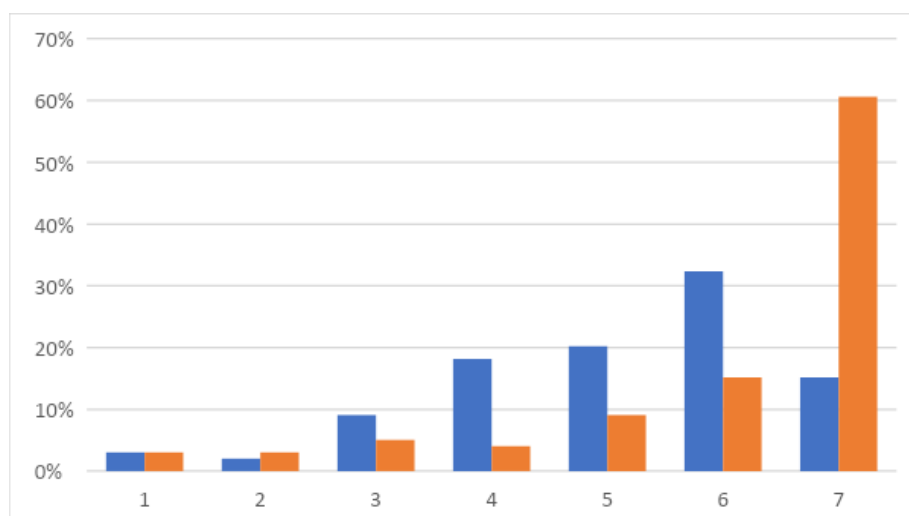
Management and treatment of volunteers



Level Competence Average: 5,01

Relevance Competence Average: 5,57

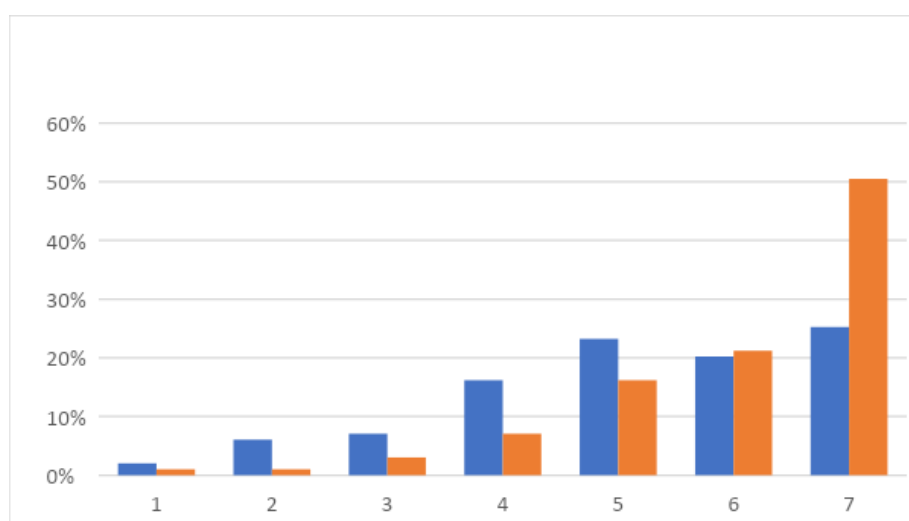
Management and development of community work and participatory processes



Level Competence Average: 5,08

Relevance Competence Average: 6,01

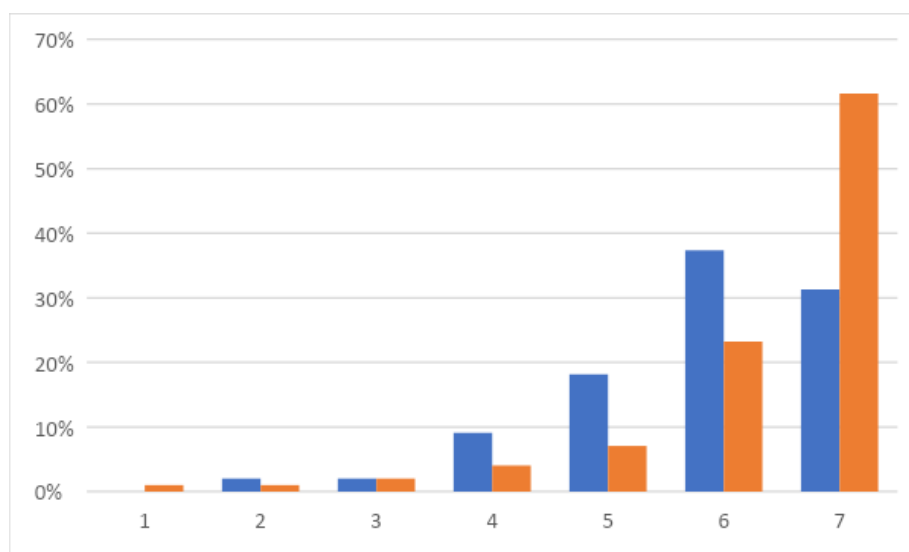
Promotion of the principles of equality and feminism in the transversality of the actions



Level Competence Average: 5,14

Relevance Competence Average: 6,02

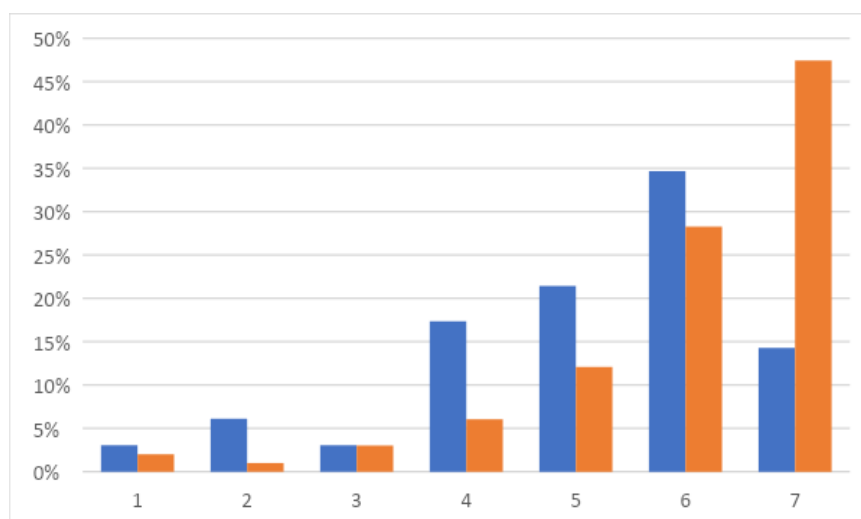
Critical thinking ability (Ability to question and argue concepts, ideas and situations, and discriminate fallacies, inconsistencies and logical errors)



Level Competence Average: 5,81

Relevance Competence Average: 6,31

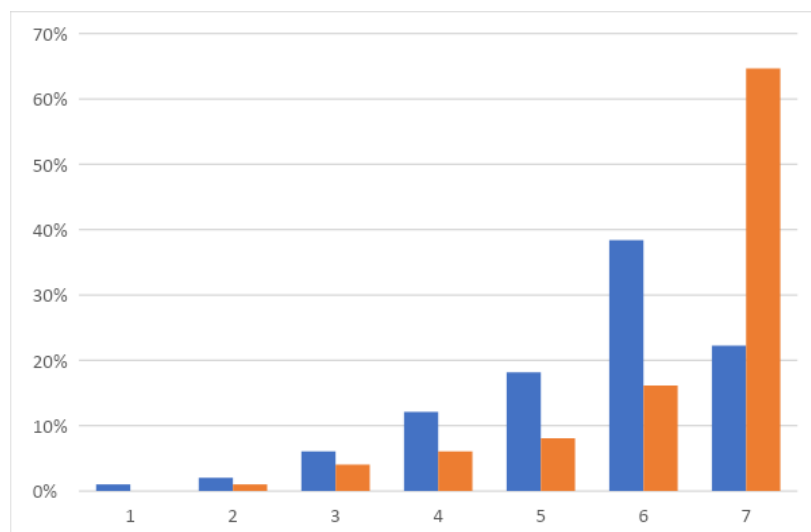
Leadership capacity (Ability to change the behavior of others in order to achieve common goals, and to play the role of leader of a group or team and generate enthusiasm and commitment among the members of that group)



Level Competence Average: 5,09

Relevance Competence Average: 6,00

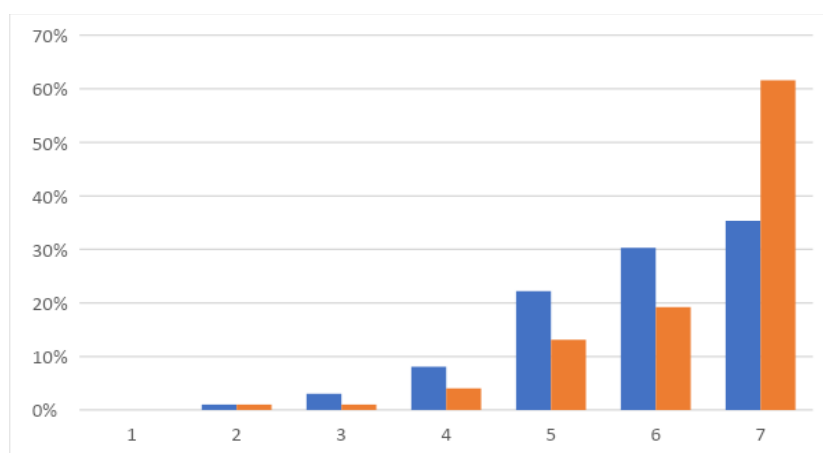
Planning and organization capacity (Ability to define priorities, establish action plans necessary to achieve achievements, adjust to budgets, distribute resources and establish control and monitoring measures)



Level Competence Average: 5,48

Relevance Competence Average: 6,28

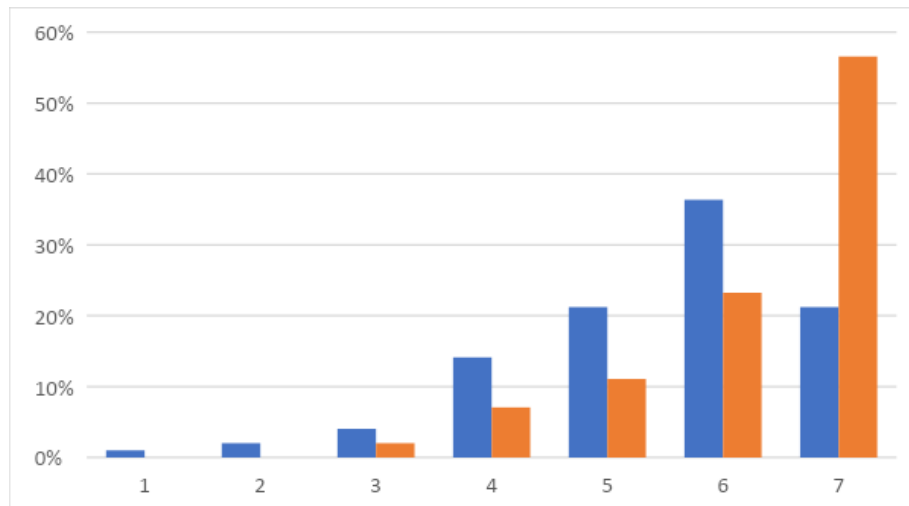
Learning capacity (Ability to obtain or expand knowledge and techniques related to the task. Capture and application of new information, systems and work methods)



Level Competence Average: 5,84

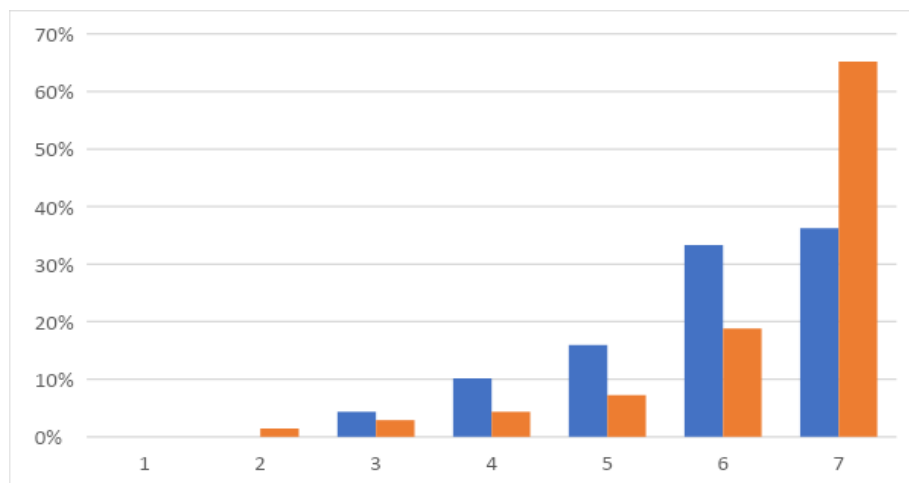
Relevance Competence Average: 6,33

Assertiveness (Ability to express one's own needs or interests taking into account those of others, without attacking or avoiding conflict, and with kindness and respect.)



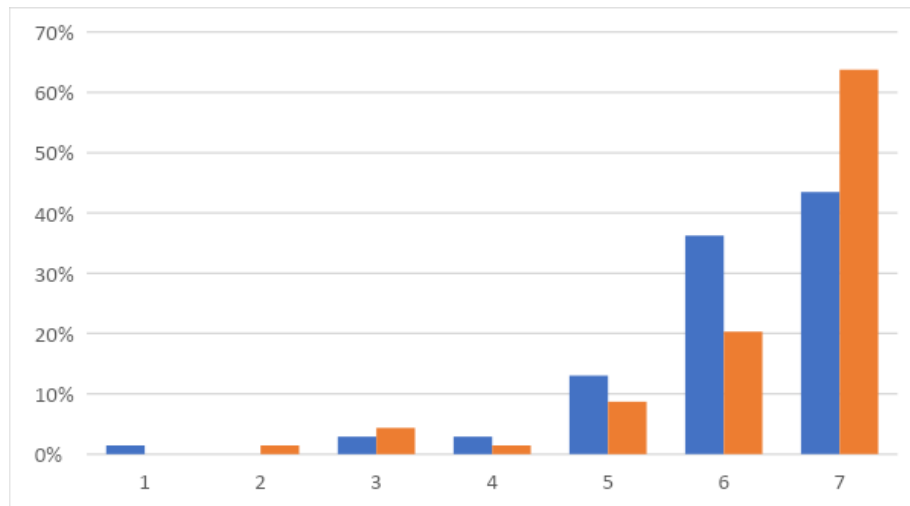
Level Competence Average: 5,46
Relevance Competence Average: 6,25

Ability to listen (Ability to fully focus attention on what a person is saying or on the sounds of the external environment, and to understand the meaning of what is heard in the real context.)



Level Competence Average: 5,87
Relevance Competence Average: 6,35

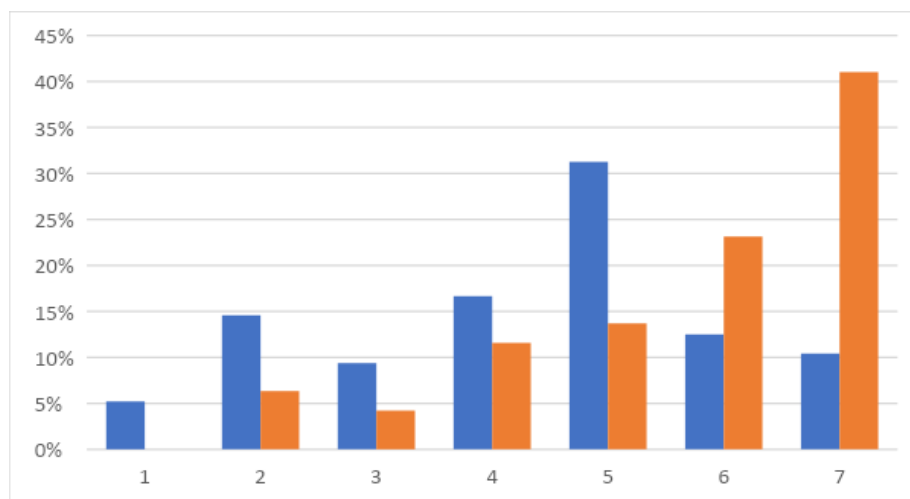
Responsibility (Ability to respond to duties and commitments; to take charge of the acts and personal, social and environmental consequences of these acts, and to take charge of oneself.)



Level Competence Average: 6,09

Relevance Competence Average: 6,33

Knowledge of worker security and laws, procedures and criteria for security and safety of workers

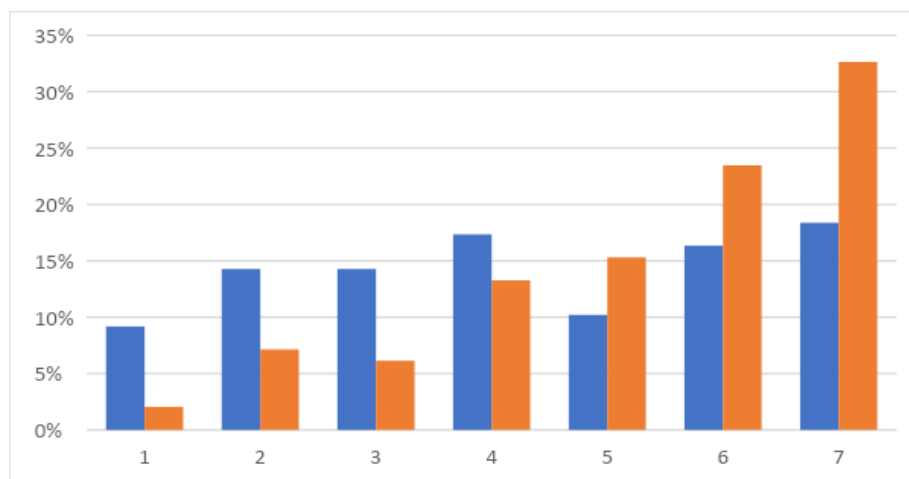


Level Competence Average: 4,33

Relevance Competence Average: 5,66

Specific Competence Assessment/ Relevance

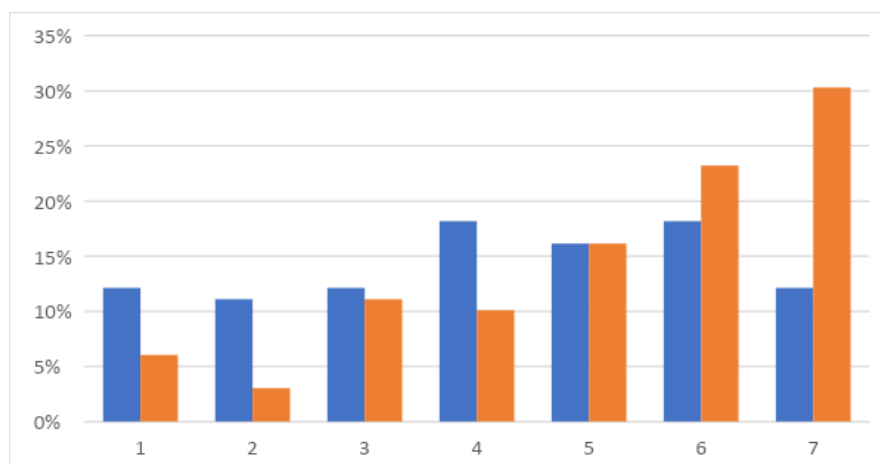
Basic knowledge of agriculture principles (plants, production cycles, agriculture basics, common tools and use...)



Level Competence Average: 4,28

Relevance Competence Average: 5,34

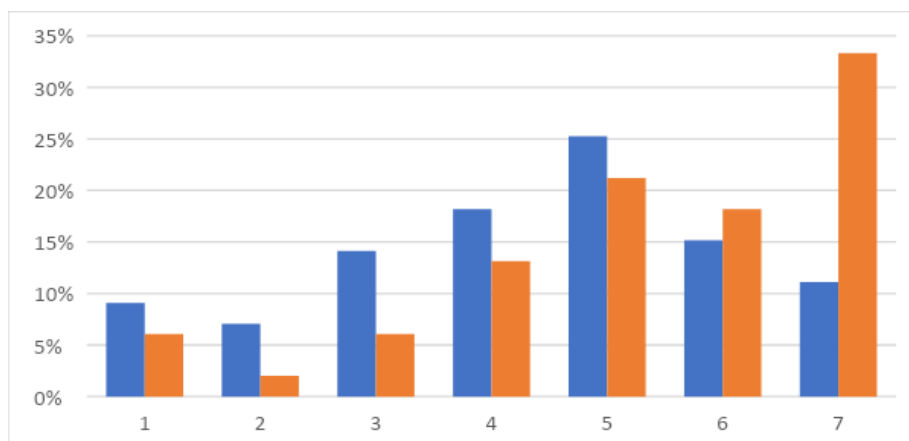
Capacity to support observation skills development (to detect problems in the field, to be able to see progress and constraints in agriculture)



Level Competence Average: 4,18

Relevance Competence Average: 5,18

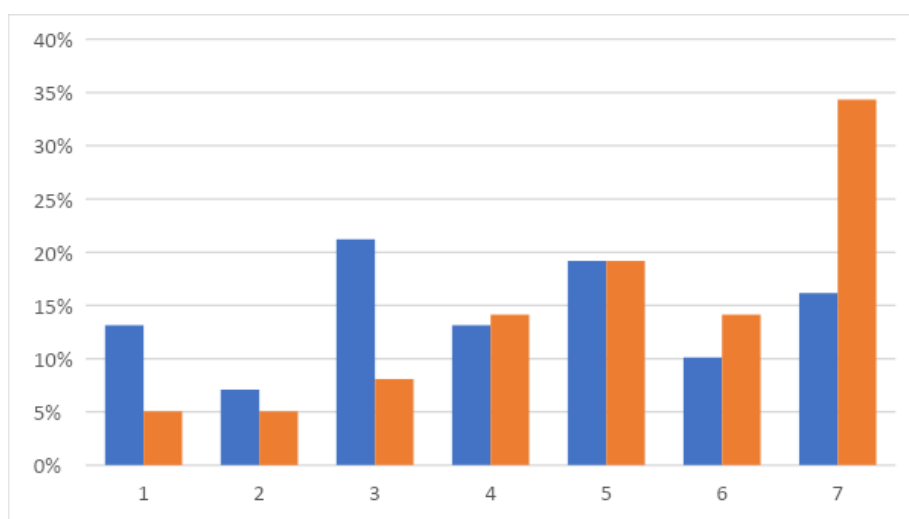
Knowledge of Phases, actors and interactions of the agri-food chain



Level Competence Average: 4,33

Relevance Competence Average: 5,29

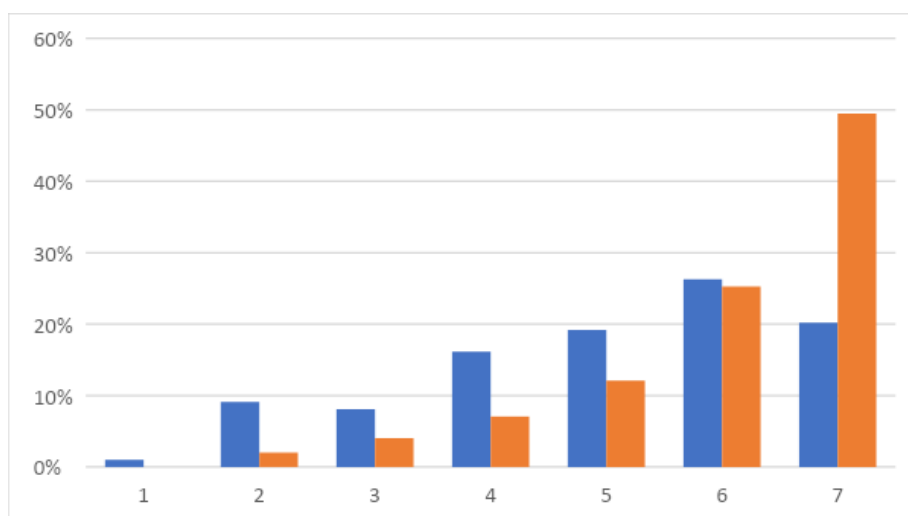
Normative for proper handling, storage and preservation of foods.



Level Competence Average: 4,13

Relevance Competence Average: 5,17

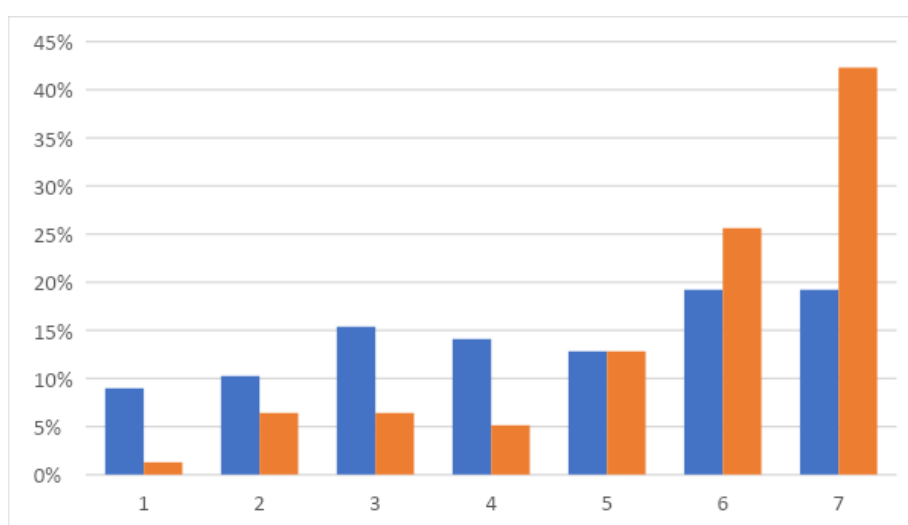
Basic knowledge of the impact of the agro-food chain on climate change



Level Competence Average: 5,03

Relevance Competence Average: 6,03

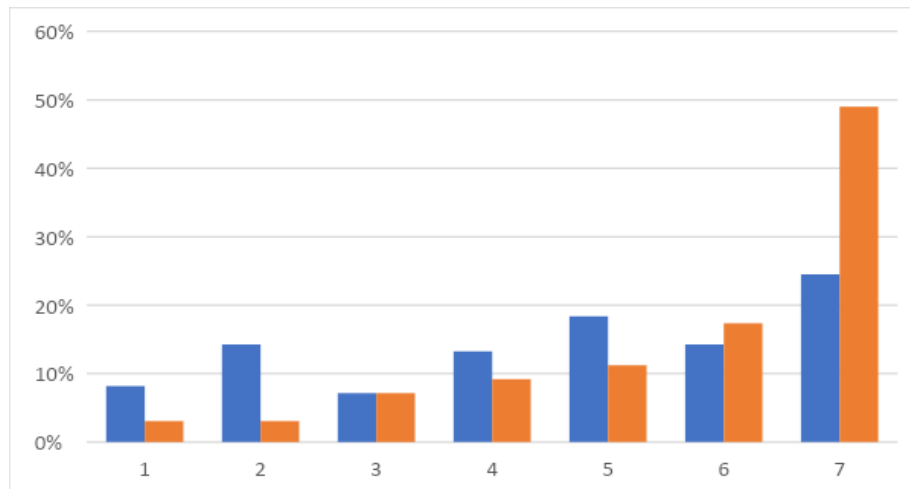
Basic knowledge of impacts of synthetic pesticides in agriculture and on health and of alternative methods and use of treatments



Level Competence Average: 4,46

Relevance Competence Average: 5,68

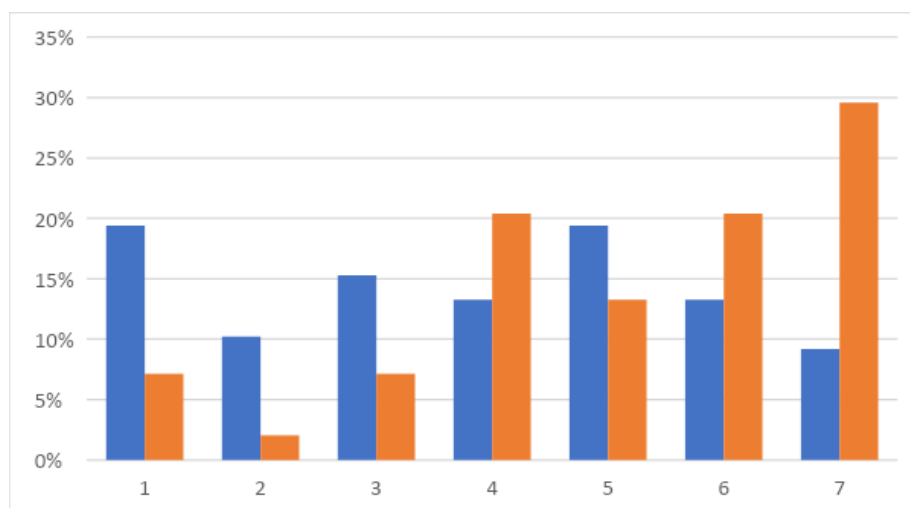
Principles of organic agriculture



Level Competence Average: 4,60

Relevance Competence Average: 5,70

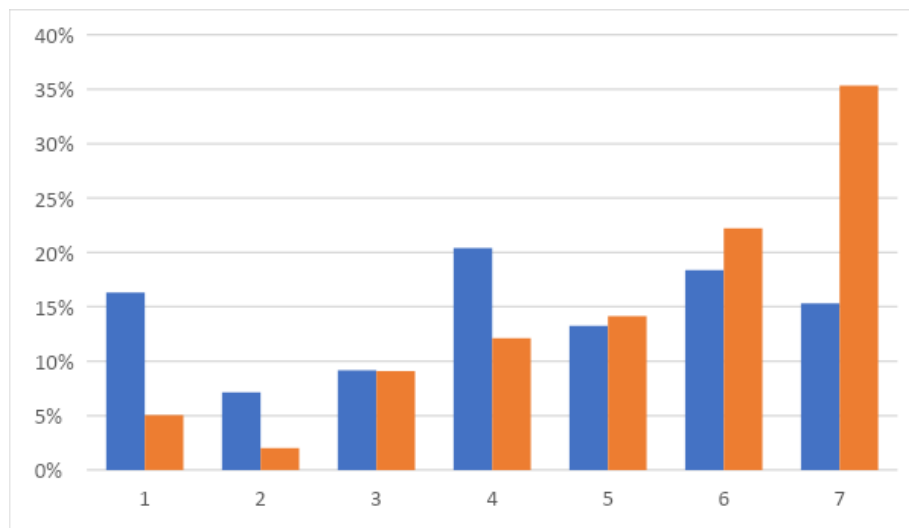
Agricultural production certification systems



Level Competence Average: 3,80

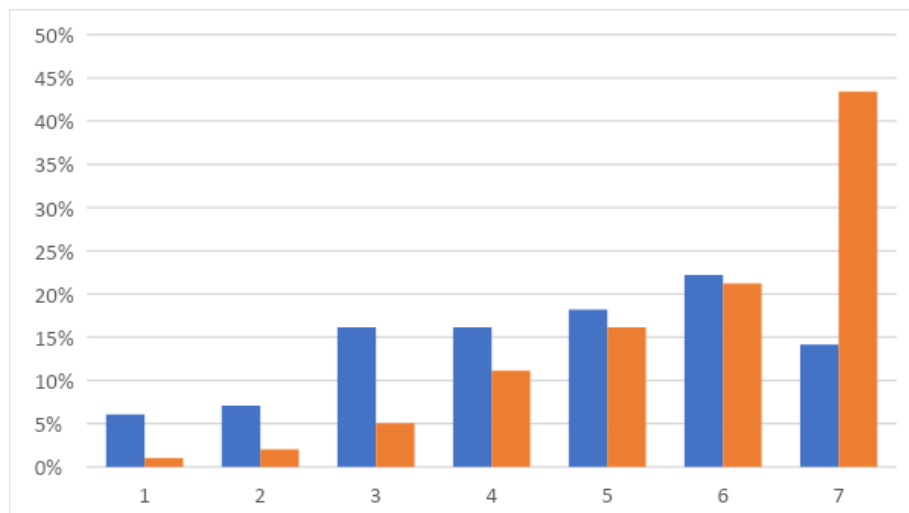
Relevance Competence Average: 5,10

Different forms of relationship between producer and consumers (AMAP, CSA, LSPA)



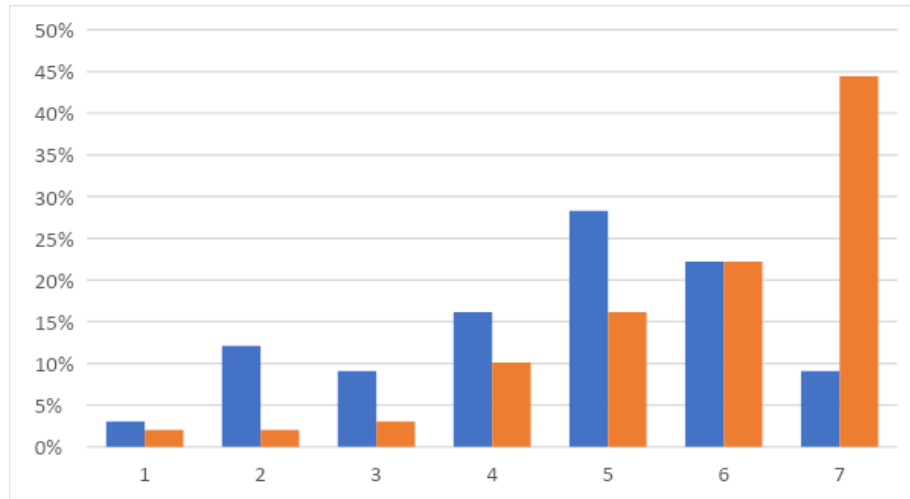
Level Competence Average: 4,23
Relevance Competence Average: 5,36

Criteria for choosing producers that meet sustainability requirements (social economy, agroecology, good animal treatment, etc.)



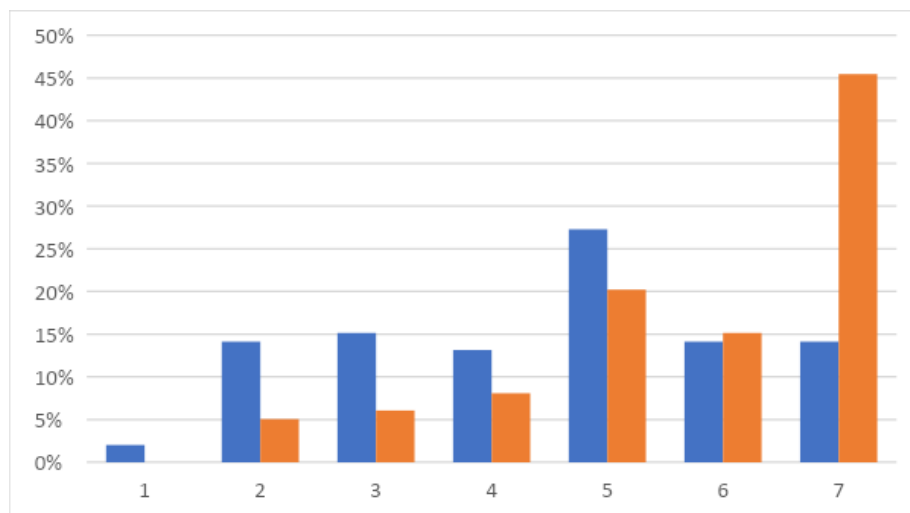
Level Competence Average: 4,57
Relevance Competence Average: 5,77

Circular economy: use of energy resources, packaging impact, technological innovation



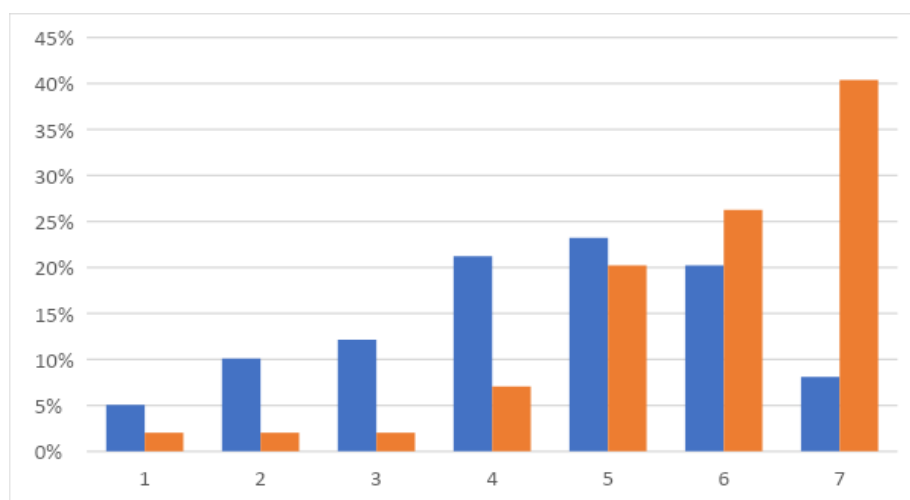
Level Competence Average: 4,58
Relevance Competence Average:5,81

Food reuse techniques



Level Competence Average: 4,48
Relevance Competence Average: 5,71

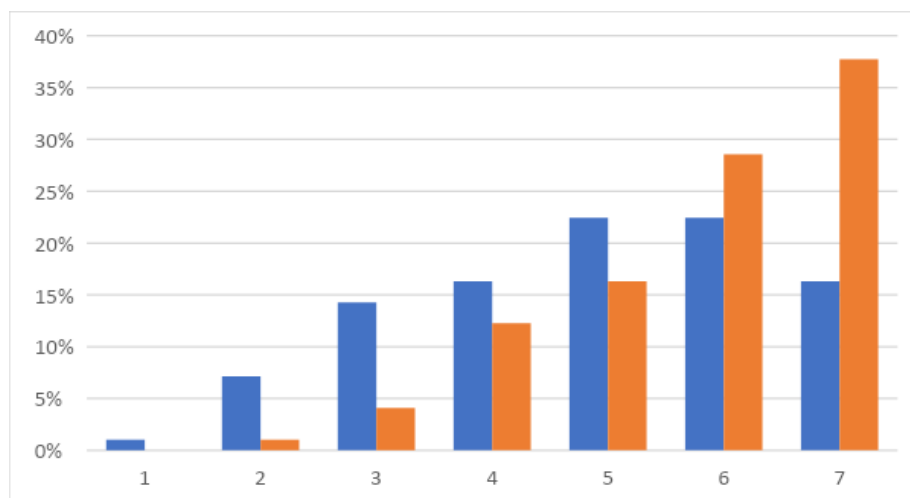
Social justice and labor rights in agriculture/food initiatives



Level Competence Average: 4,40

Relevance Competence Average: 5,82

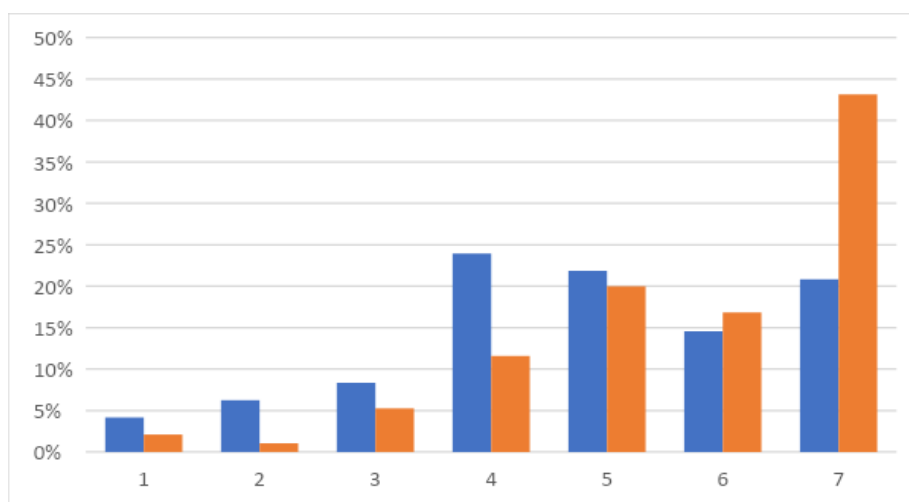
Nutrition, health and lifestyles, nutritional characteristics of agricultural/food products



Level Competence Average: 4,85

Relevance Competence Average: 5,81

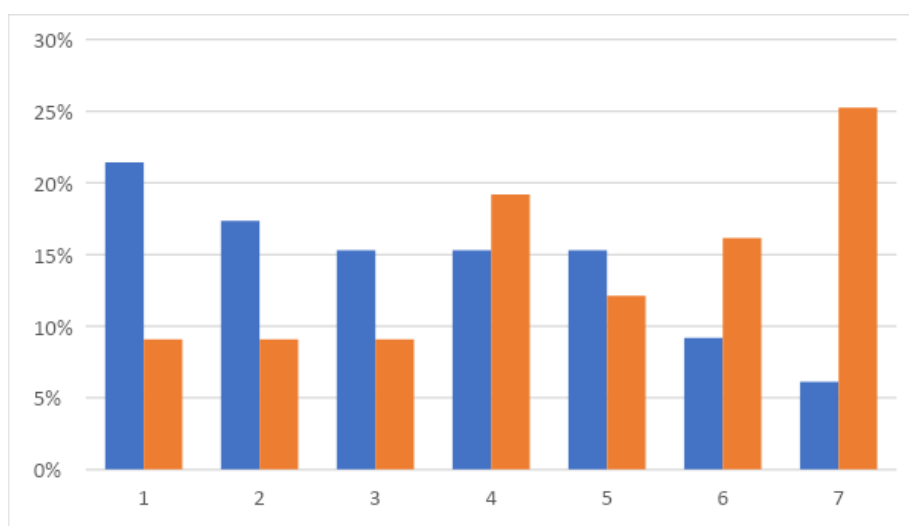
Ability to serve the public



Level Competence Average:4,80

Relevance Competence Average: 5,69

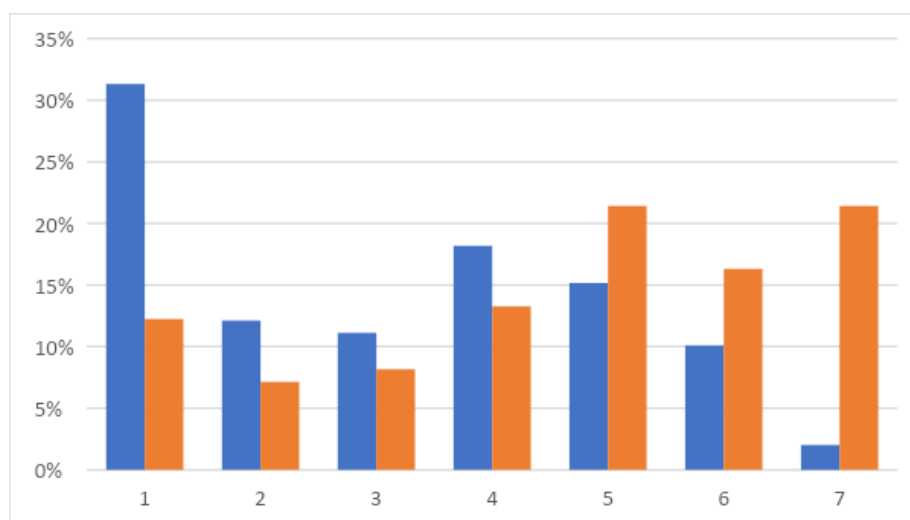
Operational coordination of warehouse/logistics centers (count of products, inventory and stock control, classification of goods, placing them correctly according to their characteristics and priority in distribution, load handling, preparing orders, use and maintenance of refrigerators)



Level Competence Average:3,38

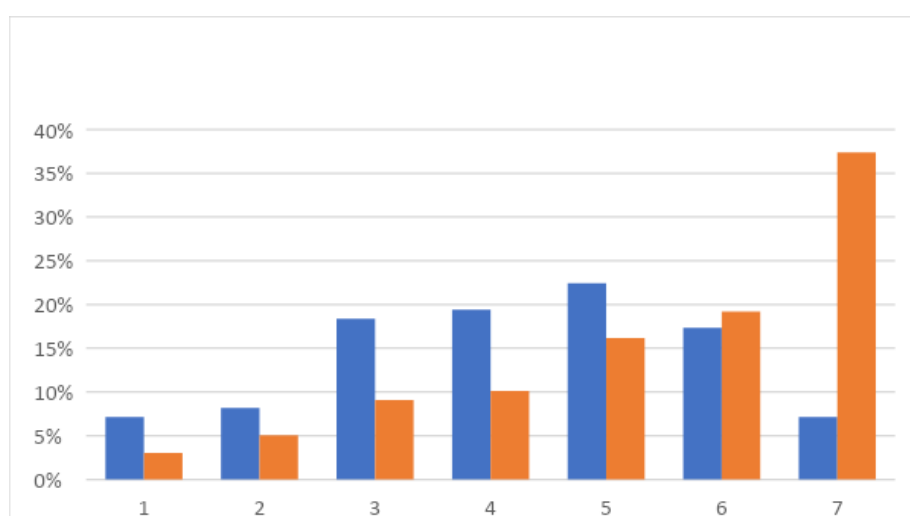
Relevance Competence Average: 4,66

Comprehensive management of the transport of the surplus collection network.



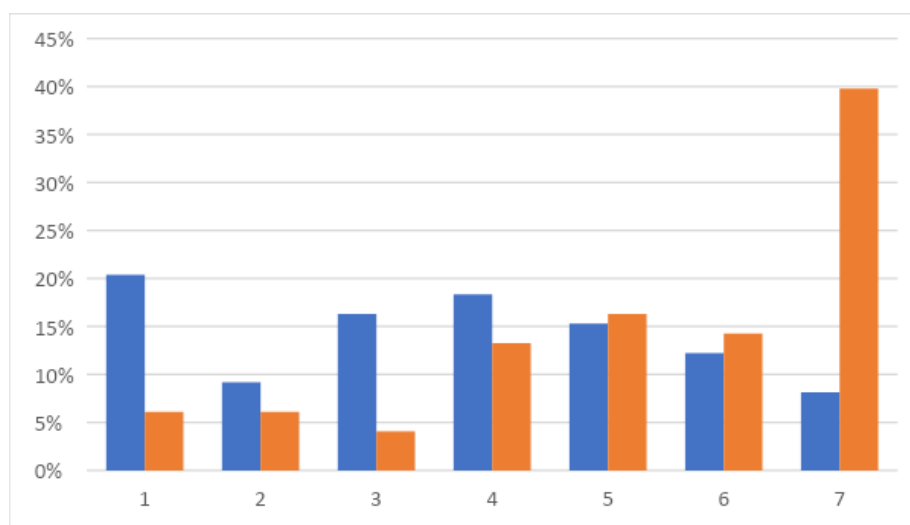
Level Competence Average: 3,12
Relevance Competence Average: 4,59

Personnel Management



Level Competence Average: 4,22
Relevance Competence Average: 5,38

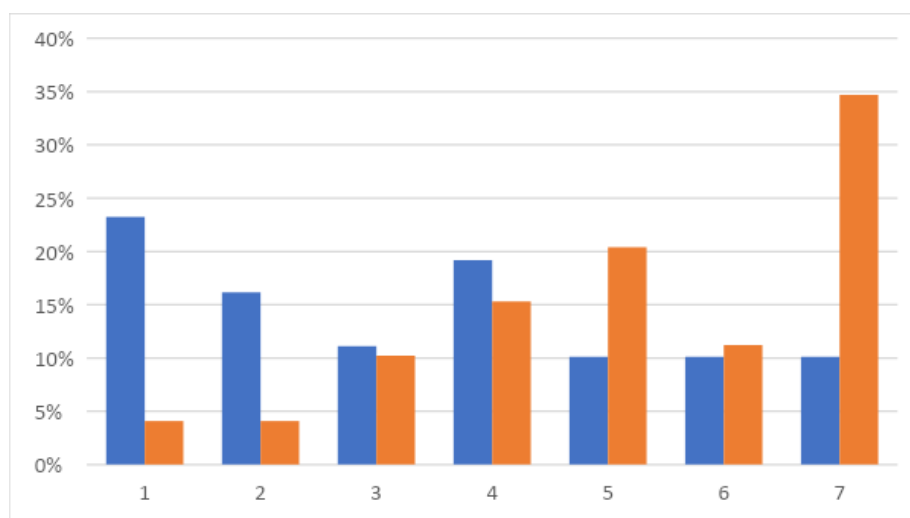
Management of incidents



Level Competence Average: 3,68

Relevance Competence Average: 5,30

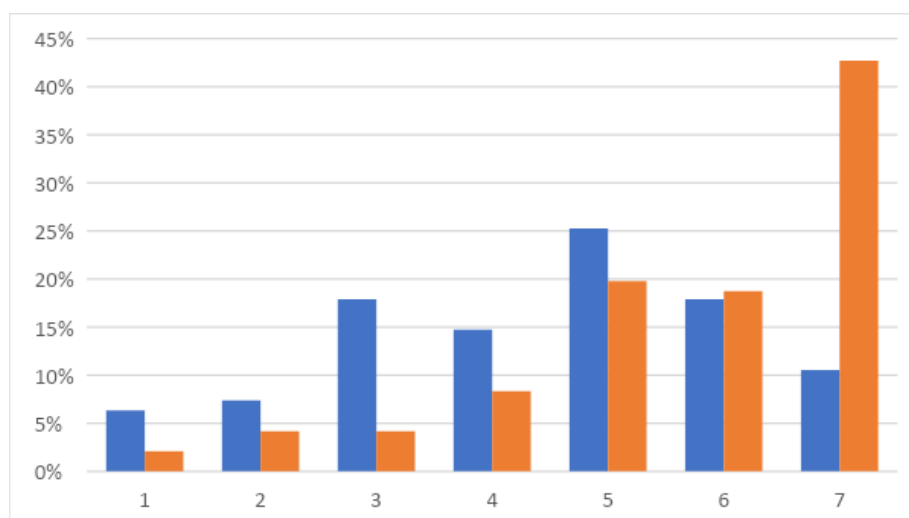
Knowledge of European Aid Fund for the Most Deprived or similar



Level Competence Average: 3,47

Relevance Competence Average: 5,16

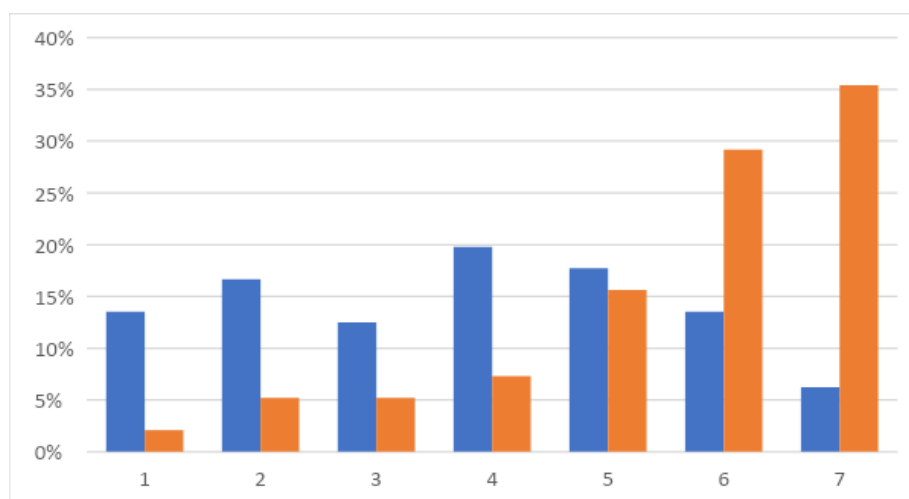
Capacity to support autonomy and responsibility of students in the field work



Level Competence Average: 4,41

Relevance Competence Average: 5,67

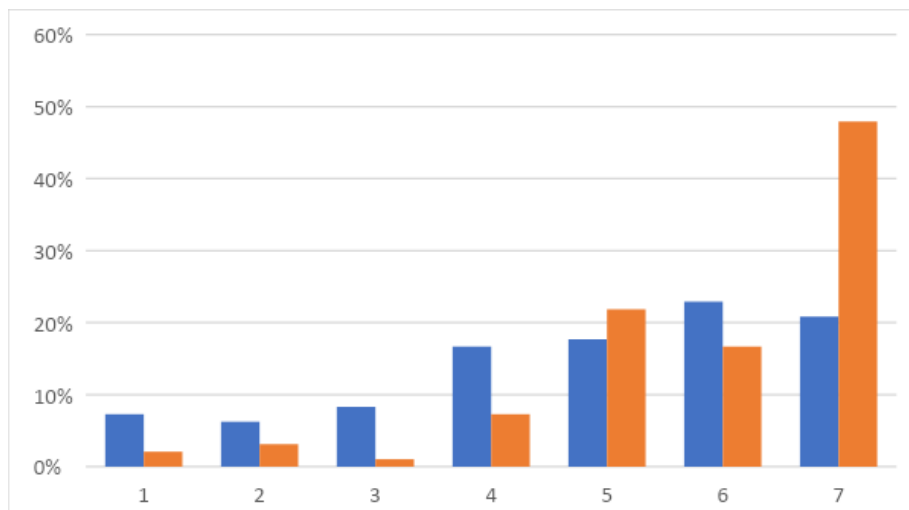
Knowledge of professional training opportunities in agriculture and food security sector (internship...)



Level Competence Average: 3,77

Relevance Competence Average: 5,58

Capacity to coordinate and cooperate with social and educational organizations, in charge of the students from the educational point of view



Level Competence Average: 4,83

Relevance Competence Average: 5,85

Evaluating Competence Levels: A Ranking Analysis

The following tables indicate the level of master in each of the proposed competences, from highest to lowest, divided between general and specific competences

- **GENERAL COMPETENCES**

Competences	Level Competence Average
Responsibility	6,09
intercultural sensitivity approach (refers to person's awareness of their own and other cultures, their ability to empathize with people from other cultures, and to look at an event or behavior from one or more cultural perspectives)	5,90
Ability to listen	5,87
Learning capacity (Ability to obtain or expand knowledge and techniques related to the task. Capture and application of new information, systems and work methods)	5,84
Critical thinking ability (Ability to question and argue concepts, ideas and situations, and discriminate fallacies, inconsistencies and logical errors)	5,81
Planning and organization capacity (Ability to define priorities, establish action plans necessary to achieve achievements, adjust to budgets, distribute resources and establish control and monitoring measures)	5,48
Capacity to identify skills: who is strongest in manual (productive) activities and who is more skilled in management, relation with people, coordination, planning	5,48
Ability to incorporate the social and cultural diversity of the group into the training content and learning processes	5,46
Assertiveness (Ability to express one's own needs or interests taking into account those of others, without	5,46

attacking or avoiding conflict, and with kindness and respect.)	
Intercultural communication skills (comprehend a set of abilities required to communicate, or share information, with people from other cultures and social groups)	5,43
Ability to manage group dynamics (i.e. deal with conflicts and disruption in the learning groups)	5,19
Promotion of the principles of equality and feminism in the transversality of the actions	5,14
Knowledge and use of work-based learning methodologies (those that recreate a real work environment)	5,11
Leadership capacity (Ability to change the behavior of others in order 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)	5,09
Management and development of community work and participatory processes	5,08
Mentoring skills	5,03
Management and treatment of volunteers	5,01
Knowledge on how to incorporate the gender perspective into the training content and learning processes	4,96
Provide training actions to improve personal and professional skills	4,96
Ability to cope with demotivation of the students	4,93
Knowledge and use of blended learning methodologies (those that combine the use of ICT with face-to-face pedagogies)	4,89
Coaching skills	4,89

knowledge of the labour market needs and job opportunities channels	4,64
Knowledge of worker security and laws, procedures and criteria for security and safety of workers	4,33

- **SPECIFIC COMPETENCES**

Competences	Level Competence Average
Basic knowledge of the impact of the agro-food chain on climate change	5,03
Nutrition, health and lifestyles, nutritional characteristics of agricultural/food products	4,85
Capacity to coordinate and cooperate with social and educational organizations, in charge of the students from the educational point of view	4,83
Ability to serve the public	4,80
Principles of organic agriculture	4,60
Circular economy: use of energy resources, packaging impact, technological innovation	4,58
Criteria for choosing producers that meet sustainability requirements (social economy, agroecology, good animal treatment, etc.)	4,57
Food reuse techniques	4,48
Basic knowledge of impacts of synthetic pesticides in agriculture and on health and of alternative methods and use of treatments	4,46

Capacity to support autonomy and responsibility of students in the field work	4,41
Social justice and labor rights in agriculture/food initiatives	4,40
Knowledge of Phases, actors and interactions of the agri-food chain	4,33
Basic knowledge of agriculture principles (plants, production cycles, agriculture basics, common tools and use...)	4,28
Different forms of relationship between producer and consumers (AMAP, CSA, LSPA)	4,23
Personnel Management	4,22
Capacity to support observation skills development (to detect problems in the field, to be able to see progress and constraints in agriculture)	4,18
Normative for proper handling, storage and preservation of foods	4,13
Agricultural production certification systems	3,80
Knowledge of professional training opportunities in the agriculture and food security sector (internship...)	3,77
Management of incidents	3,68
Knowledge of European Aid Fund for the Most Deprived or similar	3,47
Operational coordination of warehouse/logistics centers (count of products, inventory and stock control, classification of goods, placing them correctly according to their characteristics and priority in distribution, load handling, preparing orders, use and maintenance of refrigerators)	3,38

Comprehensive management of the transport of the surplus collection network.	3,12
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Ranking of competencies based on the average level of relevance

The following tables indicate the relevance of each competence applied to the job performance of VET Professionals, from highest to lowest, divided between general and specific competences

- **GENERAL COMPETENCES**

Competences	Relevance Competence Average
Ability to listen	6,35
Ability to incorporate the social and cultural diversity of the group into the training content and learning processes	6,33
Learning capacity (Ability to obtain or expand knowledge and techniques related to the task. Capture and application of new information, systems and work methods)	6,33
Responsibility	6,33
Critical thinking ability (Ability to question and argue concepts, ideas and situations, and discriminate fallacies, inconsistencies and logical errors)	6,31
Intercultural communication skills (comprehend a set of abilities required to communicate, or share information, with people from other cultures and social groups)	6,30
Intercultural sensitivity approach (refers to person's awareness of their own and other cultures, their ability to empathise with people from other cultures, and to look at an event or behaviour from one or more cultural perspectives)	6,29
Planning and organization capacity (Ability to define priorities, establish action plans necessary to achieve achievements, adjust to budgets, distribute resources and establish control and monitoring measures)	6,28
Assertiveness (Ability to express one's own needs or interests taking into account those of others, without	6,25

attacking or avoiding conflict, and with kindness and respect.)	
Ability to manage group dynamics (i.e. deal with conflicts and disruption in the learning groups)	6,22
Knowledge on how to incorporate the gender perspective into the training content and learning processes	6,03
Promotion of the principles of equality and feminism in the transversality of the actions	6,02
Management and development of community work and participatory processes	6,01
Leadership capacity (Ability to change the behaviour of others in order 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)	6,00
Ability to cope with demotivation of the students	5,99
Capacity to identify skills: who is strongest in manual (productive) activities and who is more skilled in management, relation with people, coordination, planning	5,94
Provide training actions to improve personal and professional skills	5,93
Knowledge of work-based learning methodologies (those that recreate a real work environment)	5,88
Mentoring skills	5,82
Coaching skills	5,67
Knowledge of worker security and laws, procedures and criteria for security and safety of workers	5,66
Management and treatment of volunteers	5,57

Knowledge and use of blended learning methodologies (those that combine the use of ICT with face-to-face pedagogies)	5,48
Knowledge of the labour market needs and job opportunities channels	5,42

- **SPECIFIC COMPETENCES**

Competences	Relevance Competence Average
Basic knowledge of the impact of the agro-food chain on climate change	6,03
Capacity to coordinate and cooperate with social and educational organizations, in charge of the students from the educational point of view	5,85
Social justice and labour rights in agriculture/food initiatives	5,82
Circular economy: use of energy resources, packaging impact, technological innovation	5,81
Nutrition, health and lifestyles, nutritional characteristics of agricultural/food products	5,81
Criteria for choosing producers that meet sustainability requirements (social economy, agroecology, good animal treatment, etc.)	5,77
Food reuse techniques	5,71
Principles of organic agriculture	5,70
Ability to serve the public	5,69

Basic knowledge of impacts of synthetic pesticides in agriculture and on health and of alternative methods and use of treatments	5,68
Capacity to support autonomy and responsibility of students in the field work	5,67
Knowledge of professional training opportunities in agriculture and food security sector (internship...)	5,58
Personnel Management	5,38
Different forms of relationship between producer and consumers (AMAP, CSA, LSPA)	5,36
Basic knowledge of agriculture principles (plants, production cycles, agriculture basics, common tools and use...)	5,34
Management of incidents	5,30
Knowledge of Phases, actors and interactions of the agri-food chain	5,29
Capacity to support observation skills development (to detect problems in the field, to be able to see progress and constraints in agriculture)	5,18
Normative for proper handling, storage and preservation of foods.	5,17
Knowledge of European Aid Fund for the Most Deprived or similar	5,16
Agricultural production certification systems	5,10
Operational coordination of warehouse/logistics centres (count of products, inventory and stock control, classification of goods, placing them correctly according to their characteristics and priority in distribution, load handling, preparing orders, use and maintenance of refrigerators)	4,66

Comprehensive management of the transport of the surplus collection network.	4,59
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Gaps detected difference between the relevance given to competences and their level assessment

The following tables indicate, from highest to lowest, the gaps between the relevance given to competences and the level assessment. We consider that the competences that have the greatest value in this evaluation, are those with the greatest need to be strengthened through a training program

- **GENERIC COMPETENCES**

Competences	GAP
Knowledge of worker security and laws, procedures and criteria for security and safety of workers	1,33
Do you have knowledge on how to incorporate the gender perspective into the training content and learning processes?	1,07
Ability to cope with demotivation of the students	1,06
Ability to manage group dynamics (i.e. deal with conflicts and disruption in the learning groups)	1,03
Provide training actions to improve personal and professional skills	0,97
Management and development of community work and participatory processes	0,93
Leadership capacity (Ability to change the behaviour of others in order 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)	0,91
Promotion of the principles of equality and feminism in the transversality of the actions	0,88
Ability to incorporate the social and cultural diversity of the group into the training content and learning processes	0,87
Intercultural communication skills (comprehend a set of abilities required to communicate, or share information, with people from other cultures and social groups)	0,87

Planning and organization capacity (Ability to define priorities, establish action plans necessary to achieve achievements, adjust to budgets, distribute resources and establish control and monitoring measures)	0,80
Assertiveness (Ability to express one's own needs or interests taking into account those of others, without attacking or avoiding conflict, and with kindness and respect.)	0,79
Mentoring skills	0,79
Coaching skills	0,79
Knowledge of the labour market needs and job opportunities channels	0,79
Knowledge of work-based learning methodologies (those that recreate a real work environment)	0,76
Knowledge and use of blended learning methodologies (those that combine the use of ICT with face-to-face pedagogies)	0,60
Management and treatment of volunteers	0,56
Critical thinking ability (Ability to question and argue concepts, ideas and situations, and discriminate fallacies, inconsistencies and logical errors)	0,51
Learning capacity (Ability to obtain or expand knowledge and techniques related to the task. Capture and application of new information, systems and work methods)	0,49
Ability to listen	0,48
Capacity to identify skills: who is strongest in manual (productive) activities and who is more skilled in management, relation with people, coordination, planning (Competence Relevance)	0,46
Intercultural sensitivity approach (refers to person's awareness of their own and other cultures, their ability to empathize with people	0,39

from other cultures, and to look at an event or behaviour from one or more cultural perspectives)	
Responsibility	0,25

- **SPECIFIC COMPETENCES**

Competences	GAP
Knowledge of professional training opportunities in agriculture and food security sector (internship...)	1,81
Knowledge of European Aid Fund for the Most Deprived or similar	1,69
Management of incidents	1,61
Comprehensive management of the transport of the surplus collection network.	1,47
Social justice and labour rights in agriculture/food initiatives	1,41
Agricultural production certification systems	1,31
Operational coordination of warehouse/logistics centres (count of products, inventory and stock control, classification of goods, placing them correctly according to their characteristics and priority in distribution, load handling, preparing orders, use and maintenance of refrigerators)	1,28
Capacity to support autonomy and responsibility of students in the field work	1,26
Circular economy: use of energy resources, packaging impact, technological innovation	1,23
Food reuse techniques	1,22
Basic knowledge of impacts of synthetic pesticides in agriculture and on health and of alternative methods and use of treatments	1,22

Criteria for choosing producers that meet sustainability requirements (social economy, agroecology, good animal treatment, etc.)	1,20
Personnel Management	1,16
Different forms of relationship between producer and consumers (AMAP, CSA, LSPA)	1,13
Principles of organic agriculture	1,10
Basic knowledge of agriculture principles (plants, production cycles, agriculture basics, common tools and use...)	1,06
Normative for proper handling, storage and preservation of foods.	1,04
Capacity to coordinate and cooperate with social and educational organizations, in charge of the students from the educational point of view	1,02
Basic knowledge of the impact of the agro-food chain on climate change	1,00
Capacity to support observation skills development (to detect problems in the field, to be able to see progress and constraints in agriculture)	1,00
Knowledge of Phases, actors and interactions of the agri-food chain	0,96
Nutrition, health and lifestyles, nutritional characteristics of agricultural/food products	0,96
Ability to serve the public	0,89

Open questions analysis

Finally, through open-ended questions, the questionnaires also asked the respondents to:

- Identify the training needs of VET professionals to enhance their job performance in the field of social inclusion of vulnerable groups in the agriculture and food security sectors.
- Identify the main obstacles or challenges faced when reaching out to this targeted group.

● TRAINING NEEDS

Based on the responses we get, here are the most recurrent training needs mentioned by the professional trainers and key actors in social agriculture and food security initiatives:

- Conflict resolution and mediation - 4 times
- Team management - 3 times
- Knowledge about the agricultural system - 2 times
- Training on legislation in the agri-food chain - 2 times
- Social and solidarity economy - 2 times
- Project management - 2 times
- Gender issues and diversity inclusion - 2 times
- Principles of hortotherapy - 2 times
- Technical training on agricultural methods - 2 times
- Networking, capitalization, and sharing of knowledge - 2 times
- Communication with vulnerable people - 1 time
- Lean Farming Training - 1 time
- Intersectional approach to training - 1 time
- Mentoring and coaching skills - 1 time
- Planning and organization capacity - 1 time
- Group dynamics and community building - 1 time
- Trauma-informed facilitation skills - 1 time
- Outreach and inclusion of different groups - 1 time
- Connective leadership and art of hosting - 1 time
- Establishing authority as a trainer - 1 time
- Sustainable approaches and legislation knowledge - 1 time
- Agriculture 4.0 - 1 time
- Network creation - 1 time
- Concrete knowledge and practice on sustainable agriculture - 1 time

- On-the-field activities and trainings focused on agriculture and food security - 1 time
- Social farming - 1 time
- Existing funding opportunities - 1 time
- Use of new technologies in the agricultural sector - 1 time

These responses were then categorized into thematic areas and contributed to determining the key areas of training (see Chapter 3)

• MAIN CHALLENGES

Based on the responses we get, here are the recurrent obstacles or challenges identified by trainers and key actors, grouped in main thematic, and their proposed solutions

CHALLENGES	SOLUTIONS
1. Engagement and Retention:	
• Engaging and retaining beneficiaries within the training programs. • Low motivation and dropout rates. • Difficulties in coexistence between different groups/collectives participating in the project. • Limited attractiveness of the agriculture sector for trainees - Lack of adequate channels (virtual and/or physical) through which training opportunities for vulnerable group trainees can be promoted/advertised	• Promote awareness-raising meetings with local companies in order to understand the work environment and all its facets and to enhance the learning experience of trainings. • Seek to align the objectives of the training program with personal goals. • Provide tailored lessons for different levels of preparation. • Create in trainees an awareness that looks towards the future rather than the present. Sometimes, they may be attracted to quick and easy money-making activities that are less structured, so it is important to emphasize the message that

	these experiences are valuable for their future prospects. • It is necessary to ensure collaboration with companies that are always ethical and attentive because appropriate precautions are needed to provide trainees with a learning environment that is trusted and perceived as safe. • On-the-job mentoring and effective tutoring are essential components. • Comprehensive and individual initial interviews conducted jointly by a multidisciplinary team. • Training that includes an allowance, training that has a tangible outcome for trainees. • More and stronger local networks. • Better communication channels. • Cooperation with schools, public authorities and agriculture confederations/cooperatives to spread the voice about agro-VET opportunities and future career paths.
2. Communication and Cultural Barriers:	
• Language difficulties. ers. • Communication skills and incident resolution.	• Improving the trainers' ability to overcome students' cultural barriers. • Trainers who are capable of effectively communicating with

	people and using the appropriate language. • Creating more workspace for experimentation and practice is crucial. In this agricultural-social field, learning primarily occurs through hands-on experience. • Giving proper information, enhancing communication and a lot of effort • Through the provision of education and training, use of technology and innovation • Language support
3. Access and Technical Skills:	
• Difficulties related to using computer platforms and/or accessing Wi-Fi. • Internet access, online learning skills. • Poor access to computers or tablets.	• With more training and communication skills • Grants for internet access/computer access • Flexible learning in order to adapt to schedule, refer to funding that can provide access to digital technologies
4. Legal and Administrative Challenges	
• Challenges related to residency permits: misalignment with training and employment integration. • Mistrust of public institutions or management organizations by the people involved in the service/project.	• Political influence, advocacy actions • Creating alliances with host organizations, reception centres and other organizations that provide services to beneficiaries

5. Comprehensive Support:	
• Providing support that considers the overall social and professional sphere of individuals, ensuring empowerment and personal development beyond just professional aspects. • Overcoming the stigmatization of vulnerabilities. • Overcoming distrust and gaining the trust of the most vulnerable individuals.	• Access more aid that contemplates the social and environmental impact, not just the productive one. • Integrated projects and coordination among services. • Active dialogue with the various actors involved, such as anti-violence centres, NGOs against exploitation and for workers' rights, trade unions, institutions, as well as social centres and spontaneous citizen groups. • It is important not to make empty promises and to provide concreteness. • Enhance transversal skills that can be useful in the area taken into consideration • Working with the community
6. Sustainability and Resources:	
• Building projects that ensure the autonomy of users and sustainability. • Resource limitations, including funding. • Dependence on a system of donations/surpluses that restricts people's real freedom in choosing what they need/prefer.	• A change in social and governmental narratives is needed, making the agri-food sector visible as a sector with a future. • With training, promotion of our initiatives from Public Administrations and more financial investment to support small agro-ecological projects
7. Educational Value and Relevance:	

• Helping beneficiaries understand the educational value of training experiences beyond employment opportunities. • Making beneficiaries understand the relationship between training and major global challenges such as climate change. • Simplification of training content and ensuring relevance and interest. • Continuity of training	• Organize lessons using slides, videos, and images. • Arrange educational outdoor visits that are both instructive and enjoyable. • Utilize software that incorporates games (such as crosswords and interactive games) to reinforce concepts and knowledge. • Emphasize the interdisciplinary nature of certain topics. • Implement multi-step and multi-year training plans. • Developing projects in which the "tu a tu" or "farmer to farmer" methodology as a methodology to impact and promote empowerment. • In some cases, the trainees who take part in the training courses on access to food are farmers. It's necessary to help farmers to work together with social actors to reach vulnerable people, and strengthen their ability to welcome and accompany trainees in their farms. • Good collaboration with local partners (social centres, etc.) and preparation in advance. Accept feedback and adapt trainings as you go along. • Exchanges with other trainers and with other professionals. • research in all areas of information.
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	• training activities for professionals may help in giving us a deeper knowledge on the subject and how to translate it to the different groups with whom we work • The training of vulnerable groups cannot be separated from direct experience, which should be carried out as much as possible within diverse contexts. Contexts capable of making the entire supply chain available in order to prepare extensive training experiences
8. Social and Economic Context:	
• Precariousness of the labour market in terms of salary and reconciliation. • Lack of awareness about the right to food and the importance of including vulnerable people in normalized food circuits. • Working with disempowered individuals and maintaining motivation. • Difficulty in finding employment after training.	• Raising awareness and empowerment of vulnerable people • More links between social and educational entities would be needed. • Creating better connections with local employers. Knowing better the network and making partnerships • evaluating the needs and adapt the training

2.6 “FOOD FOR THOUGHT”: EUROPEAN KNOWLEDGE AND EXPERIENCE SHARING MEETING

On the 11th and 12th of July 2023, the European Meeting “Food For Thought” took place in Milan, in the framework of the EU Food Security HUB project. It allowed the partner organizations to exchange ideas between them and with experts in the food and agriculture field about the training needs of the people working in these areas, social awareness, access to funding, or ensuring food security’s recognition by local governments, stakeholders and networks agendas, among other topics.

The participants were divided into three itineraries, in which different challenges were faced.

- Training needs and methods in food security/sovereignty projects
- How to strengthen our food security/sovereignty initiatives
- How to advance a new food security agenda in our cities and Europe

The first itinerary focused on the validation of the Competence Framework and the construction of possible VET learning pathways. The delegates of the project partner associations and the identified good practices discussed on the recurrent obstacles or challenges identified by trainers and key actors who responded to the questionnaires, and their proposed solutions.

The discussion covered some key questions that emerged from the systematization of the questionnaires:

- How to give sustainability and continuity to training courses?
- How to provide integral support, not just limited to the professional sphere?
- How to overcome access difficulties (technology, internet, language) and resource limitations?
- How to communicate the importance and value of the training course to the beneficiaries and make the contents easily understandable and relevant?
- How to identify, involve the beneficiaries and ensure that they complete the training path?

- How to overcome stigmatization and gain the trust of participants?

A comprehensive discussion took place regarding the beneficiaries of the training and the significance of vulnerability or having a vulnerable condition. The group addressed issues related to stigmatization of the beneficiaries, along with strategies for building trust among training participants. Moreover, the sustainability of the training program emerged as a crucial focal point, emphasizing the need to ensure that beneficiaries successfully complete their training journey.

3) Identification of Key Areas of Learning

As a result of the participatory analysis of the Competence Framework and the exchange of experiences between the project partners, the Consortium defined the areas of learning for the construction of the cross-sector Food Security VET Training Program, addressed to VET professionals, institutions, universities, NGOs, Public Administration and Social Economy Enterprises interested in or already working on local food security initiatives and people at risk of social exclusion.

The program will contain the following modules:

- Operational Management of Food Sovereignty and Security Programs;
- Inclusive Team Management;
- Training and labour inclusion Orientation;
- Awareness-raising and community activation
- Circular Economy Solutions,
- Entrepreneurship,
- Sustainable Food Systems Training Module,
- Sustainable Agriculture Training Module

4) Green Job Itineraries Report

4.1 INTRODUCTION

The EU Food Security Hub Project aims to increase the capabilities of cross-sector Vocational Education and Training (VET) providers, enabling them to deliver high-quality training in the field of food security and sustainable agriculture. The primary objective is to ensure the social and labor inclusion of vulnerable groups. Central to this proposal is capacity building designed to assist VET institutions, Civil Society Organizations (CSOs), public administration, academia, and social enterprises in fostering socio-economic development at the EU level. This is to be achieved through the creation of **green jobs**, facilitated by collaborative efforts, the capitalization of best practices, and the exchange of knowledge between the Consortium and key stakeholders. The creation of green jobs refers to employment innovation that integrates environmentally conscious practices, promoting sustainable and ecologically responsible approaches within the field of food security and sustainable agriculture.

The EU Food Security HUB Consortium organizations hold extensive experience across different backgrounds, each actively challenging the principal issues addressed by this project within their respective local contexts. These issues, ultimately recognized as cross-European challenges and concerns, include the urgent need for a transition to more equitable and sustainable food systems capable of ensuring access to healthy food for the entire population.

In the first phase of the EU Food Security HUB project, the Consortium organizations engaged in collaborative efforts to identify new professional profiles within the sector of food security and agriculture, drawing insights directly from their own experiences and expertise. In order to facilitate the exchange of knowledge at the European level and promote peer learning, guidelines were meticulously crafted to identify best practices, drawing from the consortium organizations' tested approaches in the domain of food safety. In accordance with the established guidelines, the Consortium partners successfully identified 21 best practices. These primarily represent initiatives in which the partners possess firsthand knowledge, and they have either ongoing collaborations or engagements with them in the recent past.

The compilation of identified initiatives, categorized by partner, is available in Chapter 2.3 of the Competence Framework. Further, an in-depth description of these identified best practices is provided in Annex 2. To determine new professional profiles in the food security and agriculture sectors, the analysis focused on details of the staff employed in these initiatives, such as staff profiles, training, years of experience, specific tasks performed, and whether their roles were compensated or voluntary, among other factors.

For the development of the following Green Jobs Itineraries report, the initial step resulted in the identification of macro areas of work wherein staff are employed. These macro areas are common and cut across all the identified initiatives. These macro areas are:

- General project and resources management
- Communication, Awareness-raising Area
- Agricultural Production and Surplus collection Area
- Transformation Area
- Storage, logistic and distribution area
- Education area

Hereafter, the process involved the identification and categorization of the most frequently arising professional profiles within each macro area. The tasks and activities associated with these profiles were extracted from the specific context of each practice, resulting in a comprehensive description that is universally applicable to the food security and agriculture sector.

The following Green Jobs Itineraries report offers a comprehensive overview, detailing the daily responsibilities of each green job profile, along with a customized training itinerary aimed at enhancing professional performance within the green sector of food security ecosystems. The proposed training itinerary consists of a selection of modules available in the Food Security VET Training Programme, which is based on the key general and specific competences identified in this Competence Framework report.

4.2 GREEN JOBS: MAIN AREAS AND CAREERS

The following selected green jobs are embedded within initiatives related to food security and food sovereignty.

General project and resources management Area	
Coordinator/ Project Manager	
Responsibility	Training Itinerary: Food Security VET Training Program modules
The responsibilities of a coordinator or project manager encompass the coordination and general management of the project, ensuring its effective implementation. This role involves the management of the project's material resources and extends to the public representation of the project, requiring a comprehensive and strategic approach to oversee various facets of its successful execution.	1. Operational Management of Food Sovereignty and Security Programs 2. Inclusive Team Management 3. Training and labor inclusion Orientation 4. Awareness-raising and community activation 5. Circular Economy Solutions 6. Entrepreneurship 7. Sustainable Food Systems Training Module 8. Sustainable Agriculture Training Module.
Administration and Accountancy Manager	
Responsibility	Training Itinerary: Food Security VET Training Program modules
The administration and accountancy manager deals with administrative	1. Operational Management of Food Sovereignty and Security Programs

areas. This role involves the economic monitoring of the project.	2. Inclusive Team Management.
Volunteering/Human resources Officer/Social operator	
Responsibility	Training Itinerary: Food Security VET Training Program modules
This figure includes various tasks, which depend on the human resources structure of the entity and on the profiles which work and/or volunteer in it. The human resources officer deals with the management of human resources; in particular, with professionals, occupational plans, volunteers and project staff. In these cases of vulnerable staff groups, this figure acquires some responsibilities and skills of a social operator, managing the vulnerable group to help to keep an inclusive and safe work-volunteers environment. The tasks are also to implement projects in the area, oriented towards employment empowerment and work insertion for people in situations of vulnerability.	- Inclusive Team Management - Training and labor inclusion Orientation - Entrepreneurship.
Communication, Awareness-raising Area	
Communication Manager	
Responsibility	Training Itinerary: Food Security VET Training Program modules
The communication manager coordinates awareness-raising actions and is responsible for	- Awareness-raising and community activation - Sustainable Food Systems Training Module

involving local communities and citizen participation. This figure is responsible for the image and position of the entity by the public and the community. The communication manager is primarily a content creator. The tasks are graphic and communication lines of the organization, content lines for the different communication channels, design and production of audiovisual materials for informative and corporate purposes and political advocacy campaigns and for social networks.	3. Inclusive Team Management.
Agricultural Production and Surplus collection Area	
Production area Coordinator	
Responsibility	Training Itinerary: Food Security VET Training Program modules
The production area coordinator manages the agricultural production area: sometimes this figure is an agronomist with experience, an agricultural specialist or an expert in agro-ecological practices. This profile doesn't work alone; the tasks are of management and coordination of the agricultural human resources and production workers.	1. Sustainable Agriculture Training Module 2. Sustainable Food Systems Training Module 3. Circular Economy Solutions 4. Training and labor inclusion Orientation 5. Inclusive Team Management 6. Operational Management of Food Sovereignty and Security Programs 7. Entrepreneurship.
Farmer/ Farm helper	

Responsibility	Training Itinerary: Food Security VET Training Program modules
The farmer and farm helper build the operational agricultural production team. They have agricultural roles and tasks to implement raw materials production.	1. Sustainable Agriculture Training Module 2. Sustainable Food Systems Training Module 3. Circular Economy Solutions 4. Entrepreneurship 5. Inclusive Team Management.
• Surplus collection area Coordinator	
Responsibility	Training Itinerary: Food Security VET Training Program modules
The surplus collection area coordinator is in charge of surplus. This figure is responsible for relations with the farmers and the agri-food industry and other organizations, such as educational entities. The tasks are searching for collaborating producers and managing surplus from the providers.	1. Operational Management of Food Sovereignty and Security Programs 2. Sustainable Food Systems Training Module 3. Sustainable Agriculture Training Module 4. Circular Economy Solutions 5. Inclusive Team Management.
• Support and logistics technician in the Surplus Collection area	
Responsibility	Training Itinerary: Food Security VET Training Program modules
The logistics technician is in charge of logistic tasks in the management of surplus. This figure is in support of the logistic management of the surplus collection area.	1. Sustainable Food Systems Training Module 2. Sustainable Agriculture Training Module 3. Circular Economy Solutions.

Transformation Area	
Cooking and Transformation area Coordinator	
Responsibility	Training Itinerary: Food Security VET Training Program modules
The cooking area coordinator is in charge of cooking, production of foodstuffs and of managing restoration and food catering with people with vulnerable backgrounds. Some entities concentrate on the cooking area and some on the transformation area. The transformation area coordinator manages the transformation of surplus and raw material in finished products.	1. Operational Management of Food Sovereignty and Security Programs 2. Inclusive Team Management 3. Circular Economy Solutions 4. Entrepreneurship 5. Sustainable Food Systems Training Module.
Supporter in Transformation Area	
Responsibility	Training Itinerary: Food Security VET Training Program modules
The supporter in the transformation area is in charge of cooking, catering or transformation tasks. This profile helps the transformation of the food, surplus and raw material in finished products.	1. Operational Management of Food Sovereignty and Security Programs 2. Inclusive Team Management 3. Circular Economy Solutions 4. Entrepreneurship 5. Sustainable Food Systems Training Module.
Storage, logistics and distribution Area	
Storage, logistics and distribution area Coordinator/ Head of storage and logistics	

Responsibility	Training Itinerary: Food Security VET Training Program modules
The head of storage, logistics and distribution area is in charge of the management of the warehouse and distribution and coordinates the logistics center. The coordinator manages the detection, selection and linking of local companies (suppliers of local produce or suppliers of surplus), the communication and collaboration with the institutions and organizations of the community network, signing of collaboration agreements and maintenance of the HUB together. This figure's tasks are harvest planning, maintenance of records, inventory of materials, channeling of finished products to services and food distribution, organization and management of the stock to avoid food waste. This profile also has the responsibility for the organization of the personal resources assigned to the self-service and assisted sales area and fulfillment of occupational and food safety and hygiene standards. This figure also collaborates as a trainer in the courses organized to improve the personal and technical skills of people in personalized processes of social and labor insertion.	1. Operational Management of Food Sovereignty and Security Programs 2. Inclusive Team Management 3. Training and labor inclusion Orientation 4. Awareness-raising and community activation 5. Circular Economy Solutions 6. Entrepreneurship 7. Sustainable Food Systems Training Module.
• Logistics assistant / Warehouse worker	
Responsibility	Training Itinerary: Food Security VET Training Program modules

The logistic assistant or warehouse worker is in charge of operational tasks in the logistic center. These figures prepare the boxes for distribution - according to type of product/section, are in charge of pickups, deliveries with the truck and of the stock of incoming goods. They help with the inventory of warehouses and with the classification of products. They also have to maintain safety and hygiene conditions (basic food handling, safety in the warehouse, temperature recording...).	1. Operational Management of Food Sovereignty and Security Programs 2. Inclusive Team Management 3. Awareness-raising and community activation 4. Circular Economy Solutions 5. Entrepreneurship 6. Sustainable Food Systems Training Module.
• Customer Care Operator	
Responsibility	Training Itinerary: Food Security VET Training Program modules
The customer care operator cares about the relations with the public and the customer. The tasks are management of the self-service supermarket, assisted sales and cash desk. The sector of customer care depends on the purpose of the entity. In the case of a tourism enterprise, the customer care operator can be the tourism operator, who cares about the relations with tourists and the public.	1. Operational Management of Food Sovereignty and Security Programs 2. Inclusive Team Management 3. Awareness-raising and community activation.
Education Area	
• Adult education Educator on soft skills	
Responsibility	Training Itinerary: Food Security VET Training Program modules

The adult education educator on soft skills is in charge of organization and execution of Projects aimed at labor empowerment and job placement for adults in vulnerable situations. In particular, this figure educates vulnerable groups on transversal skills. These skills are relational, methodological and personal skills of an individual, such as the ability to communicate, negotiate, work in a team, the creativity, the adaptability to change, which have the function of completing and enhancing technical knowledge - hard skills.	1. Operational Management of Food Sovereignty and Security Programs 2. Inclusive Team Management 3. Training and labor inclusion Orientation 4. Entrepreneurship 5. Awareness-raising and community activation.
• Adult education Educator on Sustainable agriculture and food system, environmental educator	
Responsibility	Training Itinerary: Food Security VET Training Program modules
The adult education educator and environmental educator is too in charge of organization and execution of Projects aimed at labor empowerment and job placement for adults in vulnerable situations. These figures educate adult vulnerable groups on Sustainable Agriculture and Food System, Food sovereignty and security programs, Circular economy and Entrepreneurship. They use inclusive and innovative learning methodologies to transmit the skills and knowledge to the adult vulnerable groups.	1. Operational Management of Food Sovereignty and Security Programs 2. Inclusive Team Management 3. Training and labor inclusion Orientation 4. Awareness-raising and community activation 5. Circular Economy Solutions 6. Entrepreneurship 7. Sustainable Food Systems Training Module 8. Sustainable Agriculture Training Module.
• School Educator	

Responsibility	Training Itinerary: Food Security VET Training Program modules
The school educator is in charge of organization and execution of Projects in schools aimed at future labor empowerment and future job placement for scholars in vulnerable situations. This profile educates scholars on sustainable food systems and circular economy, through innovative learning methodologies and supportive of diversity in school education.	1. Operational Management of Food Sovereignty and Security Programs 2. Inclusive Team Management 3. Training and labor inclusion Orientation 4. Awareness-raising and community activation 5. Circular Economy Solutions 6. Entrepreneurship 7. Sustainable Food Systems Training Module 8. Sustainable Agriculture Training Module.



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