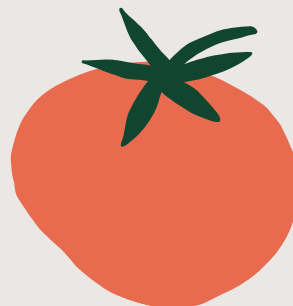


YOUTH MULTIPLIERS FOR SUSTAINABLE FOOD SYSTEMS TURN THE TABLES



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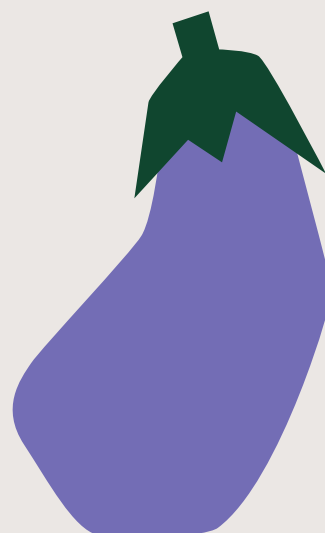
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CHAPTER 1 INTRODUCTION

1. INTRODUCTION

The “Turn the Table – Youth Multipliers for Sustainable Food Systems” training programme is part of the broader strategy of the DEAR project “TTT – Turn the Table: Towards just, green, and innovative food procurement!”

The programme aims to train and empower 500 young people across Europe to become active multipliers in their communities and to engage in policy dialogue and advocacy for just, sustainable, and climate-resilient food systems.

Co-designed by Mani Tese and the Brasov Metropolitan Agency, the training programme builds on lessons learned and methodologies refined through previous initiatives in the field of global citizenship education. Developed within the framework of an EU DEAR project, the programme adopts a coherent approach that aligns with DEAR principles—promoting critical awareness, meaningful engagement, and active participation among citizens.

The design process was informed by the diverse expertise and field experience of all project partners, whose contributions helped ensure methodological soundness and practical relevance. Drawing on non-formal education and experiential learning methodologies, the programme integrates participatory activities, reflective practices and action-oriented learning pathways tailored to multiplier roles.



Particular attention was paid to the local specificities of each partner country—social, cultural, and institutional contexts—and to the characteristics, needs and motivations of the identified target groups. This contextualisation ensures that the training programme can be effectively adapted and implemented across different settings, while maintaining a shared structure and common learning objectives.

In line with the principles and values of **Global Citizenship Education**, the overarching approach that guides all our work with young people is grounded in the “**KNOW – THINK – ACT**” paradigm. It combines thematic content on agroecology, political economy, and public food policies with practical tools for campaigning, advocacy, and youth organizing.

2. DEAR CONTEXT AND THE TTT PROJECT

The DEAR (Development Education and Awareness Raising) Programme is an EU funding initiative that supports civil society and local authorities in promoting global justice and sustainability through public engagement and education.

The TTT – Turn the Table project, funded by DEAR, focuses on empowering young people to advocate for the transformation of current food systems towards social and climate justice. The project brings together civil society organisations and municipalities from multiple European countries to:

- Raise awareness about the global impact of food systems;
- Promote agroecology and sustainable food practices;
- Equip youth with tools for advocacy and political engagement;
- Strengthen youth-led campaigning and peer-to-peer education.

The training programme is a core component of the TTT project, supporting the project's strategic objective of building a network of young multipliers who will lead actions, campaigns, and dialogue at local and EU levels.

3. PURPOSE OF THE METHODOLOGY

The methodology of the training programme has been developed to provide a coherent, context-sensitive and action-oriented learning framework fully aligned with the aims of DEAR projects. It is intended to:

- Create a transformative and participatory learning environment that nurtures critical thinking, systems awareness and active citizenship, enabling participants to question root causes, power relations and global interdependencies.
- Provide solid thematic knowledge on sustainable food systems, agroecology, food policy and climate justice, integrating both global perspectives and locally relevant challenges to support evidence-based advocacy.
- Develop practical competences in campaigning, advocacy and community organising, equipping multipliers with tools to design, implement and evaluate impactful engagement actions within their communities.
- Facilitate peer-to-peer learning and collective empowerment, fostering horizontal exchanges, mutual inspiration, and the co-creation of knowledge among participants from diverse backgrounds.



- **Strengthen participants' capacity to link local action with global dimensions**, with particular attention to EU policies, global justice frameworks, climate commitments and sustainability agendas. Grounded in the principles of **non-formal education, experiential learning, inclusivity and intersectionality**, the methodology encourages active and meaningful participation. It promotes the use of real-world case studies, creative and artistic forms of expression, collaborative problem solving, and youth-led initiatives. The approach recognises and values the different starting points, cultural contexts and lived experiences of participants, ensuring that the learning process is both accessible and empowering.

The approach is built on principles of non-formal education, experiential learning, inclusivity, and intersectionality. It encourages active participation, the use of real-life case studies, creative expression, and youth-led initiatives.

4. Target Group: Profile and Recruitment (with support from Franziska)

The Turn the Table training programme targets a cohort of 500 young people aged 16–30 from across partner countries. These youth are selected to become multipliers and innovators in the transformation of food systems, in alignment with the EU MEAL Guide's Level 5 and Level 6 of youth engagement:

- **Level 5 – Multiplier:** Youth committed to the cause who actively disseminate project messages, organise local events, and engage peers through outreach and campaigning.
- **Level 6 – Innovator:** Youth who take initiative to create and lead new advocacy or awareness-raising actions, such as launching campaigns, engaging in lobbying efforts, or proposing innovative food policy solutions.

These multipliers will participate in a structured capacity-building process to develop knowledge, skills, and confidence to lead actions and engage in policy discussions on sustainable food systems—locally, nationally, and at EU level.

Who Are the Multipliers?

Young people or other actors trained within the project who, through skills in active citizenship, advocacy, and awareness-raising, can replicate and disseminate messages, activities, and practices within their communities and social networks. In doing so, they contribute to multiplying the educational impact, promoting greater public awareness, and generating concrete changes in line with the objectives of global justice and sustainability.

- Young people (16–30 years old) from diverse social, geographic, and educational backgrounds
- Highly motivated to promote sustainability, food justice, and climate resilience
- Interested in campaigning, advocacy, digital engagement, and peer education
- Selected through transparent, inclusive, and participatory recruitment processes implemented by national and local partners

In addition, a Youth Task Force and a pool of 20 Youth Ambassadors will be identified to support EU-level advocacy efforts, contributing to speaker tours, public events, and direct engagement with decision-makers.

Recruitment Process:

The recruitment process will follow a phased approach:

- Year 1: Mapping of youth networks and selection of ~50 youth for the pilot training cycle
- Year 2–3: Full roll-out of the programme, with the selection of the remaining 450 participants across all consortium countries

Participants will be recruited through:

- Open calls shared on social media, youth networks, schools, universities, NGOs, and municipalities. Engaging stakeholders and local authorities may be more effective through direct outreach and in-person or virtual meetings, as these allow for a clearer presentation of the project's objectives and a more constructive space to articulate our requests.
- Application forms including short motivation statements (written or video)
- Evaluation criteria focused on motivation, diversity, and potential for engagement
- Optional interviews for candidates applying for the Youth Ambassador track
- Local events

Selection may prioritize:

In line with the DEAR Programme criteria and the European guidelines on youth and youth engagement, the multiplier programme should give priority to underrepresented youth (e.g. ethnic minorities, youth with disabilities, migrants/refugees), geographical balance, and gender equity.

CHAPTER 2 MULTIPLIER TRAINING PROGRAMME ORGANISATION

2.1 Format and Duration of the Training

Based on previous experiences with similar youth training programs, the recommended format for the *Turn the Tables* Multiplier Training is in-person and immersive. While the first editions of FoodWave training were delivered online (due to the pandemic), they faced challenges such as low attention span, limited interaction, and reduced engagement. Therefore:

- Format: 100% face-to-face
- Recommended duration: 3 to 5 full days, with optional evening activities or informal moments
- Daily schedule: ~6–7 hours of structured learning per day, including breaks, interactive sessions, and reflection times

This format ensures time for knowledge-building, group bonding, critical reflection, and practical workshops, leading to stronger motivation and ownership of the program's goals.



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2.2 VENUE SELECTION CRITERIA

The choice of venue plays a crucial role in creating an environment that fosters participation, creativity, and connection to food and nature. The following criteria are recommended:

- **Outdoor space:** Access to a garden, orchard, or green area for outdoor sessions and reflection
- **Outdoor kitchen or cooking area:** For hands-on food workshops (e.g., local recipes, food waste cooking)
- **On-site or nearby accommodation:** To enable full-day immersion and informal networking
- **Accessible location:** Well connected by public transport or arranged group transport
- **Catering provided:** Meals should follow the project values: local, seasonal, plant-forward, and low-waste
- **Inclusive facilities:** The space must be accessible for participants with different needs and backgrounds



2.3 Learning Objectives and Expected Outcomes

a. Cognitive Objectives (Knowledge)

By the end of the training, participants (multipliers) will:

- Understand the **interconnections of food systems** and global challenges (climate, social justice, health)
- Gain practical knowledge of **sustainable food principles**, public procurement, agroecology, and advocacy tools
- Recognize the strategic role of local authorities and young people in transforming food systems

b. Behavioral Objectives (Skills and Attitudes)

Participants will:

- Be able to **communicate complex food topics** in a simple and engaging way
- Feel empowered to **organize local workshops or campaigns** on sustainable food
- Develop critical thinking, collaboration skills, and a sense of **shared responsibility**
- Act as **multipliers**: sharing knowledge and engaging peers in their communities
- Build practical capacities in campaigning, advocacy, and community organising;
- Strengthen the ability to connect local action with global issues, particularly within EU policy frameworks.

2.4. Structure of the program

Day	Module	Title
Day 1	Module 1	General knowledge - Sustainable Food Systems
Day 2	Module 2	Agroecology as a Paradigm
	Module 3	Economic & Political Obstacles to Agroecological Transition
Day 3	Module 4	The Strategic Leverage of Food Procurement
	Module 5	Community Organizing and Advocacy Tools

Cross-cutting features (each day):

- **Reflection circles**: Morning or evening 30-min sessions to process learning
- **Hands-on elements**: Cooking, gardening, visual mapping
- **Guest inputs**: Activists, farmers, local officials, policy experts
- **Youth-led spaces**: Participants co-lead energizers or small sessions
- **Creative outputs**: videos, posters, campaigns, or installations
- **Evening film screening / intercultural night**

2.5 Pedagogical approaches

The training programme adopts a transformative and inclusive educational approach, inspired by the frameworks of UNESCO and the Italian national strategy promoted by ASviS. It is built around three interdependent pillars: Knowledge, Learning, and Action.

1. Knowledge

According to UNESCO, addressing complex global challenges like sustainability requires education that builds solid interdisciplinary knowledge and reflects the latest insights from the learning sciences. The Education 2030 agenda encourages curricula that integrate economic, environmental, and social dimensions while fostering systems thinking and civic engagement.

In the Italian context, ASviS emphasizes the relevance of SDG Target 4.7, which promotes education for sustainable development and global citizenship. This includes fostering knowledge, values, and attitudes that enable individuals to make informed and responsible decisions at both the local and global levels.

2. Learning

The programme follows the science of learning principles promoted by UNESCO, focusing on active, learner-centred, and experiential learning processes. Participants are not passive recipients of information but active co-creators of knowledge through collaborative workshops, simulations, and community-based experiences.

This pillar also supports the development of socio-emotional skills—such as empathy, collaboration, creativity, and critical thinking—that are essential to address sustainability in an inclusive and ethical way. It draws heavily on the Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) models, promoting reflection, real-world application, and peer learning.

3. Action

UNESCO's vision of education places strong emphasis on action-oriented learning. Youth participants are not only trained to understand food systems challenges—they are empowered to take meaningful action. Through local multiplier projects, policy engagement, and advocacy initiatives, participants apply what they learn in real contexts.

In Italy, ASviS and the Ministry of Education promote education as a driver of behavioural change and civic participation. Their strategy focuses on enabling learners to become change agents, capable of initiating or joining community actions, campaigns, and sustainable lifestyle transitions.

Application to the "Turn the Table" Programme

- **Knowledge:** Thematic modules offer interdisciplinary content on agroecology, sustainable food systems, policy frameworks, and climate justice.
- **Learning:** Workshops, interactive exercises, and collaborative projects foster experiential learning and critical reflection.
- **Action:** Youth apply their skills through local actions, advocacy campaigns, and peer-to-peer education—becoming active multipliers and leaders in their communities.

2.6 Trainers and Facilitators: Roles and Profiles

The *Turn the Table* Youth Multiplier Programme combines content-rich education with participatory and transformative learning methods. To implement this vision, the programme relies on the collaboration of two key roles: trainers and facilitators. Though distinct, these roles work together to ensure the learning process is effective, inclusive, and inspiring.



Trainers: Subject-Matter Experts

Role: Trainers deliver structured learning sessions and capacity-building activities, equipping multipliers with the knowledge and skills necessary to understand and act on issues of global citizenship, sustainability, human rights, and food systems transformation.

Core Responsibilities:

- Design and lead sessions within their area of expertise.
- Present complex concepts in engaging, youth-appropriate ways.
- Collaborate with facilitators to adapt content to the group's needs.
- Support the assessment of learning outcomes.

Suggested Content Assignments:

- Module 1 – Sustainable Food Systems (BMA)
- Module 2 – Agroecology as a Paradigm (MT)
- Module 3 – Economic & Political Obstacles (MT)
- Module 4 – Food Procurement as Strategic Leverage (BMA)

Profile:

- Proven expertise in agroecology, food systems, GCE, sustainable development, or social justice.
- Ability to contextualise knowledge for youth audiences.
- Strong background in pedagogy, participatory learning, and innovative educational methods (e.g. experiential learning, gamification, storytelling).
- Familiarity with DEAR objectives and EU policy frameworks on climate justice and inclusion.

Facilitators: Process Designers and Guides

Role: Facilitators guide group processes, ensuring inclusive participation, collective reflection, and co-creation of outputs. They focus on how learning happens, creating a safe and engaging space aligned with non-formal education and the UNESCO triad (knowledge–learning–action).

Core Responsibilities:

- Design and lead participatory activities (e.g., role-play, world cafés, storytelling).
- Moderate group reflections and guide participants in transforming knowledge into action.
- Ensure wellbeing, engagement, and inclusion of all participants.
- Monitor group dynamics and intervene when necessary.
- Use digital facilitation tools (e.g., Miro, Mentimeter, Jamboard) when appropriate.

Profile:

- Strong background in facilitation and experiential learning.
- Skills in group dynamics management, conflict resolution, and inclusive participation.
- Familiarity with youth work, grassroots organising, or community-based education.
- Sensitivity to gender, diversity, and intersectionality; ensuring safe spaces for dialogue.

Trainer–Facilitator Synergy: A Dual Approach

Each module or training session should ideally be co-delivered by a trainer–facilitator pair:



Component	Led by Trainer	Led by Facilitator
Content delivery (lectures, case studies)	✓	☐
Group energizers, warm-ups	☐	✓
Participatory methods (role-play, debates)	✓	✓
Group reflection & synthesis	☐	✓
Youth-led planning and action mapping	☐	✓
Feedback sessions & evaluation	✓	✓

This dual approach ensures both cognitive learning (knowledge) and transformative learning (action-oriented empowerment), in line with the DEAR project's objectives.

Preparation and Support

Before delivering the programme, trainers and facilitators should:

- Participate in a joint induction session to align on roles, objectives, and values.
- Receive access to a training handbook, templates, and suggested session plans.
- Commit to mentorship and coaching, supporting multipliers in replicating activities.
- Document best practices and contribute to the Multiplier Toolkit, ensuring scalability and sustainability.
- Engage in continuous professional development and peer learning within the consortium.

2.7 Materials and resources needed

To ensure the successful delivery of the *Turn the Table* Multiplier Training, organisers should provide both operational tools and learning resources. These materials support interactive, creative, and participatory methodologies inspired by the Food Wave Kit and other DEAR experiences.

a. Operational Tools (logistics & facilitation)

- Flipcharts, whiteboards, markers, post-its of different sizes and colours
- Large sheets of paper / brown paper rolls for collective mapping
- Projector, screen, speakers, and stable internet connection
- Notebooks, pens, reusable name tags for participants

b. Learning & Creative Materials

- Training handbook with session plans and background readings
- Visual aids: infographics, charts, photos, videos (on food systems, agroecology, policies)
- Toolkits for campaigning and advocacy (e.g., Food Wave Youth Campaign Toolkit)
- Storytelling materials: recording devices, cameras, or smartphones for video-making
- Art and creative supplies: coloured pencils, paper, scissors, tape, props for theatre/role-play
- Templates for power mapping, campaign design (SMART goals, stakeholder mapping)

c. Immaterial Resources (content & expertise)

- Trainers with expertise in food systems, agroecology, policy frameworks, and advocacy
- Skilled facilitators to design inclusive and participatory processes
- Guest speakers: farmers, activists, policymakers, local officials
- Access to case studies and good practice examples (EU procurement, agroecology projects, youth campaigns)
- Links to online resources: UNESCO ESD, FAO agroecology, ASviS strategy on education and sustainability

d. Sustainability Principles

All resources should follow the project's sustainability values:

- Preference for reusable, recyclable, or digital materials over single-use ones
- Local and seasonal food for catering
- Open-source or freely accessible digital tools whenever possible

Item	Purpose	Notes on Sustainability
Facilitator & Trainer Handbook	Guidance on methodology, session delivery, project content	Digital format preferred; print only limited copies on recycled paper
Participant Toolkit (handouts, fact sheets)	Provide key knowledge and practical tools	Use concise, visual formats; eco-print or digital sharing
Flipcharts, markers, sticky notes	Group work, brainstorming, visual mapping	Reusable boards, refillable markers, recycled sticky notes
Cards / role-play prompts	Simulation games, participatory activities	Print on recycled cardboard; laminate for reuse
Projector, laptop, Wi-Fi	Digital presentations, videos, online resources	Share devices when possible; encourage low-energy practices



Posters & Infographics (FAO, ASviS, SDGs)	Visual learning aids and inspiration	Reusable banners or digital projections instead of single-use prints
Audio-visual resources (films, testimonies)	Inspire reflection, share youth voices	Use open-access or project-produced materials
Kitchen space & utensils	Cooking workshops, sustainable recipes	Prefer local, plant-forward ingredients; reduce food waste
Gardening tools & seeds	Hands-on agroecology practice	Organic seeds, tools shared across activities
Creative materials (paper, paints, fabrics)	Campaign posters, artistic outputs	Recycled, low-impact materials; encourage reuse
Templates (action plans, evaluation forms)	Structure for group tasks and assessments	Digital-first; eco-print if needed
Catering	Meals during training	Local, seasonal, plant-forward, low waste



CHAPTER 2 MULTIPLIER TRAINING PROGRAMME ORGANISATION

3.1 MODULE 1 – General Knowledge: SUSTAINABLE FOOD SYSTEMS

What's the goal?

To understand where our food comes from, what's wrong with the current food system, and what we can do to help build a healthier and fairer world.

WHAT IS CLIMATE CHANGE AND HOW DO WE RECOGNIZE IT?

Discussion prompt: Have you noticed any changes in weather patterns or seasons in recent years? What do you think causes them?

What we learn:

Climate change refers to long-term shifts in temperatures and weather patterns, primarily caused by human activities like burning fossil fuels and unsustainable farming.

Visible effects of climate change include: higher average temperatures, longer and more frequent droughts, increased risk of wildfires, heavy rainfall and flooding, crop failures and reduced food production, rising energy costs and damaged infrastructure, more climate-related health problems.

Key takeaway:

Fighting climate change starts with awareness. Recognizing its signs and the major risks helps us understand the urgency of transforming our food systems to become more sustainable and resilient.

1. WHAT IS A FOOD SYSTEM?

Activity: Think of a simple breakfast (e.g. yogurt with fruit). Where does each ingredient come from?

What we learn:

- A food system includes everything from farm to fork – how food is grown, processed, transported, sold, eaten, and even thrown away.
- It involves farmers, factories, supermarkets, restaurants, public institutions... and yes, us!
- Food security concept

Additional context:

Food systems can take various forms:

- **Long supply chains:** producer → processor → distributor → packaging → consumer
- **Short supply chains:** farmer's market → producer → consumer
- **Shortest chain:** home garden → producer = consumer

Discussion: Who decides what food we get? Do we have a say?



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2. What's not working?

Activity: Split into teams. Each team picks a food-related problem (e.g. food waste, fast food, high prices, pollution) and presents it in 2 minutes.



Key points:

- Too much food is wasted – in the EU alone, 57 million tonnes/year.
- Many foods travel long distances → more pollution.
- Small farmers and food workers often get low pay and poor working conditions.
- Cheap food is not always healthy or fairly produced.

Additional insights:

- The percentage **of food waste**, that comes from households (eg. Romania: >50%).
- **Main causes:** oversized portions, storage issues, unclear labels, over-purchasing, and aesthetic standards.
- A family with children may throw away food worth **€40–50/month**.
- **Food overconsumption** has increased by 23% in the past 30 years.

3. What does sustainable food mean?

Activity: Look at two sample menus. Which is healthier? Which is better for the planet?

Sustainable food is:

- Local – grown or produced nearby
- Seasonal – tomatoes in summer, pumpkins in autumn
- Fair – produced under good working conditions and with respect for nature
- With less packaging and transport

Additional insights:

- A sustainable and healthy diet includes:
 - More: diversity, plant-based foods, sustainable products
 - Less: excess, meat and dairy, ultra-processed foods
 - Proteins: different sources
- Footprint calculator

4. What does this have to do with climate change?

Activity: Trace the journey of your lunch. How far did it travel? What was the environmental impact?

What we learn:

- Food production and consumption are **the biggest human pressures** on nature.
- Climate change (heatwaves, droughts, floods, wildfires) affects agriculture and food access.
- Global food systems are **interconnected**: climate disruptions in one region affect food supply worldwide.
- Global greenhouse gas emissions from food production.
- What about water consumption in food production?
- Consumption patterns vs. global production
- Food Waste



5. How can we change things?

Activity: Role-play – one group is the local authority, one is students, one is kitchen staff. What changes do you suggest for better food in public institutions?

As young people, we can:

- Ask for healthy, local food in schools, universities, and canteens
- Avoid food waste – take only what we need
- Support local farmers and markets
- Join or start projects and workshops on food sustainability
- Be a multiplier – talk about these issues with friends, online and offline

✓ Conclusion

➔ **Food is more than taste or price. It's about justice, health, the environment, and political choices.**

➔ **We can be part of the solution – even small actions can help build a fairer, greener food system.**

3.2 MODULE 2– Agroecology as a paradigm

Food – climate change nexus

1. What is agroecology?

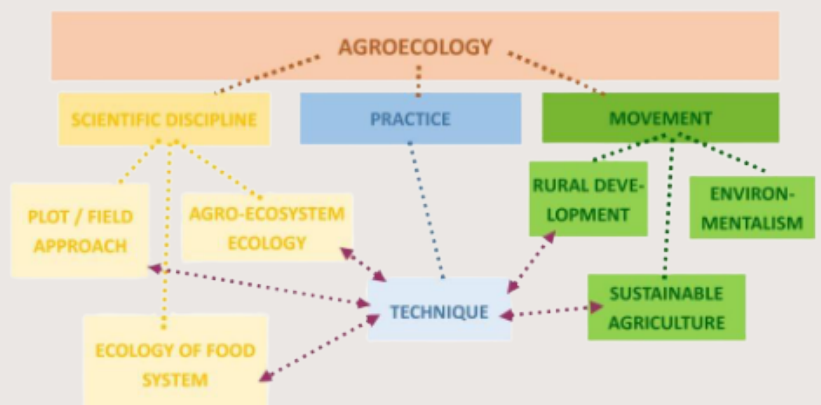
Activity: In pairs, participants write down words they associate with "agriculture" vs. "ecology". Then combine the two. What does "agroecology" suggest?

What we learn:

- Agroecology is not just a technique, but a science, a set of practices, and a social movement.
- It integrates ecological principles into farming systems, while promoting local knowledge, justice, and food sovereignty.
- It challenges the industrial model of food production by focusing on relationships: between people, nature, and food

5 INSIGHT BOX

FAO defines agroecology as “an integrated approach that simultaneously applies ecological and social concepts and principles to the design and management of sustainable agriculture and food systems.”



2. The 10 Elements of Agroecology (FAO)

Mini-brief: These elements help guide the transition to agroecological systems.



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They are:

- Diversity
- Synergies
- Efficiency
- Resilience
- Recycling
- Co-creation and sharing of knowledge
- Human and social values
- Culture and food traditions
- Responsible governance
- Circular and solidarity economy

Activity: Small group matching game – each group is given a real-world farming practice. Which of the 10 elements does it embody?



3. How is agroecology different from organic farming?

What we learn:

- Organic farming focuses on inputs (e.g., no synthetic chemicals), agroecology on systems and relationships
- Agroecology includes social justice, local control, and traditional knowledge
- Agroecology supports peasant farming, Indigenous practices, and territorial markets

Discussion prompt: Is all organic food agroecological? Can industrial organic be part of the solution?

4. Why does agroecology matter for young people?

Key points:

- Offers alternatives to unsustainable food systems
- Builds local economies and community resilience
- Connects climate action with food justice
- Encourages youth leadership, creativity, and cultural connection to land

Activity: Create a local food vision. What would your town look like if agroecology were the norm?

5. European perspectives: Agroecology Europe

<https://agroecology-coalition.org/>

What is Agroecology Europe?

- A multi-stakeholder association promoting agroecology as a transformative path
- Emphasizes science, practice, and movement dimensions
- Advocates for supportive public policies, knowledge sharing, and youth engagement

Case study: The Nyeleni Declaration and agroecology as a political act

Discussion prompt: Can Europe lead a transition to agroecology? What policies or cultural changes are needed?

✓ Conclusion

➔ **Agroecology is not just about how we grow food—it's about how we live together on the planet.**

➔ **It offers a hopeful, systemic alternative to extractive agriculture**

➔ **Youth can shape this transition through action, learning, and organizing**

3.3 MODULE 3 – Economical and political obstacles to the agroecological transition.

Who decides how our food is produced – and why isn't it fairer yet

What's the goal?

To understand how political and economic systems—especially EU agricultural policies and trade agreements—affect the agroecological transition, and what can be done to overcome these structural obstacles.

1. Why is agroecology struggling to grow?

Activity: Brainstorm in small groups – Why do agroecological farmers often struggle to survive compared to industrial producers?

What we learn:

- The dominant model rewards industrial scale, efficiency, and uniformity
- Agroecological systems depend on time, biodiversity, care, and territorial ties
- Current subsidies and regulations rarely favor small, sustainable producers

2. What is the Common Agricultural Policy (CAP)?

https://commission.europa.eu/about/departments-and-executive-agencies/agriculture-and-rural-development_en

Mini-brief:

- The CAP is the EU's main farm support scheme
- Most funds still go to large landowners via direct payments
- Eco-schemes exist but often involve bureaucracy, unclear criteria, or inadequate support for real transformation

Discussion prompt: Should we support all farms equally, or those that benefit the planet and communities?



💡 INSIGHT BOX – Policy Focus

Why is the CAP part of the problem?

Despite reforms, the 2023–2027 CAP continues to favour large-scale farms, with only limited incentives for agroecology. Eligibility rules and compensation for eco-services remain insufficient. [See full analysis in Annex I]

3. Why are EU policies stepping back from green goals?

Key points:

- The Green Deal's most ambitious policies are being weakened (e.g., Nature Restoration Law, pesticide reduction)
- The Omnibus I package (2024) diluted environmental targets
- Protests from industrial farm lobbies and Member States delayed or blocked key reforms

Activity: Simulate a roundtable with youth, policymakers, and farmers on Green Deal priorities

4. Who holds power in food systems?

What we learn:

- Agribusiness corporations control seeds, processing, trade, and retail
- Their lobbying power shapes EU regulations and trade priorities
- "Greenwashing" narratives coexist with harmful practices

Discussion prompt: Can sustainability coexist with corporate dominance?

5. What about trade agreements?

Case study: EU-Mercosur

- The agreement risks increasing imports from high-impact farming (e.g., Brazil)
- Deforestation, pesticides, Indigenous rights violations are not addressed with binding safeguards
- Local EU farmers face unfair competition

Activity: Map trade routes and discuss their environmental/social impact

6. What can young people do?

What we learn:

- Advocate for agroecology in local and EU policies
- Monitor food policy and funding priorities
- Raise awareness, launch campaigns, build alliances

Activity: Create a campaign message or poster: "If I ruled EU food policy, I would..."

✅ Conclusion

➔ Agroecology is about justice, not just technique

➔ Structural change requires shifting power, funding, and rules

➔ Youth voices matter: you can campaign, connect, and pressure for change

3.4 MODULE 4 – The strategic leverage of food procurement

EXPLORING GREEN PROCUREMENT POLICIES

or

WHEN PUBLIC MONEY BUYS GOOD FOOD

What's the goal?

To understand how public institutions (like schools, hospitals, or city halls) can buy better food – healthier, greener, and fairer – and why that matters for all of us.

1. What is Green Public Procurement (GPP)?

Quick definition:

Green Public Procurement means that public institutions choose products and services that are better for the environment across their entire life cycle (from production to disposal).

Example: A school cafeteria buys organic apples from a local farmer instead of imported apples wrapped in plastic.

2. Why does public food matter?

- Public institutions feed thousands of people daily
- Healthier, local food = healthier communities
- Public institutions have real power to create change by supporting:
 - local farmers
 - organic and seasonal food
 - less packaging and pollution
 - fair working conditions

3. What counts as “green food” in procurement?

According to EU guidelines and national strategies, green food includes:

- Food from local producers, cooperatives, or short supply chains
- Plant-forward menus (less meat, more vegetables)
- Seasonal products
- Food with minimal packaging, especially plastic
- Products with recognized quality or sustainability labels

4. What are the challenges?

Activity: Brainstorm as a group – What do you think are the difficulties for a city hall or school to buy greener food?

Common barriers:

- Belief that green food is “too expensive”
- Lack of clear targets or strategies at the institutional level
- Procurement staff may lack training on how to include green criteria
- Weak communication between institutions and local producers



5. How do you build a strong strategy?

Activity: Imagine you're working for your city hall. What would be your plan to make school/kindergadens lunches more sustainable?

Recommended steps (based on EU & national GPP guidance):

1. Set a goal (e.g. "50% of food must be organic by 2030")
2. Identify which product categories to start with (fruit, dairy, etc.)
3. Talk to the market – what's locally available?
4. Include clear green criteria in tender documents
5. Track and evaluate – adjust when needed

6. Examples of good practices

- Municipalities that collaborate with local organic farms
- Schools that offer seasonal menus with less meat
- Canteens that reduce or eliminate plastic packaging
- Cities that pair menu changes with education about food and sustainability

✓ Conclusion

➔ Green food procurement is not just a legal process – it decides what food ends up on our plates in public spaces.

➔ Institutions have power – but so do young people, by asking questions and getting involved.

➔ If public money is used to support good food choices, the whole community benefits: healthier people, stronger local economies, and a greener planet.

3.5 Module 5 – Community organizing and advocacy tools

How can young people take the lead in shaping sustainable food systems in their communities?

What's the goal?

To equip youth with tools, mindsets, and strategies for active participation, community engagement, and advocacy related to food justice, sustainability, and climate action.

1. What is Community Organizing?

What we learn:

- Community organizing is a bottom-up process of empowering people to identify shared problems, build collective capacity, and create local change.
- It involves listening, building trust, planning actions, and mobilizing others around common goals.

Activity: Mapping Power – In small groups, participants identify who holds influence in their community (local government, school boards, canteens, youth groups). Who do they need to engage to create food system change?



2. Empowerment and Active Citizenship

Key concepts:

- Active citizenship means more than voting – it includes participating in decisions, influencing institutions, and creating alternatives.
- Empowerment is about building confidence, critical awareness, and the belief that your actions matter.

Activity: Each participant writes a short “change story”: when did they realize their voice could make a difference? Share in a circle.

3. Youth-Led Action in Practice

From the Food Wave kit: The training encourages youth to develop local projects, such as:

- School or community awareness campaigns on sustainable diets
- Urban gardens and zero-waste initiatives
- Collaborations with local food producers
- Creative actions: exhibitions, theatre, public meals

Activity: Brainstorm session – “If we had €500 and a weekend, what food justice action could we do?”

4. Campaigning and Advocacy Tools

What we learn:

- Campaigns aim to influence public opinion and/or decision-makers.
- Advocacy includes lobbying, storytelling, and using evidence to push for policy change.

Key tools:

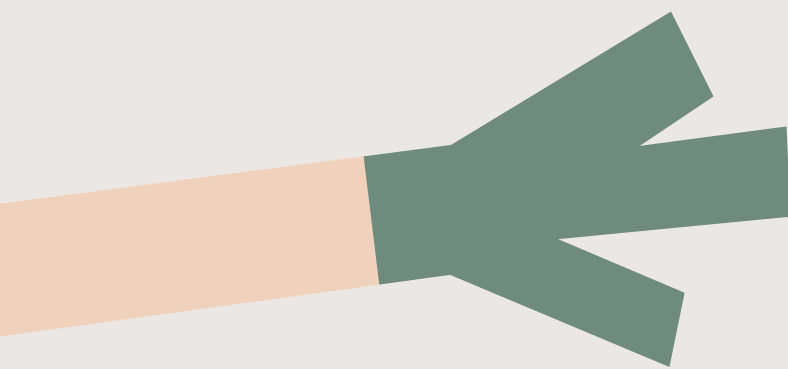
- Stakeholder mapping
- SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound)
- Elevator pitches
- Petitions, social media campaigns, op-eds

Activity: Prepare a 60-second pitch to your school principal or city councillor about why they should support local, sustainable food procurement.

5. Linking Food, Climate & Participation

Why it matters:

- Our food systems are deeply linked to climate change – but they’re also a space where youth can take tangible, local action.
- Campaigns that combine climate justice and food issues resonate with young people and their communities.



Discussion prompt: “What food-related issue in your town reflects a climate challenge? What action could connect the two?”

✓ Conclusion

➔ Young people are not just future leaders – they are current changemakers.

➔ Through organizing, campaigning, and advocacy, they can transform food systems from the ground up.

➔ By connecting local actions with global issues, youth voices become powerful forces for justice and sustainability.

CHAPTER 4

MONITORING, EVALUATION, ACCOUNTABILITY AND LEARNING (MEAL)

MEAL tasks for the multiplier programme

The multipliers are a very important part of our project, since we want to engage them to become highly active, advocating people for our cause. Because of this, we need to collect information of their engagement. In the Turn the Tables- project logic, we need to collect information for the following two indicators:

Indicator	Which info to collect	Who collects
Outcome Indicator 1.4 (Target): 20 multipliers involved in the local projects say they are newly or increasingly engaging for sustainable food.	Included as a question in the end evaluation survey	Every partner implementing the multiplier programme, hands out the end evaluation survey
Outcome Indicator 2.3 (Target): 500 multipliers and innovators trained, of which 20% will newly or increasingly engage in the project themes/objectives.	Included as a question in the end evaluation survey	Every partner implementing the multiplier programme, hands out the end evaluation survey
No indicator, but required info (according to EU MEAL Guide): change stories and promotion to friends + acquaintances	• Change stories • Multiplying effect: to which people did the multipliers promote TTT (related) topics?	• Our consultant team IPA will ask the multipliers about this in the mid-term interviews + endline interviews. Project partners facilitate the multipliers' contact to the consultants. • Project partners collect change stories, whenever they hear about them (e.g. during training programme) and upload them into the “Change Story Form” in ActivityInfo

4.1. Pre and post-camp assessment

Pre- camp assessment

Have the participant list ready to be filled out by the participating multipliers

Have a look at the suggested participant feedback tools (4.2) below and prepare at least the end evaluation survey for the end of the programme

Prepare at least one way in which the participants can give feedback (see section 4.2 for ideas)

Before the programme starts (or on the first day of the programme), ask the multipliers the following questions:

- Question 1 (related to Outcome Indicator 1.4 +2.3): Rate your knowledge on sustainable food systems. (0: no knowledge, 10: much knowledge).
- Question 2 (related to Outcome Indicator 1.4 +2.3): How often do you engage politically for sustainable food systems (e.g., signing petitions, attending demonstrations, joining a youth group, uploading posts about political topics online)?
 - Very often
 - Often
 - Sometimes
 - Rarely
 - Never
- Question 3: How likely are you now to choose sustainable food options (local, less packaging, fair trade plant-based)?
 - Much more likely
 - A bit more likely
 - Same as before
 - Less likely

Post- camp assessment

When reporting about the multiplier programme, please add to your activity reporting form the following:

- Upload the participant lists under proofs
- Add the feedback you collected from the participants under the question "Please summarize feedback from participants"

Please send to the multipliers the **end evaluation survey** (mentioned under 4.2), around 1 week after the training.

If a change story happened, please upload it in ActivityInfo to our "Change Story Form"*.

**A change story could be any action or activity that the multipliers did that led to a social, political, environmental or behavioural change that the multipliers would describe as a "significant" change. This change should have a larger extent, reaching not only people inside of the TTT- team, but others who did not know about TTT before.*



4.2. Participant feedback tools

✓ Daily "Check-out" – End of Day Quick Feedback

Use: 5 minutes at the end of each training day (paper, post-it, or digital)

Name (optional):

Day:

1. 🔥 Today I enjoyed the most:

.....
.....
.....

2. 🧠 Today I learned that...

.....
.....
.....

3. 😞 One thing that was confusing or too fast:

.....
.....
.....

4. 💡 One thing I'd like to do more of tomorrow:

.....
.....
.....

5. What is your opinion about the trainer's teaching approach?

.....
.....
.....

6. Do you have any tips or suggestions to improve the training sessions?

.....
.....
.....

7. 📊 How would you rate today overall? (circle one)

(1 = poor / 5 = excellent)

■ Mid Training Check-in (Day 2 or 3)

Purpose: Identify needs or blockers early on

Tool: Written form, small group discussion, or colored cards

Short survey / prompts:

- What's one thing that's working well for you in this training?
- What's one thing that could be improved?
- How do you feel in your group/team?
- Do you feel comfortable to speak and participate?
- Do you need more support with anything?



Optional format: Use emojis or traffic lights 🟢🟡🔴 for quick insights.

🌟 Creative Tools for Ongoing Feedback

You can mix in:

- The Feedback Wall – a board/poster where participants can stick post-its throughout the day with:
 - ✅ What's working
 - ❓ Questions I still have
 - 💬 Quotes or ideas I liked
- Mood Meter (morning or after lunch):
 - Participants place stickers or draw their energy/mood on a chart: 😊 😐 😞 😡
- 🌟 "Two Stars and a Wish"
 - Participants share:
 - 🌟 Two things they liked
 - 🎯 One thing they wish was better
 - You can do this activity digitally or on paper
- Feedback Box – for anonymous thoughts, questions, frustrations, or appreciation

✅ End Evaluation to harvest Changes

Use: 1 week after the training

Purpose: Identify and collect any changes that might have occurred in the multipliers (e.g. changes in the way of thinking, behaviour- or consumption changes)

Tool: Online survey

Survey questions:

- Rate your knowledge on sustainable food systems before the event (scale of 0-10) and now, after the event (scale of 0-10)
 - Question on newly or increasingly engagement for sustainable food (Outcome Indicator 1.4 + 2.3):
Part A (interest): Which best describes you? Please select one answer:
 - I am learning about sustainable food for the first time
 - I was already interested, but now, after the event, I feel more engaged
 - I was already interested before the event and nothing has changed
 - I am not interested in sustainable food
 - Question on newly or increasingly engagement for sustainable food (Outcome Indicator 1.4 + 2.3):
Part B (political engagement):
 - How often did you engage politically for sustainable food systems after participating in the programme in comparison to before the programme (e.g., signing petitions, attending demonstrations, joining a youth group, uploading posts about political topics online)?
 - I have taken new actions that I did not take before
 - I have increased actions I was already doing
 - My actions are the same as before
 - I have reduced my actions
 - I do not take actions related to these themes, nor did I before
- Question: How likely are you now to choose sustainable food options (local, less packaging, fair trade plant-based)?
- Much more likely
 - A bit more likely
 - Same as before
 - Less likely

CHAPTER 5

ANNEXES

5.1 Sample Camp Agenda

Day	Module	Key Activities	Notes
Day 1	Module 1 – Sustainable Food Systems	Icebreakers & group bonding; Introduction to food systems; Interactive activity: “Farm to Fork”; Reflection circle	Optional evening: intercultural night
Day 2 (morning)	Module 2 – Agroecology as a Paradigm	Brainstorming: “Agri vs. Eco”; The 10 Elements of Agroecology (FAO); Group exercise: matching practices; Debate: organic vs agroecology	Outdoor session recommended
Day 2 (afternoon)	Module 3 – Economic & Political Obstacles	Mini-lecture on CAP & EU policies; Role play: policymakers vs. farmers vs. youth; Case study on EU-Mercosur	Invite guest expert if possible
Day 3 (morning)	Module 4 – Food Procurement	Simulation: city hall tendering; Workshop on school meals; Group project design	Cooking or food workshop suggested
Day 3 (afternoon)	Module 5 – Community Organizing & Advocacy Tools	Power mapping activity; Youth-led action planning; Campaign simulation	Final reflection circle, certificates
Cross-cutting		Daily reflection circles; Energizers led by youth; Hands-on elements (gardening, cooking, mapping)	Each evening: optional film screening



5.2 Templates

a) Consent Form Template

Turn the Table – Youth Multipliers Training

I, the undersigned, consent to participate in the training organised by [Partner Organisation].

I acknowledge that:

- My personal data will be used only for project purposes.
- Photos and/or videos taken during the training may be used in project communication (social media, reports, dissemination).

☐ I agree to the use of photos/videos including my image.

☐ I do not agree.

Name: _____

Signature: _____

Date: _____

b) Evaluation Form Template

Turn the Table – Training Feedback

1. How would you rate the overall training?

☐ Excellent

☐ Good

☐ Fair

☐ Poor

2. Which session(s) did you find most useful?

3. Which session(s) could be improved?

4. What skills/knowledge did you gain?

5. How confident do you feel in acting as a multiplier in your community?

☐ Very confident

☐ Somewhat confident

☐ Neutral

☐ Not confident

6. Suggestions for future editions:



5.3 Resource List

Readings

- FAO (2018). *The 10 Elements of Agroecology*.
- Agroecology Europe (2016). *The Nyeleni Declaration on Agroecology*.
- ASviS (2022). *Italian Strategy for Sustainable Development Education*.
- UNESCO (2015). *Education 2030: Incheon Declaration*.

Videos

- "Agroecology: Growing the Future" (FAO short video)
- "Food for the Future: Youth Voices on Food Systems" (YouTube)
- TEDx: "Why sustainable food is about justice, not just farming"

Tools

- Food Wave *Youth Campaign Toolkit*
- Power Mapping Guide (Community Toolbox)
- Climate & Food Footprint Calculators (FAO, WWF)
- Templates for campaign planning (SMART goals, stakeholder mapping, pitch deck)

