



Mediterranean LSPA TRAINER'S GUIDE

ADAPTED FROM THE BE PART OF CSA TRAINER'S GUIDE,

BY A COLLECTIVE OF EDITORS FROM THE MEDITERRANEAN BASIN



URGENCI

Impressum

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MEDITERRANEAN EDITION

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The information provided in this Guide is given in good faith and is correct as of September 2019. However, it should only be used as guidance in preparing pedagogical materials and should not, under any circumstances, be relied upon as evidence of established law or practice.

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Introduction

THE MEDITERRANEAN COMMON TRAINING PROGRAMME FOR LOCAL AND SOLIDARITY-BASED PARTNERSHIPS FOR AGROECOLOGY (LSPA) HAS BEEN DESIGNED TO SUPPORT AND DISSEMINATE SOUND LSPA INITIATIVES BY PROVIDING KNOWLEDGE AND SKILLS TO LOCAL COMMUNITIES AROUND THE MEDITERRANEAN BASIN.

The project partners reviewed and enriched the Be Part of CSA! modular training programme. CSA stands for Community Supported Agriculture, a model of LSPA that is widely recognized and has been the primary focus of URGENCI's programmes since 2011. Its curriculum - comprising a Booklet and a Trainer's Guide - has been developed in acknowledgement that LSPA should be built on shared responsibility between producers and communities: it provides solutions to many of the common challenges they face.

The four training modules focus on different specific aspects of Local and Solidarity-based Partnerships for Agroecology. They make up a comprehensive training programme that fully covers relevant issues. It is designed to be equally empowering for both communities and producers.

While the Booklet introduces the fundamentals, the Trainers' Guide is intended to support trainers, multipliers and facilitators, to help or-

ganise the agenda of training sessions, providing them with educational materials and training techniques.

Be part of CSA! included several innovative elements. One of these was the incorporation of informal peer learning methods. These methods ensured a learner-focused methodology that empowered adult learners to make commitments and build/maintain communities.

The modularity and adaptability of the training programme is essential: it allows flexible participation for individual learners. It also enables the training to be tailored to the exact needs of the target groups and encourages participation of both the knowledgeable and the beginners. The modules draw on the most progressive education methods such as edutainment, short cartoon films, pedagogical theatre, peer learning, and advanced visual methods (e.g. infographics).

The four initial training modules were tested in three European countries in 2015-2016. They were also partially tested in various Mediterranean countries in 2017 and 2018. It also seemed necessary to add two modules that were initially not included: one specifically on Agroecology; and one on Participatory Guarantee Systems that can be considered as one way of doing LSPA, and that have been extensively used in both Turkey and Morocco.

Modules 1, 3 and 4 are designed as one-day

training events, but they could be implemented in 1,5 or 2 days dedicating more time to informal experience-sharing and networking. Module 2 consists of 3 separate sessions, each of which should be at least 1 day.

As peer-to-peer learning and experience sharing are key elements of the training programme, participants should ideally be a mixed group. Bringing farmers and consumers together fosters discussions on the main learning points from both perspectives. Inviting experienced LSPA farmers and members usually also proves successful.

The selection of training participants is key for holding successful training events. It is worth prioritising working with those people who are already motivated to learn about LSPA and have experience in community-based initiatives or organic agriculture. Although the first two training modules are designed for newcomers, as of the third one, the training programme is open to LSPA farmers or members who are more experienced and are interested in learning more on specific issues.

The Trainer's Guide is an essential tool to achieve the main objective of the Mediterranean Training Programme - to disseminate best LSPA practices and present various experiences as convincingly instructive examples for new groups laying the groundwork for further initiatives to flourish...

Obviously the training programme still has to be crafted according to regional and cultural specificities, as the LSPA scheme provides a generic framework to be adapted to take local the constraints, specificities, needs and options of local communities into account.

LSPA for Med!

Foreword: A few words on facilitation and training principles

HOW TO ACTIVELY INVOLVE A GROUP IN TRAINING ISSUES. HOW TO WORK WITH A GROUP TO ENABLE EVERYONE TO BE INVOLVED. LEARNING CAN BE EMPOWERING IF YOU, AS A TRAINER, TAKE SOME TASKS AND BASIC PRINCIPLES THAT MAKE THE TRAINING SUCCESSFUL AND GROUP FACILITATION A LOT EASIER INTO CONSIDERATION ... AND HAVE A GOOD TIME!

YOUR MAIN TASKS:

- Create and maintain a safe space in which participants feel free to ask about or discuss an issue.
 - You should understand the context behind the participants' actions.
 - Focus on solutions, not on problems.
 - You should leave your concerns or beliefs outside the training room: your role as trainer should remain neutral.
 - You should respectfully divert aggression or negative criticism, and turn the energy behind it to constructive use
 - You should listen to everybody carefully and with respect
 - If the participants get stuck in a problem, do not try to solve it! It is not your task.
 - Recognise your problems and fears. It can help to empathise with the others.
 - Ask questions! Good questions can help to overcome problems, connect methods and play a strong role in highlighting the message of your training.
- Just be yourself! You should recognise your emotional responses, but stay with the process.
 - When you need to bring up a difficult question, take a deep breath and say what you are feeling. And use "I" or "me" term, instead of "you".
 - And remember to focus on solutions, not the problems.
 - Being a trainer is not easy. You should not blame yourself when you realise it did not go so well. You should learn from the experiences and remember what you did well and not so well. The best option is to build on your own hands-on experience with the topic of the training.

In order to make the learners also familiar with your attitude, some principles should be explained to them at the beginning of the training events. If you discuss and accept these together, it is easier to refer back to in a problematic situation.

THESE PRINCIPLES COULD BE:

- Today we will be positive and enjoy the time that we are spending together.
- We are here to learn from each other, not to judge others' opinions.
- Today's challenges and difficulties if necessary, but we would like to build on them, and discuss how we can do something in spite of them.
- There are many ways to get the right result. We are not the same, and LSPA is also diverse, so we will talk about different ways of organising LSPA and introduce you to different models.
- Feel free to ask questions at any time.
- Feel free to tell us if you have any issues.

SPECIAL TASKS:

At the training event, different categories of participants (farmers, consumers, volunteers, activists, community organisers etc.) will be represented. These groups have different expectations and backgrounds, so you should ensure the balance between them. For example if the discussion is only focusing on consumer issues, a farmer should also be asked what he or she thinks about the same question from a different perspective. It may also happen that a farmer is not as experienced in talking in a bigger group of people or participating in a training session as a volunteer from an NGO, so as a trainer you should support these participants as well.

REMINDER:

LOCAL SOLIDARITY-BASED PARTNERSHIPS FOR AGROECOLOGY are based on direct relationships between consumers and producers. They allow consumers access to fresh and healthy, agroecologically grown produce. These partnerships help farmers to care for the environment, preserve the quality of their products and make a decent livelihood from their work.

COMMUNITY SUPPORTED AGRICULTURE is one form of LSPA; it is characterised by direct, contract-based sales. Participatory Guarantee Systems is another (see below), as are certain other kinds of short food circuits. Community Support-

ed Agriculture takes the form of direct partnerships between local producers and consumers. It involves sharing both risks and benefits that are inherent to the activity. CSA is part of the wider family of LSPAs.

PGS: PARTICIPATORY GUARANTEE SYSTEMS “These are quality insurance systems that are locally centred. They certify the producers on the basis of active participation that is the basis for trust and networks (IFOAM).

Module 1:

What is LSPA?

Introductory remarks

THIS MODULE SERVES AS A BASIC INTRODUCTION TO THE TOPIC OF LSPA. IT MAY ALSO HELP TO REVISE THE KNOWLEDGE OF THOSE WHO ARE ALREADY FAMILIAR WITH THE TOPIC OR ALREADY OPERATE AN LSPA. IT CONSISTS OF A SET OF BASIC SESSIONS THAT INTRODUCE LEARNERS TO THE BACKGROUND AND UNDERLYING PRINCIPLES OF LSPA, INTRODUCING THEM TO THE TYPICAL ACTORS AND BASIC MODELS OF OPERATION.

Last but not least, the module brings learners an insight into the risks and rewards of an LSPA from the perspective of both potential partners - producer and member. All this is done by means of innovative and interactive educational techniques that involve learners in the training process in an

(inter)active and entertaining way. For example ICT-based content and innovative visual materials like short films and infographics can be used. We build on peer learning and use student-centred pedagogical approaches like empowerment and hands-on experience.

Purpose

This module has been designed for adult learners with little or no knowledge about Local and Solidarity-based Partnerships for Agroecology. However it may also prove very useful to those who are already aware, and help them to structure and deepen their knowledge of the topic. Module 1 focuses on an introduction to the modular training programme itself in the first phase, helping partic-

ipants to become aware of the interconnectivity of all 4 modules, while at the same time letting them know that each module is an separate training unit that is worth attending on its own. Furthermore, Module 1 is an introduction to the focus topic itself, i.e. LSPA, its background values, basic principles, important actors and practical applications..

Learning outcomes and objectives

The module helps participants to become familiar with its aims, main environmental and social values, advantages for participants, operational forms and the topic of sustainable food promotion and consumption. This module also facilitates practical experience-sharing: the best LSPA operational practices at national and international levels will be also presented.

SKILLS GAINED THROUGH THIS MODULE:

- The skills of adaptation and problem-solving such as:
 - Knowledge of the development of LSPA worldwide and in the Mediterranean Basin in particular.
 - Knowledge of the principles and background of LSPA.

- Ability to distinguish between industrial agriculture and agroecology.
- Ability to distinguish between LSPA and other distribution schemes.
- Knowledge of characteristics of an alternative food system.
- **Basic administrative skills**
 - Ability to recognize different models of operation of different LSPA, knowledge of their main advantages and disadvantages.
- **Basic skills of self-planning**
 - Knowledge of at least two examples of good practice of LSPA at home and abroad.

Module detailed content and methodology

Initiation phase

ICEBREAKER AND INTRODUCTION OF PARTICIPANTS

TARGET AND SKILLS // Participants feel more relaxed in the group, if they know each other's names, ideas and background, the trainer can more easily monitor what the focus is, and the main interests of the participants. Through the participatory method adult learners gain skills to present themselves to the public and express their motivations.

CONTENT // Presentation participants identifying their motivation, wishes, interests and expectations.

METHOD // Symbolic image.

METHOD DESCRIPTION // Every participant and trainer has 2 minutes to present his/her name and his/her expectations using one chosen photo with symbolic pictures from the pack of available picture (every trainer should bring his/her own set of pictures). The trainer might facilitate the start with a few initial questions that would help participants to start and these might be: "Where are you from?" or "Why did you come to our training?"

TOOLS // pack of at least 40 symbolic pictures (laminated).

DURATION // 40 min.

RESOURCES // Creative facilitation techniques in Permaculture Facilitators Resource Book for Training and Assessment, available online on: http://www.teindia.nic.in/files/teacher_trg_module/8_creative_facilitation_techniques.pdf

Option: If you have participants from different parts of the country, a really short introduction game could be added. As a trainer, explain that the room is an imaginary map of your country and stand to the place where you are at the moment. Ask the participants to stand to the place where they came from - you are a good reference point. When everybody has found his or her place, ask them to tell the others where they come from. This game helps them to recognise who else is from the same region, which is a perfect starting point for future cooperation.

Topic introduction phase

ABOUT THE LSPA FOR MED-EDUCATIONAL PROGRAMME

TARGET AND SKILLS // Participants become familiar with the content of the training and aware of the fact that this event is the first part of 4 modules. The first part will be about the available training materials and tools to help them develop an LSPA. It is important to tell them that this is the test phase of the educational programme and that their evaluation and feedback is really important to finalise the intellectual output of the training.

CONTENT // Description of the whole training programme and structure of the modules (2-4) and their linking.

METHOD // Presentation.

METHOD DESCRIPTION // Description of the whole training programme and structure of the modules (2-4) and their links; time schedule of Module 1.

TOOLS // projector, PowerPoint presentation.

DURATION // 10 min.

RESOURCES // LSPA for Med training plan, PowerPoint presentation of the training.

LSPA DEFINITION

TARGET AND SKILLS // Participants become familiar with the definition of LSPA and CSA, which is widely accepted within local LSPA communities as providing a basic and ideal framework for setting-up a partnership. Participants acquire skills to distinguish LSPA and CSA from other (direct) marketing channels and identify their basic characteristics.

CONTENT // What is an LSPA - how is it defined at national level and abroad. The most clearly identified LSPA model, Community Supported Agriculture, is a partnership between farmers and consumers where the risks and rewards of farming are shared. It is a minimalist, but efficient definition that opens up a large range of formal variations. LSPA can also be described as an economic model based on solidarity, long-term commitment and participation between farmers and consumers. LSPA provides an alternative to traditional food marketing methods: unlike retail, it focuses on engaging consumers and maintaining small-scale farms. In practice, an LSPA consists of

committed cooperation between a farmer or multiple farmers and a group of consumers, often reinforced through bilateral contracts. Furthermore, the partnership is more defined by its underlying principles than by its operational set-up, thus even a farm-shop might be considered an LSPA if it is based on the basic principles.

METHOD // Presentation.

METHOD DESCRIPTION // Trainer presents the definition and disputes it with the learners.

TOOLS // projector, PowerPoint presentation.

DURATION // 10 min.

RESOURCES //

Collective of authors: A share in the harvest: an action manual to community supported agriculture. 2nd edition. Available online: <https://www.soilassociation.org/LinkClick.aspx?fileticket=gj5uO-19swil%3D&tabid=204>.

Collective of authors: European Handbook on Community Supported Agriculture, 2012. Available online: <http://urgenci.net/actions/csa4europe/european-handbook-on-csa/>

Collective of authors: Community Supported Agriculture: A teaching programme for degree students, Soil Association. Available online: <http://www.soilassociation.org/LinkClick.aspx?fileticket=ak3jUihtwrE%3D&tabid=204>

Gergo Horvath: Community Supported Agriculture, Getting your share, TVE 2013. Available on-

line: http://issuu.com/tudatosvasarlok/docs/community_supported_agriculture-get

Collective of authors: Training in Alternative Food Distribution Systems: Regional Logistics, 2015. Available online: http://urgenci.net/wp-content/uploads/2015/01/Training-in-AFDS_final_print.pdf

THREE PILLARS OF LSPA; WHY LSPA IS A SOLUTION

TARGET // Participants become able to distinguish between industrial and agroecological agriculture, are aware of the organic principles and know what the value of peasant (family/small-scale) agroecological farming. Participants are aware of the fact that the basic principles of LSPA are embedded in the broader framework of different approaches to food provisioning. They are able to situate these principles within this context. Participants acquire the skills to critically approach specific fields and map the main focal points, structure these achievements and make the comparison of the information acquired.

CONTENT //

- What kind of farming respects the land (its needs, limits) and farmers (their needs). Organic farming (as defined by IFOAM international for example) might be a good starting point in defining the sustainability and impact of the farming with the group. However, not all LSPA farms need to be certified organic. The idea behind LSPA is to support the way of farming that is relevant to the members and that is acceptable to the farmer.
- What are the social and economic principles we want to share in our food system: commitment, risks and rewards sharing as an expression of solidarity economy and transparent partnership, inclusive democratic governance, civic activism and right to collectively decide on the basics of our own food system as an expression of food sovereignty are at the heart of the LSPA scheme.

- As stated in the UK CSA Manual (see resources) on CSA (this definition could be extended to all LSPA): “CSA is about taking responsibility for how our food is produced and how it gets to the table. It is a direct relationship between a farmer and the people who eat the food the farmer produces. The term Community Supported Agriculture encompasses a broad range of partnerships between consumers and producers. Each of these CSA arrangements is unique, tailored by the circumstances they develop out of. As CSA farms are directly accountable to their consumer members, they strive to provide fresh, high-quality food and typically use organic or biodynamic farming methods.”

METHODS // critical mapping, comparison and presentation.

METHOD DESCRIPTION //

- Critical collective mapping of context (10 min.) is a method to collectively create your own map. It can be a useful and creative method to get to know each other, discuss, research, exchange knowledge and ideas, or jointly create a project. It doesn't always have to be a real map of a country or city. For example, it doesn't need to include borders; rivers and cities can be the orientation. It can also just be a good brainstorming or a “body mapping”. The main goal of the mapping is the process itself – the more time you have, the better. The result of the map is not the most important goal, although of course in the end it can be photographed, distributed, digitised, etc.

METHOD //

- Participants are divided into groups of 5-7 participants
- Participants are equipped with Appendix 1a chart of Food system aspects
- Participants are asked to collectively discover and write down the needs for a food system they want, such as what the farming (organic fertilisers, preventive measures, extensive mechanical protection or based on artificial fertilisers, chemical protection, factory farming), food logistics (either localised with fewer food miles-based or globalised distribution with food from all over the world) and food distribution (through supermarkets, wholesalers, etc. or via direct sales with face-to-face relationships) would look like.
- Systematisation discussion (10 min.).
- Each group is equipped with the Module 1 Appendix 1b chart of Food system matrix.
- The groups then debate the most appropriate model of their food system that meets the needs expressed in the previous critical mapping.
- Each group is supposed to present what they have decided and why to the others.
- Presentation and conclusion of group work (lecture + video) (25 min.).
- The trainer follows up on the previous group work and explains the three pillars of LSPA (Agroecology / Food Sovereignty / Solidarity

Economy) and how they are incorporated in the Food system that CSA represents.

TOOLS // A1 sheet of paper, markers, A1 sketch of the country's borders (optional), map of 3 different food systems, presentation, movie, Appendix 1a, 1b.

DURATION // 45 min.

RESOURCES //

Collective of authors: A share in the harvest: an action manual to community supported agriculture. 2nd edition. Available online: <https://www.soilassociation.org/LinkClick.aspx?fileticket=g15uO-19swil%63D&tabid=204>.

Gergo Horvath: Community Supported Agriculture, Getting your share, TVE 2013. Available online: http://issuu.com/tudatosvasarlok/docs/community_supported_agriculture-get

IFOAM Norms for Organic Production and Processing. Version 2014. Available online: http://www.ifoam.bio/sites/default/files/ifoam_norms_version_july_2014.pdf

Option: the session could be organised without using the appendix. Just ask the participants to draw the three different food systems in small groups based on some basic aspects from the farm to the table (e.g. farmer, consumer, place of the production, way of the distribution). The drawings could be discussed in a big group. If your participants are aware of the main terms explained in the presentation, this part could be also replaced with a conversation.

LSPA in operation

LSPA ACTORS

TARGET AND SKILLS // Participants are aware that there are different roles within the partnership that are important for its success; they are able to distinguish them and understand the role

of each one in the set-up and operation. Acquired skills: necessity of division of roles and responsibilities, opportunity for peer-to-peer learning.

CONTENT // Who are the actors within a LSPA,

what should they do, what is their role, how to effectively fulfil tasks...? What are the basic steps in setting-up an LSPA from the viewpoint of different actors (farmers, consumers, coordinators/initiators)?

METHOD // Discussion.

METHOD DESCRIPTION //

- Discussion.

- LSPA farmers, consumers and coordinators present themselves and their motivations and role within the LSPA scheme and its set-up.
- Learners are encouraged to discuss their motivations and roles together.

TOOLS // Powerpoint presentation, projector, video or just photos.

DURATION // 30 min.

LSPA RISKS AND REWARDS

TARGET AND SKILLS // Participants can identify what benefits LSPA might bring to consumers as well as to farmers. They might also become aware of possible risks and obstacles they might face in the LSPA scheme. Participants can also see the LSPA model from the farmer's standpoint, which is essential in order to acquire the big picture of the model from farm to fork. If the farmer's standpoint is missing, the most important parts of the scheme cannot be understood or even properly described. Acquired skills: empathy, ability to see issues through their partners' eyes, ability to resolve challenges by themselves and their own means.

CONTENT // What does LSPA bring to consumers, what are the obstacles and how does the farmer perceive the LSPA scheme.

BENEFITS TO CONSUMERS //

- Consumers benefit from receiving fresh food from a known source.
- The environmental benefits of fewer 'food miles', less packaging and ecologically sensitive farming with improved animal welfare.
- A local economy enhanced by higher employment, more local processing, local consumption and an increased circulation of money through 'local spend'.
- People learn about varieties of food, production methods and costs.
- Being able to influence the local landscape

management and encouraging sustainable farming.

BENEFITS TO FARMERS //

- Depending on the type of LSPA, the higher the degree of purchase guarantee, the more secure the income. This improves business planning and allows more time to concentrate on farming, the possibility to add value to the production and thus avoid food loss and waste.
- A higher and fairer return for their products by selling directly, and security of sales thanks to long-term commitment of consumers.
- Increased involvement in the local community; the opportunity to respond directly to consumers' needs, and the feeling of being honoured.
- Receive help with labour through volunteering and planning activities for the future.

RISKS TO CONSUMERS //

- In some LSPAs, especially in the CSA model, no harvest is guaranteed. In a CSA, in principle, members accept what is harvested on the farm. Risk sharing is in this case inherent to farming. This may include poor harvests due to pests, bad weather or disability of the farmer (e.g. illness).
- The farmer matters. Remember: Joining an LSPA means joining a community and you need to be prepared to negotiate with the farmer whose expectations and needs might even be opposite to yours.

- Cooking is required. An LSPA share will offer a variety of fresh, unprocessed foods that may require preparation and will (generally) need to be cooked within the week to prevent spoilage.
- Share sizes may vary. Before signing up for a share, consider how many people you'll need to feed and how often you can (realistically) cook.
- Pick-up days must work with your schedule. Most LSPAs organize pick-up or delivery only on specific days and at certain times, so make sure you'll be available to receive your share.
- "Local" is not necessarily synonymous with agroecological. If you're concerned about how your food is grown, talk to the farmer about practices or visit a farm. Just because a farm isn't certified organic doesn't mean its farmers don't grow produce in an agroecological manner.

RISKS TO FARMERS //

- Necessity to communicate and organise a community might be an obstacle for many farmers. An LSPA and especially the CSA model usually requires intensive interaction and might even seem intrusive.
- Not being able to meet the consumers' needs and expectations (feeling guilty when the yield is low).

- Asking for too low a share price (for example because of low wages of members) that makes farming economically unsustainable.
- Inappropriate planning at the beginning of the season (if the harvest is insufficient or the work time under-estimated, the whole operation could be compromised).

METHOD // Role playing game.

METHOD DESCRIPTION //

- Participants are divided into 2-4 groups setting-up a fictitious partnership (each group consists of farmers, consumers and group coordinators - trainer composes groups from the roles in Appendix 2).
- Each group brainstorms benefits and risks, and participants are asked to find a solution that meets the needs of all roles in the previously discussed framework.
- Each group presents its outcomes and process description to the others.
- The trainer structures the discussion

TOOLS // 5 coloured sets of coloured cards (each group has its own colour set) each set consists of roles within the partnership (Appendix 2) with description of each role, its needs, wants and fears; A1 blank papers, markers

DURATION // 50 min.

MODES OF OPERATION OF LSPA

TARGET AND SKILLS // Participants become aware of the fact that LSPA is not a rigidly prescribed model, but rather a framework that can be achieved according to the local needs and circumstances. They also become aware that there are some trends, and learn to distinguish their pros and cons. Acquired skills: creative work with texts and images, ability to present issue to the others, ability to publicly present the achievements.

CONTENT // Description of the most common models and definition of their differences and why they are used. Showing the diversity of models through examples (4 examples showing the reasons

why the group has selected this specific type of LSPA - variety of motivations and needs and local circumstances). Models presented in Appendix 3.

METHOD // Problem solving.

METHOD DESCRIPTION //

- Groups from "LSPA risks and rewards" activity stay the same.
- Groups receive cards with description of the models (see Appendix 3).
- Each group has a task to find out which model or its modification fits their set-up (from the previous activity).

- Each group then presents the selected model to the others groups from cards and images, rephrasing the text in a creative manner as the images can be randomly combined with texts.
- The facilitator and the farmers, consumers and coordinators answer questions and express

their uncertainties and guide the discussion.

TOOLS // cards with models description (for each group all models)

DURATION // 40 min.

BEST PRACTICE EXAMPLES

TARGET // Participants are inspired and motivated by existing and successful examples of different types of LSPA.

CONTENT // Presentation of a few different models of LSPA by the real actors (for example “CSA” and “community farm”). Two different models are presented. The presentation should contain:

- A short summary of the scheme.
- The principles of the scheme.
- How the scheme was set up and how it developed over the following years.
- The basic data - number of members, method of farming, acreage (farm size), share price.
- Basic functional aspects - setting the price,

communication channels, administration of shares/members, deliveries.

- Everyday operational aspects - outlet point, voluntary work on farm.
- Troubleshooting - what are the main obstacles and how are they tackled.

METHOD // Presentation and discussion

METHOD DESCRIPTION // The content above is presented by the actors of the local LSPA schemes or someone with experience from abroad.

TOOLS // projector, PowerPoint presentation or photos.

DURATION // 60 min.

EVALUATION AND FOLLOW-UP

TARGET // Organizers of the event get feedback from participants on the quality of the training, participants again list the training contents, and methodology and have time to share their feelings. There is an introduction to the next session.

CONTENT // Evaluation of the session.

METHOD // Evaluation form and discussion.

METHOD DESCRIPTION // Participants fill in

the prepared evaluation form and discuss the content and methodology with the facilitator and lecturers.

TOOLS // Hard copy evaluation form.

DURATION // 30 min.

Further activities to involve participants in the LSPA issue

ROLE PLAYING GAME

Description of the activity: 5 small groups are formed and cards are handed to each group with the description of a typical problem that can occur in an LSPA. Participants are asked to play different roles from the ones they play in real life, so for example farmers are consumers, consumers are farmers. Groups have 10 minutes to discuss the situation and find a solution to the problem. After that, all the groups present a small performance. The outcomes of the situation are discussed together. Trainers ask everybody what they find positive in the solution that is presented by the group, what kind of other solutions could be applicable in this kind of situation, and also highlight some really good practices (e.g. it is really good that all of the community participated in the problem solving exercise, not just the farmer). The farmer is also asked after each performance what he or she would advise in this situation.

Notes

- This session is really good to discuss typical operational issues with the involvement of the participants.
- Of course no one is forced to play a role, but one should try to create a positive atmosphere to motivate the learners to participate.
- You can change the situation. For example, if the coordinator in your countries is responsible for the organisation, you can have other roles. Other kinds of situations can always be added.

GROUP 1

Members/consumers: You joined a CSA in February and you really like the new system. In the beginning you discussed payment with the farmer, who agreed that it would be possible to pay the monthly fee by bank transfer. You all organise the monthly transfer to be made automatically and you are picking up the share every week. You are sending the payment to this account: 16200106 – 00108490

Your task: Explain the farmer that you do pay every month as agreed.

Farmer/s: Some people joined your CSA in February, as you wanted to enlarge your community a little. You noticed in April, that you were not able to pay some of your bills as you haven't received the amount you had been expecting. You don't want to ask the group, who had agreed to arrange the payment and who seem not to have arranged it because that could sound a bit awkward. But the thing is that you don't have any report/statement on the payments to check the numbers. It is really hard to find where the problem is. You are expecting the payment to arrive to this account: 17200106-00108490

Your task: you don't have another option; you need to discuss this awkward situation with the group.

GROUP 2

Members/consumers: This is the fifth week in a row that the Brussels sprouts account for a quarter of your veggie box. It is starting to be too much, and some of the members have said that they don't even like them. You don't really like them either and you just gave most of them away to your family, but there are still a lot left. It would be so nice to say goodbye to Brussels sprouts for this season, but you don't feel courageous enough to tell the farmer. He is so enthusiastic about them and happy to have such a high yield this year.

Your Task: Speak with the farmer about the situation.

Farmer/s: This year you had a really good year for Brussels sprouts, with a very high yield. You are really proud of it, but some of the members just left them at the delivery point in recent weeks.

Your task: Figure out what to do with the Brussels sprouts surplus.

GROUP 3

Members/consumers: Some of you feel that the weekly fee is high and it increases every new season. Two members have told you that they believe the farmer spends the money on himself and his family, as the prices of vegetables available in the local shop are much lower. It seems you can't even trust your local organic farmers, they seem to do everything for the money. They may even be spraying chemicals during the night... If this continues, you will leave the group.

Your Task: Decide to protest, leave or to be loyal to the farmer?

Farmer/s: You worked a lot to start the community and you have many investment costs connect-

ed to the start-up. You need to find new land for farming, and you would need a seeding machine too. The summer is really hot, and it seems you will need an irrigation system, although you just paid off the new polytunnel. You need to raise the fee for the members during the summer to be able to cover your costs. You often feel that the sun doesn't set, you both work all day to make sure everything goes well during the deliveries and to have enough veggies in the boxes.

Your task: Stop members from dropping-out.

Coordinator: You see that many members are dissatisfied. Some of them keep telling you that they have to pay a lot and they don't know where the money goes. In the meantime, you see that the farmers are working a lot and do everything they can to secure the vegetables each week for the delivery.

Your Task: Think what could you do for the community? And do it!

GROUP 4

Members/consumers: With two other members you are really enthusiastic about the partnership. You are planning to have your own farm in the future, where you will grow your own vegetables. You volunteer together for farm work and visit the farmer on a sunny Saturday morning. He asks you to weed the carrots and the fennel. When it is lunchtime it turns out, that you accidentally removed all the fennel with the weeds.

Your Task: What do you think? What can you do now?

Farmer/s: There is a lot of work around the farm, and you don't really have time for weeding. So you decided to ask your members / customers to help. You believe it will be a good day for them outside, with cooking together on the open fire after the

shared work. There is a small group of enthusiastic volunteers and you are happy that you will get some help. You ask them to weed the fennel and the carrots. When it is lunchtime, you realise that they have accidentally removed all the fennel with the weeds, and they didn't even start the part with the carrots.

Your Task: You need to decide will you tell them about the problem or not?

GROUP 5

Farmer/s: You organize the delivery in a community house every week on Thursdays; the members can pick up their vegetables between 5 and 7 pm. You agreed on the place and time of the delivery with the group at the beginning of the season and they all told you they can come at this time. However this is the third week in a row that 3-4 members haven't picked up their share. You tried to contact them, but they didn't pick up the phone and you can't leave their share in the community house. You don't want to give them back the fee for the vegetable boxes because your budget is based on the yearly contribution of the members.

Your Task: You run into one of these members on the street. What will you do now?

Member/s: This is the third week in a row that you can't pick up your share. There is always something unexpected, your child is ill, your spouse is abroad, and you can't manage the pick-up. You don't really know what to do, you believe the farmer will solve this situation somehow.

Your Task: You accidentally meet the farmer on the street, who tells you he can't give your money back for those boxes that you couldn't pick up. What should you do now?

Dealing with a diverse group consisting of actors with different interests such as consumers and farmers may be challenging in terms of facilitating the discussion and preventing possible conflicts. Here are some basic tips to help you to avoid these challenges.

- Motivate both parties to express their feelings; farmers often need to feel their opinion is important and vital for the topic.
- In order to prevent isolation of the groups try to mix the participants according to their background in all the group work rather than allowing them to form their own groups).
- Listen carefully to what the participants say and record and appraise their ideas.
- If there is a debate on some issues, try to ask questions that move the conversation forward.
- Try to find out as much about the training participants in advance, their motivations, needs, wishes: this might help you to prevent possible conflicts.

FAQs ABOUT LSPA

Topics that usually appear to be unclear or not easily understood by the trainees:

In some LSPA, especially in the CSA model, no harvest is guaranteed.

CSA members share the risks inherent to farming. This may include poor harvests due to pests or bad weather.

The farmer matters.

Joining an LSPA means joining a community. You'll have an on-going relationship with your farmer. If you can, schedule a meet-and-greet so you can get to know your farmer(s) in person and understand their approach to risks and consumers' needs.

Cooking is required.

A CSA share will provide a variety of fresh, unprocessed foods that may require preparation and will (generally) need to be cooked within the week to prevent spoilage.

Shares' sizes may vary.

Before signing up for a share, consider how many people you'll need to feed and how often you can (realistically) cook. Ask the farmer what a typical share looks like and use this information to decide whether you'd like a full or half share or a big or small share.

Pick-up days must work with your schedule.

Most LSPA schemes organize pick-up or delivery only on specific days and at certain times, so make sure you'll be available to receive your share. Nonetheless, within the community, everyone should be involved in decisions when and where the delivery takes place.

"Local" is not necessarily synonymous with agroecological.

If you're concerned about how your food is grown, talk to the farmer about practices. Just because a farm isn't certified organic doesn't mean its farmers don't grow produce organically; they might even adopt agroecological practices well beyond standards of organic certification.

There are some fundamental differences within LSPA models. For example, a CSA is not a box scheme or a FoodCoop

- The most important operational difference is the presence of long term commitment of both parties to one another and a partnership based on mutual solidarity between producers and consumers. Furthermore, CSA is not based on passive consumption but requires an active approach by both parties.

LEARNING SUPPORT - RESOURCES

PUBLICATIONS

Collective of authors: A share in the harvest: an action manual to community supported agriculture. 2nd edition. Available online: <https://www.soilassociation.org/LinkClick.aspx?fileticket=gj5uOj9swil%3D&tabid=204>.

Collective of Authors: European Handbook on Community Supported Agriculture, 2012. Available online: <http://urgenci.net/actions/csa4europe/european-handbook-on-csa/>

Collective of authors: Community Supported Agriculture: A teaching programme for degree students, Soil Association. Available online: <http://www.soilassociation.org/LinkClick.aspx?fileticket=ak3jUihwre%3D&tabid=204>.

Gergo Horvath: Community Supported Agriculture, Getting your share, TVE 2013. Available online: http://issuu.com/tudasvasarlok/docs/community_supported_agriculture-get

“Eating from the farm” booklet?, URGENCI and Friends of the Earth Europe, 2016.

VIDEOS

Chagfood Community Supported Agriculture <https://www.youtube.com/watch?v=AedjaRk6Hx0>

Animated Urban CSA in Finland http://www.youtube.com/watch?feature=player_embedded&v=ySHlqgjkwlI

Appendices

M1 Appendix 1a - Food system aspects

ASPECTS	ISSUES
Farming method	What is the approach to the farming, how the soil is cultivated, how animals are kept, what resources are used?
Decision making	Who is in charge to affect the food system as a whole?
Origin of food	How far is most of the food produced from the place of consumption?
Payment method	When the producer gets money for his/her produce?
Producer-consumer relationship	How long is the distance and number of chain elements between producer and consumer and their relation?
Freedom of choice	By what aspects is the consumer's freedom of choice limited?
Distribution place	Where and when is the food distributed?
Commitment	Is there any commitment between producers and consumers?
Distribution	How is the food is distributed? Are the food miles taken into consideration?
Food initiative organization	Who is in charge of running the food initiative? Who has a right to decide how the initiative is organized?
Other commitments	Are there any other commitments between producer and consumer?

M1 Appendix 1b - Food systems matrix

ASPECTS	MARKET ORIENT- ED MODEL (SUPER- MARKET-SHOP)	TRANSITIVE MOD- EL (FARMER ´S MARKET)	SOLIDARITY-BASED MODEL (CSA)
Farming method	Industrial	Industrial / large scale organic	Organic / small-scale
Decision making	Corporations, governments, decisions affect the food system most	Buyer´s demand (with face-to-face interaction)	Collective discussion of needs and options among actors
Origin of food	Global	Regional	Local
Payment method	Direct payment after purchase producer gets money with delay	Direct (after purchase) or in advance (month/ share) producer gets money immediately	In advance for whole/part of season
Relationship between producer and consumer	Consumers do not have an opportunity to find out who is the producer	Consumers may know the name of the producer, can meet him/her at distribution spot	They usually know each other personally and recognize their mutual needs
Freedom of choice	Consumers choice is limited by offer of the middlemen (trader), usually with no respect to seasonality and localization	Consumers respect seasonality while composition is highly individual and limited by the offer of producers	Consumer accepts what is produced on the farm according to season and farm possibilities
Distribution place	Store or home delivery	Market, farm yard sale or home delivery	Farm gate or negotiated place of distribution
Commitment	Consumer is not committed to the producer	Consumer is not formally committed to the producer however they can negotiate mutual commitment on an informal basis	Consumer is committed to the producer for whole season produce, shares risks and rewards of farming
Distribution	Producer sells to wholesaler	Producer packs and distributes on his/her own or through middlemen	Consumers organize the distribution by themselves
Food initiative organization	Entrepreneur or company with no connection to farming	Producer him/herself, force paid by the producer or among customers	Self-organization of community
Other commitments	No other activities apart from purchase	No further commitment is required but some farmers invite consumers to the farm on fairs or pick your own activities	Consumers support producer in case of bad season or other difficulties they might help with farming, planning and other community activities

Appendix 2 - LSPA Actors

F1 - FARMER SEEKING A COMMUNITY OF PEOPLE TO HELP HIM FARM

I'm a beginner or even a landless farmer and I would like to find a group of people that would run a farm with me, who would contribute to the farm work, assist in decision-making or even hire me as a steward of their land.

I want to:

- Manage the growing or animal breeding
- Meet people regularly and communicate with them
- Organize events
- Be a member of a community

I don't want to:

- Shoulder the full responsibility for the whole business
- Organize deliveries by myself

F2 - FARMER SEEKING A SECURE INCOME NOT A COMMUNITY

I'm a life-long farmer with an existing farming business that I want to keep, however I have difficulties securing my income and sales through conventional market channels (supermarkets, shops). I would like to have more security to sustain my farm and would like to diversify my marketing channels. I'm open to visits on my farm but do not need much of help with farming itself.

I want:

- Commitment for the season (or part of it)
- Payment in advance for at least part of the season
- To organize deliveries, payments, etc. all by myself

I don't want to:

- Hand over decisions on the farm business to someone else
- Tackle e-mails or phone calls from members frequently

C1 - CONSUMER WHO WANTS TO BE ACTIVELY INVOLVED

I'm a local food enthusiast and love being among people and building a community. I would like to help with farm work and administering the system though my time is still limited.

I want:

- Local fresh health food from a known source which I can influence
- A sense of community: help with the group administration, spend time with others, cook meals together, share recipes
- Visit farm and work there voluntarily and learn about organic farming

I don't want to:

- Be obliged to work on the farm

C2 - CONSUMER WHO WANTS GOOD LOCAL FOOD

I am a consumer who is conscious of the importance of local food to my health and environment. I am looking for a clearly identified, regular source of good, fresh food that is organically grown.

I want:

- Fresh and good quality food
- To know the farmer and the way of farming
- To have an option to visit the farm to get to know the place from which my food comes from

I don't want to:

- Spend too much time on running the CSA group
- Participate much in the administration
- Be bothered by economic and administrative issues of the farming

I want to:

- Give my time to run the administrative tasks of LSPA
- Be a mediator between the group of consumers and their farmer/s
- Organize meetings, visits, work days on the farm

CO - COORDINATOR OF THE GROUP

I am interested in actively participating in the local, ecological and economic aspects of my community. I am keen to connect consumers and farmers as two matching parts of the food system.

I don't want to:

- Be a farmer, do farming

How to mix the roles according to desirable models

MODEL TITLE	DESCRIPTION	ROLES INVOLVED
Community shared farm	Community run enterprise that hires farmer(s) to take care of their own/rented land. All costs are covered by and all produce is divided between members. Delivery and outlet is organized by the community	F1 - 1x C1 - 2-3x C2 - 0-1x CO - 0-1x
Community subscriber group	Community of consumers seeks farmer(s) with whom they discuss the production and price. Delivery is organized by the farmer, outlet is organized by the community.	F2 - 1x C1 - 1x C2 - 2-3x CO - 1x
Multi-farm CSA	Two or more farmers supply one or more consumer groups. Their produce is based on seasonal subscription by the consumers. Delivery and outlet are organized by the farmer	F2 - 2-3x C2 - 3-4x
Subscription CSA	Farmer offers his/her produce and consumers subscribe shares for a whole season. Delivery and outlet is organized by the farmer	F1/F2 - 1x C2 - 3-5x

Appendix 3 - LSPA are diversified: the example of Community Supported Agriculture

MODEL TITLE	DESCRIPTION	INITIATOR / ADMINISTRATOR / FARMING DECISIONS	RISK AND REWARD SHARING
Community shared farm	Community run enterprise that hires farmer to take care of their own/rented land. All costs are covered by and all produce is divided among members. Delivery and outlet is organized by the community.	Community / community / community	Community bears all the risks and accepts rewards, farmer has no risk.
Community subscriber group	Community of consumers identifies farmer(s) with whom they discuss the production and price. Delivery is organized by the farmer, outlet is organized by the community.	Community / Farmer+Community / Farmer	Community usually bears the risk of low yields.
Multi-farm CSA	Two or more farmers supply one or more consumer groups. Their produce is based on seasonal subscription from the consumers. Delivery and outlet is organized by the farmer.	Farmer / Farmer / Farmer	The risk and rewards are shared between producers and consumers.
Subscription CSA	Farmer provides his produce and consumers subscribe to shares for a whole season. Delivery and outlet is organized by the farmer.	Farmer / Farmer / Farmer	The risk and rewards are shared between producers and consumers.

Notes

WHO IS YOUR CSA PRODUCER ?

Dimension
Of The Farm

Education
Level

Income

Age

Experience

Social
Values



CSA CULTIVAT BIO-DIV



ES DIVERSITY! ERSITY!



I AM A CSA MEMBER!



Talk with
the producer



Ask information
about crops



Share information
with the other
members



Pay in
time your
contribution



Participate
to farmer
visit



Help to organise
the distribution



Promote CSA
among your friends



Share
the risks



Enjoy your
extracrops and cook
your sesonal vegetable

Module 2:

Creating an LSPA

Introduction

General description of the chapter

This module is the core of the training, and consists of 3 different sessions, each lasting at least one full day.

Session 1 is “Setting up a LSPA”

Session 2 is “Community Building”;

Session 3 is “LSPA in Action”.

In this sense, this module is very different from the 3 other modules that are not divided into specific sessions.

Of course, as for the 3 other modules, it is possible to choose to take just one session

THIS CHAPTER HAS BEEN CONTINUOUSLY UPDATED ON THE BASIS OF FEEDBACK FROM TRAINEES AND MULTIPLIERS INVOLVED IN THE IMPLEMENTATION OF THE MODULE IN BE PART OF CSA!, AS WELL AS DURING THE LEARNING JOURNEYS AND EDITING SESSIONS THAT TOOK PLACE AROUND THE MEDITERRANEAN (IN TURKEY, LEBANON, MOROCCO AND ALGERIA).

REMINDER:

LOCAL SOLIDARITY-BASED PARTNERSHIPS FOR AGROECOLOGY are based on direct relationships between consumers and producers. They allow consumers access to fresh and healthy, agroecologically grown produce. These partnerships help farmers to care for the environment, preserve the quality of their products and make a decent livelihood from their work.

COMMUNITY SUPPORTED AGRICULTURE is one form of LSPA; it is characterised by direct, contract-based sales. Participatory Guarantee Systems is another (see below), as are certain other

kinds of short food circuits. Community Supported Agriculture takes the form of direct partnerships between local producers and consumers. It involves sharing both risks and benefits that are inherent to the activity. CSA is part of the wider family of LSPAs.

PGS: PARTICIPATORY GUARANTEE SYSTEMS “These are quality insurance systems that are locally centred. They certify the producers on the basis of active participation that is the basis for trust and networks. (IFOAM).

MODULE 2, SESSION 1 : CREATING A LSPA

GENERAL RECOMMENDATIONS ABOUT THE CONTENT OF THE TRAINING:

- Include more information about producers and consumers profile in the module 1, to dedicate more time to practical tools.
- Dedicate more time to discussing practical tools: budget, crop planning, contract, farm evaluation questionnaires etc.
- Use more video materials.

GENERAL RECOMMENDATIONS ABOUT THE PARTICIPANTS:

It is important to have a balance between experienced and unexperienced participants. In this module, concrete situations on how to initiate an LSPA will be discussed; the participants should already have been part of an initiative (consumers and producers). Also, it is very important that the participants in the second module already have some basic knowledge about LSPA (if they didn't participate in the module 1).

GENERAL RECOMMENDATIONS ABOUT TRAINING FACILITIES:

- Training should be organized in a room with desks/tables – it is necessary to write, take notes.
- It is important for the participants to have a laptop and be computer-literate.
- It is important to have the possibility to calculate (for budget planning).

Module 2 was adapted in all participating countries of the project to include national specificities and the participants' needs.

Training content and topics

THIS TRAINING MODULE PROVIDES A BASIC INTRODUCTION TO THE NECESSARY STEPS, THE BEST STRATEGIES AND THE AVAILABLE EXPERIENCES IN STARTING A LOCAL AND SOLIDARITY-BASED PARTNERSHIP (LSPA).

In the first part, the module explains who can start an LSPA, the profile of producers and consumers, their values, motivations and behaviour as LSPA members. The social and economic dimensions of LSPA are discussed in detail. The benefits, costs and risks involved in the partnerships are also considered.

According to the feedback from participants, this part can be included in module 1 of the training and thus dedicate more time to discussing and explaining the tools used in an LSPA.

In the second part, the module presents concrete steps to set-up an LSPA and organise the main operations throughout the season, as well as practical tools used to develop a partnership: budget, contract, farm evaluation questionnaire, crop planner, etc.

The training program thus provides general guidelines for starting a partnership and more specific information and suggestions for its successful evolution. Practicalities related to the optimal functioning of a partnership are also included.

Purpose and scope of the training

THIS TRAINING MODULE ADDRESSES POTENTIAL AND CURRENT PARTNERSHIPS, AS WELL AS ANYONE INTERESTED IN THE FOOD SOVEREIGNTY MOVEMENT AND IN THE FUTURE OF ALTERNATIVE FOOD NETWORKS IN THE MEDITERRANEAN BASIN.

The training program aims to introduce the participants to the basic steps and key elements in starting a partnership. After attending this module, the participants will have a better understanding of the process of initiating a partnership and its subsequent operations.

FARMERS will be able to initiate or to join a partnership and to organise their activities. In more concrete terms, farmers should be able to identify the best circumstances for initiating a partnership, plan the activities on the farm and in the partnership, build a budget, recruit new members

and organise the main operations throughout the season. It will help producers to understand consumers' motivations and behaviour in an LSPA and thus improve farming practices and other activities in the partnership.

CONSUMERS will gain a better understanding of the values and behaviours of the LSPA, will recognise the importance of direct involvement and active participation in the partnership, and identify

their optimal role. If they are already LSPA members, participants will be able to broaden their participation in a partnership. New and potential members will have access to the general information on the guiding principles and functioning of a partnership. Other interested participants will learn about recent evolutions in alternative food networks and evaluate the potential of LSPA to offer new solutions for the food sovereignty movement.

Course prerequisites

This module is part of a four-unit training in LSPA. There are no pre-requisites for following this module. However, a basic introduction to the main as-

pects of the LSPA movement and models – such as the one provided by the first unit of this program – would be desirable.

Training materials

The trainers should have access to a course kit that includes the training booklet and a bibliography available on-line. Training materials are stocked on the URGENCI Cloud, an on-line file-sharing system. A reference list is presented under each topic. Additionally, a separate detailed reading list is also available. A list of tools and exercises for this module could include:

- Evaluation questionnaire for producers.
- Sample contracts.
- Charters.
- Budget models.
- Distribution planning (estimated calendars).
- Advertising materials.

The participants will have access to materials produced by LSPA supporting organizations from the entire Mediterranean Basin.

Training principles and methods

The course is based on participatory approaches both in terms of the training methods and for the participants' future activities in an LSPA as endorsed by this module. The guiding principles on which this training module is based are derived from the participatory approaches to community development elaborated in the field of develop-

ment by Robert Chambers (2002) through his Participatory Rural Appraisal.

The training methods recommended for trainers include presentation, debate, case study approach, brainstorming and writing, group discussion, project output method, etc. For each section and topic specific training methods are indicated in

the syllabus. Besides the training methods and approaches proposed in this syllabus, trainers should feel free to use their own experience and bring different methods and approaches, topics and case stud-

ies to the participants' group. Above all, trainers are encouraged to adapt approaches and topics of the training module to participants' needs.

Content of the training module

I. PRESENTATION OF THE PARTICIPANTS

/ DURATION: 30 MIN.

This section is intended as an ice-breaking exercise. For this session, the trainers can use different exercises/methods:

- Participants are asked to say their name and share one of their experiences as consumers in any alternative food network.
- Present the name and expectations from the training session (in a circle).
- If the participants come from different regions, they can be invited to imagine the room as the country / territory and to position themselves according to their hometown. They are invited to see who their neighbours are and to discover something about them.

II. SUMMARIZING THE INFORMATION OF MODULE 1

/ DURATION: 15 MIN.

This section is intended to summarise the main information from module 1 and also to stimulate the participation of those who attended the first module. The trainers can use different methods:

- The trainer will make a short presentation on the main characteristics of LSPA and the actors who can initiate a partnership (producers, consumers or an NGO). The trainer will discuss the positive and negative aspects of starting a partnership for producers, consumers and NGOs respectively. She/he will involve the participants from module 1 in this presentation as well as

resource persons invited for the training module.

- The participants can be asked to answer the question "Which topic have they dealt with the most since the last training event?" – using this question, it is possible to talk about the most relevant information from the first training event in a participatory way.
- PowerPoint presentation of the main information from module 1.

III. PRODUCERS IN A PARTNERSHIP – PROFILE, BENEFITS, OBLIGATIONS

/ DURATION: 30 MIN.

General description of the sequence:

- *Exercise 1 – 10 minutes:* Build the profile of the LSPA producer;
- *Power-point presentation - 5 minute:* Limits and benefits of being part of a partnership as producer;
- *Exercise 2 – 15 minutes:* Collective solutions for a critical situation in a partnership.

CONTENT

This section discusses the social and economic profile of LSPA farmers. It aims to provide a better understanding of the context in which alternative food networks operate. The social background of the producers includes variables such as age, gen-

der, income, education, family, and residence. The economic profile refers to the producers' income and financial condition, but also to the ownership of the land and farm. Farming experience, family support and the location of the farm are also taken into consideration. Previous economic marginalization and the need of solidarity in an LSPA are discussed in detail. Mapping producers' socio-economic background is important for assessing their capacity to consolidate a partnership and the potential development of the farm. Finally, producers' motivations in participating in a partnership, ranging from financial to cultural considerations and personal beliefs are examined.

Economic, social and environmental benefits are examined. Benefits for multi-farms and cooperative partnerships are also considered. The section then discusses the main costs for producers, explains how costs can best be estimated on the farms, and what the most common situations are that lead to under-estimated costs. Finally, the potential risks for producers are examined, ranging from weather conditions to a drop in membership. Other vulnerabilities such as poor communication with consumers and unrealistic planning of the season are also discussed.

METHODS

Exercise 1: Each participant writes three attributes of their ideal LSPA producer on a post-it. The role of this exercise is to determine the ideal model of an LSPA farmer from the consumers' perspective. Each participant presents his or her chosen attributes and the trainers write them down and highlight the main desired attributes on a flip-chart.

Exposition: Trainer presents information regarding the limits and benefits of belonging to a partnership as producers, giving concrete examples.

Exercise 2: The participants are asked to

imagine a solution for a critical situation in a partnership. The suggested training method is the 'pyramid': each participant notes a solution to the given critical situation; it is then discussed in pairs and reformulated, and finally, the solutions are reported to the participants. The trainers summarize the main conclusions (15 minutes)

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IV. CONSUMERS IN A LSPA – PROFILE, BENEFITS AND LIMITS TO BE PART OF A PARTNERSHIP

/ DURATION: 30 MIN.

General description of the sequence:

- *Exercise 1 – 10 minutes:* Drawing the profile of an LSPA consumer;
-
- *Power-point presentation - 5 minute:* Limits and benefits of being part of an LSPA as consumer;

- *Exercise 2 – 15 minutes:* How to overcome income barriers for consumers joining an LSPA.

CONTENT

This section discusses the sociological profile of the consumers in order to better understand the food sovereignty movement in general, and to assess the evolution of LSPA in the Mediterranean Basin in particular. Different variables, such as age, education, gender, income, marital status, number of children, residence etc. are taken into consideration. The members' motivation to join a partnership is another core topic in this section, as understanding these motivations can help improve and expand the operations of CSA networks. A wide range of motivations are discussed: health, access to alternative food systems, environmental and economic dimensions, being a 'co-producer' of food, political commitment etc. Various individual motivations, common ground, as well as the often divergent drivers for members' participation in a partnership are highlighted. Parallel to this, the dynamics of participants' motivations are illustrated.

Membership costs and members' involvement are of particular interest in starting an LSPA. Varieties of members' involvement and participation in a LSPA are described. The section places particular emphasis on explaining the connection between participant's involvement in the organization of an LSPA and its activities, and the degree of satisfaction of LSPA consumers. The complexity of benefits in participating in a partnership is highlighted, including lifestyle changes and particular changes in values and attitudes. The main behavioural and attitudinal differences between LSPA and non-LSPA consumers are also discussed.

METHODS

Exercise 1: Each participant writes three attributes of a LSPA consumer on a post-it. The role of this exercise is to determine the ideal model of

an LSPA consumer. Each participant presents his or her attributes and the trainers write down the contents and highlight the main desired attributes on a flip-chart.

Presentation: The trainer presents information regarding the limits and benefits of being part of a partnership as consumers, giving concrete examples.

Exercise 2: How to overcome income barriers for consumers joining a partnership. Trainers use the 'Philips 6-6' method: the participants are divided into groups of 6 (4 members, one secretary, one leader) and have 6 minutes to propose a solution to the problem of overcoming income barriers for LSPA members. The secretary collects all ideas and then the group decides which are the three best strategies. The information is presented on a flipchart and can be consulted by the other groups during the coffee break.

When this exercise was tested, three key actors were identified: consumers, farmers and coordinators. Participants were asked to work in groups in connection with their primary occupation (farmers with farmers, consumers with consumers etc.) and imagine an ideal "consumer", "farmer" or "coordinator". All of the attributions and responsibilities that they could collect were listed. The groups were also asked to collect their expectations from the other key actors. Every group was asked to present a summary of their work. During the plenary session we could confront the imaginary descriptions and the expectations; this was a really good basis for discussion.

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V. LET'S START A PARTNERSHIP

/ DURATION: 90 MIN.

General description of the sequence:

- *Presentation—30 minutes: Key steps in initiating an LSPA;*
-
- *2 Working groups: 60 minutes – How to start an LSPA as producers (one group) and as consumers (second group).*

CONTENT

This section discusses practical aspects related to the initiation of a partnership. It reconnects the discussion to the first section, 'Who can initiate an LSPA?' and provides detailed information on the concrete steps that are recommended for setting up a successful partnership. It also includes the discussion of consumers' profiles, given that a better understanding of member motivation

helps the producer to plan farming activities, organize deliveries and complementary activities. Understanding members' motivation helps other members - especially the organizers - to improve communication and optimize activities in the partnership.

The trainer will introduce the main tools used in starting a partnership: contract, budget, crop planning, advertising tools. The trainer should highlight that the intervention is specific depending on whether it is carried out by producers or by consumers.

CONTENT

Budget planning session could be longer in order to have time for more specific issues:

- What happens if VAT needs to be paid?
- How should the budget be adapted if there are not enough LSPA consumers?

METHODS

Presentation. Trainers present the key steps in initiating a CSA using the Be part of CSA! Brochure.

Working group. Trainers present the key steps in initiating an LSPA using the booklet:

1. One group from the point of view of a producer and...
2. The other from the point of view of consumers. They will also consult the main tools presented by the trainers. Each working group will be facilitated by a trainer / resource person.

The results of the working groups are presented after lunch and the trainers and resource people will give feedback to the participants.

VI. PLANNING AN LSPA FOR THE FIRST 3 MONTHS

/ DURATION: 75 MIN.

General description of the sequence:
2 working groups on Planning your partnership!

CONTENT

Participants will continue to work in 2 groups and they will make a plan to start an LSPA and reflect on concrete aspects:

- How to recruit new producers in a partnership? Where to find them? What kind of producer you look for (profile)? How do you evaluate him/her?
- How to recruit new consumers in a partnership? Where can you find them? What kind of consumers you look for (profile)? What kind of communication tools will you use for it? What kind of communication activities (public meetings, debate, advertising in local media, social media)?
- Define the contents of the baskets and season planning.
- Define the budget and organise meeting for budget presentation. What is the role of the producer?
- Initiate the registration of new consumers? Who keeps the registration? When do they pay the advance? How do they pay the monthly rate?
- Choose a location and a time-frame for distribution.
- What kind of communication activities and materials do you want to use? What kind of message do you want to promote?

At the end of this section, the participants will draft a first plan that includes the main steps necessary to start a partnership. It is important to facilitate collective reflection on these issues and

share experience between participants and resource persons involved in the training.

OBSERVATIONS

A possible adaptation of this section is to ask each participant to start to work on their personal plans for the next 3, 6 and 12 months and to discuss their plans in small groups with other actors. Everybody can have time to think about their personal commitments to what is needed in order to start a partnership.

Another option is to invite producers to this session, and to use it to work in real time (together with the trainees) to prepare a draft budget and a crop plan. The participants have the opportunity to observe the process and to understand the main issues related to this planning session. This aspect is possible when module 2 is organised in a period when the CSA contracts are prepared.

REFERENCES

[*** The trainers are encouraged to bring and use in class any materials that might not have been included in the course kit but are considered as offering new perspectives and information on the training topics.]

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WHY TO BE MEMBER IN CSA?

Local, fresh and healthy food

01.



02.

Sustain small producers

Sustain the environment

03.



04.

Cook fresh products

Meet people which share similar values

05.



06.

Diversity of vegetable

HOW DO YOU RECRUIT THE PRODUCER?



1.

PLANNING FOR THE 3 MONTHS

SIGN THE CONTRACT!



6.

5.

DEFINE THE BUDGET



HOW DO YOU
RECRUIT NEW
CONSUMERS IN A
CSA?



2.

ING A CSA
THE NEXT
MONTHS!



3.

WHAT KIND OF
COMMUNICATION TOOLS
WILL YOU USE?

4.



DEFINE WITH THE
PRODUCER THE
CONTENT OF THE
BASKETS

Module 2, Session 2: Focus on community building and management

General presentation of the session 2

THE SECOND SESSION OF THE 2ND MODULE OF THE TRAINING PROGRAM FOCUSES ON COMMUNITY BUILDING AND MANAGEMENT AS KEY ELEMENTS OF A SUCCESSFUL PARTNERSHIP. IN THE FIRST MODULE AND THE FIRST SESSION OF THE SECOND MODULE PARTICIPANTS WERE INTRODUCED TO WHAT AN LSPA IS ABOUT, AND WHAT ARE THE NECESSARY FIRST STEPS TOWARDS STARTING AN LSPA .

As the first part of the training was designed for both newcomers to the topic and those who have had some experience, the second session of the second module is designed for those who have either participated in the first module or the first session of the second module, and have some knowledge about LSPA, or have his/her own experience in running or being a consumer in a partnership.

The second session of the second module aims to provide knowledge, experience and practicalities on community building, development and management. In this session, participants experi-

ence 'how to be in' and 'how to run' a community gathered around a partnership. In this session, we introduce experiences, best practices and failures of farmers, members and coordinators that help gain a better understanding of the nature of community life. The most important tool in community development is communication. We will see the different dimensions of communication within a community, and how it can be used in the most effective way from information sharing to problem solving.

Purpose

Module 2, session 2 is an advanced part of the modular training program aimed at potential and current LSPA consumers. Basic knowledge and/or experience of being part of a running partnership is required. This module allows participants to fur-

ther deepen their knowledge of the topic, share and build more information and experience on community building in an LSPA, enable them to design, run and develop a community.

Learning outcomes

The module makes participants familiar with the definition of community development and its basic elements. They will recognize the importance and the potential of their community's strengths and potentials through active participation in task

division between the members, coordinators and producers.

Existing and potential producers or coordinators will gain better understanding of the culture of their own community, identify the roots of certain

challenges and miscommunication. Based on this knowledge they can further develop their partnerships to build a desired community operation. Those who are members (or future members) of a community will be able to take personal respon-

sibility in the community development processes, thanks to the knowledge and experience gathered during this training. All participants will learn about different techniques they can use in clarifying situations, receiving and giving feedback

Training methods

This session will be developed using innovative and interactive educational techniques that involve learners in the training process in an (inter) active and entertaining way. Exercises are defined

based on popular education approaches. This session includes plenary discussions, small group activities, theoretical introductions and brain storming exercises.

Summary

OBJECTIVE	DURATION	METHODS
Arrival, warm-up, (re) forming the group, introduction to the day, mapping the focus	30 min	<ol style="list-style-type: none"> 1. Short introduction to the schedule and connection to previous training events 2. Welcoming new faces in the group 3. Steps into a circle symbolising the move of entering in a community Plenary sharing on the question: what are the elements, what makes the community operate well?
Get introduced to how it works in practice. Experience sharing – introducing an LSPA with community life focus	60 min	Farmer or coordinator's presentation: community life and development in his or her LSPA Questions and answers
Exploring tools for community building	30 min	Discussing which tools could be used to build a LSPA community and how to prioritize them. Option 1: Use the presentation and then group discussion Option 2: Hand out cards on community building tools for groups of 5 and ask them to discuss and place them in a scale of priorities
Introducing topic-related theories	30 min	Option 1. Short presentation on Amoeba model. Option 2. Theory based on national preferences (e.g. community building tools)

Identifying potential challenges, fears and risks in a LSPA community	75 min	<ol style="list-style-type: none"> 1. 'Devil`s Advocate' - brainstorming on what can go wrong in an LSPA community 2. Discuss case studies in groups of 3, in 3 rounds. For each round, the focus person can choose the case to which he/she wants to find a solution, and also which role he/she wants to play. 3. Summarising main findings and learnings in plenary discussion
Understanding the importance of task sharing	20 min	<p>Option 1: Form living sculptures in 4 groups demonstrating what tasks are like if they are carried out by one or few people.</p> <p>Option 2: Labelling - sticking tasks on a 'farmer' – identifying what are the tasks that are related to community building</p>
Identifying tasks to outsource and understand how to do that	30 min	<p>Selecting those tasks that can be outsourced and also identifying to whom these tasks can be outsourced. Using the previous exercise of task collection.</p> <p>Plenary discussion on how to give a task to someone and how to manage this cooperation.</p>
Closing the day	30 min	Plenary discussion: summary, highlights, lessons of the day

Trainers' script

ACTIVITY 1: ARRIVAL, WARMING-UP, (RE) FORMING THE GROUP, INTRODUCTION TO THE DAY

Short introduction to the schedule of the module and connection to previous training events – presented by one of the trainers

Welcoming new faces in the group

OBJECTIVE// Participants reconnect and welcome those who are new in the group.

CONTENT // Introduction by each participant, names, roles, motivation, max 1 minute.

METHOD // Individual presentation.

METHOD DESCRIPTION // The group stands in a circle and the trainer introduces the 'magic

ball' to the participants. The person with the ball in his or her hands has the right to speak, but the person can only keep the ball for 1 minute. The trainer throws the ball to one of the participants, calling out also his/her name. That person catches the imaginary ball and says his/her own name again, his/her role 'producer', 'member' or 'coordinator' and his/her motivation for being here. The co-trainer of this exercise checks the time and if it exceeds 1 minute, rings a little bell or gives some other signal.

TOOLS // none

DURATION // 20 min.

Step into a circle symbolizing the move of entering in a community

OBJECTIVE// Participants have a deeper understanding of 'stepping IN' a community and 'see it from INSIDE' how it works.

CONTENT // Have a symbolic step in a circle space formed with a string marked with a simple string. This line divides the outer part of a community, the inside part symbolizes to be part of a community.

METHOD // Physical experience of a mental move.

METHOD DESCRIPTION // The group is standing in a circle. A string line divides the outer part of a community, the inside part symbolizes part of a community. The trainer asks the participants to imagine that beyond the line there is a community (their own or imaginary one) and they all together step in the circle making the symbolic move of stepping in a community.

TOOLS // 20-meter long simple string.

DURATION // 10 min

CONTENT // Sharing of definitions and associations of community.

METHOD // Plenary sharing.

METHOD DESCRIPTION // The group has stepped inside an imaginary community. The trainer asks them to look around, even walk around and feel that they are part of this community. Each participant shares one word that comes to his/her mind about being in this community. After this they also share a short answer to the question: 'What are the elements that make a community work?' This could be a concrete or abstract thing. Trainers can provide some examples to help.

Once everybody has shared her/his own perspective, the trainer summarises the most commonly mentioned answers.

TOOLS // none

DURATION // 10 min.

Option: If you think it is useful to summarize the knowledge already gained, it is possible to organize a 10-15 min round at the beginning of the day when training participants can talk about the most important topics that were explained during previous training events. As a trainer, you can prepare some questions and organize a round session. These could be: What is LSPA? What are the advantages for farmers and for consumers? How are the prices calculated? Why yearly planning is important?

The symbolic meaning of the circle:

This is the third training event of the programme. On the first we learned what LSPA is about, we focused on planning during the second training and now we examine the operation from inside.

This is important, as we will have experienced coordinators or farmers on this module and training participants who are just about to start. We set the whole programme of Module 3 following this perspective: we are not planning any more; we are inside (even if it is their imaginary community).

Mapping the focus of Module 3

OBJECTIVE // Participants gain a common understanding of what a community is, and what makes it work.

ACTIVITY 2: GET INTRODUCED TO HOW IT WORKS IN PRACTICE

Farmer or coordinator's presentation: community life and development in his or her partnership

It is important to ask the speaker to focus on the topic of the day, not only give a general introduction of his or her LSPA.

A. AN EXPERIENCED LSPA FARMER OR COORDINATOR explains what makes their LSPA community work: What works well in the operation of their partnership, and what are the things he or she would do in a different way - looking back now, with the benefit of experience.

Questions that can help:

- How did you start the organisation of your partnership community?
- How would you describe your community? Who are the typical members, how do they participate in the LSPA life, how strong is the relationship between the different actors (farmer-consumer, farmer-coordinator, coordinator-consumer, consumer-consumer)
- What kind of tools/activities work well in your community? (e.g. e-mails or farm visits)
- What kinds of tools/activities do not really work? Why? (e.g. volunteering, community events)
- Do you have a core group within your community? What is their role?
- Have you experienced any community related problems? If so, how did you solve them?
- What is the renewal rate? What is the percentage of customers who usually renew their participation for the new season? What is your interpretation of this percentage?

B. A PROFESSIONAL EXPERT IN COMMUNITY-BUILDING explains the basic knowledge of community-building (main models, best examples in connection with LSPAs, challenges and solutions)

Questions that can help:

- What kinds of community-building theories are relevant for LSPA? Could you explain them?
- What is the secret of good working communities?
- What kind of community building tools can be useful for LSPA communities?
- How can you maintain a community over the long-term? Is there any advice?

Option B could be justified if there is no real experience of good community management of LSPAs in your country or if there is a need to learn about new theories and tools related to community-building.

METHOD // Presentation and discussion.

METHOD DESCRIPTION // The experienced LSPA actor or the invited expert gives a 30 minute lecture on the topic, followed by 30 minutes for discussion. The trainer facilitates this session, checking the time and allowing space for questions and answers.

TOOLS // PowerPoint.

DURATION // 60 min.

Questions and answers:

Exploring tools for community-building

OBJECTIVE // Participants get introduced to the most common community-building and developing tools which are used in LSPA.

CONTENT // Discussing which tools could be used to build a LSPA community and how to prioritize them.

METHOD // PowerPoint presentation

METHOD DESCRIPTION // PowerPoint about the most common community building tools that are used in LSPAs based on the booklet.

These could be:

- Personal meetings during the deliveries
- Online tools like emails, websites, blogs, e-lists, or social media
- On-line2. Social media
- Giving feedback: evaluation questionnaires at the end of the season
- Initial meeting at the beginning of the season
- Farm visits and community events
- Volunteering

TOOLS // PowerPoint.

DURATION // 10 min.

Option 1: Use the presentation and then group discussion

Option 2: Hand out cards of community-building tools for groups of 5 and ask them to discuss and prioritise them

Questions and answers:

Prioritizing

OBJECTIVE // Participants get introduced to the most common community-building and development tools.

CONTENT // Discuss which tools could be used to build a CSA community and how to prioritize them.

METHOD // Small group discussion, plenary session.

METHOD DESCRIPTION // Packs of 5 cards are prepared and handed to each group of 4. The groups are asked to check these 5 community-building elements, discuss their importance and share experiences.

After 10 minutes, the trainer asks the groups to choose the 2 tools that they consider most important; and they can include 1 extra (not included in the list, if they can think of any). Participants are asked to make a short presentation about the 3 chosen tools with the focus on how those tools can be used in the most effective way and what can go wrong with using them.

When the groups have finished their discussion, they present their results to the whole group in a plenary session.

The first group chooses a tool and presents it to the whole group. The trainer asks if there is any other group that has chosen the same tool. If so, the group is asked to add their thoughts – to avoid speaking about the same things a second time. We go through all of the assessments.

The card topics are:

1. Meeting at the delivery point
2. Email list/group
3. Meetings – initial season meeting: recruitment and community building
4. Events (like open day on the farm)
5. Assessment of members' needs (e.g. questionnaire)

Helping questions

How do you use the tool well? How can you reach the point where the members of the community feel good, thanks to that tool? How could it go wrong?

They should collect the answers on a big sheet of paper (1 column- how to use it well, 2nd column- how it could go wrong?) This is then presented in plenary.

TOOLS // Packs of cards, flipchart, markers.

DURATION // 30 min.

HINT: How to organise small groups

If you would like to work with 4 groups, give each training participant a number from 1 to 4. All participants who got 1 will be in the same group, those who got 2 will form the next group and so on.

Questions and answers:

Related theories

OBJECTIVE // Participants get inspirational input and different approaches to understanding deeper community-building and development.

CONTENT // Introduction of a relevant theory, the Amoeba.

METHOD // Short presentation with drawings and plenary discussion.

METHOD DESCRIPTION

An important theory related to community-building should be introduced: *Alan Atkinson's - Amoeba Theory*. We should focus on those who are close to us, because convincing the ones standing a long way away requires a lot more energy. This theory can be especially useful for those who are starting to build a LSPA community. LSPA is an

alternative food supply system that attracts farmers and consumers who are already committed to agroecology, organic food and a healthy lifestyle, and who are open to community-based initiatives. Those who are far from these principles (e.g. buy the cheapest products in supermarkets, or who do not eat healthily) will not join or it will cost much more energy to convince them than somebody who is already close to the values of LSPA. The theory also resolves frustration in cases when community organisers face dissatisfied LSPA members: maybe it is not the fault of the farmers or organisers, the dissatisfied consumer merely does not fit into the community.

More info at:

<https://amoebau.wordpress.com/what-is-amoeba/>

<https://www.youtube.com/watch?v=5ZUjLTff3js>

IDENTIFYING POTENTIAL PROBLEMS, FEARS AND RISKS IN A CSA COMMUNITY

`Devil`s Advocate` - brainstorming on what can go wrong in a CSA community

OBJECTIVE // Participants are able to express their concerns and questions about community-building and experience of different roles in how these issues can be resolved.

CONTENT // Collection of potential problems and worries and finding solutions to them.

METHOD // Brainstorming in plenary and role-playing in smaller groups.

METHOD DESCRIPTION // The group is asked to think of problematic situations, issues that may emerge during the community-building process in an LSPA. We can prepare some ideas beforehand (e.g. there is no communication within the community, somebody is dissatisfied).

The trainer facilitates the brainstorming (being really motivating). Collect these ideas on a flipchart and form groups of 3 people, and ask all of them to choose an issue to work on with the others.

The small groups discuss the situation as follows:

a) The first person chooses the issue and tells the others which role he or she would like to choose in this challenge (e.g. producer, coordinator, and member);

b) Another participant (2nd) takes the role of the helper. For him or her, the first person will inform the group if he or she will help as farmer, coordinator or member;

c) The third person is just an observer, taking notes on the discussion and how the issue was resolved.

During the discussion, the person facing the challenge describes the problematic situation in order to jointly find a solution.

The helper's task is to listen, ask questions to gain a better understanding of the context and to mention other similar issues. The helpers are asked not to provide solutions or make suggestions, rather just 'be present'. It is also a good outcome if the focus person understands the issue better without necessarily finding the perfect solution.

There are 12 minutes allocated for each discussion. When it is over, the observer gives feedback on how he or she has seen the conversation. Whether the help was useful/used, where the discussion went well, where it did not. There are then 2 more rounds of 2 other challenges worked on in the same way.

After the 3 rounds, the groups reconvene in plenary and hold a discussion on summarizing main findings and lessons learnt in plenary discussion. How did it go? How did you feel in the different roles? What helped you the most to gain a better understanding or finding the solution?

TIME SCHEDULE //

1. Collecting challenges in a plenary session: 10 min.
2. Explain the task: 5 min.
3. First round: 10 min discussion + 5 minutes to jointly evaluate it.
4. Second round: 10 min+ 5 min.
5. Third round: 10 min + 5 min
6. Plenary discussion: 15 min.

TOOLS // Flip chart and markers.

DURATION // 75 min.

Collecting the problematic situations can reduce tensions and have a common feeling that everyone has questions, doubts, worries in their mind. It is useful if participants can express their worries and talk about them.

The other part of the exercise is to practise the role of helper in a conversation. It is important that the participants have the possibility to be in all 3 roles (the one having the problem, the helper and the listener). This exercise can develop the skill of active listening that

could be really helpful in any situation on the way of community building.

It is usually recognised, that it already helps if you only speak about your problem, if you draw it up or tell it to someone. The helping role could be really important as well, as an outsider could give a different point of view or new aspect what we haven't thought about.

Understanding the importance of task sharing in a community

Option 1 - Living sculpture

OBJECTIVE // Participants get a better understanding that community-building and developing consist of several tasks and responsibilities, they don't just occur spontaneously: people need to continuously do things to make them happen

CONTENT // Creating living sculptures and sense the load of tasks and importance of sharing them.

METHOD // Living sculpture, plenary summary and finding solutions.

METHOD DESCRIPTION // The trainer divides the group into 4 small groups and asks them to imagine a sculpture that demonstrates what community-building is like for a farmer/coordinator (challenges, tasks, solutions). The sculpture is made of the small group's participants and it is a living sculpture that means that it can move, talk. It is not a scene they play, but a living sculpture. The small groups have 8 minutes to discuss and create the living sculpture and they are also asked to create a title for their sculpture.

Each small group demonstrates their living sculpture in 3 minutes. After each group has performed, all participants come back for a plenary summary. The co-trainer takes notes on a flipchart of the tasks mentioned in the performances.

Trainers first facilitate the group discussion on 'What was this exercise like for you?' 'How do the farmers or coordinator (if they had one in their sculpture) feel with so many tasks to manage?' 'What are

the most important tasks you were able to show or think of?'. Meanwhile, the co-trainer continues taking notes on the flipchart. 'What was the conclusion for you in this exercise?' and 'How can one manage this without breaking down? What or who could help?'

TOOLS // none

DURATION // 40 min. (20 for the sculpture and 20 for the plenary discussion).

Option 2 - Labeling

OBJECTIVE // Participants gain a better understanding that community-building consists of several tasks, they don't just happen by chance, someone needs to continuously do things to make them happen.

CONTENT // Collecting community development tasks and allocating them to the farmer.

METHOD // Work in small groups then discussion in plenary.

METHOD DESCRIPTION // The trainer divides the group into 4 smaller groups and asks them to choose one person who will be the main coordina-

tor/farmer of an LSPA. Other participants write as many tasks as they can think of that are related to community-building and that occur in an LSPA on coloured post-its. He or she is standing in the middle of the group and the others are asked to stick all the post-its onto him or her. When they are finished, a nice picture too can be taken :) Post-its taken off the person can be grouped in categories on the wall or flip-chart for the next exercise.

Trainers first facilitate the group discussion on 'How was this exercise for you?' 'How did the farmers/coordinator feel with so many tasks to manage?' 'What was the conclusion for you in this exercise?' and 'How can one manage this without breaking down? What or who could help?'

TOOLS // Medium-sized coloured post-its and markers.

DURATION // 40 min. (20 for the labelling exercise and 20 for the plenary discussion).

ACTIVITY 3: TASK OUTSOURCING

Identify "the what" and "the to whom"

OBJECTIVE // Participants realize that tasks related to community development are important, but can be shared and outsourced to other community members or family members. They also develop their co-operation skills and partner with another person in realizing tasks.

CONTENT // Prioritizing the importance of tasks of community development and identify the way they can be shared.

METHOD // Individual work followed by plenary sharing.

METHOD DESCRIPTION // The trainer asks the participants to think of 3 people they could ask

to help them to manage their community development. It could be a person who is already in the group, or a future community member, etc. They should think about their family members, friends, etc. Participants are asked to write each name on a post-it.

Once they have finished writing, they are asked to allocate tasks to those persons. Tasks that they feel that these people are able to do, have the skills and competences to do, and will be happy and committed to doing. The list of tasks collected in the previous exercise.

TOOLS // Medium-sized coloured post-its and markers.

DURATION // 10 min.

It is important for the participants to see that they are not alone, and what the tasks are, and what could be done by others. If there is no such person, then it is important to recognise that someone will be needed.

HINT: How to actively involve everybody

If you feel that some training participants are too dominant and some others are not talking, help with questions. Address those participants who are not used to talking in big group discussions and be patient. Maybe they only need more time to express themselves.

Effective outsourcing

OBJECTIVE // Participants will gain a better understanding of how to share or outsource tasks.

CONTENT // Participants develop their skill on how to give/share a task to someone and become familiar with the elements and processes.

METHOD // Plenary discussion.

METHOD DESCRIPTION // The trainers start with the question of 'What is the best way to outsource tasks?'

Thinking, sharing ideas in plenary, the trainer could prepare with ideas from the booklet (Chapter How to work with volunteers?):

- Estimate time.
- Be detailed and explain everything step by step.
- Lay down some rules (what if somebody forgets to do the promised task for example).
- Mentor the volunteer/people who help you.
- Organise groups.
- Praise them.

The previous exercise can be useful and the trainer can point it out again.

TOOLS // Medium-sized coloured post-its and markers.

DURATION // 20 min.

The practice of precise outsourcing is really important to avoid mistakes, to manage the outsourced tasks effectively.

ACTIVITY 4: CLOSING

OBJECTIVE // Summarise the learning process of the day. Evaluate the training. Participants feel connectivity.

CONTENT // Groups sharing.

METHOD // Plenary sharing, feedbacks.

METHOD DESCRIPTION // The trainer asks each participant to answer these questions: How do you evaluate today's work? How did you feel? What did you like most and what would you change?

The person who starts gets a ball of string and once she or he has finished, she or he throws the ball to someone else in the group, keeping the beginning of the string. The next person does the same, keeping the string in his/her hand. At the end there will be a net of connection.

TOOLS // Ball of string.

DURATION // 30 min.

ADVICE

- Collect and show already existing tools: e.g. newsletters, flyers, posters.
- If you have resources you can help with some promotional tools that could be useful for new coordinators (e.g. posters, T-shirts).
- Invite more producers and coordinators, personal experience is the most useful.
- If you think that some methods are too difficult for you, try out a simple version. The adaptation is up to you!

LEARNING SUPPORT

RESOURCES

Elisabeth Henderson and Robin Van En: Sharing the Harvest. A Citizen's Guide to Community Supported Agriculture, 2nd Edition, 2007

Collective of authors: A share in the harvest: an action manual to community supported agriculture. 2nd edition. Available online: <https://www.soilassociation.org/LinkClick.aspx?fileticket=gj5uOJ9swil%3D&tabid=204>.

Collective of authors: Community Supported Agriculture: A teaching programme for degree students, Soil Association. Available online: <http://www.soilassociation.org/LinkClick.aspx?fileticket=ak3jUihtwrE%3D&tabid=204>.

Gergo Horvath: Community Supported Agriculture, Getting your share, TVE 2013. Available online: http://issuu.com/tudatosvasarlok/docs/community_supported_agriculture-get

TRAINING METHODS, THEORIES:

Marilyn Mehlmann, André Benaim: Learning for Change, Global Action Plan International <https://www.card.coop/gap/bookstore/books/learning-for-change.html>

Marilyn Mehlmann, Olena Pometun: ESD Dialogues, Books on Demand, 2013
<http://www.amazon.co.uk/Dialogues-Swedish-Edition-Marilyn-Mehlmann/dp/917569929X>

Notes

Module 2, Session 3: LSPA in action

LSPA in action : Generalities

THE PARTICIPANTS SHOULD BE ENCOURAGED TO USE ACQUIRED SKILLS AND KNOWLEDGE FROM PREVIOUS SESSIONS AND EXAMINE HOW SPECIFIC LSPA FARMS WORK. IT WILL ALSO BE THE RIGHT METHOD TO GAIN INSIGHT INTO TOPICS THAT APPEAR WITHIN SPECIFIC PARTNERSHIPS, FOR EXAMPLE OPERATION, CROP PLANNING, DISTRIBUTION AND FARM BUSINESS, COMMUNICATION AMONG MEMBERS AND SO ON. THEY WILL GET ANSWERS TO THE QUESTIONS THAT MIGHT EMPOWER THEM TO START THEIR OWN PARTNERSHIPS. THE VISIT WILL ALSO BE BENEFICIAL FOR THE HOST FARM THAT WILL GET IMPORTANT FEEDBACK FROM OUTSIDE AND INSPIRATION FOR POSSIBLE FURTHER DEVELOPMENT.

Module target

Module 2, session 3 is an advanced part of the training programme aimed at potential and active LSPA members or consumers. Basic knowledge and/or experience of being a member or a coordinator of LSPA is a prerequisite for all participants.

This module enables participants to see the operation of a specific farm, share experiences, discuss questions that might help participants to develop their own projects

Training methods

The module event is based on informal educational approaches with special focus on participatory learning. In this session, experience sharing, map-

ping, cognitive mapping, round tables and discussions are used.

Activities - Schedule

Time	Activity	Length	Content and method	Tools
9:00-9:40	1. Intro, warm-up	40 min.	1. Short introduction to the programme, introduction of organizers and the place of event (10min.) 2. Introduction of the farmers - hosts 3. Introductory round (20min) Q: Have you ever been to a farm, if so name one thing or one lesson you took home (physically or spiritually) from the visit and/or your expectations for the day. In the registration form there should be a question to determine if the registree is from a) a farm b) an LSPA farm c) the farm where the session is taking place.	Map of the day, with the topics that will be included without timing (to have more flexibility) tags for names, markers, chairs in a circle (if possible)

9:40-09:50	2. How is the LSPA visible online	10 min.	<p>1. Registered participants will be asked (note you must put it like a task to the invitation) to get some information about the LSPA and the farm online (farm website its facebook page, instagram, twitter or other pages where the farm is mentioned) or from friends. The aim is to get the feeling, for example note what impression the website/blog gives, what information participants gathered and what was missing.</p> <p>2. The trainer asks participants to write the three most important impressions from the online “world” (farm website, its facebook page, instagram, twitter or other pages where the farm is mentioned), these notes will be stuck to the flipchart and used later.</p>	Stickers, board for each participant, pencils
09:50-10:20	3. Free-range farm investigation	30 min.	<p>1. Participants will be divided into pairs (cards with vegetable pairs will be handed out and people with the same vegetables form a pair) and will be asked to record their impressions, investigation from specific places around the farm</p> <p>Participants will get a recommended list of places to look for on the farm and will be asked to note one word for each space.</p> <p>This is an optional choice. If the session takes place on a bigger farm you can use this time for the excursion in point 4 OR any other suitable activity.</p>	List of recommended places to investigate on the farm for each pair or chart of places written on a flipchart, paper, boards (one per pair), pencils
10:20-10:40	Break	20 min.		
10:40-12:00	4. Guided farm visit	90 min.	<p>Guided visit of the farm where the participants will be introduced to the farm itself (other LSPA specificities will be discussed later)</p> <p>Notice: If possible, during the tour there could be the possibility to harvest food for a shared lunch.</p>	Questions to the farmer from module 2, session 1, list from activity 3, boards, pencils, basket, knife
12:10-13:10	Lunch	60 min.	Possibly cook together or at least prepare a salad, use local sources or food from another LSPA farm	
13:10-13:50	5. Mapping the partnership	40 min.	<p>Discussion with those responsible on the topics from previous modules and sessions. Each participant makes her/his own notes especially in these areas (NOT all topics need be covered ONLY the relevant for participants and hosts):</p> <ul style="list-style-type: none"> · roles and task sharing · meetings / community · planning · financial provisions · distribution and logistics · promotion (comparison of reality with activity 2 flipchart) · pros and cons of the farm · crop planning <p>This is only basic collection of the data. The participants will work with it in the following activities 6. and 7.</p>	List of areas of LSPA written on a flipchart: (roles and delegation, communication, meetings, community events; planning; finance; distribution; advertisement

13:50-14:30	6. LSPA Map	40 min.	Participants in groups of 5-7 make a cognitive map of the farm from information gathered during the previous activities (namely activity 5).	Simple cognitive map of ideal LSPA farm, flipchart papers, markers, stickers.
14:30-15:00	Break	30 min.		
15:00-16:00	7. Round table	60 min.	<p>1. Each group presents its cognitive map from previous activity; the trainer keeps time;</p> <p>2. Hosting LSPA farmer/whoever responds to these maps and identify important topics and links and together with participants they seek for an ideal/realistic map.</p> <p>The trainer keeps record of the discussion on a flip-chart, systematizes what has been said and in the end sums up to the participants and LSPA hosts what the ideal/real map should look like.</p> <p>Participants are expected to fill in the blanks in their knowledge of the topics from activity no. 5 and 6 and get feedback from the trainer and the host.</p>	Cognitive maps from activity 6, flipchart, markers, stickers, cognitive map of the LSPA.
16:00-16:10	8. Well of ideas	10 min.	Participants write individually and anonymously thanks, ideas, recommendations to the host LSPA (farm).	Small papers (like post-its), pens, basket or box to collect the ideas (optional a string for hanging ideas on a tree).
16:10-16:40	9. Evaluation and conclusion	30 min.	<p>Evaluation of important points of the day. Participants will be asked to answer the question “Did the event meet your expectations” and form a line ranging from very satisfied to very dissatisfied, and participants will be then asked to verbally or non-verbally comment on their evaluation, in the end the extremities of the line will be asked to meet and form a common circle of good byes (symbolically we will depict that even good and bad are the different sides of the same coin).</p> <p>In the end, the future possibilities to join other training sessions or experience sharing will be presented by the trainer and discussed with the participants. Options of how to follow-up on the training should be written down and handed to the participants at the end of the module as a hand out (for example joining the local, national or international network, participating in LSPA meetings, organizing own LSPA training, joining the LSPA map...)</p> <p>To emphasize this information the trainer might mention the most important points also at the beginning of the training.</p>	Hand-out of possibilities “How to continue with the development of partnerships”

Activity description

ACTIVITY 1 – INTRODUCTION, WARM-UP

TARGET // Participants will become familiar with the schedule planned for the day, the organizers and representatives of the host LSPA. They will also share their names, their expectations from the workshop and experiences with visiting farms in the past.

CONTENT // Introduction of plan of the day, organisers, the host farm and sharing expectations.

METHOD // Presentation, sharing circle.

METHOD DESCRIPTION // One of the organisers of the seminar will introduce participants to

the timetable for the day [10 min], fellow organisers and representative of the host LSPA organisation [10 min]. Another organiser leads a sharing circle in which participants share their names, their expectations for the module and their experience or impressions from visits to other farms in the past [20 min].

TOOLS // Name tags, markers, chairs in a circle, a list of themes of the day on the chart.

DURATION // 40 min.

ACTIVITY 2 – IMAGE OF THE LSPA

TARGET // Participants get familiar with the problematic of (on-line) presentation the farm.

CONTENT // Sharing impressions that participants discovered from friends or from the on-line “world” (farm’s website, Facebook page, Instagram, Twitter or other pages where the farm is mentioned).

METHOD // Sharing experiences.

METHOD DESCRIPTION // Participants will be asked to collect some existing available information about the LSPA from the on-line “world” or from friends (note: this should be listed as a pre-

paratory task in the invitation). The aim is to get the feeling, for example note what impression the LSPA’s website/blog gives, what information participants gathered and what was missing. Trainer asks participants to write the most important positive impressions on green post-its and the most negative impressions on red post-its. These notes will be stuck to the flipchart, grouped and used later in Activity 5 (Searching for LSPA) to discuss it with the host farmer and members.

TOOLS // Post-its, pencils, flipchart.

DURATION // 10 min.

ACTIVITY 3 – FREE-RANGE FARM INVESTIGATION

TARGET // Participants investigate the LSPA farm themselves, get familiar with the farm for the first time, identify different parts and its characteristics.

CONTENT // LSPA farm exploring; getting to know the farm; gathering impressions, investigating specific places around the farm.

METHOD // Free investigation.

METHOD DESCRIPTION // Participants will be divided into pairs and will be asked to record their impressions of specific places around the farm. They will get a recommended list of places/see chart of places written on the flipchart to look for on the farm and will be asked to note at least five

words for each space (for example: fields, flower beds, vegetable beds, shared space, orchard, storage places, bee-keeping place, etc.). If the session takes place on a bigger farm, you can use this time for the excursion in Activity 4, visit another nearby farm or do any other suitable activity.

TOOLS // List of recommended places to investigate on the farm for each pair, or chart of places

written on a flipchart (fields, flower beds, vegetable beds, shared space, orchard, storage places, bee-keeping place, etc.), paper, boards (one per pair), pencils.

DURATION // 30 min.

ACTIVITY 4 - GUIDED FARM VISIT

TARGET // Participants become familiar with the model that they have been so far discussing in theory. At present, adult learners will be able to see for themselves what it means to be an LSPA farmer and what it requires. They will get an overall view of the specific farm and its operation.

CONTENT // A short overall introduction: short history of the farm and farming for LSPA, size of the land, number of members or consumers, ... to get participants into the context. The LSPA farm's everyday operation will be presented, with emphasis on LSPA specificities for farming (for example crop planning for members, defining the share size/price etc.), specificities of the organic/sustainable ways of farming (methods used and tools for organic production, its pros and cons) and community aspect of running such a farm (volunteer organisation during workdays, facilities for community members e.g. shelter, toilet, etc.).

A presentation of an interesting topic like a crop planner or traditional seeds can be used. See

Appendix 1 - Crop planner and Appendix 2 - Traditional practices used in organic agriculture.

METHOD // Guided tour.

METHOD DESCRIPTION // Tour on farm with farmer, through her/his eyes. The host farmer presents participants' specificities of his/her CSA farm and the trainer facilitates the tour, putting them into a broader context, motivating participants to take notes and ask the right questions. It is important to remind participants that they should record information gathered.

TOOLS // Questions to the farmer from module 2, session 1, list from activity 3, boards, pencils, basket, knife.

DURATION // 90 min.

RESOURCES // Visit my farm: a toolkit for farmers leading educational visit, Farming and Countryside Education. Accessible at: http://www.visitmyfarm.org/farmers-resources/download/232_eb08b9841959ba9198667028fdd983fd

ACTIVITY 5 - LOOKING FOR AN LSPA

TARGET // Participants have an overview of the organisation of the host LSPA about the commonly identified key topics that are necessary for the successful operation of an LSPA.

CONTENT // Asking for information on the operation of farms in areas covered in the previous modules (especially Module 2, session 1).

METHOD // Discussion with the person or persons responsible.

METHOD DESCRIPTION // Participants in a single group or divided into smaller groups according to the number of available host farms hold a discussion with people from the host CSA. The participants are encouraged to ask their own

questions and detect and write down relevant data on the following areas:

- Roles and delegation:
- Communication, meetings, community events.
- Planning.
- Finance.
- Distribution.
- Advertising.

This activity precedes the later creation of a cognitive map of LSPA; this fact is explained to participants.

TOOLS // List of areas of LSPA written on a flipchart (roles and delegation, communication, meetings, community events; planning; finance; distribution; advertising...), flipchart with impressions from Activity 2, paper and pencils.

DURATION // 60 min.

ACTIVITY 6 - LSPA MAP

TARGET // Participants are expected to structure the knowledge of the topics from Activity 5 by themselves and articulate their understanding of them.

CONTENT // Participants are divided into three groups and asked to create a cognitive map of the farm from information gained during previous activities (namely Activity 5). Participants are asked to create graphic links between pieces of information according to the model presented to them at the beginning of this activity.

METHOD // Cognitive mapping in groups.

METHOD DESCRIPTION // Groups of 5-7 people (mixed group of farmers and consumers) collect all the information gathered from the previous activities, write each piece of information on a sticker (post-it). The idea is to try to write down all the information from basic to the most detailed. When they finish, they group the information,

naming the groups and linking them. They try to name the inter-relations between information that is linked. Graphic signs and pictures can be used.

TOOLS // Simple cognitive map of an ideal LSPA farm, flipchart papers, markers, stickers (post-its).

DURATION // 40 min.

RESOURCES //

Try Mind Mapping

<https://mrexham.files.wordpress.com/2013/05/try-mind-mapping.jpg>

How To Mind Map

<https://station1.highcliffe.dorset.sch.uk/intra/learn%5Crevision%5Cresources%5Cmhowto.png>

Example - Global Warming Prevention

<http://www.sswm.info/sites/default/files/toolbox/GENOVESE%202011%20Mind%20Map%20Climate%20Change.jpg>

ACTIVITY 7 - ROUND TABLE

TARGET // Participants are asked to fill in the blank spots in their knowledge of the topics from activity no. 5 and 6 and get feedback from the trainer and the host.

CONTENT // Every LSPA farm has a specific set of connections and features that greatly differ from

one initiative to another. However, they share lot of elements that learners should be aware of. The graphic depiction of these connections helps to understand them. Roundtable activity is the final activity of the set of 3 activities where these connections are openly discussed and in the end gen-

eralized, so that the participants jointly produce an ideal cognitive map of an LSPA. Alternatively, the trainer shows them an ideal map.

METHOD // Collective presentation and round table discussion.

METHOD DESCRIPTION // Each group presents their cognitive map from the previous activity. The trainer is the timekeeper. The host farmer or the host LSPA coordinator responds to these maps and identifies important topics and links. Together with participants, they try to create an

ideal/realistic map. The trainer keeps track of the discussion on the flipchart, systematises what has been said, and in the end sums up to the participants and LSPA hosts what the ideal/real map should look like.

TOOLS // Cognitive maps from Activity 6, flipchart, markers, stickers, cognitive map of an LSPA

DURATION // 60 min.

ACTIVITY 8 - WELL OF IDEAS

TARGET // Participants have an opportunity to leave a message to the host farm or group (farmer, members, consumers), write what should not be forgotten or what they don't want to say directly in a group.

CONTENT // After the whole day of exploration, the participants are encouraged to make their footprint here and leave a message (one or more) to hosts. It is the time to write down any thanks, ideas, feelings, recommendations (each on one separate paper) that could help the host in their own reflexion but can't be stated verbally. After 5 minutes, the papers are collected in a basket/box and given to the host by the visiting group.

METHOD // Individual reflection and writing

METHOD DESCRIPTION // Each participant is asked to write thanks, ideas, recommendations to the farm anonymously on a piece of paper, then put these ideas in the box or basket to be given collectively to the host. The trainer asks participants to formulate notes in a supportive way.

TOOLS // Small papers (such as post-its), pens, basket or box to collect the ideas (optional a string for hanging ideas on a tree).

DURATION // 10 min.

ACTIVITY 9 - EVALUATION

TARGET // Participants evaluate important points of the day (negative and positive).

CONTENT // Participants will be asked to place themselves on a line of satisfied and dissatisfied extremes answering the question "*Did the event meet your expectations?*" and participants will then be asked to verbally or nonverbally comment on their evaluation. In the end, the extremities of the line will be asked to meet and form a circle of good byes (symbolically we will depict that even good

and bad are the opposite sides of the same coin).

To stress this information the trainer might also mention the most important points at the beginning of the training.

METHOD // Individual expression

METHOD DESCRIPTION // The trainer shows the mental axis and its ends (the most positive and the most negative). Each participant is asked to answer the question "*Did the event meet your expectations?*" He/she stands at an appropriate place

on the line according to her/his answer. When all participants have taken their place, they tell verbally or non-verbally express their answer to everyone.

TOOLS // None

DURATION // 20 min.

ACTIVITY 10 - CONCLUSION

TARGET // Participants get information about how to stay in touch and join the LSPA movement at national and international level.

CONTENT // At the end, the future possibilities of joining an LSPA Network or other trainings or experience-sharing will be presented by the trainer and discussed with the participants. Options on how to follow-up on the training (for example joining a network, participating in LSPA meetings - including international meetings - organising their own LSPA training, joining the LSPA mapping projects...) should be written down and handed to the participants at the end of the module or sent by e-mail.

METHOD // Presentation (oral or flipchart).

METHOD DESCRIPTION // The trainer presents options of how to follow up on the training.

TOOLS // Hand-out of possibilities “How to continue with the development of LSPA/s” and/or send this information to participants by e-mail.

DURATION // 10 min.

Appendices

APPENDIX 1 - PRESENTATION OF TRADITIONAL PRACTICES USED IN AGROECOLOGY

TARGET // LSPA producers, producers interested in LSPA, consumers involved in LSPA management at local level and people interested in producing their own food in natural conditions.

CONTENT // An agroecologist, who is very dedicated to traditional practices in agriculture makes a presentation on some issues:

- Conventional seeds versus organic and traditional seeds.
- Traditional practices to protect the soil and soil fertility.

- Traditional seeds – treatment of the seeds before planting.
- Traditional treatments against disease..

After the presentation, the participants have the opportunity to ask concrete questions about the problems experienced in the garden and possible solutions. The participants can share their experience of using some traditional practices, providing positive and negative aspects of evidence.

It is always better to have the possibility to use a garden for some exercises.

METHOD // Presentation and debate

TOOLS // PowerPoint presentation

DURATION // 90 min

Module 3:

**Fundamentals
of Agroecology**

Overview

THIS MODULE WAS CREATED BY THE MEDITERRANEAN EDITING TEAM, SPECIFICALLY TO MEET THE NEEDS EXPRESSED DURING THE MEDITERRANEAN NETWORK MEETINGS. THE GOAL IS TO PROVIDE TRAINING ON THE CONCEPT AND PRACTICES OF AGROECOLOGY. IT IS COMPLEMENTARY TO ALL OTHER MODULES, BUT IS MORE CLOSELY RELATED TO MODULE 1 (WHAT IS LSPA) AND SESSION 3 OF MODULE 2 (LSPA IN ACTION). HOWEVER, THIS MODULE CAN ALSO BE CONDUCTED INDEPENDENTLY TO ALL OTHERS.

Training Objective

The objective of the module is to share the agroecological approach with the learners, to transmit the key elements, to understand how to engage a farm in the path of agroecology in a viable and economically realistic way. This module is intended for existing LSPA members as well as future members or consumers. It is not intended to be a technical training on agroecology. The idea is rather to allow participants to gain a better understanding of

the strategic challenges faced on a farm, become aware of the farming reality and the inevitable trade-offs that must be made by the farmer. The latter should also make it possible to strengthen producer - consumer relations. Because of these unavoidable compromises, we prefer to speak of “agroecological approach” rather than “agroecology”.

Teaching Method

The method chosen for this module is intended to be participatory. It allows each participant to bring his / her knowledge to the group. It is based on the simple principle that each participant has at least part of the answer and that all participants combined have the full answer, if not more. Therefore,

this module can be adapted to all types of public (students, institutions, farmers...) starting from the level of the group. This module integrates a farm visit that illustrates the training by relying on exchanges with a farmer involved in the agroecological approach.

Training Location

Ideally, the training will take place entirely on the farm to be visited during the afternoon. This

involves having a space where a computer and a video projector can be used. If the morning is off-farm, the schedule should include travel time to the farm.

Visit - Preparation upstream with the farmer

The trainer discusses with the farmer to explain the process before the day of the visit. She / he checks with him how to organise the visit in the best manner. Maximum emphasis should be placed on the positive aspects of the farm. For example, the farm

could be chosen for its solid economic model, its strong autonomy... Without a sufficient number of positive points, the visit will enable the visitors to identify and analyse the weaknesses of the farm.

Adaptability of the module

The trainer can decide to spend more or less time on some specific fields of agroecology, depending on the profile of the participants on the one hand, and the themes on which she / he wishes to insist on the other. The version proposed here is one

where the trainer will spend more time on the first fields (water, economy, social, values), than on the following ones. It is nevertheless essential that all the fields be presented.

E-tool or paper tool?

This training can be implemented using equipment that includes a computer, a video projector and Xmind software: this version has the advantage for the trainer to have a turnkey document integrating all the points to be addressed during the training. Nevertheless, this requires a training

room with electricity and a minimum of equipment.

The training can also be done without computer equipment using flipchart paper and post-it notes for the “rain of ideas” from each field.

Activities - Schedule

Time	Activity	Length	Content and method	Tools
8:30-8:50	Intro, getting started	20 min.	1. Brief introduction on the theme of the module and the objectives as well as on the schedule of the day. 2. Self-introductory round of the participants: what is your relationship to AE / what are your expectations?	Table or flipchart with pens
08:50-09:00	Description of the 12 fields	10 min.	The trainer introduces the 12 arbitrary fields of agroecology without going into details.	Computer, projector and Xmind software / Or flipchart + post-its + pens

09:00-10:30	Detail of fields 1 to 4	90 min.	For each field: 1. Unveil the main categories 2. "Rain of ideas": ask each participant to say something about the categories in question: "what does this category make you think of? ". Do several rounds until all the ideas are exhausted. 3. Unveil the tree of the mind map and comment on it according to the words above (example: the group is oriented towards this aspect and has forgotten this one / the group went around the theme ...) 4. Discuss with the participants if words they have mentioned are totally absent from the proposed tree.	Computer, projector and Xmind software / Or flipchart + post-its + pens
10:30-10:50	Break	20 min.	-	-
10:50-12:10	Detail of fields 5 to 12	80 min.	Repeat as before for the remaining fields.	Or flipchart + sticky + pens
12:10-12:30	Conclusion and introduction of the farm tour	20 min.	1. Conclude by making a quick round of the table 2. Introduce the afternoon farm tour (type of farm, context, history) and guide participants on what to look for during the visit	Flipchart from the beginning of the day
12:30-13:30	Lunch	60 min.	-	-
13:30-14:00	Change location	30 min.	Move to the farm *	Agroecology spiral
14:00-16:00	Visit of the farm and exchanges with the farmer	120 min.	1. Arrival on the farm, the trainer introduces the group and the goal of the day. 2. Presentation by the farmer of the farm and its history, then farm tour. 3. Exchanges between the participants and the farmer.	-
16:00-16:30	Move back to classroom	30 min.	Travel to the training site *	-
16:30-17:00	Debriefing of the visit	30 min.	Feedback on the visit with the participants compared with the points mentioned during the morning. Highlight the positive aspects of the farm.	-
17:00-17:30	Evaluation and conclusion	30 min.	Roundtable with participants on their impression of the day . Conclusion. .	Flipchart of the results expressed in the morning

Activity description

1. INTRODUCTION, GETTING STARTED

GOAL // Brief introduction of the trainer on the program of the day. Get to know the profile of the participants.

CONTENT // Introduction to the day and sharing participants' expectations.

METHOD // Presentation in a circle / round table.

METHOD DESCRIPTION // The trainer introduces him/herself and presents the day's course.

Then the participants introduce themselves.

Q: Are you familiar with the term agroecology? / What are your expectations for today?

TOOLS // Write the programme and the participants' expectations on large sheets.

DURATION // 20 min.

2. DESCRIPTION OF THE 12 FUNDAMENTAL FIELDS OF AGROECOLOGY

GOAL // Present the agroecological approach as a whole and insist on the importance of the holistic approach.

CONTENT // Presentation of the 12 fundamental fields.

METHOD // Using the Xmind tree.

METHOD DESCRIPTION // The trainer presents the 12 themes without trying to go into detail.

Even if there is some sort of hierarchy in the fields, it is essential to remember that the agroecological approach requires all these 12 points to be taken into account on the farm, and that there are in strong interactions between them.

TOOLS // Computer, video projector and Xmind software if possible. Otherwise, flipchart + pens.

DURATION // 10 min.

3. DETAIL OF THE FIELDS

GOAL // Make participants aware of all the points to be taken into account on a farm. Highlight best agroecological practices for each field. Highlight the relationships between the various points mentioned.

CONTENT // Detailed description of each of the fields.

METHOD // participatory training through a "rain of words".

METHOD DESCRIPTION // The trainer reveals the main categories for each field. Example with the field of "water": the trainer reveals "hold water", "transport and store water" and "save water".

The trainer asks the participants a question: "What do you think of these categories?"

The trainer writes down the participants' words one after the other. There can be several rounds. It is up to the trainer to stop when she / he thinks that ideas are running out.

The trainer then reveals the details of the tree of the concept map and comments on the words mentioned above (example: the group has included this aspect and has forgotten this one / the group went around the theme...).

The trainer will highlight the aspects that were missed by the participants and the words

that are not in line with the agroecological approach, explaining why.

Repeat the operation for each field.

TOOLS // Computer, video projector and Xmind software if possible. Otherwise, flipchart + pens will do.

DURATION // ≈ 170 min.

4. CONCLUSION OF THE MORNING AND INTRODUCTION TO THE FARM VISIT

GOAL // Collect feedback from participants on the morning's training. Anticipate the afternoon visit by focusing on one or another theme according to the participants' feedback. Prepare participants for the farm visit.

CONTENT // Collect feedback.

METHOD // Quick round to gather the participants' opinions on the presentation of the agroecological approach.

METHOD DESCRIPTION // The trainer asks a question: "What surprised you most in this presentation?".

Then the trainer presents the afternoon visit: farm type, context, farm history. The trainer explains that the most important content is in the farmer's words and not in what we see on the farm. Hence, the importance of exchanging with the farmer and asking questions.

DURATION // ≈ 20 min.

5. MOVE TO THE FARM

The trainer takes advantage of the trip to give participants the spiral describing the 12 fundamentals of agroecology. The participants can thus re-

call what they saw in the morning and rely on this document for their observation and questioning during the visit.

6. FARM VISIT

GOAL // Confront the theoretical part of the morning with the reality in the field. Exchange with the farmer to understand her / his choices. Gain better understanding of the compromises that a farmer has to make on her / his farm.

CONTENT // Presentation by the farmer, farm tour.

METHOD // Exchanges and discussions, observation.

METHOD DESCRIPTION // The farm tour begins with a short introduction by the facilitator to

present the group and to tell the farmer that the participants are here to understand the agroecological approach.

The farmer presents the farm. The participants can then ask their questions. The trainer does not hesitate to direct the debate towards questions that may have appeared in the morning on particular themes.

Be careful not to make the farmer feel she / he is being evaluated.

DURATION // ≈ 120 min.

7. DEBRIEFING AFTER THE VISIT

GOAL // Bring out the positive aspects of the farm. Make the link between the theoretical part of the morning and the observation on the farm.

CONTENT // Collection of impressions, trainer's summary.

METHOD // Discussion and exchanges.

METHOD DESCRIPTION // The trainer can ask the participants several types of questions:

“What are the strengths you have identified on the farm?”

“What compromises has the farmer had to make?”

“What are the indications that the farmer is moving towards agroecology?”

“What would be the points to improve, suggestions?”

DURATION // 30 min.

NOTE // It should be noted that the presence of the farmer during the debriefing can be a sensitive point. It is up to the trainer to assess whether the relationship between the producer and the group of people trained is sound enough to allow it.

8. EVALUATION AND CONCLUSION

GOAL // Assessment of today's teachings. Give participants the keys to deepen their knowledge of agroecology.

CONTENT // Ask each person present to speak about their day's impressions.

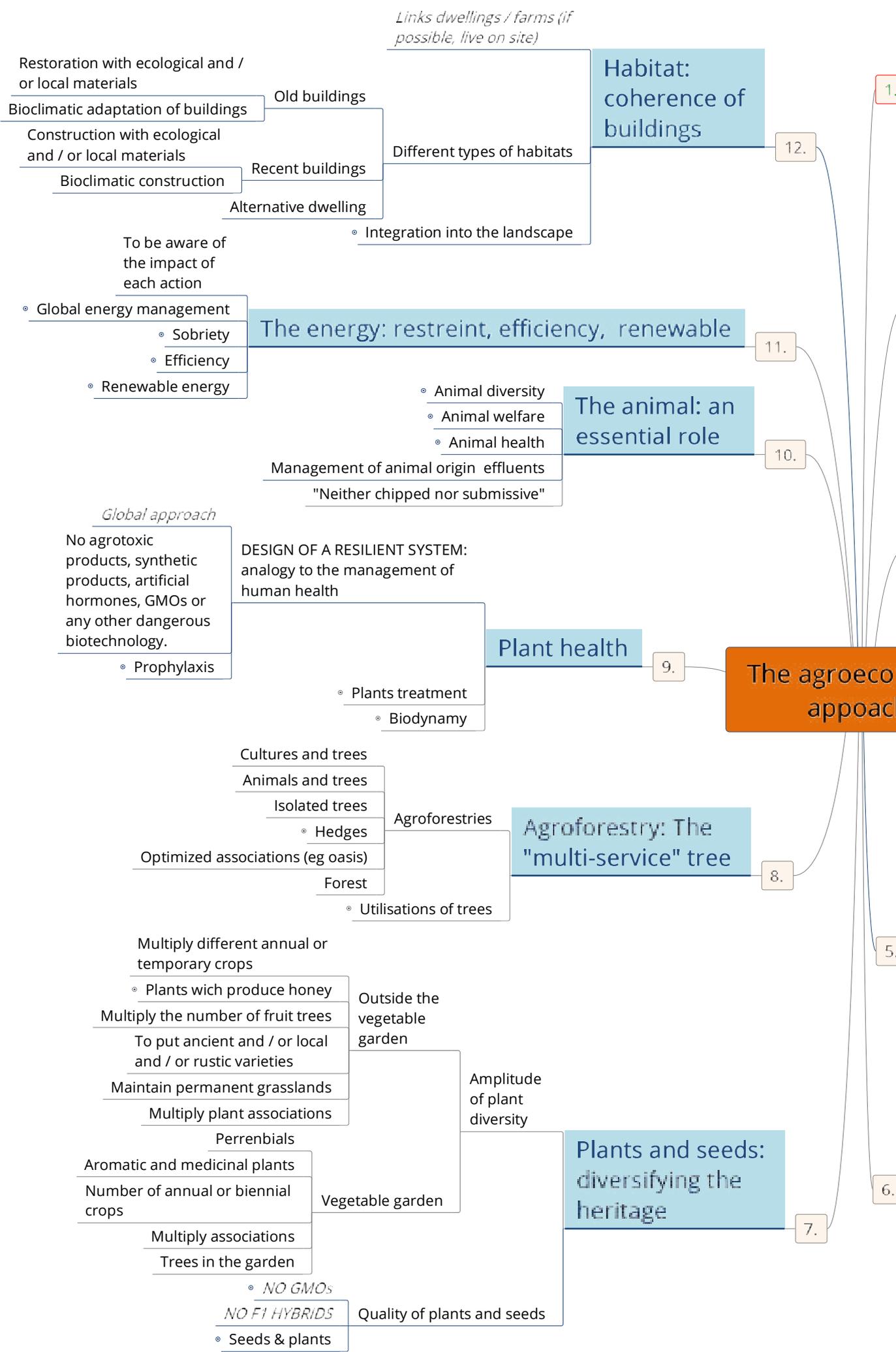
METHOD // Free expression by the participants and the trainer.

METHOD DESCRIPTION // Each participant is invited to answer the question: *“Did the event meet your expectations?”*

The trainer concludes the day by summarizing the participants' feedback and listing the follow-up to be given with the group (new meetings, other visits).

TOOLS // Hand out the booklet chapter on Agroecology to the participants.

DURATION // 30 min.



Water: optimized management

To be aware of the impact of each action

- Global approach
- Retention of water on land. °
- Recovery / Transport / Storage °
- Water saving °
- Notion of virtual water

Warning !!! Differentiation between life project and agricultural project

POWER OF RESTREINT

- Start "small" °
- Diversification °
- Polyactivity °
- Avoid (or limit) grants and loans °
- Resilience

Economy: Economy: build a resilient model

Global economic model

- Sale: pillar of the economy and sustainability of the farm °
- Agricultural products processing °

Social: Territorial Anchoring and Networking

Promote networking

Farm Equipment Cooperative

Participation in local initiatives

Community-Supported Agriculture

Farmers boutique

Territorial anchoring

Joint buying organisation / purchasing groups

Social implication °

Accessibility of the farm °

Personal motivation, progress

- Sincere respect for life and natural elements
- Adaptation to the environment °
- Observation - feedback
- At human scale °
- Nature for a guide °
- Have a global approach °
- Sobriety - Restreint
- Autonomy °
- Diversity °
- Durability °
- Multi-functionality °

Peasants values and philosophy

*NO CHEMICAL SYNTHESIS
PESTICIDE AND LIMITATION of
Copper and Sulfur*

- Rotation °
- Ground cover, and tillage °
- Amendments / fertility (excluding mulch) °

- Pursue and improve the agriculture of the elders
- Pedagogy
- Transmission
- Maintenance and development of varieties and / or local and rustic breeds
- Experimentations
- Rehabilitation and / or improvement of the environment
- Biodynamic approach (see Rudolph Steiner)
- Permaculture approach
- Garden / no garden: "A farm without a vegetable garden is not a farm"
- Territorial management °

Soil: a living soil, feed the soil, not the plants

The biodiversity: Promote the mechanisms of natural regulations

SUN: turning solar energy into organic matter

Spatial organization in the landscape

The different compartments

Animal shelters °

Auxiliaries °

Vegetal °

Stone, rock, mineral °

Soil °

Water °

Module 4:

Participatory

Guarantee

Systems

REMINDER:

LOCAL SOLIDARITY-BASED PARTNERSHIPS FOR AGROECOLOGY are based on direct relationships between consumers and producers. They allow consumers access to fresh and healthy, agroecologically grown produce. These partnerships help farmers to care for the environment, preserve the quality of their products and make a decent livelihood from their work.

COMMUNITY SUPPORTED AGRICULTURE is one form of LSPA; it is characterised by direct, contract-based sales. Participatory Guarantee Systems is another (see below), as are certain other

kinds of short food circuits. Community Supported Agriculture takes the form of direct partnerships between local producers and consumers. It involves sharing both risks and benefits that are inherent to the activity. CSA is part of the wider family of LSPAs.

PGS: PARTICIPATORY GUARANTEE SYSTEMS “These are quality insurance systems that are locally centred. They certify the producers on the basis of active participation that is the basis for trust and networks (IFOAM).

1. COURSE PREREQUISITES AND RECOMMENDED PROFILE FOR PARTICIPANTS

As PGS is often a sophisticated tool of organization, participants should ideally be familiar and have some practical experience with CSA (Community Supported Agriculture) or other locally-based LSPAs (Local and Solidarity-based Partnership for Agroecology). A mixed group of farmers, consumers, LPSA facilitators, activists and researchers is ideal, as PGS is built on the basis of active participation of all these actors of the food system.

2. RECOMMENDATIONS ABOUT TRAINING FACILITIES AND MATERIALS

As the training requires interactions, it is best to arrange a room where participants can sit around a table (or in a round form) face to face and talk to each other. A computer with internet connection and a projector will make it possible for the trainer to present material from the Booklet as well as from IFOAM’s pages on PGS.

The trainer is advised to prepare a syllabus on the basis of the PGS section in the Participant’s Booklet “LSPA in the Mediterranean Basin”. This syllabus and accompanying teaching materials (case studies, discussion points, questions, etc.) should ideally be made available in advance in an online shared folder, and printed copies distributed to participants at the start. Participants should know about the general course plan and expected learning outcomes at the outset.

3. TRAINING PRINCIPLES AND METHODS

Teaching will include presentations by the trainer, but the module is best taught using participatory methods, including questions-answers, guided discussions, collective evaluation sessions, case studies, group activities and role playing.

The trainer can bring in different approaches depending on his/her experience and the profile and needs of the group. The trainer should ensure that every participant contributes to collective work and to interactions, as PGS itself is based on the

fundamental values of inclusiveness and participation.

4. SCOPE AND PURPOSE OF THE TRAINING

The PGS module aims to familiarize participants with PGS and its various modalities and functions, as well as provide practical steps of the collaborative process of creating a PGS that fits the needs of their communities.

5. LEARNING OUTCOMES AND OBJECTIVES

The module familiarizes participants with the concept of PGS, its fundamental principles and values, its various types. It also provides them with guidance in how to start a PGS. At the end of the module, they should be able to assess the pros and cons of third party certifications system(s) in their countries/regions, and how a PGS may support small-scale farmers and empower consumers by making them responsible actors in the process of food production. They will recognize the importance of PGS in the transition to agroecology, and experience sharing and mutual learning among farmers and other actors of the food system.

6. DURATION

The module can be taught as a half-day or one-day training course.

7. INITIATION PHASE

Icebreaker and introduction of participants.

8. TRAINING CONTENT

The trainer organises topics from the Participant's Booklet "LSPA in the Mediterranean Basin", taking the specificities of the regional/national context into consideration as well as the profile and needs

of the group. This content can always be supplemented by the rich collection of publications, videos and other resources included the PGS pages of IFOAM, especially the PGS Media Library.

9. SUGGESTED GROUP ACTIVITIES

Activity 1: Needs and reasons

What are the main issues and challenges in the prevalent food system? Let everyone in the group pinpoint just one problem and formulate it as precisely and briefly as possible.

Activity 2: Role playing game

Form a circle and pick players for (1) one small-scale farmer, (2) one activist, (3) one conscious consumer. They present their challenges and briefly discuss how a systemic solution can be implemented. The trainer provides moderation and tailors the activity to fit the available time.

Activity 3: "Are we speaking the same language?"

One of the long-term benefits of a PGS is that due to many interactions between participants, it can make people converge on what they mean/understand by key terms; helping them to speak "the same language" is thus essential to succeed. Pick a few key terms, e.g. agroecology, organic farming, CSA, food sovereignty, small-scale production, direct supply, etc.) Do not promote discussions, nor prescribe the "right" definitions. Leave space for different conceptions.

The group can also discuss what is the best term to describe products or farming methods favoured by the group. In some countries with publicly regulated organic standards, authorities may ban the use of the term 'organic' (or, 'eco' or 'bio' or other equivalent term) for products that are not officially certified; they may even frown on the expression 'organic non-certified'.

Farm visit and community-building activities

Exercises related to community-building from Module 2, Session 2: “Focus on community-building and management, as well as on-farm activities from Module 2, Session 3 “LSPA in action”, ” are all relevant for PGS. Any of these group activities can be conducted with participants of the PGS training.

Appendices

IFOAM’s webpages and media library on PGS:

<https://www.ifoam.bio/en/organic-policy-guarantee/participatory-guarantee-systems-pgs>

<https://www.ifoam.bio/en/pgs-media-library>

Notes

Mediterranean

LSPA TRAINER'S GUIDE

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I AM A CSA MEMBER!



Talk with
the producer



Ask information
about crops



Share information
with the other
members



Pay in
time your
contribution



Participate
to farmer
visit



Help to organise
the distribution



Promote CSA
among your friends



Share
the risks



Enjoy your
extracrops and cook
your sesonal vegetable