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Work Package 3
Growing the plant

A Cross-Sector VET MOOC aimed at VET professionals and practitioners in the field of Food Security initiatives targeting people at risk of social exclusion

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Module 1# Operational Management of Food Sovereignty and Security Programs

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

Organization #ABD

Objectives of the Unit

- Provide knowledge, tools, and methodologies for building up a manageable and sustainable purchasing strategy
- Enable them to critically evaluate the needs and priorities of the Program or initiative
- Give the means to identify sustainable, culturally and socially inclusive initiatives of food production nearby.
- Develop and enhance planning and 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.
- Facilitate the adaptation of the needs to the local context of sustainable production.

Competences developed on this Unit

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

Key Concepts

Sustainability

Social

Economic

Ecological

Sustainable food is about feeding the whole population in a way that benefits people, territories, and the planet. For people, it means ensuring that everyone has access to the information, training, and resources needed to produce, prepare, buy, and enjoy safe, healthy, quality, and tasty food that allows them to lead a fulfilling life. As for territories, sustainable food promotes thriving diversified local economies that distribute benefits equitably and are able to respond to adversity. Finally, at the planetary level, sustainability implies that food is produced, transformed, distributed, sourced, purchased, and disposed of in ways that conserve and regenerate limited resources and ecosystems.

Key Concepts



Source: https://commons.wikimedia.org/wiki/File:SWS_definition_sustainability.png

Key Concepts

Local and seasonal production

Local food is food that comes from the land, livestock, or fishing or is the result of a process of elaboration or transformation in a close distance between production and consumption (sometimes defined as products from a region and others in which the distance between the place where they are produced and the place where they come from is a certain number of kilometres). In addition, the consumption of local products promotes food sovereignty and helps to regenerate the food culture of the area.

Seasonal foods are those that are purchased and consumed around the time when they are harvested or correspond to fishing seasons that help maintain marine stocks in the long term and are therefore only available to the market for a limited period of time at some point in the year.



Source: https://sustainableagriculture.net/publications/grassrootsguide/local-food-systems-rural-development/

Key Concepts

Organic (ecological) production

Organic animal products come from livestock farming that provides decent living conditions for livestock and herds, with respect for their biological and behavioral needs.

Organic vegetable products are those products that have been grown without chemical fertilizers or pesticides (fungicides, insecticides or herbicides). Therefore, without residues of these substances.

Processed organic products are agricultural plant and animal products processed using techniques that minimize contamination and quality losses, restricting the use of additives and processing aids.

Social and Solidarity Economy products: The Social and Solidarity Economy is the set of socio-economic initiatives, formal or informal, individual or collective, that prioritize the satisfaction of the needs of people and their environment instead of financial profit.

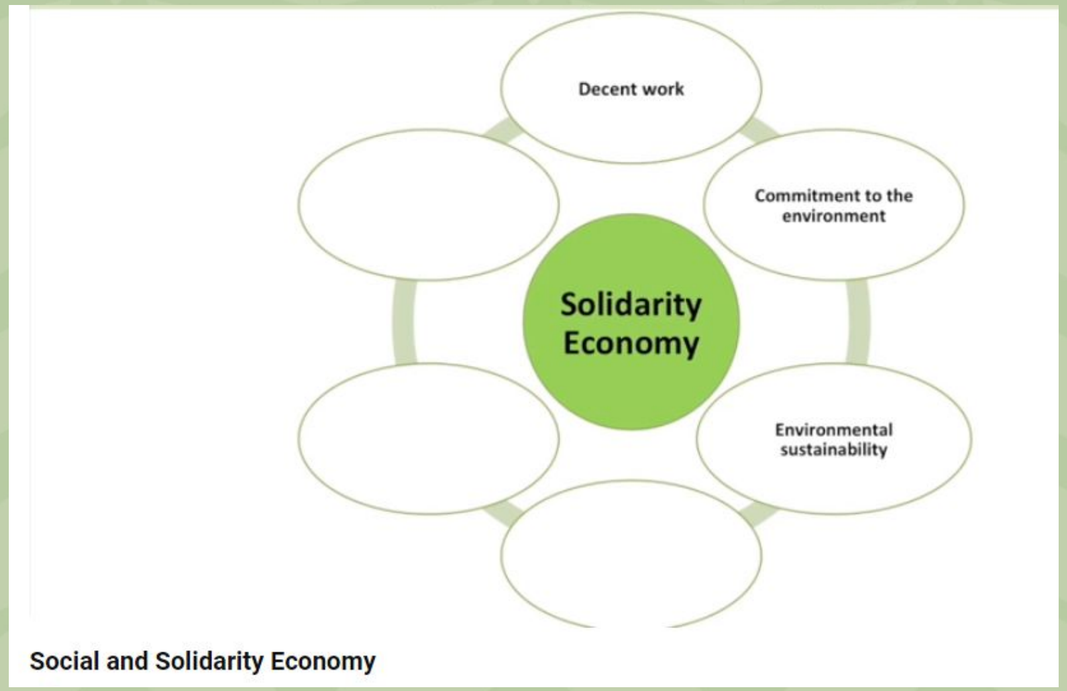
Key Concepts

Spain has a Social and Solidarity Economy Law since 2011 that you can check here!

SSE is developed in Cooperatives, mutual societies, foundations and associations that carry out economic activity, companies, labor unions, job search companies, special employment centers, brotherhoods of fishermen, agrarian transformation societies and singular entities created by specific rules that are governed by the principles established in the law.

You can learn more about SSE in Spain on this video

(Click on the image for direct access)



Social and Solidarity Economy

Key Concepts

Positive social impact Food: Food that in its production, processing, and/or distribution generates positive changes (understood as an improvement of human conditions) for individuals, groups, or communities in the long term.

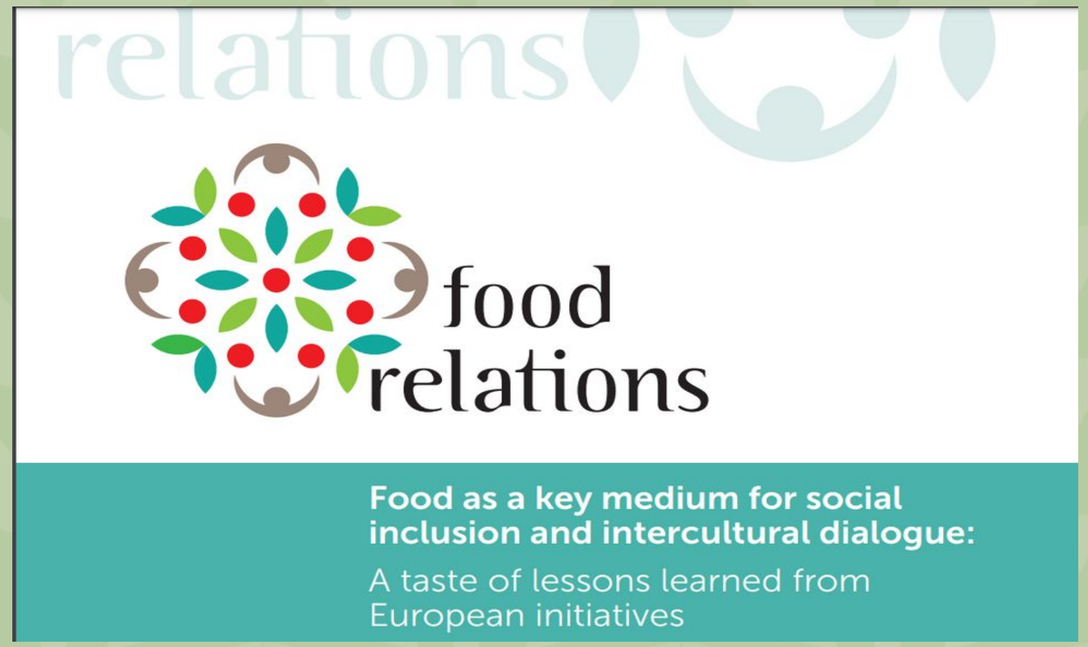
Food recovery/use: Food recovery is a key tool against food loss and waste, a problem with important socio-economic and environmental consequences. It is a matter of strategies and/or projects that have prevented foodstuffs from going out of the commercial chain and have ended up being managed as waste, or for composting or reintroduced into the soil on the same farms.

Interculturality or culturally appropriate food: Healthy food is understood as food that is not only about meeting caloric needs, but also nutritional needs. All people deserve to have access to quality food that is appropriate to their food culture.

Key Concepts

If you want to know more about European civil society initiatives working on food production, distribution and consumption with a focus on the promotion of intercultural dialogue and social inclusion of migrants, check out the report from the project Food Relations.

(Click on the image for direct access)



Key Concepts

Healthy food: Food that ensures optimal growth and development, the promotion of exercise and physical well-being, the prevention of deficiencies in nutrition, and the prevention of the risk of food-related diseases and/or disorders. It is food that is satisfying, sufficient, complete, balanced, wholesome, safe, sustainable, affordable, and adapted to the consumer and to the environment.

Accessibility: Food is one of the fundamental human rights according to the International Covenant on Economic, Social and Cultural Rights signed by Spain and recognized by the United Nations as inseparably linked to human dignity and indispensable for the enjoyment of other rights enshrined in the Universal Declaration of Human Rights. The food system must therefore guarantee physical and economic access to safe, healthy, sustainable, and quality food. Food poverty (defined as deficiencies, excesses, or imbalances in a person's energy and/or nutrient intake that do not allow for sufficient, safe, and healthy food) and food deserts (areas where people have limited access to a variety of healthy foods) must be targeted ensuring that all people live in sustainable and healthy food environments.

Activity
Create Your Project Sustainable Purchasing Policy

Step 2.1. Understanding Your Project Requirements And Clients Needs

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

Step 2.2. Designing The Primary Basket

When the diagnosis and analysis of the clients' characteristics and their needs is done, it is recommended to establish a basic basket of products that meets their primary dietary needs. Here some **health and cultural recommendations** can be found

2.3. Mapping Producers

Food Sovereignty and Security Programs with a sustainable perspective should guide its producers' selection through specific criteria and the Programs' needs and priorities previously defined. This mapping process should follow 6 steps: (1) geographical areas; (2) types of producers; (3) Type of production; (4) Type of relationships with producers; (5) Recommendations; (6) cross-checking



Activity
Final Practical Exercise

Elaborate the purchasing policy derived from the best combination of the Project Requirements and Clients Needs, the results of the mapping process, and the cross-checking matrix.

Write down a document that states and justifies the decision to purchase specific products from selected providers. It should include:

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

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Module 1# Operational Management of Food Sovereignty and Security Programs

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

Organization #ABD

Objectives of the Unit

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

Competences developed on this Unit

- Critical thinking ability
- Planning and organization capacity
- Leadership capacity
- Ability to manage group dynamics
- Capacity to identify skills
- Circular economy
- Management of incidents
- Operational coordination of warehouse/logistics centers
- Normative for proper handling, storage, and preservation of foods.

Block 1
Introducing Food Sovereignty (15 min)

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

What does the term 'food sovereignty' mean to you? Please take a moment to reflect, and we'll go around and hear your initial thoughts.

Key Concepts

Food Sovereignty

- Food sovereignty refers to the right of people, communities, and countries to control their own food systems, including production, distribution, and consumption, in a way that is just, sustainable, and culturally appropriate;
- Food sovereignty is guided by several key principles, including the right to food, sustainable agriculture, and democratic decision-making in food systems. The goals include empowering local communities, protecting the environment, and achieving social justice in food systems.

Can you think of examples, challenges, or questions related to food sovereignty? Please feel free to share your thoughts.

The example of the AMAP L’Amapopote Lyonnaise

Here is a practical example of a functioning AMAP and its structure.

Location & Schedule:

- Where? Guillotière district, Lyon 7e
- When? Thursdays, 18:45 - 20:00 at Arche de Noé (3 Rue Félissent)

What is AMAPopote?

A community-driven association connecting local farmers and consumers to promote sustainable agriculture and fair trade.

How It Works?

1. 6-month commitment with an upfront payment
2. Weekly seasonal baskets provided by farmers
3. Members (Amapiens) participate in weighing & distribution

AMAP Models Can Vary:

- Payment: Upfront, installments, income-based pricing
- Commitment: 6+ months, flexible trials
- Products: Vegetables, dairy, meat, bread, etc.
- Participation: Required or voluntary community work
- Delivery: Pick-up points, home delivery, farm collection
- Size: Small local groups or larger networks

Activity 1

Needs Assessment and Prioritization/ Developing Action Plans

- Importance of needs assessment in program planning.
- Steps involved in conducting a needs assessment.
- Developing action plans with clear tasks, responsibilities, and timelines.

The Steps:

Scenario Introduction

Brainstorming Needs

Sharing and Group Discussion

Voting and Prioritization

Tallying and Discussion

Conclusions

Developing Action Plans

Block 2
Control and Monitoring Measures

The significance of monitoring in program management

Content:

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

Control and Monitoring Measures

Example

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

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

Control and Monitoring Measures

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

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

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

Control and Monitoring Measures: Case Study

Program Description:

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

Monitoring Measures:

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

Initial Findings:

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



Discussion

Why is market attendance is low, despite a growing number of vendors?

What are the possible solutions?

Block 3
Budgeting

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

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

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

Key Concept
Budgeting recommendations

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

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

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

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

Activity 2

Case study: “Sustainable Agriculture Training Program"



Background:

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

Task:

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

Activity 2

Case study: “Sustainable Agriculture Training Program"



Community Profile:

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

Training Objectives:

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

Available Resources:

- A team of experienced agricultural trainers and facilitators.
- Funding for program development and implementation.
- Access to local experts in sustainable agriculture

Activity 2

Case study: “Sustainable Agriculture Training Program"

Let’s share your action plans and budgets



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Module 1# Operational Management of Food Sovereignty and Security Programs

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

Organization #ABD

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Objectives of the Unit

- 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.

Competences developed on this Unit

- Ability to listen
- Critical thinking ability
- Assertiveness
- Capacity to coordinate and cooperate with social and educational organizations, in charge of the students from the educational point of view
- Capacity to support autonomy and responsibility of students in the fieldwork

Block 1
Introduction

Importance of Coordination and Cooperation with External Organizations

1. Resource Access and Sharing: External organizations often possess resources, expertise, and capabilities that may not be readily available within a particular entity. By coordinating and cooperating, these resources can be accessed and shared, leading to cost savings and improved efficiency.
2. Specialized Expertise: Many external organizations specialize in specific areas. Collaborating with these experts allows an entity to tap into specialized knowledge and skills that enhance its own capabilities.
3. Synergy and Innovation: Collaboration can spark innovation and creativity. Different organizations bring diverse perspectives, ideas, and approaches to the table. By working together, they can develop novel solutions and strategies that might not have been possible in isolation.

Block 1
Introduction

Let’s discuss the following topics:

Understanding of the role of coordinating and cooperating with external organizations in the context of educational institutions

How to allocate resources, including financial, human, and material, to address identified needs and priorities effectively

Importance of communicating the educational institution's needs, goals, and achievements to external partners and stakeholders clearly and persuasively

Importance of conducting effective needs assessments to identify students' educational requirements, challenges, and areas where external support is necessary

Importance of creating sustainable, long-term partnerships and initiatives that will continue to benefit you over time

Block 2
Partnership Identification and Needs Assessment

Identifying Potential Partner Organizations

Take 10 minutes to reflect upon these topics to identify Potential Partner Organizations:

1. Clarify Your Objectives:
    - Define the specific goals and objectives you aim to achieve through the partnership.
    - Determine the areas where you require support or collaboration.

2. Conduct a Needs Assessment:
    - Assess your organization's strengths and weaknesses.
    - Identify gaps or areas where external support or expertise is required.

3. Know Your Target Audience:
    - Identify the key stakeholders or groups that can contribute to your objectives.
    - Understand their interests, needs, and priorities in relation to your goals.

Partnership Identification and Needs Assessment

Group discussion on common challenges identifying potential partner organizations

Now let’s put our thoughts together!

Please share with the group your main ideas.

Block 3
Collaborative Planning

Principles of Collaborative Planning

- Shared Vision and Goals: Collaborative planning starts with a shared vision and common objectives. All participants must understand and agree on the ultimate goals they aim to achieve through collaboration.
- Inclusivity: Collaboration should involve a diverse group of stakeholders who bring varied perspectives, expertise, and experiences to the planning process. Inclusivity ensures that all voices are heard.
- Open Communication: Effective communication is fundamental. Participants must feel comfortable expressing their ideas, concerns, and feedback openly and respectfully. Transparent communication builds trust.
- Collective Decision-Making: Collaborative planning involves making decisions collectively rather than by one person or a small group. Decisions should be based on consensus or a majority agreement.
- Conflict Resolution: Conflicts may arise in collaborative planning. Effective conflict resolution mechanisms should be in place to address disagreements and find mutually acceptable solutions.
- Clear Roles and Responsibilities: Each participant should have defined roles and responsibilities within the planning process. This clarity ensures that everyone knows what is expected of them.

Collaborative Planning

Role Definition and Allocation

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

Developing a Shared Action Plan

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

Block 4
Implementing and Sustaining Collaborative Initiatives

Resource Allocation and Budgeting: the basics

- Prioritization and Needs Assessment: Begin by conducting a thorough needs assessment to identify the specific requirements for your project or organization. Prioritize these needs based on their significance and alignment with your goals. Allocate resources first to critical needs that have the most substantial impact on your objectives.
- Cost-Benefit Analysis: Perform a cost-benefit analysis for various resource allocation options. Evaluate the potential return on investment for each allocation decision. This analysis helps you make informed choices about how to allocate limited resources efficiently and effectively.
- Build flexibility into your budget and resource allocation strategy: Recognize that unexpected changes or emergencies can occur. Allocate a portion of your resources as a contingency fund to address unforeseen challenges without disrupting your project's progress or organizational operations.

Block 4
Implementing and Sustaining Collaborative Initiatives

Monitoring and Evaluation of Collaborative Initiatives

- Clear Objectives and Indicators: Define clear and measurable objectives for the collaborative initiative. These objectives should align with the overall goals of the collaboration. Additionally, establish specific key performance indicators (KPIs) that can objectively measure progress and success. These KPIs may include quantitative data, qualitative feedback, or a combination of both.
- Regular Data Collection and Reporting: Implement a systematic data collection process to gather information on the initiative's progress. This can include regular surveys, interviews, focus groups, or analysis of relevant documents and reports. Also, establish a reporting schedule that outlines when and how progress updates and findings will be shared among collaborators.

Activity 1

Designing a Support Service Implementation Plan

Let’s create an implementation plan for a support service in (15 min)

Individually brainstorm the key components required for implementing the support service(tasks, resources, responsibilities, and timelines).

Everyone share one key component from their brainstorming

Based on the shared ideas, create your action plan.

Let’s assign responsibilities for each task or component, where everyone has a role to play in the implementation.

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Module 2# Inclusive Team Management

Unit 1# Stereotypes

Organization #ACRA NGO

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Objectives of the Unit

- To understand unconscious biases
- To foster self-awareness regarding own biases
- To facilitate open dialogue and shared learning experiences around the theme of weight bias, encouraging empathy, and mutual respect.
- To introduce practical strategies for addressing and mitigating weight-related biases within te and communities, enhancing inclusivity in program management.
- To create a supportive environment
- To underscore the broader implications of weight bias on health, nutrition education, and community engagement within food security initiatives

Competences developed on this Unit

- Ability to listen
- Ability to incorporate social and cultural diversity
- Critical thinking ability Intercultural communication skills
- Intercultural sensitivity approach
- Assertiveness
- Ability to manage group dynamics
- Social justice and labor rights in agriculture/food initiatives
- Nutrition, health, and lifestyles
- Criteria for choosing producers that meet sustainability requirements
- Personnel Management
- Different forms of relationship between producer and consumers

Block 1
Introduction

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 (Culture and Psychology,2020).

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

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

Block 1
Weight-related biases and their impact

- Inequality, marginalization, and social division
- Lower self-esteem, increased stress, and a lack of opportunities in various life domains such as education, employment, and healthcare.

Block 1
Perpetuation in training and working contexts

In training contexts:

- Expectations and judgments of trainers and trainees
- Influence performance, interaction, and learning outcomes
- Unfair treatment
- Unequal access to resources

Block 1
Perpetuation in training and working contexts

In working contexts:

- Biased hiring practices, unequal pay, and limited advancement opportunities
- Hostile or unwelcoming environment
- Affects productivity, morale, and overall organizational success.

Block 2
Group discussions on understanding biases through the weight IAT

- Let’s share our personal experiences
- Weight Implicit Association Test (IAT)
- Share the results

Activity 1

Role-playing games

Scenario



Block 3
Constructive addressal

Good Practices



Open Communication

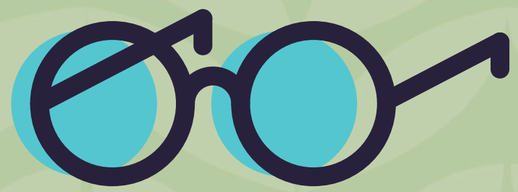
Active Listening



Challenge Stereotypes



Seek Diverse Perspectives



Block 3
Constructive addressal

Good Practices



Promote Equality

and Fairness

Avoid Assumptions





Respectful Engagement

Block 3
Constructive addressal

Good Practices

Positive Reinforcement



Continuous Feedback



Conflict Resolution Mechanisms



Block 3
Constructive addressal

Questions to discuss

How these practices can be applied in our work setting?

How to build one more inclusive environment?

Block 3
Constructive addressal

Time to share your experiences on good practices

Share one action you commit to taking to combat stereotypes in your professional settings

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Module 2# Inclusive Team Management

Unit 2# Fighting hate speech & Promoting inclusive communication

Organization #ACRA NGO

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Objectives of the Unit

- Acquire knowledge, tools and methodologies to define and recognize hate speech
- Understand how to avoid/fight hate speech by creating inclusive communication

Competencies developed on this Unit

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

Block 1
Introduction & Ice breaker



Block 1
Introduction

“We are surrounded by hate and its verbal manifestations”

- What is hate speech, and what are its consequences?
- But above all, what strategies can we put in place to prevent its inevitable effects?

Block 1
Introduction

At various social groups

- Women
- LGBTQ+ community
- Racial and ethnic groups
- Religious groups
- Disability/Ableism
- Age (adultism and ageism)



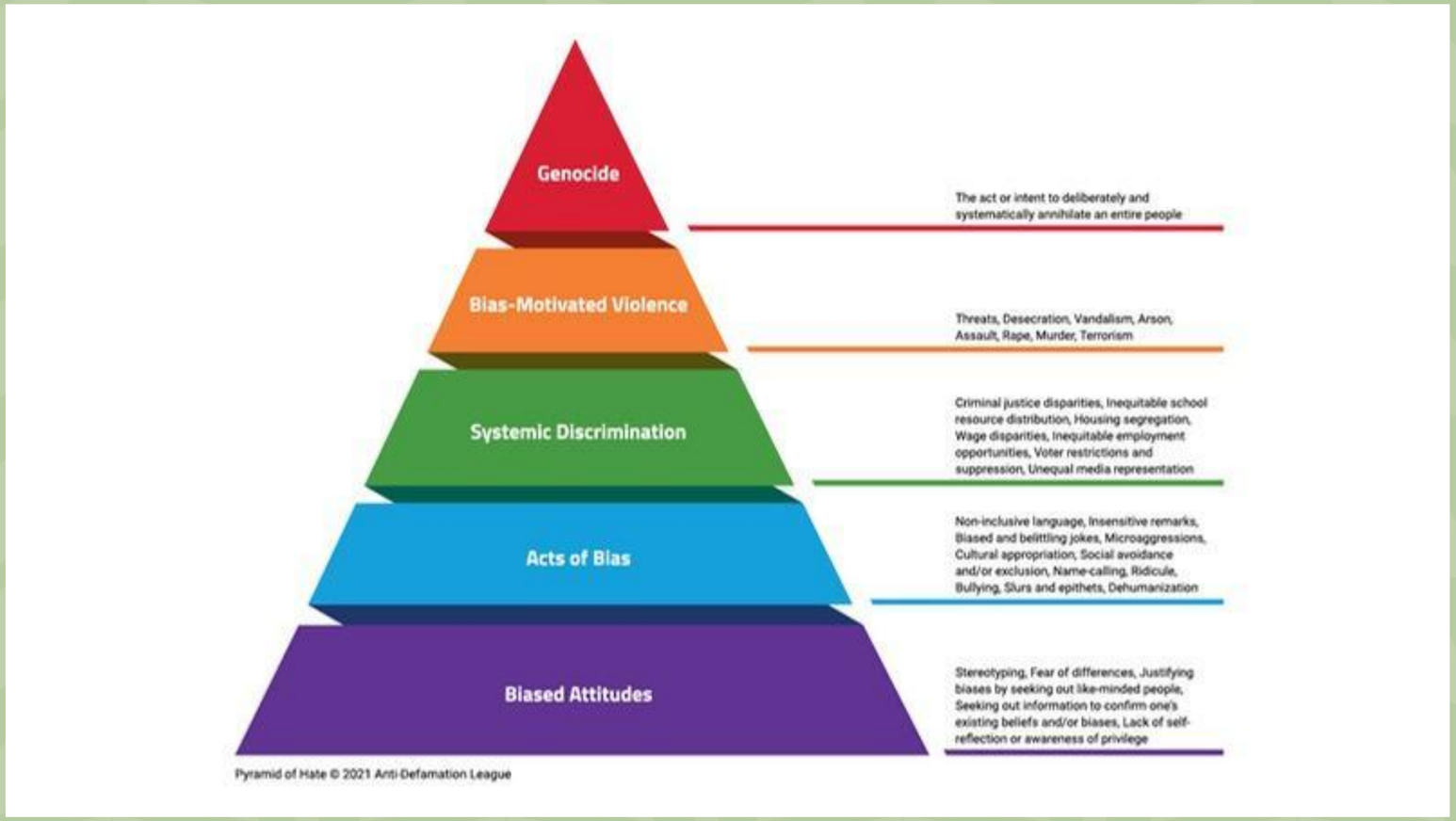
Block 1
Introduction

Ask yourselves:

- Does hate speech happens in your community?
- Where are the places where hate speech happens?

Block 2
Recognizing hate speech

Various forms of hate speech: Pyramid of hate



Definition:

"Offensive discourse targeting a group or an individual based on inherent characteristics (such as race, religion or gender) and that may threaten social peace."

Block 2
Recognizing hate speech

Three major categories



Early warning

Dehumanization and demonization





Violence and incitement



Activity 1
Saying it Worse

Card Game

- Rank the cards from “least bad” to “worse”
    - How they should be ranked?



Activity 1
Saying it Worse

Debriefing

Questions:

- Was it easy or difficult to assess the different examples?
- Were there 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)”

Let’s find together quotes coded as “compliments”



Block 3

What is inclusive communication?

- People have different communication preferences and needs – all of which should be respected
- To not exclude or discriminate anyone, either intentionally or unintentionally
- Information are accessible to everyone.



Block 3
What is inclusive communication?

- A welcoming and productive learning and working environment for adults from diverse backgrounds
- Diversity is celebrated and all voices are heard and acknowledged
- A powerful tool for creating more equitable and respectful environments
- Understanding, empathy, cooperation



Block 3
What is inclusive communication

- Using gender-neutral language

Create inclusive communication



Addressing microaggressions



Promoting Diversity of Voices



Activity 3
Human Bingo

- Walk around the room, start conversations with others and find someone who matches a statement on your bingo card
- Name and corresponding square on your bingo card

Goal is to fill in as many squares as possible

Activity 3
Human Bingo

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

Block 4

Q&A, discussion and conclusion

- Recap
- Resources

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Module 2# Inclusive Team Management

Unit 3# Learning how to prevent and manage conflict

Organization #ACRANGO

ABD GROUP ACRA EQU Estratègies de Qualitat Urbana land Learning actions for nature and development URGENCI iasis

Competences developed on this Unit

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

Block 1
Introduction & Ice breaker



Activity 3
Prevent

Brainstorming:

- Stereotypes
- Hate speech
- Inclusive communication

Activity 3
Prevent



Conflict prevention key points

Promoting diversity:

- Respecting all backgrounds
- Making actions suitable to everyone

Community involvement:

- Prevention and awareness-raising efforts should be inclusive, targeting the entire population
- No one should be left out - all community members



Activity 3
Prevent



Conflict prevention key points

Open Communication:

- Honest and respectful communication
- Active listening and exchange of ideas
- Ongoing communication and collaboration

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Block 2
Recognize

Brainstorming: Conflict warning signs - Causes - Types 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."

- Deal with conflicts in time
- What the underlying issue is
- Which are the sides involved
- Where it would be relevant to start the resolution process

Block 2
Recognize

Brainstorming: Conflict warning signs

- Tension, discomfort or reactions not entirely proportional
- Silences, nervous laughter, people who start talking at the same time, shouting, expressions of intense emotions
- An attack or strong criticism of someone and this generates reactions
- Some topics are avoided and difficult to talk about

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

Block 2

Recognize

Conflicts related to decision-making

Different root causes



An issue not regulated by the group and comes out in the form of conflict between people

Differences between visions and the presence of subgroups with polarized visions

Block 2

Recognize

Types of conflicts

Depending on:

- Visibility
- The parties involved
- Content

Block 3
Dismantle

Questions

How have you managed conflicts in your past?

How would you start to deal with them?



To find a solution

A breakdown of the conflict

Identifying the competing interests of each side and their proposed solutions

Analyze the people’s attitude showed when the conflict has arisen

Block 3
Dismantle

Conflict resolution strategies

- Negotiation
- Arbitration
- Mediation process



Question:

- How do you imagine a mediation process?
- Definition
- Core goals
- Steps
- The mediation procedure

- How do you imagine the role of facilitator in this step?

Block 3
Dismantle

The facilitator should:

- Help achieve a consensual version
- Interests and positions
- Trust
- Positive solution or transformation of the conflict
- Negotiate and decide
- Drawing up a contract

Question:

- What would you do at this point?

Block 3
Dismantle

The importance of setting a follow-up strategy

Recap: How do you imagine the role of facilitator should be in a mediation process?

Block 3
Dismantle

Role of a facilitator:

- Positive atmosphere and respectful exchange of messages
- Generate thinking about the conflict
- Aspects of the content
- Explain more
- Listen carefully
- Neutralize negative behaviors
- 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

Scenario You are part of a team working on a food security project in a European country.

The project's objective is to establish a food distribution system to provide fresh produce to an underserved area.



Group A: Responsible for procurement, transportation, and warehouse management.



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

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Module 3# Training and Labour Inclusion Orientation

Unit 1# Basic transversal competencies for good job performance

Organization #ABD

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Objectives of the Unit

- **Foster Personal and Professional Growth**, supporting participants develop self-concept, self-esteem, and confidence to enhance personal and professional development.
- **Promote Critical Thinking**, encouraging critical thinking skills for analyzing self-perception and its impact on job performance.
- **Facilitate Assertive Communication**, equipping participants with assertive communication skills, crucial for effective interactions.
- **Support Positive Relationships**, providing tools for building positive interpersonal relationships..
- **Adapt to Diverse Work Environments**, developing adaptability to various workplace scenarios, with a focus on the unique challenges of food security and food sovereignty initiatives, to enhance job counseling effectiveness.

Competences developed in this Unit

- Provide training actions to improve personal and professional skills
- Critical thinking ability
- Assertiveness
- Capacity to support autonomy and responsibility at work

Block 1
Introduction and icebreaker

Icebreaker: Two Truths And A Lie

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



1. Each one of you will take turns sharing two true statements and one false statement about yourself

2. One participant shares their 3 statements. Then, the rest of the group will take turns guessing which statement is the lie. Then the participant reveals the false statement and explains the truth behind each of the other two statements.

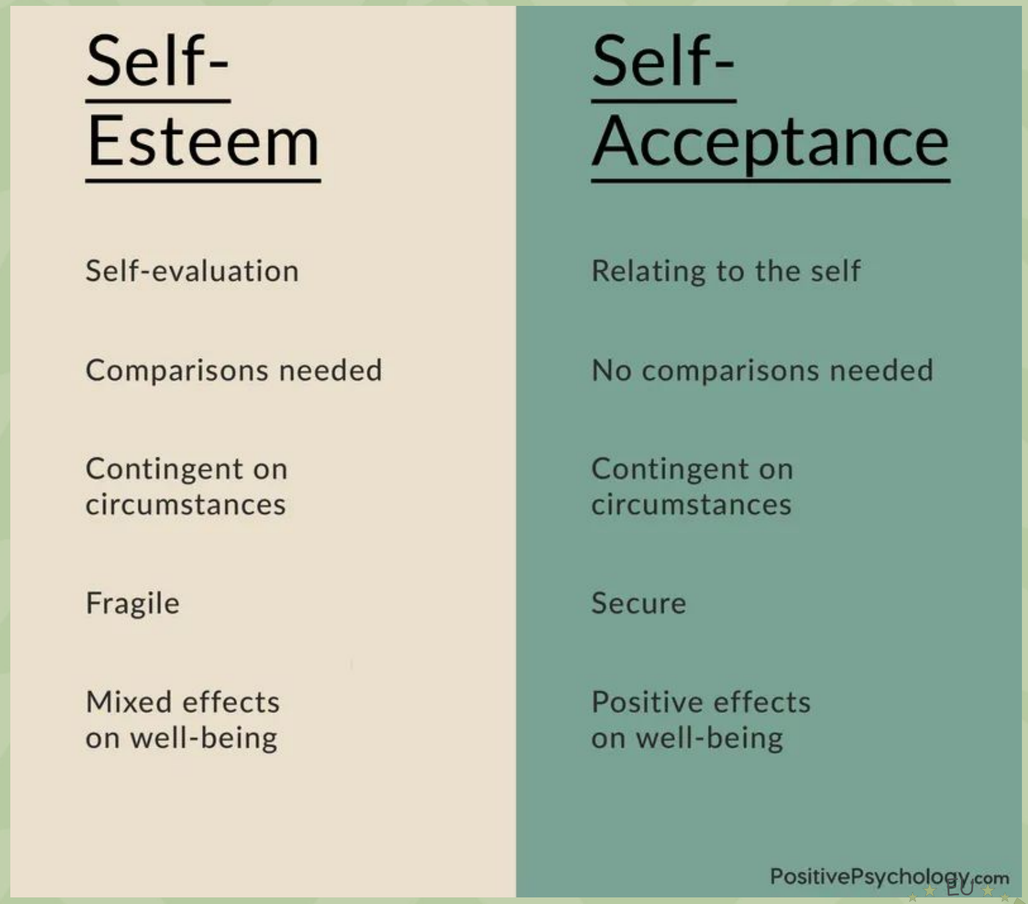
Block 2
Key Concepts: Self-concept, Self-esteem And Confidence

Self-awareness:

The process of self-reflection that allows us to gather information about who we are, what we like, what we don't like, what we excel at, and where we face difficulties, how we relate to others, how we react to life situations, and more. It helps us in making decisions and define and build our professional profile.

Self-esteem:

The concept that every person holds about themselves. The level of self-esteem a human being possesses has a significant impact on their quality of life. Self-respect is grounded in two convictions: "I am worthy of love" and "I am valuable."



Let's keep this idea in mind: the one person we can never escape from is ourselves, and, therefore, we should strive to live well with ourselves.

Activity 1
List Of Strengths



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

Check the list of the competencies VIA

Identify the 5 characteristics with which you resonate the most.

Reflect on how these characteristics can be applied both to advance your career plan and to find a job.

Block 3
Key Concepts: Assertive Communication

- **Assertiveness** is the ability to express one's opinions and feelings freely without violating the rights of others.

- It represents an alternative to aggressiveness, and assertive individuals tend to consider their own feelings, desires, and needs, as well as those of others.

- Assertive individuals aim to engage in honest and authentic relationships. Their goal is not to win or make the other person lose but to communicate respectfully without manipulation, deception, or offense.

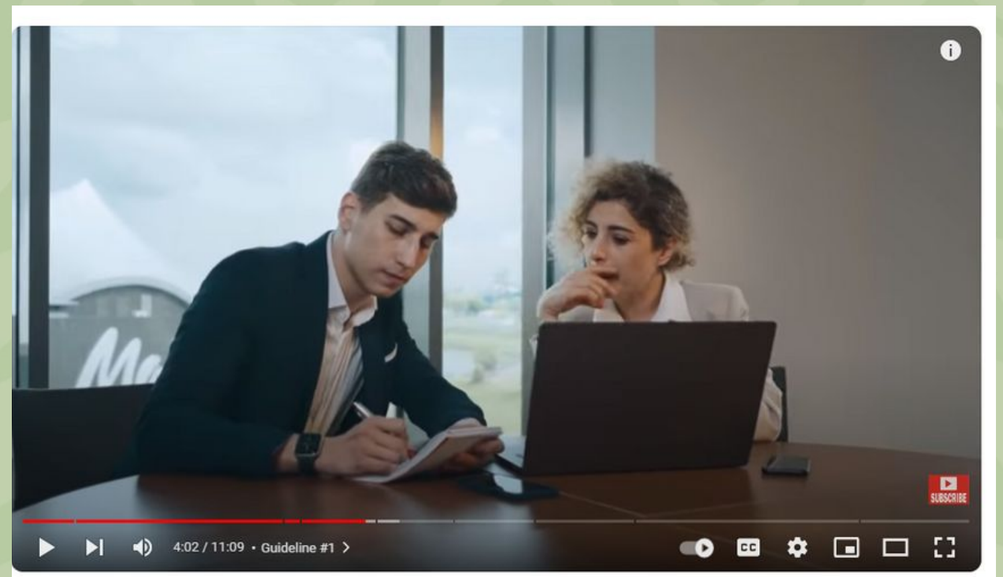
- Assertive individuals feel self-assured and often develop good interpersonal relationships.

Key Concepts
Assertive Communication

Check out this example of communication in the workplace and comment on it



Assertive v Passive v Aggressive - Clip 6



How to Be Assertive at Work WITHOUT Being Aggressive (Be Assertive NOT Aggressive)

Check out this explanation of communication in the workplace to have some more insights

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Key Concepts
Assertive Communication

People who use this communication style often exhibit the following personal characteristics:

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

Key Concepts
Assertive Communication

Benefits of knowing how to communicate assertively:

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

Key Concepts
Assertive Communication

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

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

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

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

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Activity 2
Practising our assertive communication (in groups)

- **Scenario 1: 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?

- **Scenario 2: 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?

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

- **Scenario 4: Dealing with Noise from 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?

Activity 2

Practising our assertive communication (in groups)

- What did you learn about yourself?
- How would you describe your style of communication?
- What was the hardest in being assertive?

Block 4
Key Concepts
Interpersonal Relationships

- **Interpersonal Relationships:** The way people connect with one another, delving deep into their emotions, feelings, interests, social activities, and more. They are so intrinsic to human life that they might even be governed by law, tradition, or custom. The ability to manage interpersonal relationships is a crucial milestone in an individual's personal growth.

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

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

Key Concepts
Interpersonal Relationships

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

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

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

Activity 3
The New Job Integration Challenge

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

New job scenarios:

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



Activity 3
The New Job Integration Challenge

Feedback & Discussion

Block 5
Key Concepts: Adaptability and Responsibility

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

- **Maintaining a** positive disposition **in the face of change:** When confronted with alterations in their professional environment, these individuals respond with composure and optimism, actively striving to align with the new conditions.
- **Tailoring their conduct in accordance with guidance from superiors and colleagues:** Proficiently adapting their behavior based on directives from supervisors or co-workers, these individuals effectively recognize the need or potential benefits of such adjustments.
- **Swiftly addressing any challenges that may arise during their professional duties:** These individuals demonstrate the ability to promptly resolve issues that surface in the course of their responsibilities, staying within the boundaries of their defined roles and obligations.
- **Readily accommodating new tasks, methodologies, or uncharted situations:** When introduced to new tasks, work procedures, or unfamiliar scenarios, these individuals exhibit a strong capacity for embracing change, as evidenced by their behaviour and actions.

Block 5
Key Concepts
Adaptability and Responsibility

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

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

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

Innovation and creativity: In many work contexts, adaptability is linked to innovation and creativity. Employees who are adaptable are often better at generating new ideas and approaches.

Key Concepts
A Deeper Understanding On Responsibility

Responsibility, in its essence, revolves around the care we provide both to ourselves and to others, all underpinned by the trust vested in us by our peers.

Demonstrating responsibility is a declaration of our commitment to the well-being of our community, profoundly influencing various aspects of our lives—our families, education, work, and civic engagement. A responsible individual dutifully carries out their obligations with timeliness and efficiency. Instances of responsibility include:

- **Responsibility towards oneself:** maintaining personal hygiene, ensuring proper nutrition, and staying informed through reading.
- **Responsibility at home:** actively participating in household chores, maintaining order and cleanliness, and being attentive to common needs.
- **Responsibility in fulfilling commitments:** punctuality, keeping promises, meeting expectations, and giving their best effort.
- **Civic responsibility:** staying well-informed, voting, making amends for any harm caused to others, paying taxes, reporting crimes, participating in charitable activities, and being stewards of the environment.

Key Concepts
A Deeper Understanding On Responsibility

Practical guidelines for nurturing responsibility in the workplace:

- **Embrace individuality:** Avoid the trap of comparing yourself to others. Concentrate on your unique contributions to the team.
- **Engage with constructive feedback:** Actively listen to constructive criticism. When necessary, defend your stance, but don't shy away from acknowledging your mistakes. When your performance falls short of set goals or objectives, strive to understand the underlying causes and leverage these insights as valuable lessons for future endeavors.
- **Excuse-free mind-set:** Refrain from crafting excuses; instead, use setbacks as opportunities for growth and learning. Resist the temptation to invent excuses or shift blame to external factors to evade responsibility.
- **Maintain motivation:** Keep moving forward. Find satisfaction in your work and view it as a platform for analysis and continuous improvement.
- **Positivity and proactivity:** Maintain a positive and proactive attitude. Approach your responsibilities with enthusiasm and a can-do spirit. Instead of remaining passive or avoiding commitments when action or change is warranted, seize the initiative. This proactive approach not only bolsters your reputation but also showcases you as a responsible leader in your professional sphere.

Key Concepts
A Deeper Understanding On Responsibility

Practical guidelines for nurturing responsibility in the workplace:

- **Task equality:** Do not gauge tasks solely based on perceived importance. Responsibility extends to all responsibilities, regardless of their size or perceived excitement.
- **Confront challenges head-on**: When unexpected hurdles arise, such as an unplanned pregnancy or the need to retake a course, confront them directly instead of avoiding responsibility.
- **Self-initiative:** Cultivate self-accountability. Fulfil your designated tasks without constantly relying on supervision or external validation.
- **Begin with the small:** When managing a substantial workload or grappling with heightened irresponsibility, start by addressing smaller, manageable tasks before tackling more complex ones.

Activity 4:
Adaptability And Responsibility Role-playing

Each one of you has a role within a company, including managers, team leaders, and team members.

With the Role Play card that you have, you should perform your role and responsibilities within the company.

There are 2 possible companies to choose from: A Bakery and a Pet Shop





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Module 3#Training and Labour Inclusion Orientation

Unit 2# Advanced transversal competences for good job performance

Organization #ABD

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Objectives of the Unit

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

Competences developed on this Unit

General Competencies:

- Ability to listen
- Ability to incorporate the social and cultural diversity of the group into the training content and learning processes
- Responsibility
- Critical thinking ability
- Intercultural communication skills
- Intercultural sensitivity approach
- Assertiveness
- Ability to manage group dynamics
- Provide training actions to improve personal and professional skills
- Work-based learning methodologies

Specific Competencies:

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

Block 1
Emotional Management And Frustration Tolerance

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

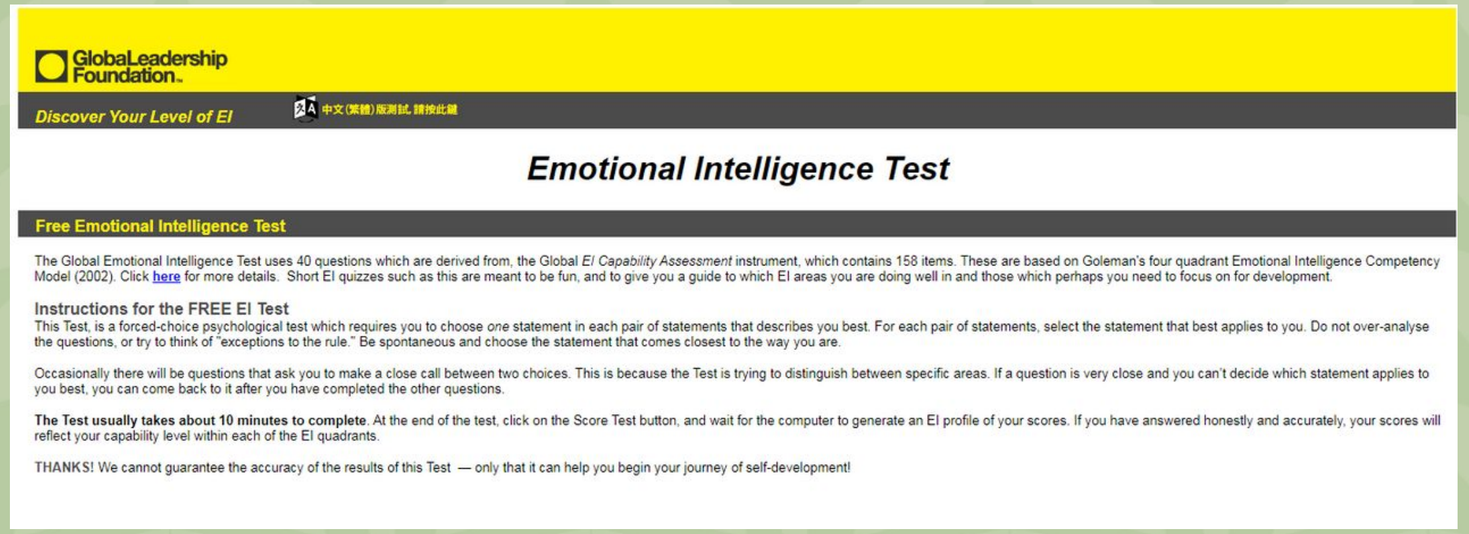
Emotional management is a learning process that includes such important skills as understanding, controlling and modifying one's own feelings and emotions, but also allows us to better understand how another person feels.

Frustration tolerance Related to the ability to know how to manage our emotions when faced with an event that does not turn out as we imagined. People with low frustration tolerance are very demanding, especially with themselves, but also with others. At the same time, they tend to be rigid, with little ability to adapt and to be left with the bitter taste of what has not been achieved. On the other hand, low frustration tolerance can lead to interpersonal difficulties, both in work relationships and in family or friendship relationships. This happens because the person is unable to control the discomfort they feel when they are unsatisfied. They often blame others for getting in the way.

Emotional Management And Frustration Tolerance

Are you emotionally intelligent?

Why don‘t you take a test to find out?



GlobaLeadership Foundation

Discover Your Level of EI

中文(繁體)版測試 請按此鍵

Emotional Intelligence Test

Free Emotional Intelligence Test

The Global Emotional Intelligence Test uses 40 questions which are derived from, the Global *EI Capability Assessment* instrument, which contains 158 items. These are based on Goleman's four quadrant Emotional Intelligence Competency Model (2002). Click here for more details. Short EI quizzes such as this are meant to be fun, and to give you a guide to which EI areas you are doing well in and those which perhaps you need to focus on for development.

Instructions for the FREE EI Test

This Test, is a forced-choice psychological test which requires you to choose *one* statement in each pair of statements that describes you best. For each pair of statements, select the statement that best applies to you. Do not over-analyse the questions, or try to think of "exceptions to the rule." Be spontaneous and choose the statement that comes closest to the way you are.

Occasionally there will be questions that ask you to make a close call between two choices. This is because the Test is trying to distinguish between specific areas. If a question is very close and you can't decide which statement applies to you best, you can come back to it after you have completed the other questions.

The Test usually takes about 10 minutes to complete. At the end of the test, click on the Score Test button, and wait for the computer to generate an EI profile of your scores. If you have answered honestly and accurately, your scores will reflect your capability level within each of the EI quadrants.

THANKS! We cannot guarantee the accuracy of the results of this Test — only that it can help you begin your journey of self-development!

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Block 2
Key Concepts - Time Management

Time management implies being able to correctly organize and distribute the time we have and to allocate it according to the activities necessary to achieve our short, medium and long-term objectives.

Being able to organize and distribute the time available to us correctly has become a requirement not only for efficiency but, much more importantly, for physical and mental health. Managing time means allocating it according to priorities.

Therefore, it is inevitable that, if we do not involve ourselves personally in the organization of our time, it is others and external circumstances in general who, by increasing demands, end up conditioning what we do and when we do it, with the well-known result that "the urgent ends up dominating over the important".



Source: Wikimedia commons

Urgent And Important Tasks

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

→ An urgent task is a pressing demand or need.

→ An important task is something that is very convenient or of great weight but not pressing in time terms.

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

	IMPORTANT	NOT IMPORTANT
URGENT	DO IT NOW	DELEGATE THE TASK
NOT URGENT	DECIDE WHEN YOU WILL DO IT	DO IT LATER

Key Concepts
Bad Habits



- Saying yes to everything
- Living in fire extinguisher mode
- Procrastination
- Not managing interruptions
- Rushing everywhere (stress)

Recommendations For Bad Habits

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

Block 3
Key Concepts
Conflict Management

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.

When facing a conflict, people involved can show different attitudes. Some of them can lead to misunderstandings and unclear situations which can carry obstacles to the conflict resolution process or even the recognition of a conflict's existence.

Block 3
Key Concepts
Conflict Management

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

- Evasive: faced with the inability to confront the conflict, it is not admitted or is avoided, leaving it latent, with the possibility that it may re-emerge at any moment.
- Comfortable: instead of struggling to find a solution, one chooses to fit into the problem. This attitude tends to generate unhappiness.
- Blaming: one looks for someone else to blame, whether it is oneself or someone else. It does not help to find solutions.
- Competitive: aims to come out on top against the other person. It creates resentment and is likely to conflict will re-emerge, because one side feels it is the loser.
- Compromising: will facilitate the solution, because they think they are the best. Means that they don't care much or that you would rather give in than worry about finding solutions.
- Collaborative or cooperative: the different parties work together to find solutions and reach a win-win agreement. It comes from a position of trust in the other and in oneself, trying to understand both positions. This creative attitude is the best way to resolve a conflict in a positive way and strengthen the relationship.

Key Concepts
Individual Skill To Conflict Recognition & Resolution

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

1. **Active listening and assertive communication**
   - Maintaining Eye Contact, Nodding and Encouraging Gestures and Reflective Responses to show that you are actively engaged in the conversation and receptive to their message.
   - Paraphrasing, Asking Clarifying Questions or Recapping to summarize or ask open-ended questions on what the speaker has said to ensure you have correctly understood their message.
   - Silent Listening and Reserving Your Response to give the speaker a moment of silence after they have finished speaking to ensure they have expressed all they want to share.
   - Avoiding Judgment accepting the speaker's perspective without immediate criticism

Key Concepts
Individual Skills To Conflict Recognition & Resolution

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

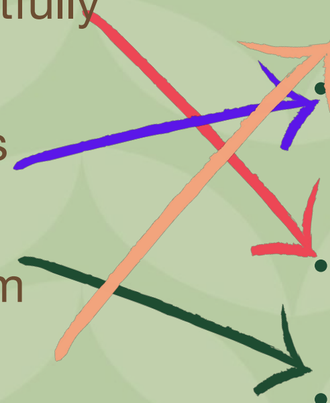
For effective and assertive communication, these are the added recommendations. Let’s see if you can match them:

- Saying "No" Respectfully
- Requesting Changes
- Dealing with Criticism
- Complimenting Others

- "Your dedication and hard work are truly inspiring!"
- "I would appreciate it if we could set regular team meetings to improve our coordination."
- "I appreciate the proposal, but I can't commit to it this week
- “Thank you for your comments, how can we address this issue in a constructive way?”

Key Concepts
Individual Skill To Conflict Recognition & Resolution

- Saying "No" Respectfully
- Requesting Changes
- Dealing with Criticism
- Complimenting Others



- "Your dedication and hard work are truly inspiring!"
- "I would appreciate it if we could set regular team meetings to improve our coordination."
- "I appreciate the proposal, but I can't commit to it this week
- “Thank you for your comments, how can we address this issue in a constructive way?”

Key Concepts
Individual Skill To Conflict Recognition & Resolution

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

“I” statements

- Allow the speaker to promote clear and effective communication;
- They help in articulating what one needs or how they perceive a situation, fostering understanding and empathy
- They indicate that the speaker is taking responsibility for their emotions and needs, which can motivate the other party to do the same.
- They help to build a non-accusatory conflict resolution approach.
- They express how the speaker feels or thinks without placing blame on the other person.

This approach is less likely to put the other party on the defensive. Along with this, it minimizes the likelihood of triggering defensiveness in the other party making it easier for both parties to engage in a constructive conversation. All this may carry the conflict through a de-escalation process.

Key Concepts
Individual Skill To Conflict Recognition & Resolution

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

Emotional regulation

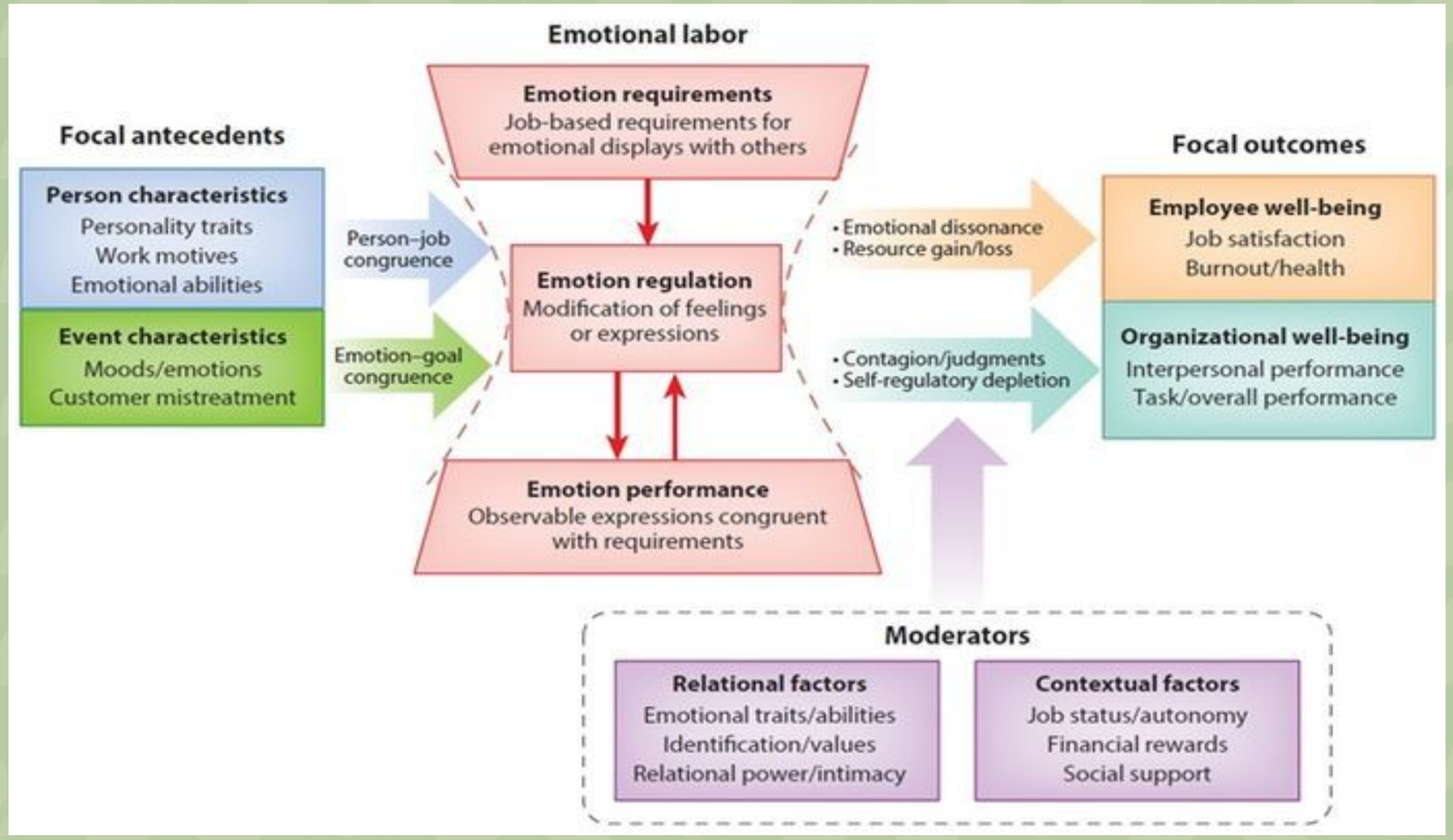
Used to prevent volatility and insults when managing and resolving conflict. Some tips:

1. Recognizing Emotions: The first step in emotional regulation is being aware of your own emotions. For example, when you feel anger rising during a disagreement, acknowledge it rather than denying or suppressing it.
2. Setting Boundaries: Establishing and communicating personal boundaries in relationships can help regulate emotions by preventing situations that might lead to emotional distress.
3. Breathing Techniques: When feeling overwhelmed or stressed, you can practice deep breathing exercises to calm your physiological response to strong emotions. Inhale deeply and slowly, hold your breath for a few seconds, then exhale slowly, focusing on your breath as you do so.
4. Time-Outs: If you feel overwhelmed by emotions during a discussion or argument, taking a short break to cool down and collect your thoughts can be an effective emotional regulation strategy.

Key Concepts

Individual Skill To Conflict Recognition & Resolution

Take a minute to consider this diagram of emotional regulation



Block 4
Key Concepts
Teamwork

TEAMWORK

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

Block 4
Key Concepts
Teamwork

The characteristics of good teamwork are:

- There is the presence of a leader, who guides and leads the team, but does not control it. The leadership role is shared.
- Meetings are open discussions where members collaborate in problem-solving.
- Clear cohesion, collective spirit focused on tasks and satisfaction with the quality of their work processes.
- Work is discussed, work is done together and cooperation among members prevails. Everyone is the driving force of the team.
- The members are responsible for themselves as well as for the team.
- Constant innovation: Existing procedures are improved or new ones are invented. The aim is to obtain the same or better results with fewer resources.
- A harmonious integration of the functions and activities to be carried out is achieved.

Activity 1
Reaching The Island



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

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

Activity 1
Reaching The Island

SCENARIO

You are all aboard a ship, which is navigating through undrinkable saltwater and is seven units of distance away from an uninhabited and unfamiliar island. These units 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 wait 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.

Activity 1
Reaching The Island

Elements that the group has on the boat:

- A container with jerry cans filled with sixty liters of drinking water.
- 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.
- A container of sixty tins of one kilo each; twenty tins of fruit, twenty tins of vegetables and twenty tins of meat, sausages etc.
- An automatic pistol with sixty magazines of twenty-four bullets each.
- 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.

Activity 1
Reaching The Island

- A first aid kit with medicines, serum, betadine, alcohol, matches, gauze, cotton wool, scissors, needle, thread, adhesive tape, etc.
- A box containing the ship's crew member's favourite books, blank notebooks, pencils and pens.
- A box containing various sacred objects, belonging to a church that had to send them by means of this ship to another ecclesiastical seat and the crew member offered to transfer them. It includes relics.

Activity 1
Reaching The Island

- A survival set containing knife, pliers, screwdriver, hammer, keys, compass, matches, lighter, lighter, hammer, hammer, keys, compass, matches, lighter, needle, thread, fishhooks, fishing line, scissors, etc.
- A box with a radio recorder and tapes with the crew member's favourite music. The radio functions as a receiver and in no way as a transmitter. There are batteries in the box so that it can be switched on day and night during the sixty days of waiting for the rescue. The antenna is powerful enough to pick up the stations the crew member is used to listening to. It picks up amplitude modulation, frequency modulation and shortwave.

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Module 3#Training and Labour Inclusion Orientation

Unit 3# Closing the loop: Building your professional image

Organization #ABD

ABD GROUP · ACRA · EQU Estratègies de Qualitat Urbana · land Learning actions for nature and development · URGENCI · iasis

Objectives of the Unit

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

Competences developed on this Unit

General Competencies:

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

Specific Competencies:

- Capacity to support autonomy and responsibility
- Personnel Management

Introduction
Key Concepts
Skills-based Resume

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

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

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

Key Concepts
Traditional And Skills-based Resumes

Key differences between traditional and skills-based resumes:

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

Key Concepts

Traditional And Skills-based Resumes

Here’s an example

PIERRE-LOUIS LEFÈVRE, MBA

17, rue de Beaujolais
75001 Paris, France

Seeking Opportunities in USA or EMEA
LinkedIn References

pierrelouislefèvre@cyberemail.fr
Telephone: (+33)(0) 1.42.96.56 27

INTERNATIONAL SALES & BUSINESS DEVELOPMENT EXECUTIVE

Accomplished, entrepreneurial, and results-driven senior sales and business development executive with 15 years of success in expanding and growing sales and business development initiatives in territory (USA, EMEA, and APAC).

Lived and worked in USA, France, Belgium, UK, and China. Unsurpassed commitment to quality and professionalism that directly impacts company image and customer loyalty. Bilingual in English and French with dual nationality (USA/EU).

Offer partnership with a small- or medium-size business in order to grow sales and develop business in the territory. For other companies, I have

- **Exceeded aggressive sales targets** in both start-up and established organizations (intangibles and services), including growth consulting, information services, training, e-learning, publishing, and new media.
- **Delivered compelling value propositions** to key C-level decision-makers within strategic accounts, including Cisco, HP, and Dell. Skilled in the consultative/solution sales process with emphasis on building trusted advisor relationships.
- **Delivered measurable ROI** in sales volume, market share, pipeline, closure rates, RFP requests, and margins.

EXPERTISE

- International Sales
- Global Contract Negotiations
- Territory Penetration & Expansion
- Business & Financial Acumen
- Board-Level Presentations
- Sales Forecasting & Budgeting
- Recruiting
- Training High-Performing Sales Teams
- Managing Interdisciplinary Work Teams
- Distributor Channel Development
- Business Planning
- Strategic Account Development
- Sales Office Start-Up
- Cross-Cultural Business Protocols

PROFESSIONAL EXPERIENCE

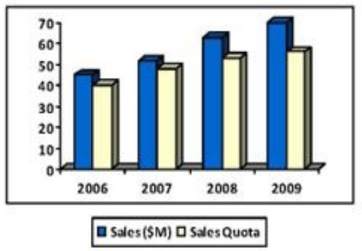
CSCL E-LEARNING SERVICES, INC., New York, NY — *01/2006–Present*

Global education and consulting group. Leader in collaborating with sales leadership teams and building revenue-driven organizations through training and coaching of clients’ customer-facing individuals with focus on selling to C-level suite.

VICE PRESIDENT OF BUSINESS DEVELOPMENT EMEA (based in Paris, France)

Aggressively recruited to drive new business and greater penetration of existing accounts across EMEA and to recruit C-level executives in Europe. Report to USA-based president.

- **Ranked #1 in revenue production** in EMEA and #2 globally out of 12 peers.
- **Exceeded 2009 sales targets** by delivering an increase of 25% on 2008 revenues.
- **Grew account base** beyond tier-1 industry leaders and delivered 25% of revenues in 2009 via new business contracts, an increase of 10% over 2008.
- **Expanded business** via existing accounts and increasing margin sales in year-over-year revenues with Cisco growing 300% and Dell increasing 125%.
- **Generate substantial repeat and referral business** by building trusted advisor relationships with key decision-makers at firms such as Cisco, Dell, Thomson Reuters, Microsoft, Honeywell, and Avaya.



Key Concepts
Steps To Elaborate A Skills-based Resume

1. Identifying core competences
2. Emphasizing transferable skills
3. Structuring the resume
    - Resume formatting and layout guidelines
    - Importance of clear and concise language
    - Appropriate sections and their order
        - Summary/Qualifications
        - Skills
        - Work Experience
        - Education



Activity 1
Discovering Your Competences

What skills am I particularly good at?

What accomplishments am I most proud of?

What strengths do I possess that make me stand out in a professional context?

Group Discussion

Competence Identification

Resume Drafting

Sharing And Feedback

Conclusion

Key Concepts
Personal Branding

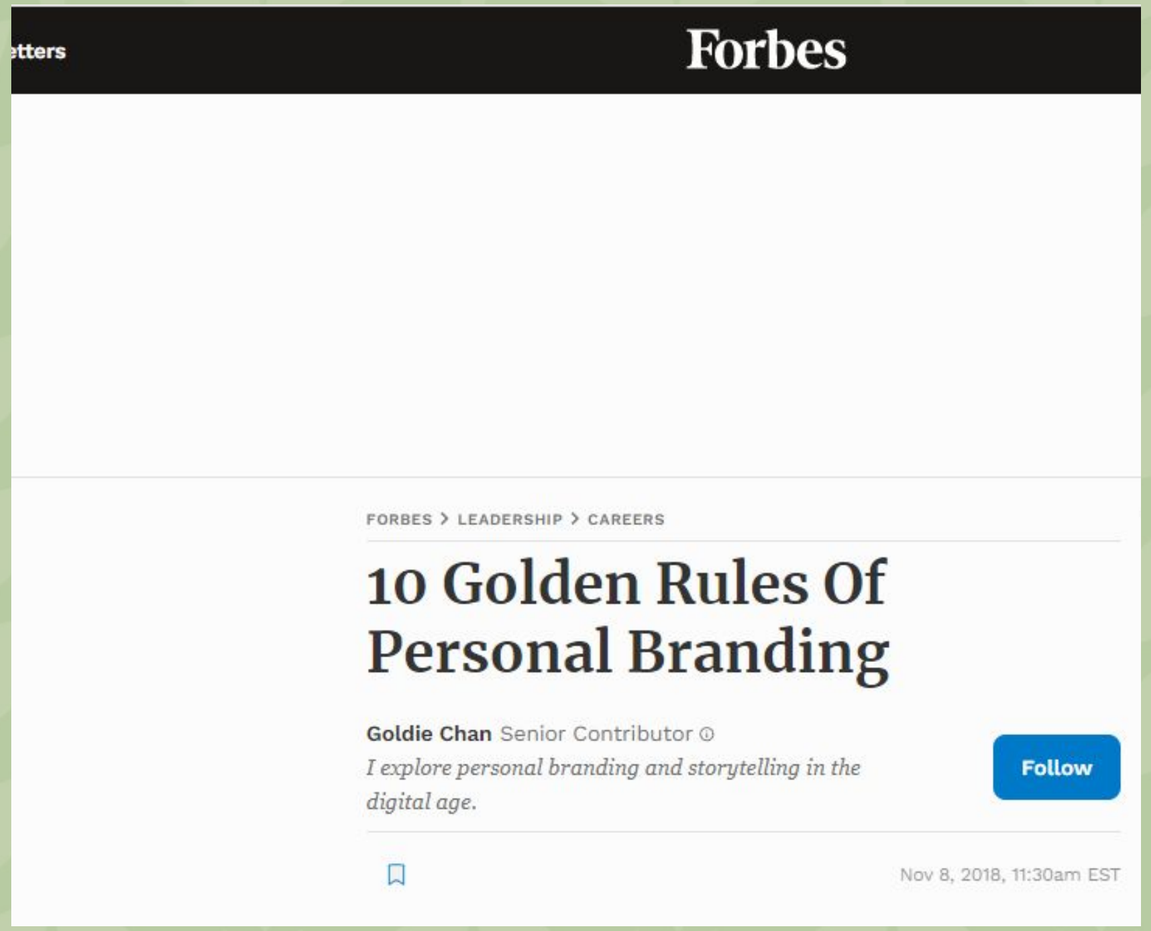
Personal branding or professional image is a concept through which personal image is worked on as if it were a commercial brand, with the aim of achieving professional differentiation and success.

When we talk about personal branding, we are not only referring to professional skills or practices, which are also very important, but it also includes a combination of skills and experiences that make you who you are.

With the pervasive influence of new technologies and social networks, it is more necessary than ever to offer a personal brand to others that can provide a transparent message about your identity and value. Therefore, building, enhancing, and controlling your own personal brand will help you create new opportunities and facilitate the achievement of goals and objectives.

Key Concepts
Personal Branding

Check out these tips for personal branding



Goals – Target – Message – Image – Actions - Results

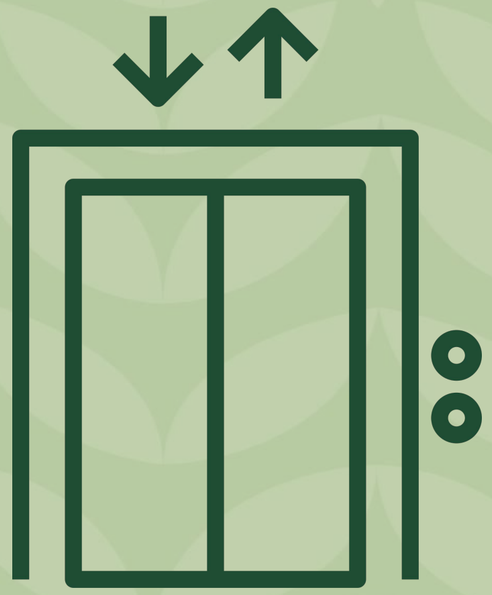
- Define your goals
- Determine your target audience
- Define your message and communication style
- Design your corporate image
- Plan your actions
- Measure the results

Key Concepts

Why Would It Be Relevant To Work On The Personal Brand?

1. **Differentiation from the competitors:** Almost all professional sectors face high competition and differentiating yourself and offering a new and innovative value through your personal brand can help you stand out.
2. **Visibility:** A well-developed personal brand will provide you with more visibility, leading to a broader range of possibilities and opportunities.
3. **Personal and Professional Image Development:** The personal brand development process helps you have a greater understanding of your personal and professional profile, offering more transparency about your aspirations and goals.
4. **Positioning and Message:** A well-developed personal brand positions you professionally and allows you to give more strength and voice to your message.

Activity 2
Elevator Pitch Role-playing



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

Activity 3
Role-playing Exercise For A Job Interview

Stages of Role-Playing:

- **Greetings**: The first impression is crucial. Present yourself naturally and remain composed. A firm handshake reveals self-confidence. While the timid hesitate, the bold have gone, conquered, and returned. The interviewer should be neutral.
- **Introductory Comment**: The interviewer should attempt to break the ice and reduce tension a little. It is up to them to take the initiative.
- **Development:** To succeed, having qualities is not enough; you need to know how to sell them. The interviewer has no telepathic powers to understand how you are. To succeed, you must show your qualities, sell them. Try to answer "The most typical job interview questions" provided in the following section of this document. The interviewer asks the questions they consider relevant. To conclude, the job seeker should be informed of the position offered or asked if they have any questions. You can ask about the job, the company, or working conditions, but let the interviewer address the topic of salary.
- **Farewell:** The goal is to understand how the selection process will continue. Make sure the farewell is cordial.
- **Afterward**: Use the experiences to learn. Draw conclusions with the group, the individual, or the acting partner. Examine what can be improved and what can be remembered as positive aspects.

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Module 4# Awareness raising and community activation

Unit 1# Group building: leadership and empowerment towards

Organization #ACRANGO

ABD GROUP · ACRA · EQU Estratègies de Qualitat Urbana · land Learning actions for nature and development · URGENCI · iasis

Objectives of the Unit

- To enable beneficiaries to create a cohesive and solidly group.
- To transfer leadership capacity to lead a group community.
- To allow the group to be autonomous and responsible.
- To lead participants, work on their values and group values.
- To work on group building and self and collective empowerment.

Competences developed on this Unit

- Management and development of community work and participatory processes.
- Ability to cope with demotivation of the students.
- Leadership capacity (Ability to change the behaviour of others in to achieve common goals, and to play the role of leader of a group or team and generate enthusiasm and commitment among the members of that group).
- Mentoring and coaching skills.
- Capacity to support autonomy and responsibility of students in the field work.

Block 1
Introduction & Icebreaker



Block 2
Build a group

To raise awareness and activate a community, it is important to start primarily on yourself, as a member of a group.

The first step is indeed to build a cohesive and solidly team: the creation of a change and the realization of some goals are more easily accessible and reachable if we work together.

Block 2
Build a group

Group and team building activities are perfect opportunities to promote Team working, Team communication and leadership skills. They are useful to get more in contact with ourselves, to create better relationships and to collaborate in the team.



The activity related to this Block is Activity 4 - A group made up of us

Block 3
Lead a group

After having built a cohesive and solidly group  it is important to reason on how to lead a group.

Activity 1
Leaders and leadership skills

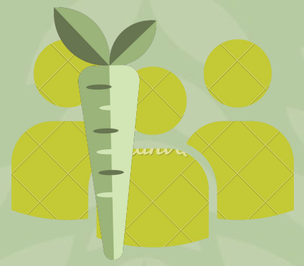
Discuss all together
Time: 10min

Leaders

Questions to ask yourselves:

- What is a leader?
- Who are the leaders of groups?
- What does lead a group mean?

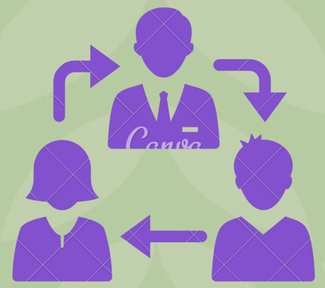




Leading a group doesn’t mean being the “boss” of the group: also for democratic and horizontally structured groups, it is necessary sometimes to have some leaders.



Being a leader doesn't mean making all the decisions and vertically guiding the participants. It means representing the soul and imagination of the group and embodying some capacity that can be useful for all the members.



Leaders are not fixed and single role: everyone can become a leader if he/she/they owns or acquires the skills.
In particular with vulnerable groups, it is important to let this role be flexible and exchangeable, to let all the beneficiaries improve their skills.

Activity 1
Leaders and leadership skills

Discuss all together
Time: 10’

Leadership Skills

Questions to ask yourselves:

- What does “Leadership skills” mean?
- Which are the leadership skills?

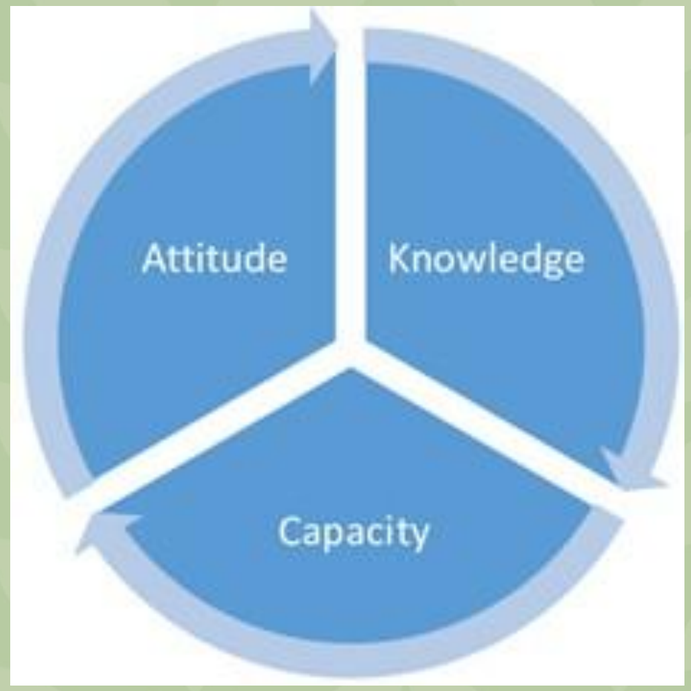


Block 3
Lead a group

Leadership Skills

We can summarize the Leadership skills in three categories.

Build and draw the poster together!



Block 3
Lead a group

Leadership Skills

Knowledge: you need to know

To lead a group, it is necessary to have the knowledge baggage of the project, the soul, the goals, the horizon etc. of the group.

Block 3
Lead a group

Leadership Skills

Capacity: you need to know how to do

To lead a group, it is necessary to have some capabilities, to know how to do things.

The capabilities depend on the group you lead, but for example they could be management capacity, practical capacity etc.

You can already be able to do them, or you can learn them.

Block 3
Lead a group

Leadership Skills

Attitude: you need to know how to be

To lead a group, it is necessary to have some attitudes, which you can own by yourself or which you can learn to get them.
Some of these attitudes can be:
empathic, kind, practice active listening; but also knowing how to be listened to and respected and knowing how to create spaces where participants can feel welcoming, safe, listened and respected.

Activity 2
Leadership skills in my group

Discuss in 3 subgroups
Time: 15’

- What for you it is necessary to Know - Know how to do - Know how to be, to lead this group?
- Reason and discuss on which knowledge, capacity and attitudes has to have the leader of the group you belong.

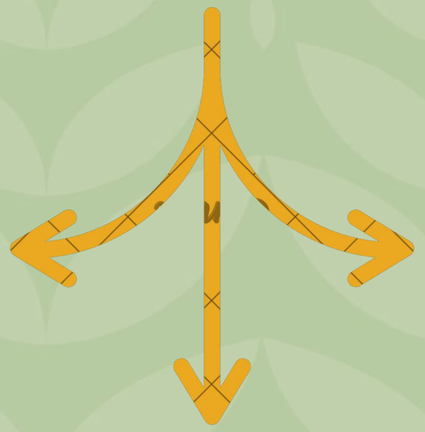


Activity 2
Leadership skills in my group

Question 1:

Knowledge

What is our knowledge baggage, based on our imagination and horizon of the group?



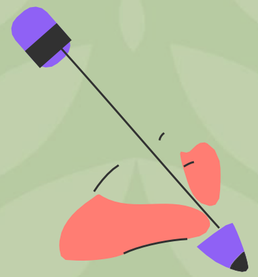
Question 3: Attitudes

Which are the attitudes that a group leader of our group has to own?

Question 2: Capacity

Which are the things that a group leader of our group has to know how to do?

Activity 2
Leadership skills in my group



Draw and write all this information on poster of **Activity 1 “Leaders and leadership skills”** connecting the skills of “a group leader” to the skills of “our group leaders”.

Block 4
Empowerment process

Leadership process is also an empowerment process

- It lets beneficiaries working on themself, be able to identify which are their strengths and weaknesses and consequently to work on them and carry them in the group, to valorize every single member.
- We are a collective, but we are also singles we carry in the group our personality, as well our fragility and our potentials.
- We must “think collectively”, but we also must work on ourselves.
- A group is made of imagination, goals, desires: but is primarily made of single people, don’t forget it.

Block 4
Empowerment process

Some needed rules:



- This is a safe space: prejudice, judgments about the person and lack of respect must stay out of this space. Everyone must feel safe, not judged and free to express him/herself/themselves.

- In this space there are no “stupid” and insignificant observations and comments, because all of these come to the self-perception, self-expression and personal point of view of the single.

- It is important to actively listen.

Activity 3
Empowerment: the group and I



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.



Activity 3
Empowerment: the group and I



Questions

- What can I carry in this group?
- Which is my knowledge, capacity or attitude that can be precious in this group?

Discuss in subgroups of 4 people
Time: 20’

Activity 3
Empowerment: the group and I

Now, by yourself:

Draw/write/express on some post it with a creative form of expression your answer to the questions:

- What can I carry in this group?
- Which is my knowledge, capacity or attitude that can be precious in this group?

By yourself
Time: 10’
Create at least one post-it for each skill



Activity 4
A group made up of us

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.

Activity 4
A group made up of us

The group is made of our single values, knowledge, capacity and attitude

Our values can be our skills.

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Module 4# Awareness raising and community activation

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

Organization #ACRANGO

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Objectives of the Unit

- To reason on collective desires, change, imagination.
- To enable beneficiaries to create a community that could carry on its goals and its wishes.
- To create a group that is able to understand its imagination of change in the world.
- To create a group that can find together tools to raise awareness.
- To be build a group that can be actor of change.

Competences developed on this Unit

- Management and development of community work and participatory processes.
- Ability to cope with demotivation of the students.
- Capacity to support autonomy and responsibility of students in the field work.

Block 1
Introduction & Icebreaker



Block 2
Structuring group work through planning and participation: the methodology of the world cafè

To be effective and sustainable over time, community activation requires the direct and active involvement of all members.

To do this, therefore, it is necessary to create safe, inclusive spaces that promote the real participation of individuals, but which are also able to put the interests, desires and ideas of people back into circulation, especially those subjectivities whose interests and needs tend to be underrepresented.

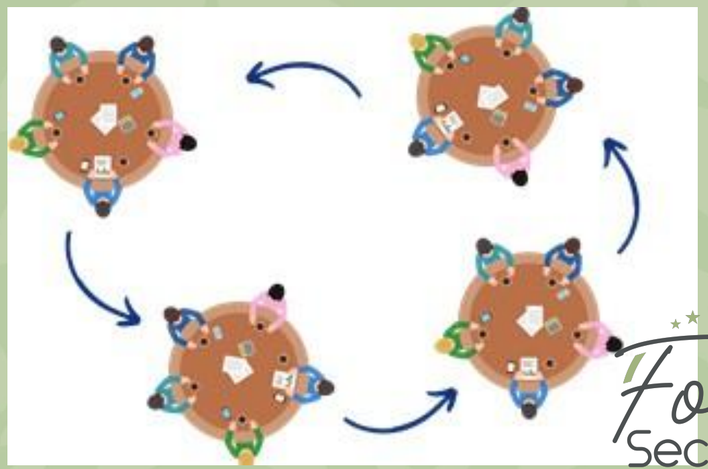
For the activation of a community and to motivate its action,
it is important to put desires back at the center and to work on
the collective imagination of the participants to create new spaces and forms of action.

Activity 1
World cafè: desires, change, imagination

Ask the questions, brainstorming and change tables:

- What motivates you to be here today?
- What desires moves you?
- What change would you like to bring about and how do you envision your life, your community, society if this change were to be realized?
- What are the problems hindering this change?
- And what solutions would you propose?

Time: 45 minutes for table work - about 15 minutes per table → 5 minutes per questions. Identify 2-3 problems; 2-3 solutions



Activity 1
World cafè: desires, change, imagination

Plenary feedbacks

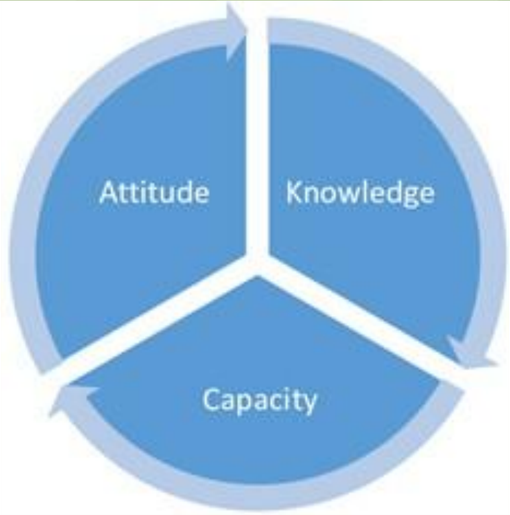


Time: 15 min, 5 minutes per table/ facilitator

Block 3
Awareness-raising and community activation held by our group

- By far, we have spent a lot of time building our group, reasoning together on leaders and leadership skills, recognizing our value in a group, talking about our collective imagination, desires, goals and change we want to carry on.
- Now we can start talking about how this group can go out of its borders.
- We can start asking how we can raise awareness and activate a community.

Activity 2
How can we now raise awareness together?



Look beyond us: Unit 1 poster

Now that we are a collective of values, it is time to overcome our borders.

Try to answer to the question:

- How can we raise awareness together?

Discuss/ brainstorming together
Time: 20 min

Activity 3
How can we communicate our imagination?

By yourself on post it
Time: 10min

Questions:

- Which are the tools that you have or need to communicate your desires, goals, and vision of your life-community-society out of this group?
- How can you communicate your imagination to your community of belonging?
- How can you communicate your imagination to a community which you do not belong to?

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Module 4# Awareness raising and community activation

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

Organization #ACRANGO

ABD GROUP · ACRA · EQU Estratègies de Qualitat Urbana · land Learning actions for nature and development · URGENCI · iasis

Objectives of the Unit

- To enable the group to create their own narrative to raise awareness in and out of the community.
- To give skills to communicate collectively the group purpose.
- To work with and stimulate activism and work on how to tell the cause.
- To create an impact in the community and out of the community.

Competences developed on this Unit

- Management and development of community work and participatory processes.
- Ability to cope with demotivation of the students.
- Capacity to support autonomy and responsibility of students in the field work.

Block 1
Introduction & Icebreaker



Block 3
Awareness-raising and community activation held by our group

- By far, we have spent a lot of time building our group, reasoning together on leaders and leadership skills, recognizing our value in a group, talking about our collective imagination, desires, goals and change we want to carry on.
- Now we can start talking about how this group can go out of its borders.
- We can start asking how we can raise awareness and activate a community.

Block 2
What is a 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.

There is in fact a crucial element that distinguishes the former from the latter: the relationship between the multiple stories and events that helps to make sense of them, placing them within a broader narrative framework.

Block 2
What is a narrative

- Narratives are constructed based on our interpretation of reality, of our mental patterns.
- By giving order to the events of reality, narratives create the reality.
- Narratives give us access to the possibility of imagining reality and thus enable us to imagine change.
- A narrative gives us access to our mental patterns, our beliefs and our emotions
- “Narratives matter because they influence the way people think. They serve as a guide for their decisions and actions” and can drive social change through its imagination.

Block 2
What is a narrative

Element s of a narrative

- **Structure**: it is composed of three moments, the first being the initial moment, which is interrupted by a conflict or dilemma (second moment), ending with its resolution or transformation (final moment).
- **Characters**: there are the protagonists who may be presented as heroines, often accompanied by the antagonists.
- **Context**: socio-cultural and historical context in which the narrative takes on meaning.
- **Relationships**: connection between characters, their relationship can be positive or negative.
- **Meaning**: Differently from plot, story and chronicle, a narrative presents a connection between the main characters, their behaviour and their actions (an individual story) to the general context and the bigger picture (collective story).

Block 2
What is a narrative

Political and social narratives can profoundly influence public opinion and are a strong tool for awareness-raising and sensitization.

Three dimension of these narrative:

Emotional dimension: the commonly used emotions are fear, hope and anger;

Temporal dimension: that allows a link between the past, the reasons and origins of the moment of upheaval to the present and the future.

Spatial dimension: allows the viewer to find his or her own positioning and perspective within the overall context of the story;

Block 2
What is a narrative

Three dimension of these narrative
Example:



DIMENSIONS OF THE NARRATIVE UNDERLYING "PACK AND GO HOME"

Emotional dimension
"We are suffering because of unemployment and crime"; "we fear the situation will get worse" (fear and anger)

Spatial dimension
"This happens to us in our country now."

Temporal dimension
"Our country was great and prosperous. Now it is not anymore. The reason for it is the arrival of migrants." "If we, today, get rid of them, then tomorrow, we will get our jobs back." Jobs represent prosperity and social status.

Block 2
What is a narrative/Example 1

An example of political narratives: “Yes, we can”

In 2008, Obama: “Yes, we can”

- Complex and powerful narrative iceberg, linked to Obama's personal history
- A narrative that can be described as inclusive, unlike the earlier "they steal our jobs" narrative that is exclusive in that it is against someone else.



Block 2
What is a narrative / Example 2

Narrative of Heifer International's Mission:

A compelling and hopeful narrative about empowerment, sustainability, and community, linked to the broader theme of global food security.



The narrative can be described as inclusive, focusing on the collective effort to end hunger and poverty. Unlike other approaches that might be more exclusive or focused on "us vs. them," Heifer's story emphasizes partnerships between farmers and consumers and the shared responsibility of supporting sustainable agriculture for a better future. It centers on the idea that with the right resources, communities can thrive.

The message of empowerment through sustainable farming builds a bridge between individual action and collective change, highlighting how everyone has a role in creating a more just, sustainable world. The story is grounded in hope, illustrating how long-term solutions can transform the cycle of poverty and hunger.

Block 2
What is a narrative

An example of political narratives: Yes, we can

Analyzing the elements:

- **Characters**: "we" vs "they”
- **Relationship**: "we believe that we can" vs "someone else thinks that we cannot, that we could not."
- **Content**: optimistic U.S. culture.
- **Structure**: initial moment (1) in which "something is impossible," to the disruptive moment (2) in which "we argue that it is possible instead", and finally the concluding moment (3) in which "we will definitely make it possible".
- **Meaning**: “the United States is a country of opportunity. Hard work and optimism make everything possible. The story of Obama can become a become a model (from the macro to the micro)”.

Block 2
What is a narrative

An example of political narratives: Yes, we can

Analyzing the dimension:

Emotional dimension: the slogan "yes we can" the prevailing emotion is that of hope.

Temporal dimension: consists of a before, in which "someone thought we could not" [1]and an after in which "we will prove that we can".

Spatial dimension: one refers to a "we" that is open because everyone can enter and be part of it and become part of our history.

Activity 1
To create an “activism” story

All together Some examples
Brainstorming
Time: 10 min

Elements of a narrative arc:

- Context= time, environment → when and where
- Primary character/-s → who
- Mission= what the protagonist has to do, the purpose → what
- Antagonist/-s: the person/people that try to sabotage the protagonist and the mission → against who
- Supporting character/-s: someone that will help the protagonist → with who
- Unexpected event: something unexpected happened → obstacle
- End: how it ended
- Find some stories like fairy tales, films, books, individualize together the elements in these stories.

Activity 1
To create an “activism” story

Each member of the group has to write one of the 7 elements.

In subgroups of 7 people With paper
Time: 10 min to write and read



* Only one “rule”: an “activism” story

The mission has to be something about social/community issues to fight for, to activate for.

Activity 1
To create an “activism” story

In subgroups of 7 people
Time: 5’

Question: What’s the moral of the story?



* Then, read the story and return to others!

Activity 1
To create an “activism” story

What we have learned:

- To create a story it is necessary to have different elements to let it be coherent and fluid.
- Everyone 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.



Activity 2
To create a collective communication: Imagine to be...

- Choose one mission
- Imagine now to be a group of activists on this mission and you have to communicate outside your cause

In subgroups of 5 people
Time: 15’

Questions - on 3 post it:

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

Activity 3

To create our collective narrative

Questions: Which are the Elements of OUR narrative?



Activity 3

To create our collective narrative

Elements of a narrative arc:

Context

Which is our context?

- Reflect on the actual time and environment we live in
- Describe together the characteristics of our time and space

Activity 3

To create our collective narrative

Back to Activities of Unit 1:

- **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.**

Primary character/-s

- Who is the primary character?

* We are the primary character of our narrative!

Activity 3

To create our collective narrative

Mission

Which is our mission?

Back to Activities of Unit 2:

- **Activity 1 - World cafè: desires, change, imagination**
- **Activity 2 - How can we now raise awareness together?;**
- **Activity 3 - How can we communicate our imagination?**

v

Activity 3

To create our collective narrative



Antagonist/-s

- Who are our antagonists?

Supporting character/-s

- Who can be our supporting character?

Unexpected event

End

Activity 3

To create our collective narrative

We have built a collective narrative of ourselves, and we can start our path to reach our mission!

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Module 5# Circular Economy

Unit 1# Introduction to Circular Economy

Organization #URGENCI

ABD GROUP ACRA EQU Estratègies de Qualitat Urbana land Learning actions for nature and development URGENCI iasis

Competences developed on this Unit

- Define and explain circular economy principles in the context of food production.
- Recognize the benefits of circular food production and its real-world applications.
- Engage in collaborative discussions to synthesize insights and reflect on gained knowledge.
- Apply theoretical concepts to identify opportunities for sustainable practices within the agri-food chain, fostering a sense of responsibility in the green sector.

Key Concepts

Introduction to Circular Economy:

The concept of a **circular economy** offers an innovative approach to resource management and economic growth, diverging from the linear "take, make, and dispose" model. It aims to mimic natural ecosystems by **reusing, recycling, and regenerating resources**, thereby **reducing waste and minimizing environmental strain**. Key principles include designing out waste and pollution, keeping products and materials in use, and regenerating natural systems.

Despite challenges in implementation, the circular economy presents **numerous benefits, including enhanced resource efficiency, job creation, and reduced environmental impact, while also addressing climate change**. It represents a fundamental shift towards sustainable development, offering a blueprint for a harmonious and regenerative relationship with our planet.

Explaining the Circular Economy and How Society Can Re-think Progress | Animated Video Essay

Introductory video to explain the key ideas behind the Circular Economy thinking

Source: https://www.youtube.com/watch?v=zCRKvDyyHml



Key Concepts

Self-reflection questions

- What are the key concepts of Circular Economy?
- What are the benefits of Circular Economy?
- Can you find an example of CE of a product or service you have used?

Key Concepts



The three principles of circular economy are:

1. **Designing out waste and pollution**: Rethinking and redesigning products and systems to prioritize durability, repairability, and recyclability, thereby minimizing waste and pollution.
2. **Keeping products and materials in use**: Extending the lifespan of products through practices like refurbishment, remanufacturing, and recycling, reducing the need for constant production and consumption of virgin resources.
3. **Regenerating natural systems**: Fostering regenerative and restorative practices such as sustainable agriculture and responsible land management to ensure the long-term health of ecosystems, acknowledging the interdependence between the environment and the economy.

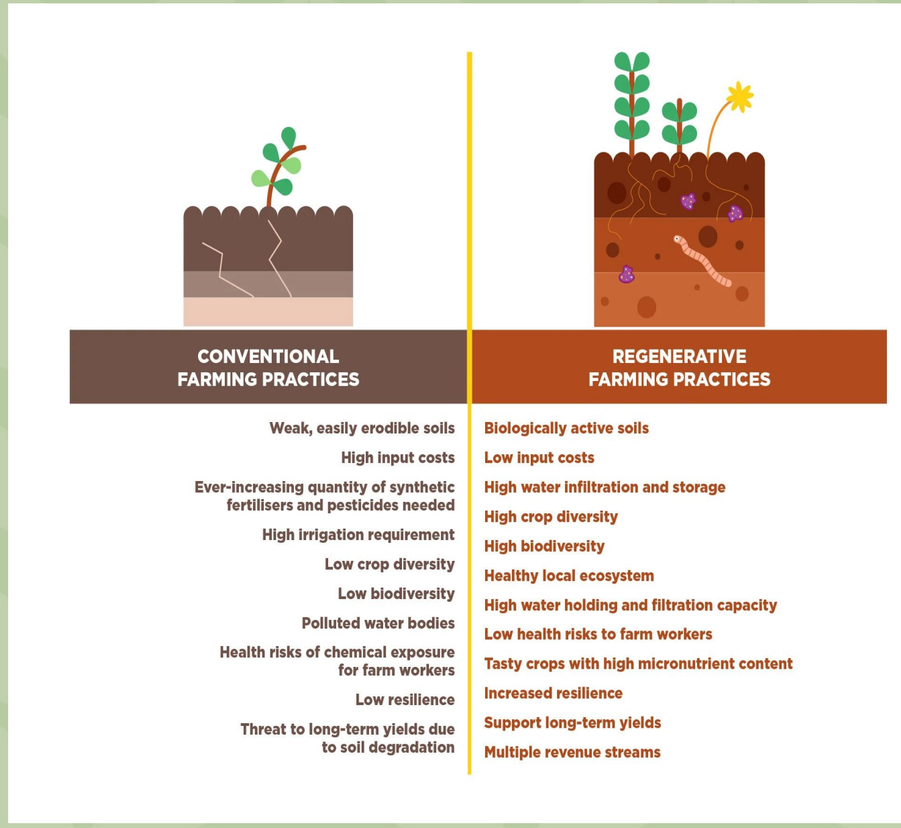
Source:
Three principles of the Circular Economy © Ellen MacArthur Foundation

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Key Concepts

Food and the Circular Economy

The integration of circular economy principles into food production offers a **sustainable and efficient** approach to nourishing the planet. By replacing the linear model with a **closed-loop system**, emphasis is placed on **reducing food waste, reusing resources, and recycling organic materials.** Practices like regenerative agriculture and responsible packaging contribute to a healthier planet and more resilient food supply chain. Circular economy principles not only reduce environmental impacts but also address **food security and resource scarcity challenges**, making them crucial in advancing sustainability in food production.



Source:https://www.ellenmacarthurfoundation.org/food-and-the-circular-economy-deep-dive

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Key Concepts

Completing the Picture

Designing a food system that's positive for nature and our climate

Video explaining the benefits of Circular Economy in food production



Source:
https://www.youtube.com/watch?v=AKUrIbEmpkc&t=97s



Activity
Benefits of Circular Food Production

Self-reflection questions

Please reflect on the benefits of Circular Economy in food production and sort them into environmental, social and economic benefits of a circular food system

Activity
Case Study: Circular Economy in Action

Chose a case study from the library:

https://www.ellenmacarthurfoundation.org/resources/business/examples

Analyze the business practice in terms of benefits they provide as well as how the case study addresses the key principles of circular economy (eliminate, circulate, regenerate)

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Module 5# Circular Economy

Unit 2# Circular Food Systems in Cities

Organization #URGENCI

ABD GROUP ACRA EQU Estratègies de Qualitat Urbana land Learning actions for nature and development URGENCI iasis

Competences developed on this Unit

- Have knowledge and understanding of the principles of circular economy, particularly in relation to the use of energy resources, the impact of packaging, and technological innovations within the context of food systems.
- Have insights into the various phases, actors, and interactions involved in the agri-food chain, including production, processing, distribution, and consumption, with a focus on sustainability and resilience.

Key concepts

Introduction to Circular food economies :

Circular food economies signify a departure from linear food models prevalent in urban areas, focusing on **regenerative practices, resource conservation, and community engagement**. Key principles include **local sourcing, urban agriculture, waste reduction, and resource efficiency**. These systems offer environmental sustainability, economic viability, food security, community resilience, and biodiversity preservation. Challenges such as zoning regulations and land use policies require collaborative efforts from urban planners, policymakers, and communities. Circular food economies represent a **transformative approach to urban food systems**, prioritizing sustainability and resilience through local sourcing, waste reduction, and community engagement.

Key concepts

Circular food economies operate on a set of core principles:

1. Local Sourcing: By encouraging local and regional food production, circular food economies reduce the carbon footprint associated with long-distance transportation and enhance the resilience of urban food systems.

2. Urban Agriculture: The cultivation of food within cities, including rooftop gardens, vertical farming, and community plots, allows urban areas to produce a portion of their food locally.

3. Waste Reduction and Valorization: Minimizing food waste through innovative practices like composting and recycling helps close the loop and reduce the environmental impact of food disposal.

4. Resource Efficiency: Circular food systems prioritize the responsible use of resources, such as water, energy, and land, ensuring sustainability and long-term resilience.



Source: https://www.ellenmacarthurfoundation.org/food-and-the-circular-economy-deep-dive

Key concepts

Benefits and Transformative Potential

1. **Environmental Sustainability**: By reducing waste and emissions associated with long-distance food transport and landfill disposal, circular food systems contribute to a greener and more sustainable urban environment.
2. **Economic Viability**: Local food production and distribution create economic opportunities, including job creation, while reducing the financial burden of food waste and inefficiencies.
3. **Food Security**: Circular economies enhance food access and reduce vulnerabilities to supply chain disruptions, ultimately contributing to greater food security in cities.
4. **Community Resilience**: These systems foster a sense of community and shared responsibility for food production and resource management, strengthening urban resilience.
5. **Biodiversity Preservation**: Encouraging diverse, local food sources promotes biodiversity and reduces dependence on monoculture farming.



Source:

https://www.ellenmacarthurfoundation.org/food-and-the-circular-economy-deep-dive

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Activity
Case Study

Step 1: Chose a case study:

- The role of restaurants in a circular urban food system
- Cross-cutting collaboration to transform the food system: London
- Collaborating to change local food systems: Milan
- Cities and circular economies for food: Brussels

Step 2: Write an introduction to the case study, explaining what they want to change and how they are/are planning to do it, as well as if available present some outcomes.

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Module 5# Circular Economy

Unit 3# Green Jobs in the Circular Economy

Organization #URGENCI

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Competences developed on this Unit

- Understand the principles of the circular economy and its job opportunities.
- Comprehend the environmental, economic, and social benefits associated with green jobs in the circular economy.
- Recognize their pivotal role in fostering sustainability and innovation within this field.

Ice Breaking Activity

- Introduce yourself: what is your current job?

- What do you think a green job is? Write your personal definition on a post-it .

Key Concepts

Green Jobs

Green jobs are decent jobs that contribute to preserve or restore the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency.

Green jobs help:

- Improve energy and raw materials efficiency
- Limit greenhouse gas emissions
- Minimize waste and pollution
- Protect and restore ecosystems
- Support adaptation to the effects of climate change

Source: International Labour Organisation. *ILO (2023), Green jobs, green economy, just transition and related concepts: A review of definitions developed through intergovernmental processes and international organizations*



Activity to introduce the concept

Green Jobs in the Circular Economy

- What needs in your city/region do you know that relate to green opportunities?

- What green jobs could meet the needs of the current labour market in your city/region?



Green Jobs- Building for the Future

Introductory video to explain green economy jobs



Source: https://www.youtube.com/watch?v=EDA_oLZKITo

Key Concepts

Green Jobs in the Circular Economy

Introduction:

- Circular economies offer a pathway to sustainability amid resource depletion and environmental degradation.
- Green jobs in the circular economy present opportunities to contribute to a sustainable future.

Diverse Roles:

- Circular economy jobs span various sectors, including circular design and innovation, waste reduction and recycling, sustainable agriculture and food production, renewable energy and energy efficiency, green transportation, and policy and NGOs.
- Roles involve designing sustainable products, managing waste, practicing regenerative farming, developing renewable energy systems, promoting eco-friendly transportation, and advocating for circular economy policies.

Key Concepts

Green Jobs in the Circular Economy

Benefits:

- Environmental stewardship: Reducing resource depletion, waste, and greenhouse gas emissions.
- Economic growth: Creating new revenue streams and job opportunities.
- Community resilience: Strengthening local economies and promoting shared responsibility.
- Innovation and creativity: Fostering problem-solving and forward-thinking.
- Promotion of sustainable lifestyles: Inspiring sustainable habits and behaviors.

The Road Ahead:

- Continued commitment is necessary to realize the full potential of the circular economy and associated jobs.
- This requires innovative policies, investments in education and training, and a collective shift toward sustainability.
- Circular economy jobs offer not just employment but also an opportunity to shape a future focused on sustainability, economic viability, and social responsibility.

Ice Breaking Activity

What other jobs can be added to these?

What other category can be included?

Ice Breaking Activity

Green Jobs in the Circular Economy

Identify the characteristics of green jobs for the following categories:

1. Circular Design and Innovation
2. Waste Reduction and Recycling
3. Sustainable Agricultural and Food Production
4. Renewable Energy and Energy Efficiency
5. Green Transportations
6. Jobs in policy and NGOs

Activity
Circular Economy Case Study Analysis

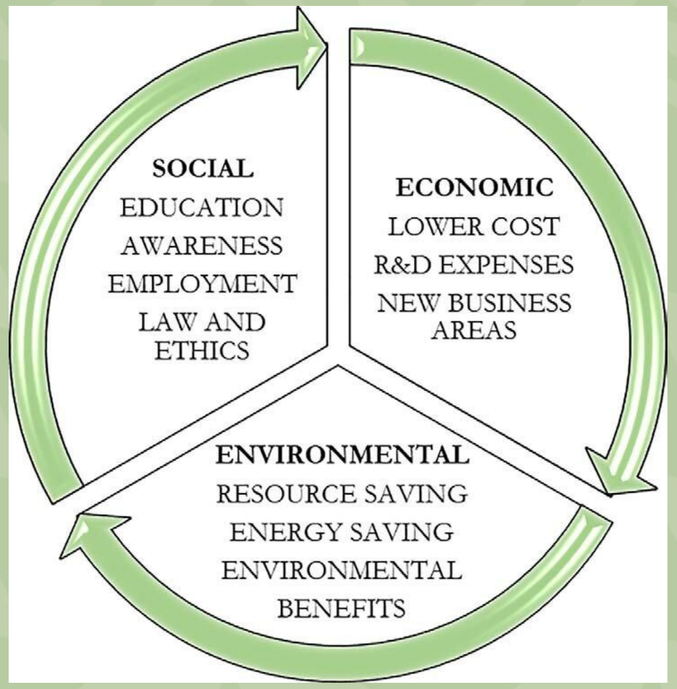
Chose a case study:

Using the Circular Startup Index , find a start-up in your country or Industry sector of choice.

What the business do and what kind of job activities can be found there?

Research the different types of positions that are described in the About us sections and research if there are any current job openings and what kind of work they describe.

In addition, you can analyze the business in terms of what they do to contribute to the three pillars of sustainability. Environmental, social and economic.



Source:
https://www.researchgate.net/figure/Three-pillars-of-circular-economy_fig1_354514888

Circular Economy Case Study Analysis

Chose a case study and imagine that your Municipality is organizing a **Green Jobs Open Day** in your city. You have 20 minutes to decide which of you is the manager/director of a company/organization/department, which is the student/job seeker and prepare for the interview and prepare the interview.

During the interview the manager/director will talk about the company, emphasizing the activities related to the three pillars of sustainability: environmental, social and economic impact, the current job offer and what kind of professional profile he/she is looking for.
On the other hand, students/job seekers should get hired by emphasizing skills and competences related to green jobs he/she is applying for.

The time for the interview is 3 min.

The public will discuss about the interview examples.

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Module 6# Entrepreneurship Circular Economy

Unit 1# Introduction to Food Security Entrepreneurship

Organization #IASIS NGO

ABD GROUP ACRA EQU Estratègies de Qualitat Urbana land URGENCI iasis

Competences developed on this Unit

- 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**.

Key Concepts
Introduction to the unit

- What does food security mean to you?
- Can you think of a time when you faced challenges related to food access?
- "What do you think is the biggest barrier to achieving food security today?

Key Concepts
Overview of food security and sustainability

Definition of Food Security

Food security exists when all people, at all times, have physical, social, and economic access to sufficient, safe, and nutritious food to meet their dietary needs and preferences for an active and healthy life (FAO).

Four Dimensions of Food Security

- Availability: Is there enough food production?
- Access: Can people afford and physically obtain the food?
- Use: Is the food nutritious and suitable for health?
- Stability: Are food supplies consistently accessible over time?

Key Concepts
Overview of food security and sustainability

Significance of Food Security

- Health & Poverty Reduction: Food security is critical for reducing poverty and improving health outcomes. Insecurity can lead to malnutrition, stunted growth, and cognitive impairments.
- Social Unrest Correlation: Rising food prices can trigger social unrest, particularly in low-income countries, as seen during the Arab Spring in 2011.
- Sustainable Population Growth: With a projected global population of nearly 10 billion by 2050, sustainable food systems are essential to meet increased demand while minimizing environmental impact.

Key Concepts

Overview of food security and sustainability

Interconnectedness of Sustainability and Food Security

Sustainability Definition: Meeting present needs without compromising future generations (Brundtland Report, 1987).

Pillars of Sustainability:

- Environmental: Protect ecosystems and reduce pollution.
- Social: Ensure equitable resource distribution and promote social justice.
- Economic: Achieve long-term growth with responsible resource use.

Reducing Food Waste as a Sustainable Solution

- Approximately one-third of food produced globally is lost or wasted, significantly impacting sustainability.
- Reducing waste could potentially feed an additional one billion people and improve resource efficiency.
- Political initiatives, such as the European Parliament's resolution to cut food waste by 30% by 2025, highlight the urgency of this issue.

Key Concepts
The Role of Entrepreneurs in Food Security

Innovators driving change in agricultural practices and food distribution.

Entrepreneurs adopt **inclusive business models** that integrate smallholder farmers and micro-entrepreneurs into the value chain.

Benefits:

- Enhances livelihoods of producers.
- Ensures availability of nutritious food in low-income markets.

Examples:

Boka Feeds (Kenya): Sources raw materials from local farmers to produce animal feed, supporting local agriculture and addressing demand for affordable feed.

Iburu Coffee: Connects farmers to global markets, promoting sustainable agricultural practices while ensuring fair trade.

Key Concepts
The Role of Entrepreneurs in Food Security

Key Entrepreneurial Innovations

1. **AgTech Startups:**

FarmCrowdy (Nigeria): Connects small-scale farmers with investors, enhancing productivity and income through access to capital and agricultural knowledge.

1. **Vertical Farming:**

AeroFarms (USA): Utilizes vertical farming systems that use 95% less water, optimizing urban farming and reducing reliance on long supply chains.

1. **Food Waste Management:**

Too Good To Go (Europe): An app that reduces food waste by allowing restaurants to sell surplus food at reduced prices, creating affordable options for consumers.

Key Concepts
The Role of Entrepreneurs in Food Security

Significance of Entrepreneurship in Food Security

- Technological Advancements:

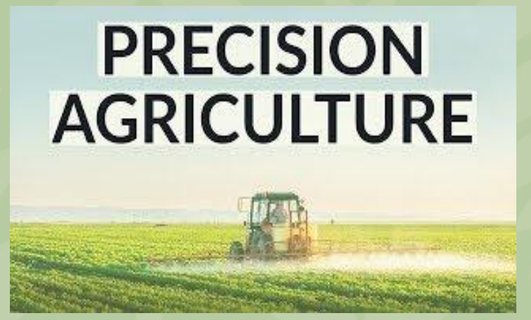
  Entrepreneurs drive innovations like **precision farming** and vertical farming systems that optimize resource use and enhance crop yields.

- Collaborative Approaches:

  Partnerships among entrepreneurs, governments, and NGOs foster inclusive business models that **integrate** smallholder producers into value chains.

- Changing Perceptions:

  Entrepreneurship **reshapes** the **narrative** around agriculture, inspiring future generations to engage in the sector.



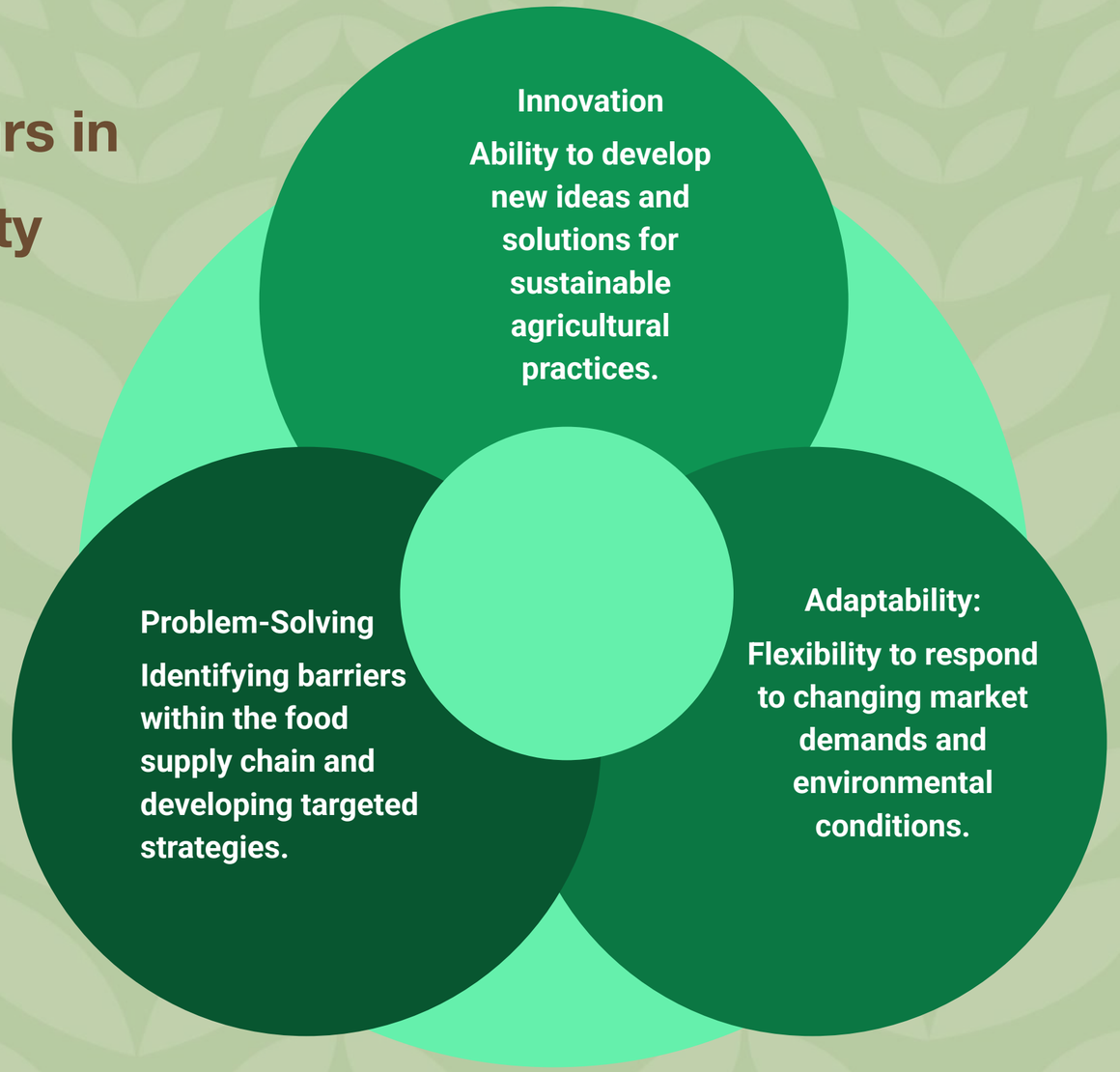
Source: Geospatial World
“What is Precision Agriculture? What is the meaning of Precision Farming?”



Source:Conveniently Primed
“3 Applications of AI in Agriculture”

Key Concepts The Role of Entrepreneurs in Food Security

Key Entrepreneurial skills relevant to Food Security



Key Concepts
The Role of Entrepreneurs in Food Security

Areas for Entrepreneurial Focus

- Integrating Local Producers: Support local economies by minimizing transportation emissions through **direct farmer-buyer** communication.
- Innovative Financing Solutions: Establish partnerships with financial institutions to improve **access to capital** for smallholder farmers.
- Promoting Sustainable Practices: Create educational programs on **environmentally friendly farming techniques** to improve crop yields.

Key Concepts
The Role of Entrepreneurs in Food Security

Precision Agriculture as a Transformative Approach

Definition: Precision Agriculture (PA) optimizes farming by tailoring inputs like water and fertilizers to specific crop needs using advanced technologies.

Key Technologies:

- GPS and remote sensing for soil conditions and crop health monitoring.
- Drones and robotics for planting and monitoring crops with high precision.
- Big data analytics for optimizing resource use and yield predictions.



Activity

Collaborative Solutions for Food Security

Role Assignment

1. Smallholder farmer
2. Local entrepreneur
3. Government official
4. NGO representative
5. Consumer

Scenario Presentation (see Annexes “Collaborative Solutions for Food Security”)

Each group receives a card outlining a specific food security challenge:

Challenge 1: A drought affecting crop yields.

Challenge 2: Rising food prices due to supply chain disruptions.

Challenge 3: Limited access to nutritious food in urban areas.

Activity

Collaborative Solutions for Food Security

Group Discussion and Strategy Development

Groups discuss their roles and brainstorm collaborative strategies to tackle the assigned challenge.

Group Presentation

Each group presents their proposed strategy to the larger group.

Final thoughts?

- How did different roles contribute to the solution?
- What entrepreneurial approaches were most effective?
- What challenges did they encounter in the simulation?

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Module 6# Entrepreneurship Circular Economy

Unit 2# Developing a Food Security Business Plan

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Competences developed on this Unit

- 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.

- 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.

- Learners will familiarize with 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**.

Competences developed on this Unit

- Learners 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.
- 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.

Key Concepts
Introduction to the unit

- How do you think sustainable business practices can contribute to improving food security?
- What role do you believe local businesses play in enhancing food security within their communities?
- Have you encountered any successful examples of initiatives aimed at addressing food security? What made them effective?

Key Concepts
Food Systems & Sustainable Businesses

Definition of a sustainable food system

- Aimed at normative goals but lacks methodological precision.
- Key quote: "Sustainability is a contested and evolving concept..." (Hubeau et al., 2017).

Importance of Business Models

- Business models outline how organizations create, deliver, and capture value.
- The Canvas Model by Osterwalder and Pigneur identifies nine building blocks essential for business operations.

Key Concepts
Food Systems & Sustainable Businesses

Triple-Layered Business Model

- Economic, Environmental, Social Layers: Joyce and Paquin (2016) introduced this model to enhance sustainability outcomes.
- Focus on ensuring benefits outweigh negative impacts.

Sustainability Indicators

- Economic Indicators: Profit optimization, waste valorization.
- Environmental Indicators: Agroecological practices, renewable energy use.
- Social Indicators: Healthy nutrition for all, inclusion of smallholders.

Key Concepts
Food Systems & Sustainable Businesses

Overview of Sustainable Business Model Types

- **Circular Business Model**

  Key Characteristics: Focuses on reducing and valorizing food waste or agricultural by-products; relies on circular economy and bioeconomy principles; requires strong political and stakeholder engagement.

  Examples: Sustainable Food Lab develops circular economy practices in food supply chains.

- **Alternative, Place-Based and Social Food Networks**

  Key Characteristics: Connects small-scale producers directly with consumers; promotes local resources and empowers local knowledge; aims for farmers' inclusion.

  Examples: https://www.foodpaths.eu/

Key Concepts
Food Systems & Sustainable Businesses

Overview of Sustainable Business Model Types

- **Disruptive Business Model**

Key Characteristics: Introduces fundamentally new approaches that enhance sustainability; often involves community-supported food production.

Examples: Community Supported Agriculture (CSA) allows consumers to buy shares in a farm's harvest.

- **Alternative Logistics or Online Food Distribution**

Key Characteristics: Focuses on novel logistics concepts for food retail; includes online delivery services to facilitate local food access.

Examples: Online Food Markets emerged during COVID-19 to facilitate local food access.

Key Concepts
Food Systems & Sustainable Businesses

Overview of Sustainable Business Model Types

- **Regional Food Consortia, Food Labs, or Food Hubs**

Involves cooperation between private and public actors to create synergies for sustainability through regional clustering and networks.

Food Hubs: Regional collaborations that aggregate local produce for distribution Sustainable Food Lab

- **Sufficiency Business Model**

Encourages sustainable consumption by promoting healthy habits among consumers.

Plant-Based Meal Services: Companies advocating for plant-based diets as sustainable options.

Key Concepts
Food Systems & Sustainable Businesses

Overview of Sustainable Business Model Types

- **Inclusive Business Model**

Benefits low-income communities by integrating them into the value chain as clients or producers, emphasizing collective territorial action.

Kheir Ardena (Local Soya Project): Aims to include dairy smallholders in the supply chain.

- **Family Business Model**

Influenced by non-economic factors such as values and emotions; emphasizes sustainability through strong ties with stakeholders, especially suppliers and the community.

Family Farms: Traditional farms adapting practices based on family values and sustainability.

Key Concepts
Food Systems & Sustainable Businesses

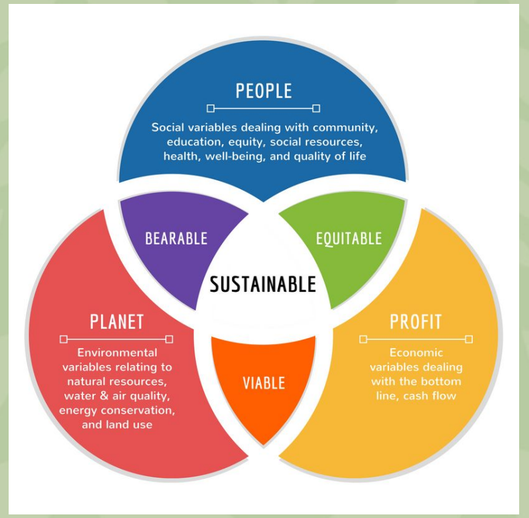
Overview of Sustainable Business Model Types

Focal Company Business Model

Provides leadership in the value chain, influencing other actors toward sustainability through public-private-research partnerships with clear strategies.

Leading Organic Brands: Companies setting standards for organic practices in their supply chains.

Key Concepts
Food Systems & Sustainable Businesses



Frameworks of Sustainability: Triple Bottom Line (TBL)

An **accounting** framework that evaluates business success through three interconnected dimensions: **People**, **Planet**, and **Profit**.
Coined by John Elkington in 1994, TBL encourages businesses to look beyond traditional financial metrics.

People
Focus: Assesses the social impact of a business.Fair treatment of all stakeholders (employees, customers, suppliers).
Example: Patagonia's commitment to fair labor practices.

Key Concepts
Food Systems & Sustainable Businesses

Frameworks of Sustainability: Triple Bottom Line (TBL)

Planet

Addresses environmental responsibilities, minimizing ecological footprint (reducing waste and emissions).

Example: Companies adopting energy-efficient technologies.

Profit

Redefines financial performance to include broader economic impacts. Long-term economic benefits to society vs. short-term shareholder returns.

Example: Whole Foods' Community Giving Days benefiting local charities.

Integrated Reporting combines financial and non-financial information into a single report reflecting a company's commitment to sustainability by showcasing how value is created over time.

Key Concepts
Food Systems & Sustainable Businesses

Frameworks of Sustainability: Corporate Social Responsibility (CSR)

Complements TBL by focusing on how companies manage processes for a positive societal impact.

Key Components:

- Ethical Labor Practices: Fair treatment of workers throughout the supply chain.
- Environmental Stewardship: Accountability for environmental impacts through waste reduction and sustainable sourcing.
- Community Engagement: Active participation in community welfare through volunteer programs and donations.
- Transparency and Accountability: Regular reporting on sustainability initiatives to build stakeholder trust.

Key Concepts
Exploring sustainable supply chain management (SSCM)

Definition: Integrates environmental, social, and economic considerations into supply chain processes. Essential for minimizing environmental and social impacts while maintaining economic viability.

Components of SSCM

- Environmental Sustainability → Focus on minimizing ecological impact.

Practices: Green procurement, waste reduction, carbon footprint management.

- Social Sustainability → Emphasizes fair labor practices and community engagement. Key Practices: Ethical treatment of workers, promoting human rights.
- Economic Sustainability → Discusses long-term profitability through sustainable practices.Focus on operational efficiencies and resilience.

Key Concepts
Exploring sustainable supply chain management (SSCM)

Transitioning to Sustainable Business Models

- Collaborative Approaches: Engage stakeholders (farmers, managers) to foster sustainable practices.
- Clear Sustainability Vision: Align corporate values with sustainability goals.
- Innovation & Digitalization: Utilize online tools to improve efficiency and reduce waste.

Key Concepts
Exploring sustainable supply chain management (SSCM)

Waste Reduction

- Implement recycling programs and composting.
- Adopt lean manufacturing principles to eliminate inefficiencies.

Environmental Management Systems

- Reduce costs related to resource consumption and waste disposal.
- Focus on green procurement from environmentally responsible suppliers.

Quality Labeling & Consumer Awareness

- Promote responsible consumption through food origin labeling.
- Increase demand for sustainable options via consumer education.

Key Concepts
Exploring sustainable supply chain management (SSCM)

Ethical Sourcing

- Partner with suppliers adhering to socially responsible standards.
- Obtain sustainability certifications (e.g., Fair Trade, Rainforest Alliance).

Policy Formation

- Encourage education and training in sustainable practices for businesses.
- Provide financial incentives (tax breaks, grants) to adopt sustainable methods.



Source: The Intermodal Logistics Channel “
The Intermodal Logistics Channel’

Key Concepts
Core Components of Sustainable Food Security Business Plan

1. Value Chain Analysis

→ Enhances competitiveness and support Sustainable Development Goals (SDGs).

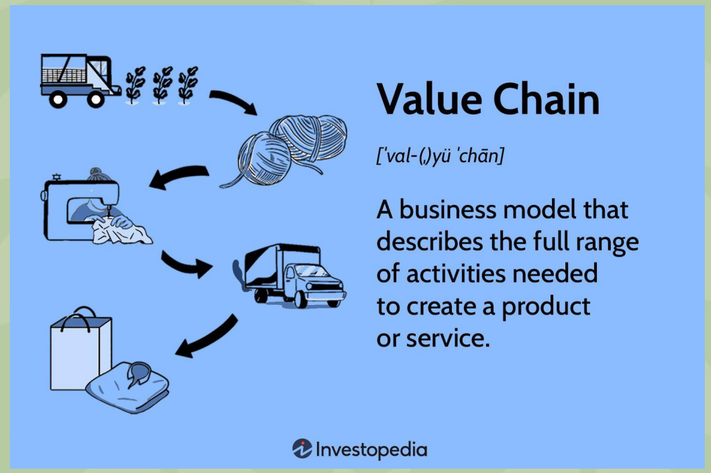
Approach: Systems perspective to evaluate participant behaviors and performance.

Focus: Identify bottlenecks and develop solutions rooted in systems thinking for sustainable development.

Key Concepts
Core Components of Sustainable Food Security Business Plan

Value Chain Analysis

→ Enhances competitiveness and support Sustainable Development Goals (SDGs).
Approach: Systems perspective to evaluate participant behaviors and performance.
Focus: Identify bottlenecks and develop solutions rooted in systems thinking for sustainable development.



Key Concepts

Core Components of Sustainable Food Security Business Plan

Functional Analysis of the Value Chain

Functional analysis describes and understands the structure and **dynamics of the value chain**, identifying all components, actors, inputs, services, and environments involved.

Components:
Actors: All stakeholders including producers, service providers, and consumers.
Interactions: Examines stakeholder behaviors and metrics (numbers, volumes, values).
Performance Issues: Investigates root causes of underperformance by analyzing choices regarding markets, technologies, and governance structures.

Key Concepts

Core Components of Sustainable Food Security Business Plan

Sustainability Assessment

Purpose: Evaluate environmental, social, and economic impacts at each value chain stage to identify improvement areas.

Upgrading Strategy

It enhances sustainability in food value chains by improving production techniques and/or reducing waste.

→ Enhance product quality through better processing methods.

Key Concepts

Core Components of Sustainable Food Security Business Plan

Business Model Typology

Models to Explore:
Circular economy models
Community-supported agriculture (CSA)
Regional food hubs

Governance and Stakeholder Engagement

Effective structures are essential for coordinating actions among diverse stakeholders like farmers, processors, retailers, and consumers.
Facilitate collaboration and resource sharing; involve local communities in decision-making to ensure **cultural appropriateness**.

Key Concepts

Core Components of Sustainable Food Security Business Plan

Market Research and Customer Needs Assessment

- Conduct Research: Understand consumer preferences and trends in food security.
- Tailor Offerings: Adapt products/services based on identified needs while promoting sustainability.

Financial Planning

- Outline revenue streams, cost structures, and funding sources for sustainable practices.
- Innovative Financing Mechanisms: Consider options like social impact investing or grants for food security initiatives.
- Continuous monitoring.



Activity
Food Security Business Plan

Work in groups and identify key issues and potential solutions related to your case study (annex provided).

Develop Your Business Plan including the following components:

1. Vision Statement: What success looks like for their initiative.
2. Goals: Specific, measurable objectives aligned with broader sustainability aims.
3. SWOT Analysis: Identification of strengths, weaknesses, opportunities, and threats.
4. Business Model Canvas: An outline of how they will deliver value through their initiative.

Activity

Food Security Business Plan

Key Partners

Who are our significant partners?
Who are our significant suppliers?
What critical activities do our partners perform?
What important resources are we acquiring from our suppliers?

Key Activities

What significant activities do our value propositions require?
Which activities are the primary drivers of customer relationship?
Where does our distribution channel provide value-add?
What are the revenue streams for each channel?

Key Resources

What significant resources do our value propositions require?
Which significant resources do our distribution channels require?
What significant resources do our customer relationships require?
Which significant resources do our revenue streams require?

Value Proportions

What bundles of products and services are we offering to each customer segment?
What value do we deliver to our customers?
Which customer needs are we satisfying?
Which customer problems are we helping to solve?

Customer Relationships

What type of relationships do each of our primary customer segments expect us to build and maintain with them?
Which ones have we established?
How are they integrated with the rest of our business model?
How costly are they?

Channels

Through which channels do our primary customer segments want to be reached?
How are we reaching them now?
How are our channels integrated?
Which channels work best?
Which channels are most cost-efficient?
How are we integrating them with customer routines?

Customer Segments

For whom are we creating value?
Who are our most important customers?

Cost Structure

Which costs are most critical our business structure?
What primary resources are the most expensive?
What primary activities are the most expensive?

Revenue Streams

For what value are our customers willing to pay?
For what value do they currently pay?
How are they currently paying?
What method would they prefer to use for paying?
How much does each revenue stream contribute to overall revenues?

Name of Business Plan:

Business Model Canvas



Activity
Food Security Business Plan

S

→ What unique resources or capabilities does our business possess that can enhance food security?
→ How can we leverage our existing partnerships to improve our food distribution and access?
→ What successful practices have we implemented in the past that can be replicated or scaled?

W

→ What internal challenges do we face that may hinder our ability to effectively address food security?
→ How can we improve our operational efficiency to reduce costs and increase food availability?
→ What skills or knowledge gaps exist within our team that could impact our service delivery?

O

→ What internal challenges do we face that may hinder our ability to effectively address food security?
→ How can we improve our operational efficiency to reduce costs and increase food availability?
→ What skills or knowledge gaps exist within our team that could impact our service delivery?

T

→ What external factors, such as economic downturns or policy changes, could negatively impact our operations?
→ How do competition and market dynamics affect our ability to provide affordable food options?
→ What environmental challenges (e.g., climate change) could threaten our supply chain and food production capacity?

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Module 6# Entrepreneurship Circular Economy

Unit 3# Launching and Scaling Food Security Enterprises

Organization #IASISNGO

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Competences developed on this Unit

- Participants will learn to conduct thorough **market research** to identify **food security gaps** and understand supply-demand dynamics. This includes analyzing key indicators such as **price fluctuations** and labor market conditions, which are crucial for making informed business decisions.
- Participants will gain knowledge on how to ensure **compliance** with **legal** and **safety** standards, which is essential for operating within the food industry.
- Participants will adopt **agroecology principles** aimed at enhancing biodiversity and soil health.
- The training will encourage participants to promote direct sales through farmers' markets or online platforms. This approach fosters stronger **producer-consumer relationships**, supports local economies, and enhances the accessibility of **fresh produce**.
- Participants will learn about the integration of technology, such as **blockchain**, in supply chains to enhance transparency and efficiency.

Key Concepts
Introduction to the unit

- How can understanding market dynamics enhance our ability to address food security challenges effectively?
- What legal considerations do you think are essential for starting a food-related business?
- In what ways can sustainable agricultural practices contribute to the long-term viability of a food security enterprise?

Key Concepts
Launching a Food Security Enterprise

Market Needs Analysis

- Conduct thorough market research: Identify food security gaps through surveys and stakeholder interviews.
- Analyze supply and demand dynamics: Understand potential food deficits, surpluses, and the impact of prices on households.
- Monitor markets for early warning signals: Track indicators like production shortfalls and price increases to anticipate market responses.

Key Concepts
Launching a Food Security Enterprise

Legal Framework

- Understand the legal environment: Choose the right organizational structure (e.g., social enterprise, non-profit) and comply with regulations like food safety laws.
- Ensure compliance: Develop food safety plans based on Hazard Analysis Critical Control Points (HACCP) principles and conduct regular audits.

Key Concepts
Launching a Food Security Enterprise

Developing a Sustainable Operational Model

- Resource Management

Implement sustainable practices: Use agroecology to enhance biodiversity and soil health and adopt circular economy principles to minimize waste.

Supply Chain Organization

- Revive direct food delivery methods: Emphasize short food supply chains (SFSCs) that connect producers directly with consumers.
- Utilize technology: Incorporate mobile apps and blockchain for improved market access, transparency, and traceability.

Key Concepts
Launching a Food Security Enterprise

Ensuring Financial Sustainability

Explore diverse funding options:

- Bank Loans: Common for established businesses with a solid financial track record.
- Microfinance: Tailored loans for smallholder farmers with flexible terms.
- Government Grants: Non-repayable funds for agricultural innovation.
- Impact Investing: Attract investors focused on social and environmental impacts alongside financial returns.
- Crowdfunding: Engage the community through reward-based or equity crowdfunding platforms.

Key Concepts
Launching a Food Security Enterprise

Evaluating Financial Strategies

- Balance profitability with social impact: Use frameworks like Social Return on Investment (SROI) to quantify social value relative to investments.
- Scenario Planning: Prepare for future uncertainties by identifying external factors, creating plausible scenarios, and developing action plans.



Activity
Collaborative Workshop on Food Security Enterprises

Market Needs Analysis Station

Analyze food security challenges that Harvest Hub aims to address.

Break into small groups (4-5 participants) and discuss:

- 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?

Legal Framework Station

- Explore the legal considerations for Harvest Hub’s operation.
- Discuss critical legal considerations such as:
- What are the essential legal aspects a food security enterprise must address?
- Choosing the right organizational structure (e.g., social enterprise vs. non-profit).



Activity
Collaborative Workshop on Food Security Enterprises

Resource Management Station

- Discussion Focus: Efficient resource utilization and sustainable practices at Harvest Hub.
- Group Activity: Explore effective resource management practices by discussing:
- How can agroecology principles enhance resource efficiency in your enterprise?
- What circular economy practices can be integrated into operations?

Financial Sustainability Station

- Discussion Focus: Funding sources and financial sustainability strategies for Harvest Hub.
- Group Activity: Analyze various funding sources 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?

Activity
Collaborative Workshop on Food Security Enterprises

Market Needs Analysis Station

Legal Framework Station

Resource Management Station

Financial Sustainability Station

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Module 7# Sustainable Food Systems

Unit 1# Introduction to Sustainable Food Systems

Organization #URGENCI

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Competences developed on this Unit

- Understand the sustainability principles in food production and consumption.
- Address the significant impact of climate change on food systems.
- Identify challenges and set goals.
- Analyze complex issues within sustainable food systems.
- Better understand diverse viewpoints within the realm of sustainable food systems.

Key Concepts

Understanding Sustainable Food Systems

Sustainable Food Systems:

A sustainable food system (SFS) ensures **food sovereignty, security and nutrition without compromising the ability to meet future needs**. It encompasses economic profitability, social benefits, and environmental impact.

Aligned with the UN's Sustainable Development Goals (SDGs), **reshaping the global food system is vital** to ending hunger, achieving food security, and improving nutrition by 2030. Challenges such as population growth, urbanization, and climate change necessitate **systemic transformations**. While recent developments in food systems have brought positive outcomes, existing approaches face limitations due to complexity and lack of holistic coordination. Addressing food security and nutrition requires **interdisciplinary and collaborative actions** at multiple levels.

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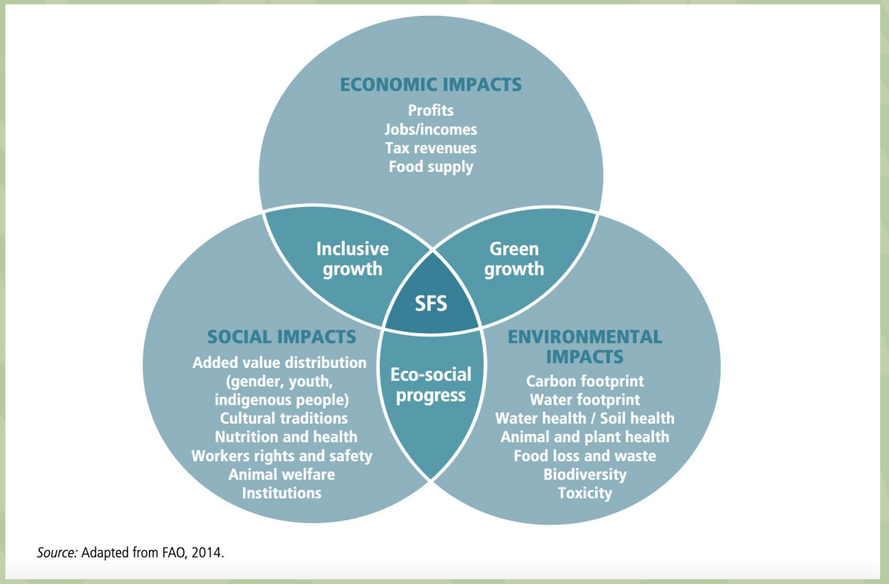
Key Concepts

In sustainable food system development, sustainability is examined holistically. To be sustainable, the development of the food system needs to generate positive value along three dimensions simultaneously: economic, social and environmental

- On the **economic dimension**, a food system is considered sustainable if the activities conducted by each food system actor or support service provider are commercially or fiscally viable. The activities should generate benefits, or economic value-added, for all categories of stakeholders: wages for workers, taxes for governments, profits for enterprises, and food supply improvements for consumers.

- On the **social dimension**, a food system is considered sustainable when there is equity in the distribution of the economic value added, taking into account vulnerable groups categorized by gender, age, race and so on. Of fundamental importance, food system activities need to contribute to the advancement of important socio-cultural outcomes, such as nutrition and health, traditions, labor conditions, and animal welfare.

- On the **environmental dimension**, sustainability is determined by ensuring that the impacts of food system activities on the surrounding natural environment are neutral or positive, taking into consideration biodiversity, water, soil, animal and plant health, the carbon footprint, the water footprint, food loss and waste, and toxicity.



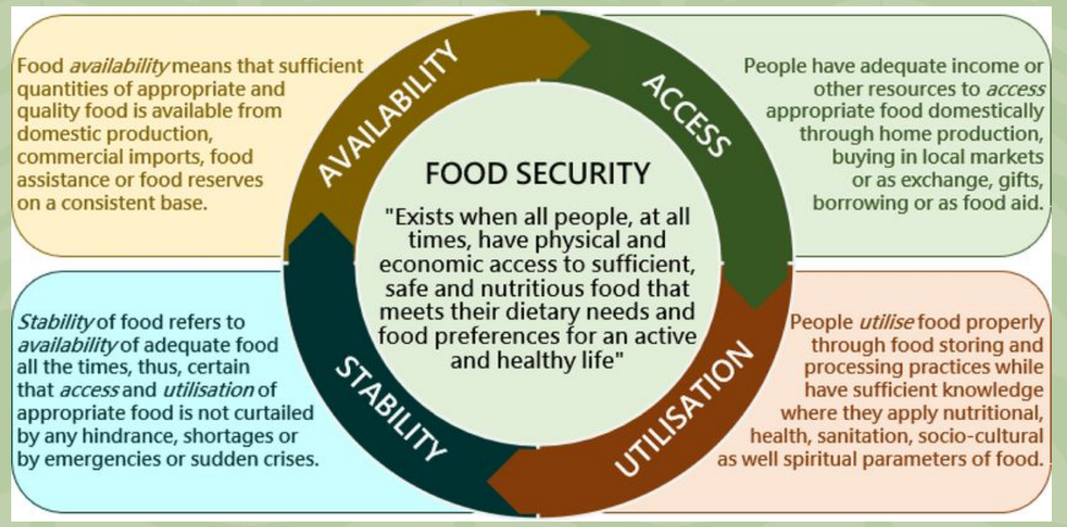
Source: Adapted from FAO, 2014.

Source: https://www.fao.org/3/ca2079en/CA2079EN.pdf

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Key Concepts

“Food security exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life”. (World Food Summit, 1996)



Source: https://www.researchgate.net/publication/355187464/figure/fig1/AS:1078318963142730@1634102683810/Four-dimensions-of-food-security-As-per-its-definition-food-security-has-four.png

Dimensions:

Availability – the amount of food that is physically present in a country or area through all forms of domestic production and commercial imports (including food aid).

Access – Ability of people to access available food, conditioned by capacity to produce one’s own food, or economic possibility to purchase it, or entitlements ensured by public authorities. Also, physical factors such as transport and market facilities and socio-cultural factors such as access to common resources, community solidarity, gender differences.

Utilization – For a ‘safe and nutritious’ diet, food must be of good quality and safe. Clean water, sanitation and health care, level of nutritional awareness, food conservation are also important.

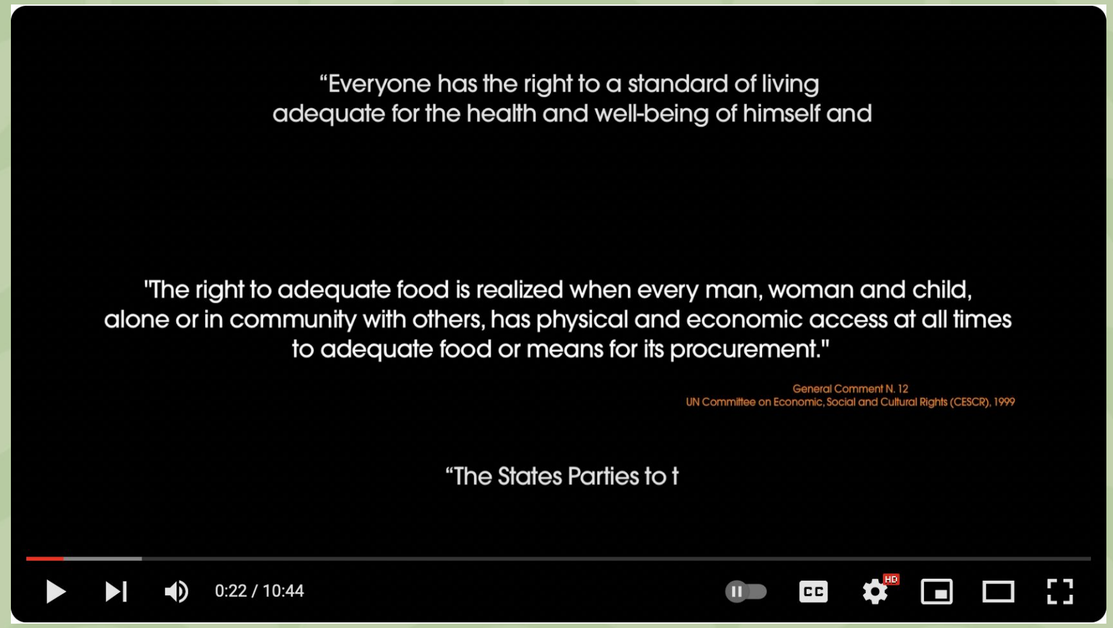
Stability – To be food secure, people must always have access to adequate food. They should not risk losing access to food because of sudden shocks (e.g., an economic or climatic crisis) or cyclical events (e.g., the hungry period before harvests), man-made emergencies, price fluctuations. The concept of stability underlies the three other dimensions.

Key Concepts

Right to food The right to adequate food is realized when every adult and child, alone or in community with others, always has the physical and economic access to adequate food or means for its procurement.

– General Comment 12 (Committee on Economic, Social and Cultural Rights, CESCR, 1999).

Generally understood as the right to feed oneself in dignity, the right to adequate food is a **long-standing international human right** to which many countries are committed. Over the last decades, several countries have developed and implemented constitutional amendments, national laws, strategies, policies and programmes that aim at the fulfilment for all the right to food.



Source: https://www.youtube.com/watch?v=zxTD7N3CiRg&t=5s

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Key Concepts



Source:https://www.eapn.eu/wp-content/uploads/2011/09/food-sove
pg

Definition

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, sustainable food availability, and centers culturally appropriate foods and practices. Changing climates and disrupted foodways disproportionately impact indigenous populations and their access to traditional food sources while contributing to higher rates of certain diseases; for this reason, food sovereignty centers indigenous peoples. These needs have been addressed in recent years by several international organizations, including the United Nations, with several countries adopting food sovereignty policies into law.
Critics of food sovereignty activism believe that the system is founded on inaccurate baseline assumptions; disregards the origins of the targeted problems; and is plagued by a lack of consensus for proposed solutions.

The term "food sovereignty" was first coined in 1996 by members of **Via Campesina,** an international farmers' organization, and later adopted by several international organizations, including the World Bank and United Nations.

Key Concepts

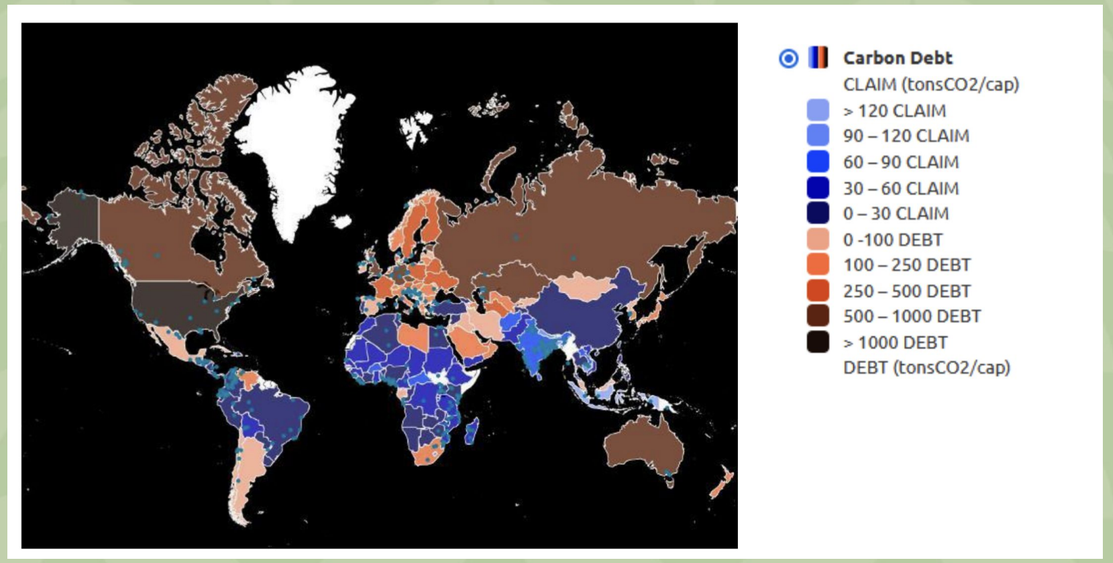
Climate Justice

Climate Justice recognizes the disproportionate impacts of climate change on low-income communities and communities of color around the world, the people and places least responsible for the problem.

In other words, Climate justice is a concept that addresses the just division, fair sharing, and equitable distribution of the burdens of climate change and its mitigation and responsibilities to deal with climate change. It has been described as encompassing "a set of rights and obligations, which corporations, individuals and governments have towards those vulnerable people who will be in a way significantly disproportionately affected by climate change."

The actors: climate debt

Climate debt is the debt said to be owed to developing countries by developed countries for the damage caused by their disproportionately large contributions to climate change. Historical global greenhouse gas emissions, largely by developed countries, pose significant threats to developing countries, who are less able to deal with climate change's negative effects. Therefore, some consider developed countries to owe a debt to developing ones for their disproportionate contributions to climate change.



Source: https://ejatlas.org/featured/climate-debt

Key Concepts

Sustainable Development Goals

Agenda 2030:
The **2030 Agenda for Sustainable Development**, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go together with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

Key Concepts

Sustainable Development Goals

SDGs directly connected to food

GOAL 2 - ZERO HUNGER : End hunger, achieve food security and improved nutrition and promote sustainable agriculture









Source: https://sdghub.com

Key Concepts

Sustainable Development Goals

GOAL 12 - RESPONSIBLE CONSUMPTION AND PRODUCTION: Ensure sustainable consumption and production patterns









Source: https://sdghub.com

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Key Concepts - MUFPP

In 2014, the Mayor of Milan decided to launch an international protocol aimed at **tackling food-related issues at the urban level**, to be adopted by as many world cities as possible. The Milan Urban Food Policy Pact was signed on 15th October 2015 in Milan by more than 100 cities. It represents one of the most important legacies of **Milan EXPO 2015**.

The Milan Urban Food Policy Pact is an international agreement of Mayors. It is more than a declaration; it is a concrete working tool for cities. It is composed by a preamble and a Framework for Action listing **37 recommended actions**, **clustered in 6 categories**. For each recommended action there are specific indicators to monitor progresses in implementing the Pact. The Milan Pact Awards offer concrete examples of the food policies that cities are implementing in each of the 6 Pact categories.
The clusters of the Recommended actions are:

1. **Governance: ensuring an enabling environment for effective action**
2. **Sustainable diets and nutrition**
3. **Social and economic equity**
4. **Food production**
5. **Food supply and distribution**
6. **Food waste**

MILAN URBAN FOOD POLICY PACT

Source: https://www.milanurbanfoodpolicypact.org/wp-content/uploads/2 -color-MUFPP.jpg

Reflection Questions

- What have you learned?
- How can you now define the Sustainable Food System?
- What are the challenges within the Sustainable Food System?
- Which policies or initiatives have mostly interested you?

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Module 7# Sustainable Food Systems Training

Unit 2# Climate Change and Food Systems

Organization #URGENCI

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Competences developed on this Unit

- Holistically reflect on the main factors linking the climate crisis to the food industry and consumer habits, introducing some frameworks of analysis, such as the cascading effect;

- Analyze the main policies and strategies developed by the European Union;

- Understand the impact of Food Systems on climate change and vice versa as well as be able to evaluate possible alternatives, mitigation and adaption strategies to counteract this impact.

Video content

How regenerative agriculture curbs climate change

In this short documentary on regenerative agriculture, we go through the basic arguments of how regenerative agriculture curbs climate change.



Source: https://www.youtube.com/watch?v=TPkXAi_IKwQ

Key Concepts

Look at the map that portraits the climate effects of climate change in the different regions of Europe.

Think of some examples you may know related to the described effects, particularly in your local context.

Map 1.2 **Main climate change impacts on the agriculture sector for the main biogeographical regions in Europe**

Coastal zones
- Sea level rise
- Intrusion of saltwater

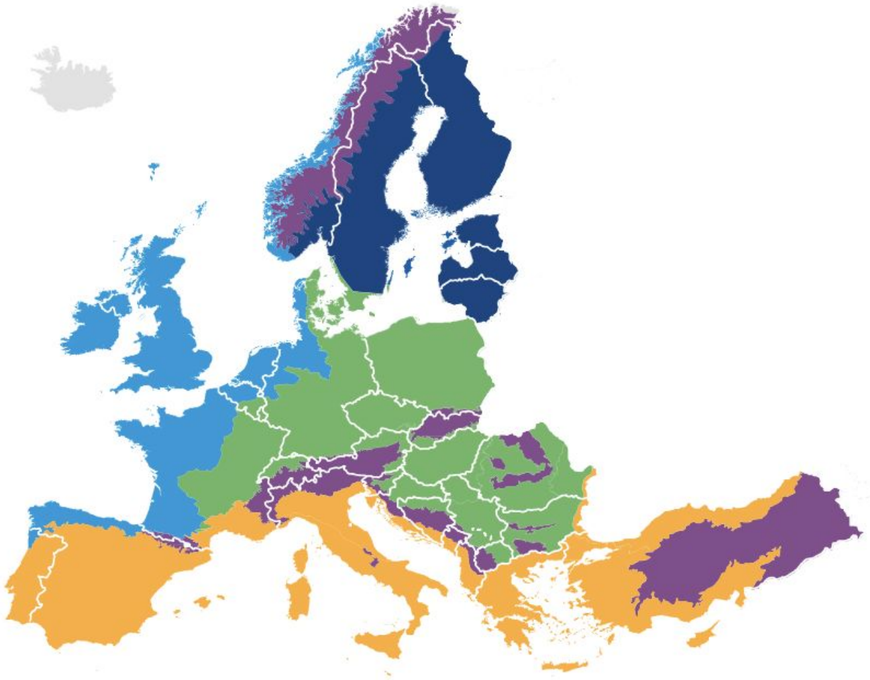
Mediterranean region
- Large increase in heat extremes
- Decrease in precipitation
- Increasing risk of droughts
- Increasing risk of biodiversity loss
- Increasing water demand for agriculture
- Decrease in crop yields
- Increasing risks for livestock production
- Agriculture negatively affected by spillover effects of climate change from outside Europe

Boreal region
- Increase in heavy precipitation events
- Increase in precipitation
- Increasing damage risk from winter storms
- Increase in crop yields

Atlantic region
- Increase in heavy precipitation events
- Increasing risk of river and coastal flooding
- Increasing damage risk from winter storms

Continental region
- Increase in heat extremes
- Decrease in summer precipitation
- Increasing risk of river floods

Mountain regions
- Temperature rise larger than European average
- Upward shift of plant and animal species
- Risk of hail
- Risk of frost
- Increasing risk from rock falls and landslides



Source: Adapted from EEA (2017b).

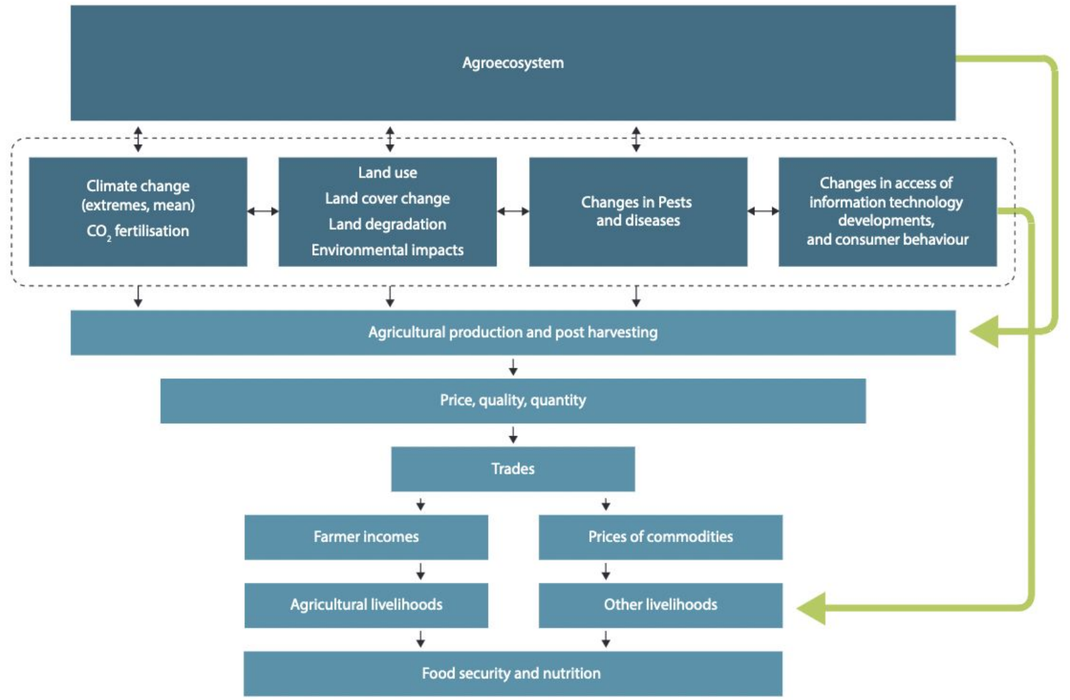
Source: https://www.eea.europa.eu/publications/cc-adaptation-agriculture

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Key Concepts
The Cascading Effect

Climate change has direct and indirect impacts on agricultural production and agro-ecosystems. Direct effects include changes in phenology, displacement of cultivation areas, altered water supply, and increased CO2 levels. Indirect effects result from direct impacts, leading to increased pests, diseases, and extreme weather events. These impacts can affect agricultural production, leading to economic and social consequences such as livelihood loss and food insecurity. The cascade of climate change impacts influences the price, quantity, and quality of agricultural products, trade patterns, agricultural income, and food prices, ultimately affecting global food security and nutrition, particularly for those reliant on agriculture.

Figure 1.8 Schematic representation of the cascading effects



Note: The chain of cascading effects from climate change that impacts agro-ecosystems, agricultural production, market, trade and food security and nutrition. The green arrows represent direct impacts of changes in agro-ecosystems on agricultural production (through, for example, changes in agricultural practices) and impacts of drivers on livelihoods.

Source: Adapted from FAO (2016).

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Reflection 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?

- At what stage of the cascade can policy makers and/or consumers act most effectively?

Key Concepts

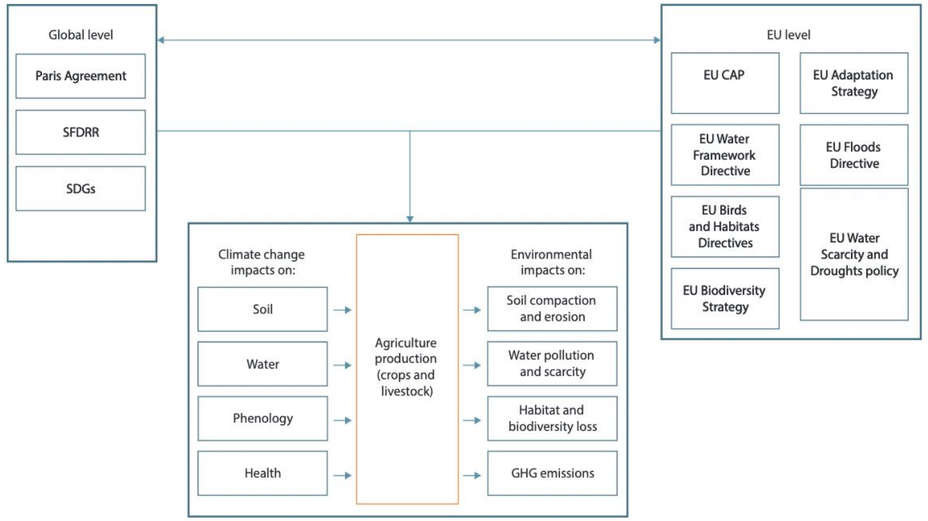
Strategies developed by the EU

The 2018 evaluation of the EU adaptation strategy highlights Europe's vulnerability to climate impacts, particularly in the agriculture sector. Cross-border effects of climate change are notably strong in agriculture. International policies emphasize the importance of climate adaptation in agriculture globally.

In Europe, the EU adaptation strategy and common agricultural policy provide opportunities for adaptation, though ambition varies among Member States. Reporting under the Monitoring Mechanism Regulation in 2019 shows that all reporting Member States prioritize the agriculture sector, implementing specific adaptation measures.

The proposed new common agricultural policy for 2021-2027 emphasizes adaptation, likely increasing investments in adaptation measures. Additionally, EU environmental policies influence agriculture by protecting ecosystems and supporting adaptation efforts.

Figure 2.1 **Overview of the international and EU policy framework for climate change adaptation in the agriculture sector**



Note: The figure presents the global and EU level policies related to agricultural production in the context of climate change impacts on agriculture and agricultural impacts on the environment.
SDGs, Sustainable Development Goals.
SFDRR, Sendai Framework for Disaster Risk Reduction.

Source: EEA.

Video content
the EU Green Deal

The Green New Deal is an ambitious plan to fight the effects of climate change. It’s the only American plan that acknowledges the size of the impending crisis. And it contains some difficult truths that we might not want to hear.

Source: https://www.youtube.com/watch?v=GxIDJWCbk6I



Video content
Farm to Fork strategy

The EU Farm to Fork strategy for sustainable food is a key component of the European Green Deal. Watch this insight to gain a broader understanding of its impact.

Source: https://www.youtube.com/watch?v=syhtS67esAk



Video content
Farm to Fork strategy

The European Commission adopted a comprehensive new Biodiversity Strategy and the Farm to Fork Strategy for a fair, healthy and environmentally friendly food. In line with the European Green Deal, they propose ambitious EU actions and commitments to halt biodiversity loss worldwide and bring our food system into balance with the environment by reducing the use of unhealthy substances, increasing the protection of land and sea and restoring degraded ecosystems.

Source: https://www.youtube.com/watch?v=AkOaRmWi0Cg



Video Content
Self-reflection questions

- What is the EU Green deal?
- How is the Farm to Fork strategy liked to the Green deal?
- Why do you think is the Biodiversity strategy important?

Activity 2
Adaptation and Mitigation Measures

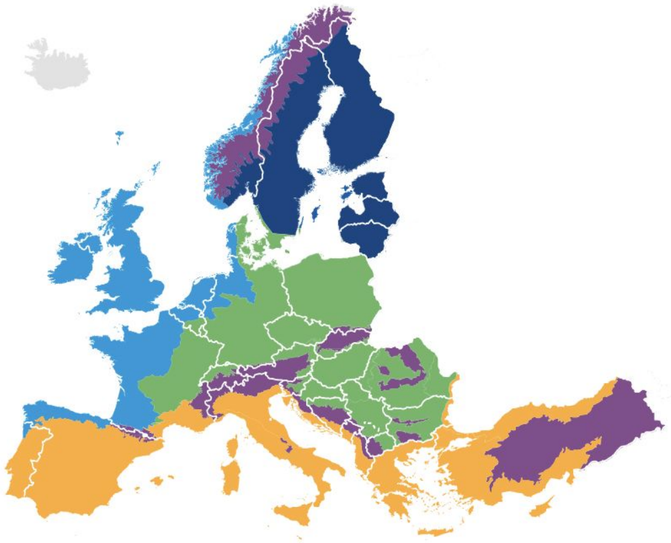
Participants divide into groups.

Each group, chooses an area of the previous map (slide 17) to work with.

Identify what are the food security problems arising in this region, related to the climate effects previously described, and make a list.

Come together to share lists with the full plenary.

Map 1.2 **Main climate change impacts on the agriculture sector for the main biogeographical regions in Europe**



Source: Adapted from EEA (2017b).

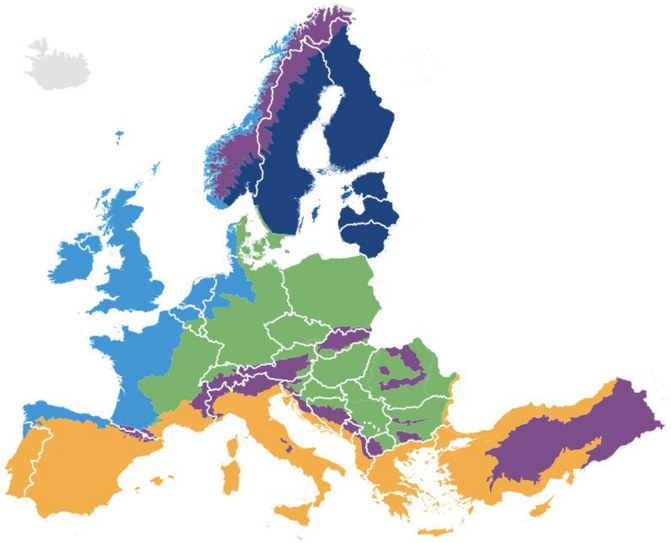
Activity 2
Ideation Phase

Working on the same groups, participants think of at least 2 different adaptation or mitigation measures for the previously identified problems

Some measures:

- Adaptation actions for crop production
- Adaptation actions in the livestock sector
- Actions on research, training, and education
- Actions on improving farm management
- Communication actions

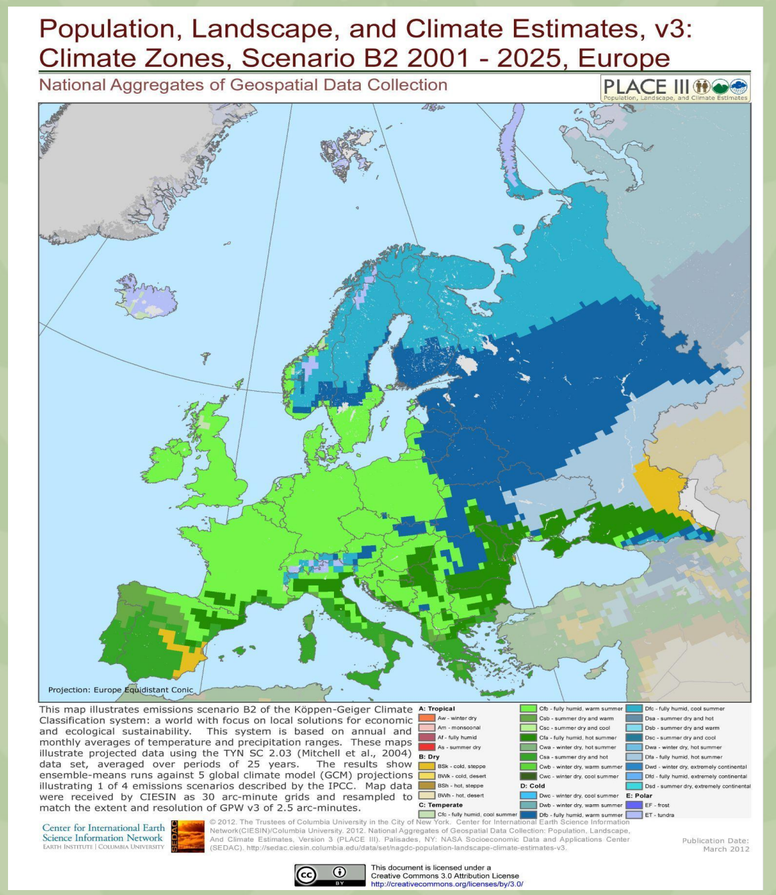
Map 1.2 **Main climate change impacts on the agriculture sector for the main biogeographical regions in Europe**



Source: Adapted from EEA (2017b).

Activity 2
Sharing Results

Groups choose a speaker who will have 5 minutes to present the strategies to others.



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Module 7# Sustainable Food Systems Training

Unit 3# Sustainable Food Supply Chain and Consumption

Organization #URGENCI

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Competences developed on this Unit

- Critically analyze how the SDGs are connected to the global food supply chain
- Understand the role of stakeholders along the supply chain and analyze the challenges and opportunities arising from it for sustainability
- Understand the impact of food production chains on climate change through the lens of carbon emissions, analyze the role of consumers and governments in ensuring sustainability in food production.

Video content

The SDGs

The Sustainable Development Goals (SDGs), also known as the Global Goals, are a set of 17 interconnected goals established by the United Nations in 2015 as part of the 2030 Agenda for Sustainable Development. These goals are designed to address a wide range of global challenges and issues, aiming to create a more equitable, sustainable, and prosperous world by 2030. The SDGs are a framework for international cooperation and action, encompassing social, economic, and environmental dimensions of development. Here are the 17 SDGs.



Source: https://www.youtube.com/watch?v=0XTBYMfZyrM

Video content
Self reflection questions

- How does each SDG relate to the global food system? ake an example of a global product such as Banana, Coffee, Cocoa or Rice as a starting point

- Make a list of all SDG’s and group them into no connection to food system, weak connection and clear connection

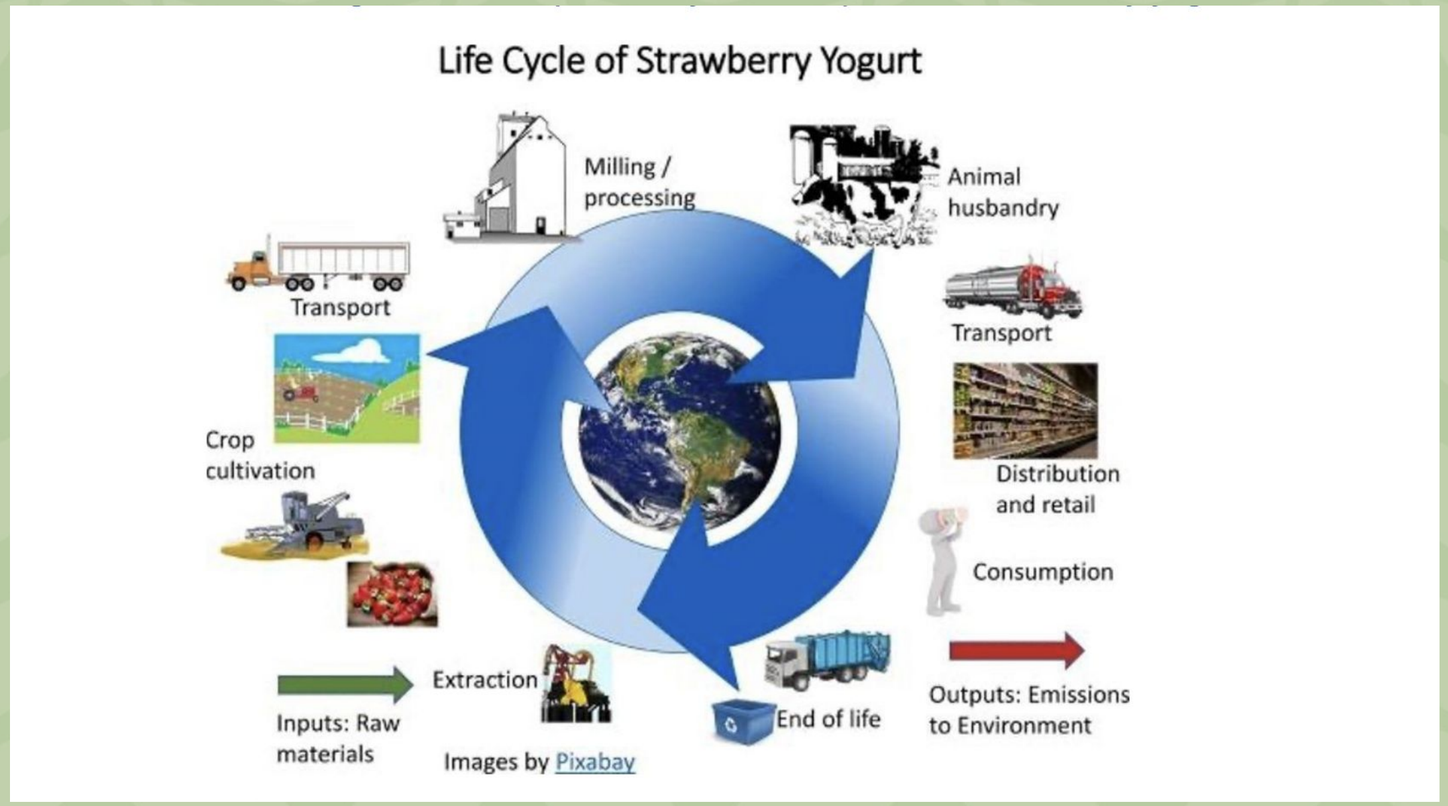
- How many of them are connected to the food system either through a weak or clear connection?

You can find more information on the SDG’s here:
https://sdgs.un.org/#goal_section

Key Concepts

The 5 Steps of a Product Life Cycle (Cradle to Grave)

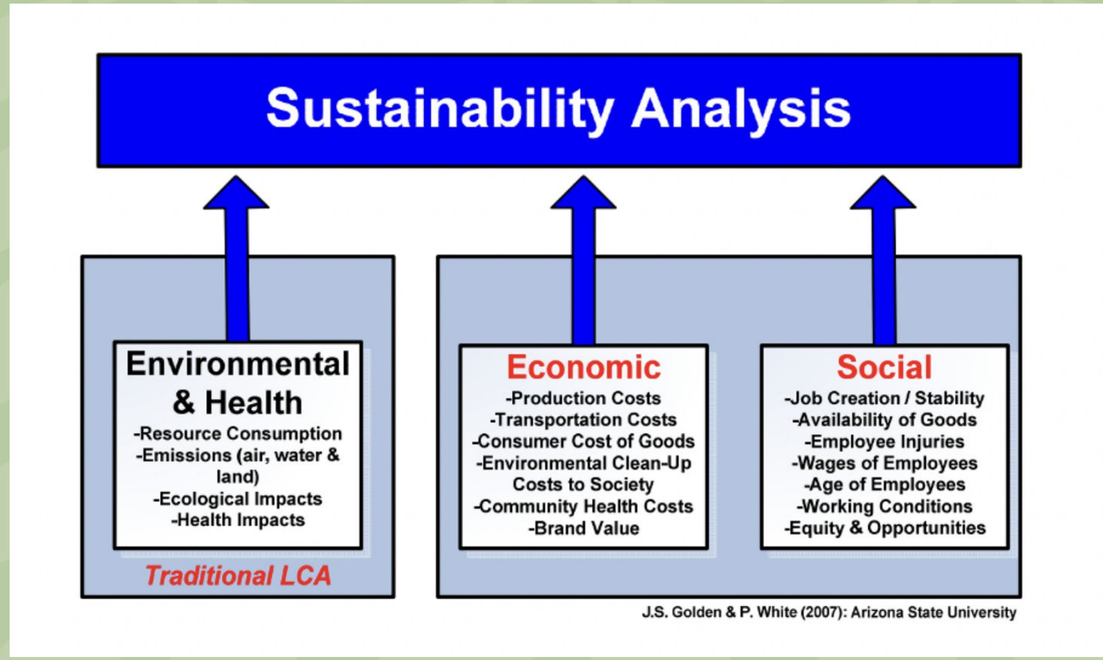
1. Raw Material Extraction
2. Manufacturing & Processing
3. Transportation
4. Usage & Retail
5. Waste Disposal



Source:https://www.sciencedirect.com/science/article/abs/pii/B9780128221129000047#preview-section-abstract

Life cycle assessment (LCA)

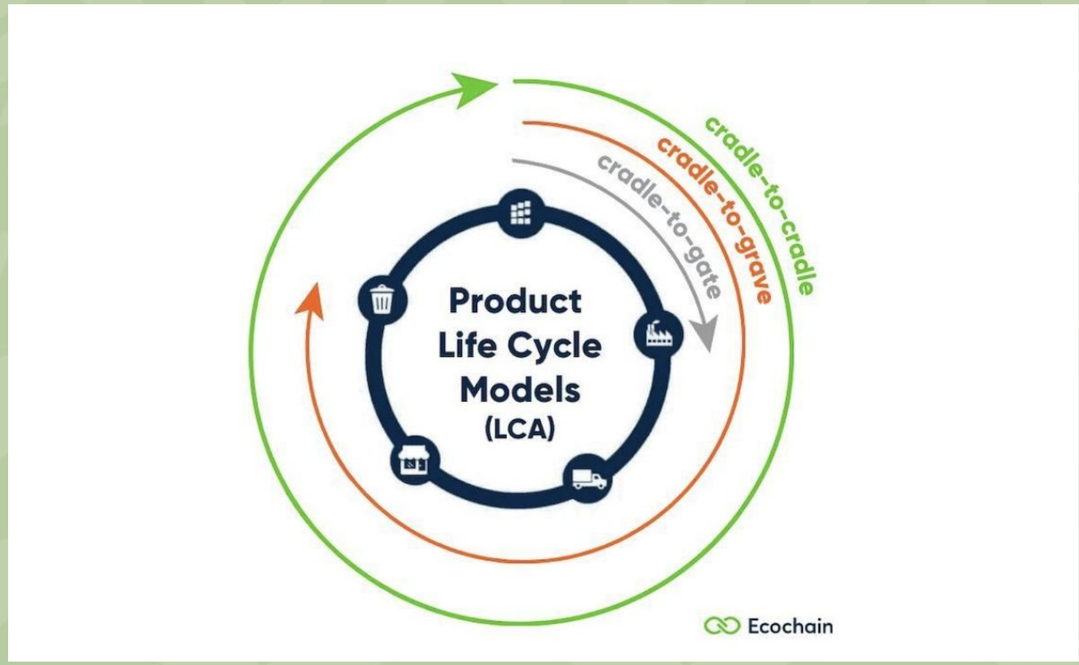
At each stage sustainability measures can be introduced to ameliorate the overall sustainability of the supply chain, consisting of the **three pillars of sustainability**. This is done through **LCA Life Cycle Assessments**. A life cycle assessment (LCA) is a way to study and understand the environmental 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 focussing 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.lifecycleinitiative.org/resources/training/lca-life-cycle-assessment-training-kit-material/

Different Life Cycle Models

Based on the stages you're interested in or have data available on, you can choose to leave in or take out phases. There are usually 4 product life cycle models you can choose for your LCA.



Source: https://ecochain.com/blog/life-cycle-assessment-lca-guide/#product-life-cycle-lca

Cradle-to-grave

When you analyze a product's impact along the 5 product lifecycle steps – this is called cradle-to-grave. Cradle being the inception of the product with the sourcing of the raw materials, *grave* being the disposal of the product. Transportation is mentioned as step 3 but can occur in between all steps.

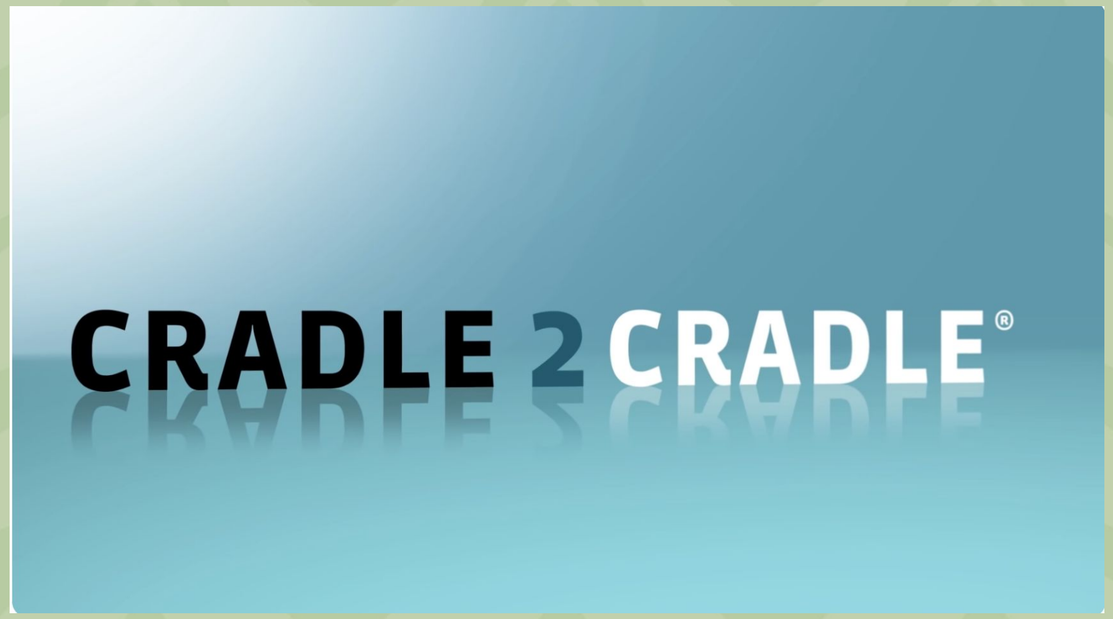
Cradle-to-gate

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 an LCA and thus create insights faster, especially about internal processes. Cradle-to-gate assessments are often used for environmental product declarations (EPD).

Different Life Cycle Models

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. Watch the video on the right to get deeper insight into this design strategy.



Source: https://www.youtube.com/watch?v=QMsF1P-_vWc

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.

Reflection Questions

Imagine being a producer who oversees the design of a new food product and draw up the life cycle for it from cradle to cradle and for each step, draw down some sustainability criteria for all three pillars. (example: raw materials: buying organic, local../ transport: using electric vehicles, fair wages for drivers etc.)

Carbon Footprint Analysis for sustainable consumption

Sustainability is a **global goal** aiming to **preserve resources** for future generations, with the carbon footprint analysis as a significant tool. It **measures the greenhouse gases** emitted from human activities, providing insight into environmental impacts. By assessing the life cycle of products or services, it identifies **emission "hotspots**" and aids in **managing and reducing emissions.**

This analysis promotes transparency, accountability, and comparison across different sectors, encouraging responsible actions and mitigation strategies. Ultimately, **reducing carbon footprints contributes to broader sustainability goals**, including resource conservation and ecosystem protection, crucial for addressing climate change and securing a sustainable future.



Source: https://www.youtube.com/watch?v=oN7q4NIhj_4

Video content
Food's Carbon Footprint

The Carbon Footprint of Food Systems



Source: https://www.youtube.com/watch?v=pDZ0FQN8TJI

Reflection Questions

Go back to your Product Life Cycle and think at which stage..

- are the most emissions produced ?
- where do they come from ?
- how they could be reduced ?

- What have you learned from this lesson?
- Does it change the way you chose your food?

Find some carbon footprint calculators for food here:

https://www.earthday.org/foodprints-calculators/

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Module 8# Sustainable Agriculture

Unit 1# Introduction to Sustainable Farms

Organization #LAND

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Competences developed on this Unit

- **Engage in and manage community work** and **participatory processes**
- Acquire and apply new **knowledge** and **techniques** and **work methods** associated with **sustainable agriculture**.
- Gain **a foundational understanding** of the effects of **synthetic pesticides on agriculture and human health**, alongside familiarity with alternative methods and treatments.
- Develop an awareness of **social justice issues** and **labour rights** within agricultural and food initiatives.
- **Distinguish** the criteria for selecting producers who adhere to sustainability standards, encompassing principles of social economy, agroecology, and ethical treatment of animals, among other considerations
- Know some **agricultural principles**, including plant biology, production cycles,

Key Concepts: FAO 5 Principles

Original source: *Building a common vision for sustainable food and agriculture*, *PRINCIPLES AND APPROACHES;* FAO, 2014. Link

The Food and Agriculture Organization of the United Nations (FAO) has established **5 basic principles** for the global agricultural sector to become increasingly productive and sustainable

These principles aim to build a production system that works in favor of the ecosystem, satisfying the human needs. They balance the social, economic and environmental dimensions of sustainability in agriculture, and provide a basis for developing policies, strategies, regulations and incentives.

For each principle, FAO has drawn up **examples for key policies and strategies**, **divided by production sectors**: crops, livestock, forestry (also aquaculture and fisheries, but they have been excluded from the activity).
You can check the following slides!

The five principles are **complementary,** and to be sustainable and productive, agriculture will need to adopt a single, systems vision that maximize synergies, mitigates negative externalities and minimizes harmful competition between its sectors.

Key Concepts
FAO 5 Principles

1. Improving efficiency in the use of resources is crucial to sustainable agriculture

2. Sustainability requires direct action to conserve, protect and enhance natural resources

3. Agriculture that aims to protect and improve rural livelihoods, equity and social well-being is unsustainable

4. Enhanced resilience of people, communities and ecosystems is key to sustainable agriculture

5. Sustainable food and agriculture requires responsible and effective governance mechanisms

Key Concepts
Key Policies and Strategies for FAO 5 Principles

Food and Agriculture Organization of the United Nations

1. **Improving the efficiency in the use of the resources are crucial for the sustainability of the agriculture**

   Agricultural production is the **transformation of natural resources** into products for human benefit. That process requires **management, knowledge, technologies and external inputs**, with considerable variation in their relative importance and mix across production systems and regions of the world.

   The **level and mix of inputs**, and the **type of technologies and management systems** used, have major implications for the **level of productivity** as well as for the **impact of production on natural resources and the environment**. Getting the “right mix” – one that reflects the value of natural resources and the real costs of environmental impacts and external inputs – is essential for sustainability.

Original source: *Building a common vision for sustainable food and agriculture*, *PRINCIPLES AND APPROACHES;* FAO, 2014. Link

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Key Concepts
Key Policies and Strategies for FAO 5 Principles

Food and Agriculture Organization of the United Nations

2. Sustainability requires direct activities to preserve, protect and improve the natural resources

While **improved resource-use efficiency** can help reduce pressure on ecosystems and natural resources, it also **increases profitability**, which can lead, in turn, to the expansion of production and a **subsequent increase in resource depletion and degradation**. The degradation of agro-ecosystems directly affects the food supply and income of the poor, **increasing their vulnerability** and creating a **vicious cycle of poverty, further degradation and hunger**. That is why **direct action** is needed to conserve, protect and enhance natural resources. Protecting and restoring the ecosystems that naturally capture, filter, store and release water – such as rivers, wetlands, forests and soils – is crucial to increasing the availability of water of good quality. **Reforestation and reducing the rate of deforestation are essential**, therefore, to climate change mitigation and adaptation, as well as contributing to **soil formation, water purification, biodiversity and pollination.**

Original source: *Building a common vision for sustainable food and agriculture*, *PRINCIPLES AND APPROACHES;* FAO, 2014. Link

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Key Concepts
FAO 5 Principles for sustainable agricultural production

3. **Agriculture that doesn't achieve to protect and to improve the rural lifestyle and the social welfare is unsustainable.**

   Agricultural development is, by definition, **unsustainable if it fails to benefit those whose livelihoods depend on it** by increasing their access to resources and assets, their participation in markets and their job opportunities. It is critically important for **rural people to have secure and equitable access to the natural resources** they need to produce food for their consumption and to increase income.

   The livelihoods of many of them are based on access to and control over these resources, **like land, water, forest and fishery resources**. Inadequate and insecure tenure rights to natural resources often result in extreme **poverty and hunger**. In addition, secure tenure of land often results in enhanced investment by farmers, higher yields and reduction in soil degradation.

Key Concepts
FAO 5 Principles for sustainable agricultural production

4. Enhanced resilience of people, communities and ecosystems is essential for sustainable agriculture

Resilience has emerged as a key factor in sustainability. It is defined as the ability of a system and its component parts to anticipate, absorb, accommodate or recover from the effects of a hazardous event in a timely and efficient manner, by ensuring the preservation, restoration or improvement of its essential basic structures and functions. In the context of sustainable food and agriculture, resilience is the **capacity of agro-ecosystems, farming communities, households or individuals to maintain or enhance system productivity** by preventing, mitigating or coping with risks, adapting to change, and recovering from shocks. Phenomena such as climate variability, extreme weather events and market volatility, as well as civil strife and political instability, impair the productivity and stability of agriculture, which in turn increases uncertainties and risk for producers. Decisions taken in the wake of disasters or crisis can have consequences for households and communities that can become **long term "poverty traps".**

Original source: *Building a common vision for sustainable food and agriculture*, *PRINCIPLES AND APPROACHES;* FAO, 2014. Link

Key Concepts
FAO 5 Principles for sustainable agricultural production

5. **Sustainable food and agriculture require responsible and effective governance mechanism**

Good governance is needed to **ensure social justice, equity and a long-term perspective on the protection of natural resources**. When sustainability processes are dominated by abstract environmental concerns, without adequate attention to social and economic dimensions, they are unlikely to be implemented.

A transition to sustainable agriculture that follows the **five principles requires enabling policy, legal and institutional environments** that strike the right balance between **private and public sector initiatives**, and ensure **accountability, equity, transparency and the rule of law**.



Source Link Picture from on Freepik

Original source: *Building a common vision for sustainable food and agriculture*, *PRINCIPLES AND APPROACHES;* FAO, 2014. Link

Key Concepts
3 Dimensions of sustainability

Environmental side

Using products that do not impact soil and water; planting plants that do not adversely affect the ecosystem; preserving biodiversity; using resources carefully; reducing waste; minimising soil consumption; reducing pollution.

Economic side

Generating income, which it doesn't just mean that revenues must cover production costs. It also means having the ability to plan for future investments, improving product quality, controlling the impact of production, and ensuring an ever-improving quality of life for workers and end consumers.

Social side

A farm as a network of human relationships, both internal and external. Internally, in a socially sustainable farm, workers' rights are always respected, there is no exploitation, discrimination, toxic or abusive behavior. Responsibilities, duties and merits are shared equally. Wages ensure a good quality of life for workers. Externally, a socially sustainable farm can play a vital role in its community. It can set off mechanisms of shared governance, with the population or public bodies, it can act as a local tourist and cultural animator, it can develop a virtuous chain with other local businesses, it can develop innovation projects with nearby universities.

Key Concepts
3 Dimensions of sustainability

Questions for debate

1. Do you consider there is one dimension more important than other?
2. Which dimension of sustainability is the hardest/easiest to achieve?

For a complete overview, please check: *United Nations ESCAP*. Integrating the three dimensions of sustainable development. A framework and tools. Link

Video content
The three dimensions of sustainability

Through the example on the field of construction, the three dimensions (social, economic, and environmental) of sustainability are presented in this video.

Source: The three dimensions of sustainability, Argos. Link (EN)

Self-reflection Questions:

- Can you translate the steps taken by the character into the agricultural field?
- What is the hardest dimension to protect in sustainable agriculture?

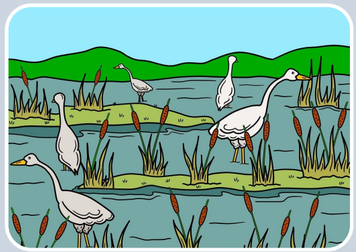
Key Concepts

Problems and solutions of a sustainable farm

Imagine that you become the managers of the world's worst farm, environmentally, economically and socially. Your task is to transform it

Name	
Production	
Location	

SUSTAINABILITY PROBLEMS



Ecosystem/ Biodiversity

E.G. Disappearance Of Pollinator Insects



Production

E.G. Intensive GMO Maize Monoculture



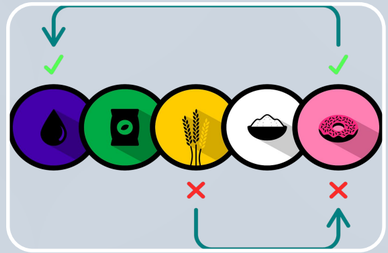
Labor/ Workers

E.G. Male-only, Underpaid Workers



Consumption

E.G. Obsolete Oil-fired Machinery System



Supply Chain/ Distribution

E.G Products Sent For Processing In Another Continent



Governance/ Relationship With The Community

E.G Collective Of Local Citizens Demonstrating Against You

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the European Union

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Module 8# Sustainable Agriculture

Unit 2# Certification Systems & Agricultural Production

Organization #LAND

ABD GROUP · ACRA · EQU Estratègies de Qualitat Urbana · land Learning actions for nature and development · URGENCI · iasis

Competences developed on this Unit

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

Key Concepts
Introduction to Certification

ORGANIC FARMING

BIO



PROTECTED DESIGNATION OF ORIGIN

PDO



PROTECTED GEOGRAPHICAL INDICATION

PGI



TRADITIONAL SPECIALTY GUARANTEED

TSG



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Key Concepts
Theoretical Introduction to Certification

Try to search for products in your country that have the same certifications !

BIO



Source: Link

PGI



Source: Link

TSG



Source: Link

PDO



Source: Link

Discover more certifications, like the «**Montain product**»:

The term highlights the specificities of a product, made in mountain areas, with difficult natural conditions. Recognizing this is an advantage for farmers as well as consumers. It enables farmers to market the product better but also ensures certain characteristics are clear to the consumer. More info: Link

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Key Concepts
Specific Certifications in Spain

Catalan Ecological Agricultural Production Council (CCPAE) / (Consell Català de la Producció Agrària Ecològica)

Hispanic Society of Certification (Societat Hispana de Certificació S.A.)

Key Concepts
Specific Certifications in Italy

Controlled Designation of Origin / Denominazione di Origine Protetta - DOP

Controlled and Guaranteed Designation of Origin / Denominazione di Origine Controllata e Garantita -DOCG

Traditional food products / Prodotti Agroalimentari Tradizionali - PAT

Key Concepts
Specific Certifications in France

AB - agriculture biologique /BIO

Haute Environmentale Valeur /HEV

CERTIFICATION

Key Concepts
Specific Certifications in Greece

BIO HELLAS

BIO HELLAS
ΙΝΣΤΙΤΟΥΤΟ ΕΛΕΓΧΟΥ
ΒΙΟΛΟΓΙΚΩΝ ΠΡΟΪΟΝΤΩΝ Α.Ε.

Key Concepts
Type of Certification Systems

More info: fao.org (EN); Rivista di agraria- Sistemi di certificazione (IT)

TYPES

First-party	Third-party
Second-party	Fourth-party

ACTORS

Governments	Producers in association/cooperatives	Consumers	Coalitions









Key Concepts
Certification Systems Challenges

Some challenges:
The certification model currently applied to organic agriculture is too complex and costly both in terms of money and time for small producers in Europe and the South.

Some of the small farms in marginal areas are at risk of closing, while those in urban areas are at risk of moving away from the organic sector.

Hence the need to innovate the organic certification system by developing other certification systems to complement the current one.

Some proposals:

- **bureaucratic simplification** for small, totally organic farms;
- the activation of **group certification also in the European context** (the current organic regulation only allows this approach for products imported from third countries);
- and **the diffusion of Participatory Guarantee Systems (PGS).**

While the first two interventions remain within the boundaries delimited by the European regulation, the last approach is outside it. This means that **a product guaranteed under the SPG approach is currently not certifiable as organic, even if the farmer adopts the standards of the European regulation in the field.**

Case Study
Organic certification

What is it?

A process through which agricultural products (incl. crops, livestock, and processed foods) are **verified to meet specific standards** and regulations set **for organic farming practices**.

Why is it useful?

EU regulations on organic farming are designed to **provide a clear structure for the production of organic goods across the whole of the EU**. This is to satisfy **consumer demand** for trustworthy organic products whilst providing a **fair marketplace** for producers, distributors and marketers.

Organic certification:

- **Builds trust** by ensuring rules on organic production are followed.
- **Strict control and enforcement systems** guarantee compliance.
- **Organic logo** provides visual identity for EU-produced organic products.
- **New legislation post-2022** strengthens control system and expands range of organic products.

Organic farming:

- Aims to produce food using natural substances and processes
- Encourages responsible energy and resource use, biodiversity, soil fertility, and water quality.
- Focuses on high animal welfare standards and meeting specific animal behavioral needs.

Legislation:

- Regulation (EU) 2018/848 of the European Parliament and of the Council of 30 May 2018 is the applicable legislative act,
- Regulation (EU) 2023/2419 of 18 October 2023 on the labelling of organic pet food (OJ L, 2023/2419, 27.10.2023).

For a complete overview of organic certification legal framework, background and a characteristics, please check the original sources:

Organic Farming (European Commission) (EN)

Triantafyllidis, A., & Ortolani, L. (2013). La certificazione partecipativa in agricoltura biologica. Agriregionieuropa, 9(32), 45. Link; (IT).

Case Study
Organic Certification

Prospects & Challenges

- Organic farming's evolution influenced by consumption trends and production perspectives.
- Economic viability increasingly pivotal for producers' decisions to transition to organic farming

To know more about the problems and prospects of Organic Agriculture, please consult the original source:

Corsi, A. (2008). L'agricoltura biologica: problemi e prospettive. Agriregionieuropa, 4(14). Università di Torino, Dipartimento di Economia e Statistica "Cognetti de Martiis". Link; (IT).

Challenges Faced by Organic Farmers

- Market access and low prices pose significant challenges
- Some farmers opt to sell organic produce as conventional due to distribution channel issues
- Subsidy cessation and economic feasibility concerns prompt intentions to abandon organic farming.

Viability

- Decision influenced by personal beliefs initially, shifting to economic feasibility
- Economic viability determined by revenue increase surpassing cost rise
- Revenue fluctuations tied to yields and premium price organic products can command

Environmental Strategies in Organic Agriculture

- Short supply chains and consumer awareness of "food miles" represent potential environmental strategies
- Geographic mismatch between production and consumption complicates effectiveness
- Trends in organic agriculture align with efforts to minimize negative environmental impacts

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Key Concepts

PGS- Participatory Guarantee System Theory



Participatory Guarantee Systems (PGS) are locally focused quality assurance systems. They certify producers based on active participation of stakeholders and are built on a foundation of trust, social networks and knowledge exchange.
- IFOAM, 2008.

Definition

Participatory Guarantee System is an alternative certification model whereby producers and other stakeholders share a set of commonly-defined standards and norms, common procedures, a coordinating body, a common logo and defined consequences for non-compliance

Basic elements & key features













Images source: IFOAM, 2019, PGS Guidelines: How to develop and Manage Participatory Guarantee Systems for Organic Agriculture. p.17; Link .

Key Concepts
PGS- Participatory Guarantee System Theory

Main differences with Third Party Certifications

- Less paperwork in PGS;
- More **commitment and responsibility of farmers** in the certification process (including inspections and consequences) in PGS;
- Certification mechanisms in PGS are designed to be **appropriate to the local social context and smallholder farmer** they are serving;
- PGS are often **more inclusive of new/transitioning Organic Farmers**;
- **Involvement of Consumer** is encouraged and sometimes even required in PGS;
- Use of **social control** by involving and **empowering local stakeholders** thereby giving them “ownership” of the certification process is essential for PGS;
- **Certification is given on “whole farm” basis** rather than for single commodity products in PGS;
- Usually, **individual farmers own their own PGS certificates**, while in ICS the certificate is owned by the farmers' group, an NGO or the export company.
- **More empowerment and freedom in the marketplace** with PGS as compared to ICS where farmers are bound to sell only the (possibly limited) products that were certified and that through the group that holds the certificate.

For further information and examples: Link

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Activity 1 PGS- The Participatory Guarantee System

Role Play Game: 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.

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Activity 1 PGS- The Participatory Guarantee System Role Play Game: Campaign Visit by the Guarantee Committee

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.

Activity 1 PGS- The Participatory Guarantee System

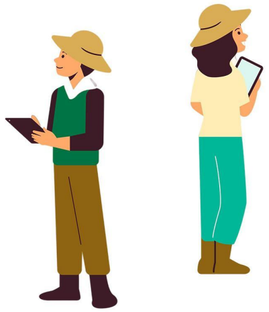
Role Play Game: Campaign Visit By The Guarantee Committee

Choose Your Role!

Customers



Agronomists



Producers

(candidates)



Producers

(with certification)

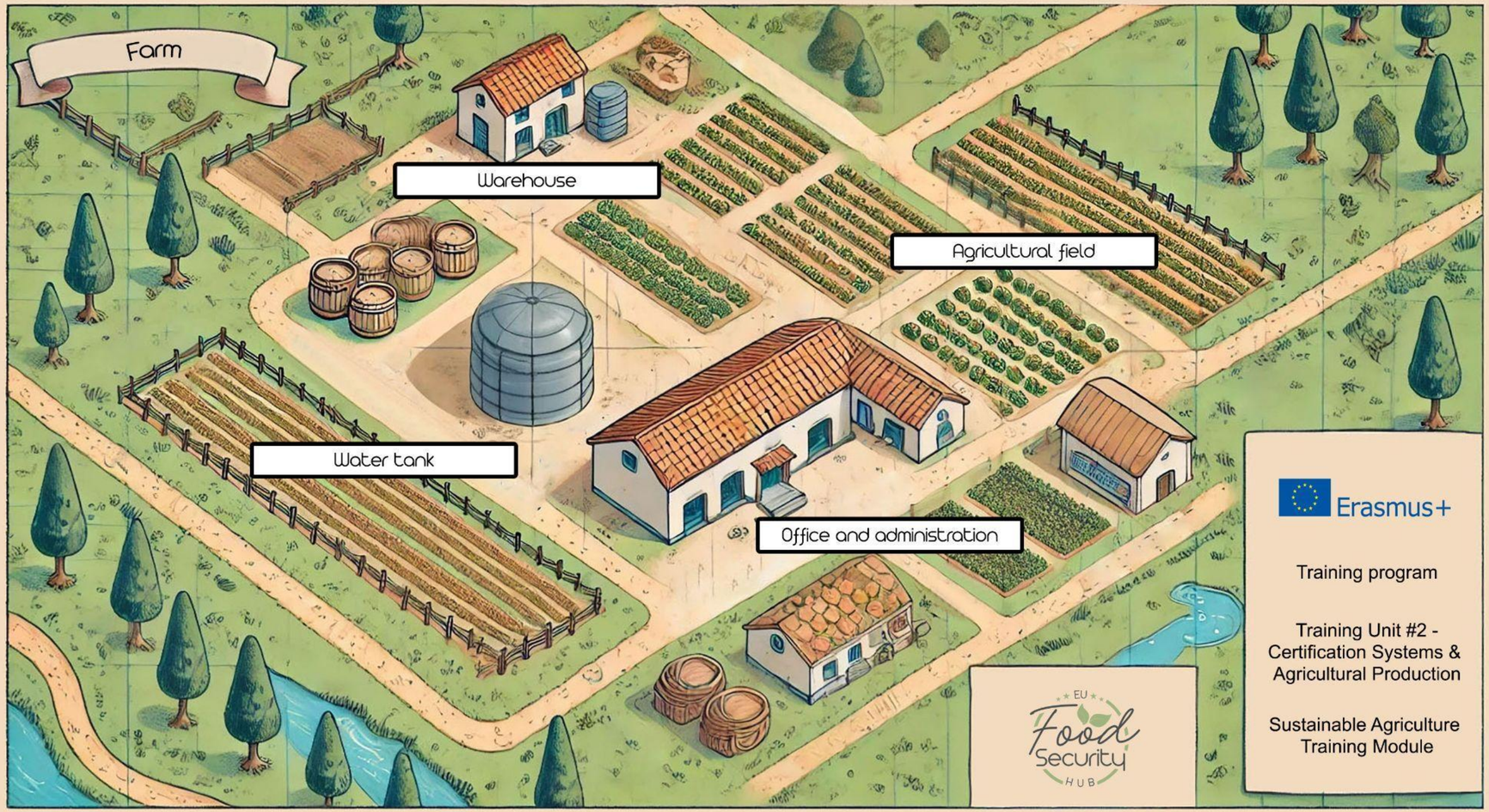


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Activity 1: PGS- The Participatory Guarantee System

Role Play Game: Campaign Visit By The Guarantee Committee

Let's Start The Visit!



Video content
Why participate and support the PGS?

The visits of the Participatory Guarantee System, a powerful tool to meet the producers who feed us and:

- To establish a real dialogue with them,
- Find concrete solutions to their specific problems,
- Better understand the social reality of food production.

And thus, be able to act!

- Encourage others to participate in the visits.
- Influence local, regional and/or European policies.
- No longer be powerless in front of the current crises that impact the food system and our producers!

Source: Why participate and support the PGS? 5 minutes to convince you!, Le reseau des GASAP, Link (FR, subtitles in EN)

Video content
Per una Pedagogia della Terra

In 2012, the experimentation of 'Sistemi Partecipativi di Garanzia' (GPS) started in the territories of the Distretti di Economia Solidale (DES) of Varese, Como and Monza...Here there is an overview of them.

Source:

Per una pedagogia della terra, AltraComo.

Link (IT)

Case Study for Participatory Guarantee Systems

Italy:

Cascina di San Alberto



Ficos:

Ficos
FILIERA CORTA SICILIANA

Case Study

Spain:

Som Ebre: L'enllaç de l'Ebre

Greece:

Peliti Seed Network

Belgium:

The GASAP NETWORK / Le Rèseau des Gasap

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Module 8# Sustainable Agriculture

Unit 3# Relationships between Agricultural Producers & Consumers

Organization #LAND

ABD GROUP · ACRA · EQU Estratègies de Qualitat Urbana · land Learning actions for nature and development · URGENCI · iasis

Competences developed on this Unit

- Manage and facilitate **community work and participatory processes effectively**, demonstrating **leadership in fostering sustainable relationships** between producers and eaters.
- 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).
- Apply **critical thinking skills and enhance listening skills** to question and analyze concepts related to producer-eater relationships, within the context of **local solidarity-based partnerships and community supported agriculture** (CSA) initiatives.
- **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.
- **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.

Key Concepts
Food Supply Chain

Short food supply chain:

Direct or Near-direct exchanges between food producers and consumers (farmers' markets, community-supported agriculture (CSA) initiatives, farm-to-table restaurants)

Key features:

1. **Reduced Transportation:** diminishing the environmental impact → lower greenhouse gas emissions and fuel consumption
2. **Enhanced Transparency**: enabling consumers to have a better understanding of their food's origin and production methods → trust in food quality and safety
3. **Local Economic Support**: retaining more money within the community → increased economic sustainability of farmers activities
4. **Seasonal Eating**: aligning food consumption with nature's cycles, promoting diverse diets → deeper connection to the local environment.

Long food supply chain:

Multiple intermediaries (wholesalers, distributors, and retailers) between producers and consumers, allowing for global distribution and access to a wide variety of products.

Key features:

1. **Global Reach**: supply chains across vast geographic regions → access to a diverse range of products regardless of local availability.
2. **Economies of Scale**: long supply chains benefit from economies of scale, making large-scale food production and distribution more cost-effective.
3. **Standardisation**: products are often standardised for consistency to facilitate long-distance distribution → reduced product diversity, ensured consistency.
4. **Reduced Seasonality**: Long supply chains can provide consumers with out-of-season produce by sourcing products from regions with different growing seasons, allowing for year-round availability.

Key Concepts Food Supply Chain

Impacts on Sustainability and Seasonal Eating

The choice between short and long food supply chains has profound implications for sustainability and seasonal eating:



Source Link Picture from KamranAydinov on Freepik

Environmental Impact

Economic Sustainability

Food Security

Importance of Seasonal Eating

Balancing short and long food supply chains is vital for a sustainable and resilient food system.

Future food supply chains must prioritise the advantages of short supply chains while harnessing the benefits of long supply chains to ensure diversity, choice, and access to food while reducing environmental and social costs. Seasonal eating, in conjunction with locally sourced produce, not only benefits the environment but also strengthens local economies and nurtures a more profound connection to our food sources.

The key to a sustainable food supply chain lies in adaptable models that address the complex and evolving needs of our global society while respecting the inherent wisdom of eating in harmony with the seasons.

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Key Concepts: LSPA – Local Solidarity-based Partnerships for Agroecology

Local solidarity-based partnerships play a crucial role in advancing the principles of agroecology.

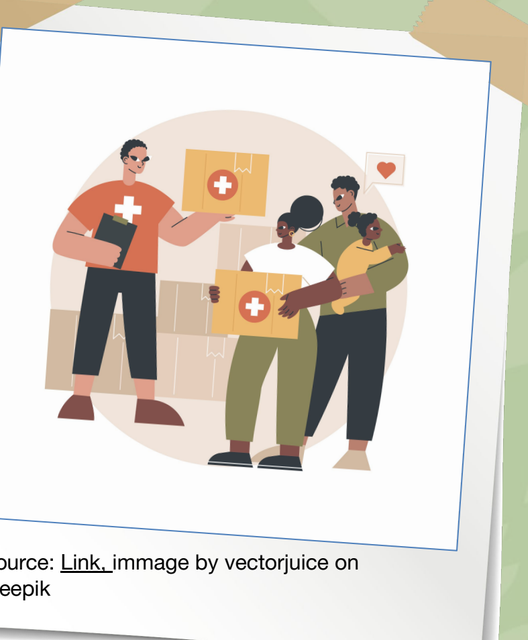
Agroecology is a **sustainable and holistic approach to farming** that prioritises the well-being of the environment, communities, and future generations, emphasizing the importance of biodiversity, local knowledge, and traditional farming practices.

Definition:

LSPA's - Local solidarity-based partnerships for agroecology are **collaborative relationships** that bring together **local farmers, consumers, and other community stakeholders** in support of **agroecological practices**

These partnerships focus on promoting sustainable food systems that prioritise social and environmental well-being over profit

Key elements:



ource: Link, immage by vectorjuice on eepik

Local Ownership: Local communities and stakeholders own and drive the initiatives, ensuring that they are deeply rooted in the region's needs and values

Knowledge Exchange: Traditional and local knowledge is valued and shared, allowing farmers to implement agroecological techniques suited to their specific region.

Shared Responsibility: Partnerships distribute responsibilities among various actors, such as farmers, consumers, NGOs, and local government bodies, to create a collective approach to agroecological practices.

Access to Fresh, Seasonal, Locally Sourced Food: These partnerships promote local food consumption, ensuring communities have access to fresh, nutritious, seasonal and culturally relevant food produced using sustainable methods.

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Key Concepts

LSPA – Local Solidarity-based partnerships for Agroecology



Benefits of LSPA:

1. **Biodiversity Conservation:** Crop diversity, mixed cropping, and reduced chemical inputs contribute to healthier ecosystems.
2. **Soil Health:** Through organic matter enrichment, reduced erosion, and improved water retention.
3. **Sustainable Resource Management:** By employing practices like crop rotation and organic farming,, reducing the negative impact of agriculture on the environment.
4. **Social Equity:** Reducing social disparities by creating opportunities for local farmers, especially small-scale and marginalized communities. They often focus on improving living conditions and income for farmers, contributing to social justice.
5. **Climate Resilience:** By building adaptive capacity within local agricultural systems and mitigating greenhouse gas emissions.
6. **Cultural Preservation:** Traditional farming knowledge and practices are preserved and celebrated, ensuring the continuity of local cultures and food traditions.

Video content
CSAct! LSPA

A brief introduction of CSA- Community Supported Agriculture and LSPA – Local Solidarity based Partnership for Agroecology.

Watch here:

Source: Urgenci TV, Link (EN, sub IT, ES, FR, GR, etc.)

Key Concepts: CSA – Community Supported Agriculture

Definition:

Collaborative and **mutually beneficial partnership** between **consumers** and **local farmers**, through **a financial commitment to a local farm** or producer for a season or year.

Consumers receive a regular share of the farm's produce, often in the form of a weekly or monthly basket or box of **fresh, seasonal, and locally grown products**.

CSA members share in both the rewards and risks of farming, as they support the farmer financially, and in turn, the farmer provides a direct source of **fresh, high-quality, and often organic or sustainably produced food**.



Principles of CSA:

Teikei, which means "**partnership" or "cooperation**" in Japanese, represents the fundamental principles underlying CSA

Promoting a more ethical, equitable, and sustainable approach to food production and consumption.

Check the 10 principles of Teikei here:
https://urgenci.net/our-guiding-priciples/

Key Concepts: Roles and Responsibilities within CSA

CSA Members

Financial Commitment: Members commit to paying for their CSA share upfront or in instalments, which provides financial support to the farmer at the beginning of the season.

Regular Pickup: Members are responsible for picking up their CSA shares at designated locations and times. Timely pickup ensures minimal food waste and helps maintain the efficiency of the CSA.

Understanding Seasonality: Members must understand and accept that CSA shares are based on the seasonality of crops. This means they receive what's in season and available on the farm, which may vary from year to year.

Shared Risk and Reward: Members share in the risks of farming, such as crop failures due to weather conditions. They also enjoy the rewards of a successful harvest. This shared risk and reward are integral to the CSA model.

Feedback and Engagement: Members are encouraged to provide feedback on the CSA shares, communicate their preferences, and engage with the farm and other members. Active participation contributes to a vibrant CSA community.

Farmers

Production: Farmers are responsible for growing and producing the food and agricultural products offered in the CSA shares. This includes planting, cultivating, harvesting, and, in some cases, processing and packaging the produce.

Sustainable Practices: Farmers often commit to environmentally sustainable and responsible farming practices, which may include organic methods, low-impact farming, or agroecological approaches. This helps ensure the quality and sustainability of the product.

Crop Planning: Farmers must plan the crop schedule, planting quantities, and variety to meet the needs of CSA members throughout the season. They also make efforts to minimize waste and ensure a diverse range of products.

Communication: Clear and consistent communication with CSA members is essential. Farmers inform members about crop availability, pick-up schedules, and any changes or challenges in the farm's operation.

Farm Visits and Education: Some farmers organize farm visits, workshops, or educational events to foster a sense of community, provide insights into farming practices, and deepen the connection between members and the farm.

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Key Concepts
Differences between farmer led & Consumer led CSAs

Farmer led CSA:		Consumer led CSA:
Farmers/ group of farmers start autonomously and operate the CSA, making decisions regarding what crops to grow, farming practices, pricing, and other operational aspects.	**Initiation and Leadership**	Consumers or community members, iinitiate and organize the CSA, including selecting and collaborating with local farmers. Consumers have a more significant role in shaping the CSA's structure, product selection, and other parameters.
Farmers play a central role in decision-making, including crop selection, planting practices, pricing, and distribution methods. They have greater control over the farm-to-consumer relationship and the overall direction of the CSA (aligned with their farming philosophies and practices).	**Decision-Making and Control**	Consumers have more influence in determining the CSA's product offerings and operating procedures. They may request specific crops, farming practices, or product varieties to meet their preferences. Farmers may adapt their practices based on consumer demands.
Prioritize farmer autonomy and the preservation of their farming values and practices. Farmers may have a stronger say in maintaining sustainable and organic farming methods, crop diversity, and other farming-related decisions.	**Farmer Autonomy**	Consumer-led CSAs may focus more on meeting the specific desires and demands of the consumers. Farmers in this model may be more responsive to consumer preferences, even if it means altering their practices to meet consumer expectations.

Key Concepts
Differences between farmer led & Consumer led CSAs

Farmer led CSA:		Consumer led CSA:
Product selection based on farmers' expertise, local climate, and specific territory knowledge.	**Product Selection**	Organizers actively participate in determining the product mix, requesting specific crops or products aligned with their culinary preferences and dietary needs.
Emphasized farm's identity and uniqueness of its products, while building relationships with consumers who share farm's values and are willing to embrace the diversity of locally grown crops.	**Market Approach**	May adopt a market-driven approach, responding to consumer demand and preferences. The focus may be on providing consumers with products they are familiar with and prefer.

There is no one-size-fits-all approach, CSAs can vary widely in their structure and practices. The choice between a farmer-led and consumer-led CSA depends on the **goals and priorities** of both farmers and consumers, as well as the **local context** and **community dynamics**.

CSA set-up template



Link to the Canva Template

- **Questions to guide the activity:** Who are the actors to be involved?
- What are the steps for its constitution?
- How can it facilitate decision-making and participatory processes? **Yoa\u can always look for a local good practice to get inspiration**!

Key Concepts
Food Citizenship



Source: Link ,Immage by macrovector on Freepik

Definition:

Food citizenship is a concept that goes beyond the mere act of consuming food. It encompasses a **broader and more active role in the food system and society**. Food citizenship is about recognizing that as individuals and communities, we have **rights, responsibilities**, and the **power** to shape the way food is produced, distributed, and consumed.

Food citizenship **encourages a more engaged and conscious approach to food choices and actions**. It recognizes that **food is not only a personal and cultural experience** but also a **collective responsibility.** By embracing the concept of food citizenship, individuals and communities can work together to create a more **equitable, sustainable, and just food system**.

Key Concepts
Food Citizenship

Key components:

1. **Food Awareness:** Food citizens are informed about the food they consume. They understand the environmental, health and social implications of their food choices impacts.
2. **Consumer Advocacy:** Food citizens advocate for food policies and practices that promote sustainability, fairness, and transparency (supporting local and organic food, participating in food movements, and demanding responsible labelling).
3. **Community Engagement:** Active participation in local food systems, as supporting community gardens, participating in farmers' markets, and promoting urban agriculture.
4. **Sustainable Practices**: Food citizens prioritize sustainability in their food choices, supporting organic farming, reduced food waste, and responsible consumption to minimize their food habits environmental impact.
5. **Civic Action:** Engaging with policymakers and advocating for policies that support sustainable agriculture, food security, and fair access to food.

Key Concepts
Food Citizenship

Key components:

6. Education and Knowledge Sharing: Food citizens seek to educate themselves and others about food-related issues, sharing knowledge and information.

7. Support for Local Economies: They emphasize the importance of local food systems to strengthen community resilience and reduce the carbon footprint associated with long-distance food transportation.

8. Cultural Preservation: Recognizing the cultural and social significance of food, by preserving traditional knowledge, recipes, and food customs.

9. Food Justice: Pursuit of food justice, to ensure that all people have equitable access to nutritious, culturally appropriate, and sustainably produced food.

10. Solidarity with Food Producers: valuing the work of farmers, farmworkers, and food producers and supporting fair compensation and ethical treatment for those involved in food production.

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