CO
COREADO

connecting consumers
and producers to
rebalance farmers' position

Deliverable 5.2:
Feedback on Replication

Document Summary

Deliverable 5.2:	Feedback on Replication
Version:	Final version
Deliverable lead:	Baltic Studies Centre
Related work package:	WP5
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Communication level:	PU Public
Submission date:	28 Feb 2023
Grant Agreement Number:	101000573
Programme:	Horizon 2020 H2020-RUR-2020-1
Start date of Project	01-01-2021
Duration	42 months
Project coordinator	KU Leuven

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Abstract

The second ambassador training was held from the 10th of October to the 12th of October (the year 2022) as a live event in Pamplona. The second training had a focus on the collaboration model. This report provides an overview of the processes leading to the training and an assessment of the activities ambassadors were engaged in during the training. The report uses the lessons learned during the training to chart out the issues to be addressed during the third training.

List of abbreviations

BSC	Nodibinajums Baltic Studies Centre
CEJA	European Council of Young Farmers
COCOREADO	Connecting consumers and producers to rebalance farmers' position through ambassadors trainings
CONSULAI	Consulai, Consultoria Agroindustrial LDA
CSA	Community supported agriculture
EU	European
EV ILVO	Institute for Agricultural, food and fisheries research
INI	Iniciativas Innovadoras SAL
INTIA	Institute for Agri-food Technology and Infrastructures of Navarro
IPS	Institute of Philosophy and Sociology
JSI	Jozef Stefan Institute
KU Leuven	Catholic University of Leuven
LFS	Local food system
LUT	Lappeenrannana-Lahden Teknillinen Yliopisto LUT
NGO	Non-Governmental Organisation
NOFA	Novel and Fair Food System
MIJARC	Mouvement International de la Jeunesse Agricole et Rurale Catholique
PESTLE	Political, Economic, Sociological, Technological, Legal and Environmental
RYEurope	Rural Youth Europe EV
SF	Success Factor
SFC	Short food supply chain
UCPH	University of Copenhagen
WP	Work package

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1. Introduction

Work Package 5 (WP5) of the COCOREADO project focuses on developing a network of young food enthusiasts (farmers, processors, scientists, activists, consumers, policymakers, etc.) looking for a way to facilitate the transition towards more just and sustainable food systems. The goal of WP5 is to enable these enthusiasts by providing them with tools, knowledge, social networks and other resources that are needed to ensure change. The main instrument at the disposal of WP5 is a training programme consisting of three trainings developed with a specific objective in mind of achieving the above-mentioned goals. The first training took place in Brussels, Belgium (March 2022). The second training took place in Pamplona, Spain (October 2022). The third and final training will take place in Riga, Latvia (May 2023). Each of these trainings is accompanied by a report providing an overview of the processes and thinking leading to the training, the training itself and the lessons learned from the particular training (that will be introduced in the next training). This is the report providing an overview of the second training.

The COCOREADO project has a focus on youth and fostering opportunities for rural young people. Before the first project training, 40 ambassadors from through the food supply chain were recruited to co-create project outcomes alongside the consortium and to be the face and voice of the project and use their own multiplier networks to ensure the project outcomes are spread as widely as possible throughout Europe. All ambassadors who were involved in the first ambassador training had been invited to continue their activity in the project by taking part in the succeeding second training, and, with some changes in the network that will be explained later in this report, the core group of the ambassadors continued their involvement by attending the second training.

While there are overarching topics and aims for all three project trainings, the second training has had its own more specific goal that served to build the training activities in a more focussed way. The main goal of the second training is to advance the seed initiatives ambassadors are developing. To this end, a unique collaboration model tool allowing the ambassadors to cover different steps of the development of an initiative in a critical and engaging way was developed.

The aim of this report is to describe the organisation process and the framework of the third ambassador training, as well as to present the feedback from the ambassadors and the recommendations for further development of the network activities, including the third ambassador training.

This report will start by outlining the processes leading to the training – the discussions substantiating the programme, the communication with ambassadors and the programme that has been developed. The document will continue by providing an overview of the means that have been introduced to monitor the quality of the training and to maintain sensitivity towards the project and ambassadors' needs. This section will be followed by a section providing an overview of the satisfaction with the training of ambassadors and partners. Finally, it will discuss the lessons learned from the second training and the main takeaways that should affect the way how the third training is organised. Additionally, the main materials used in the training are added as attachments to this document.

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2. The training

2.1 Co-creating the training

After the first training, data were gathered to assess ambassadors' and partners' experiences with the first training. Prior to starting to plan the second training, the group of partners primarily engaged with WP5 and the organisation of the second ambassadors training came together to discuss the key aspects that should be considered when planning the training. The following conclusions were drawn from the data:

- Training should try to move even further away from the project's terminology. While it is very clear, that the goals of the project should be the fundament for the training, the project itself cannot become the guiding structure for the training. Training has to be much more sensitive towards the needs of individual participants and must ensure that their expectations are met.

- The planning of the training must engage both the ambassadors and the partners. Some of the partners as well as ambassadors expressed their concerns after the first training that their voices were not listened to while developing the training programme. Clear mechanisms must be maintained all through the project that allow core organisers to engage interested parties in the debate.

- The training must provide space for ambassadors to raise and discuss issues that are relevant to them. Time slots need to be allocated in the programme that could be used by ambassadors to pursue their interests - be it some longstanding issues or an idea that has emerged during the training. Furthermore, the training must respect that ambassadors have obligations outside the training programme and ensure, that there is time allocated that ambassadors can use to engage with these tasks.

- The training must have a clear focus, that links various activities training engages in. The first training illustrated that each training needs to have an overarching focus that allows explaining the significance of each of the activities ambassadors are engaged in. Lack of such focus reduces ambassadors' willingness to participate in planned activities.

To ensure that both partners' and ambassadors' visions are considered in the planning process, the work on the second training was started almost immediately after the first training took place. It was initiated with a round of consultations with partners potentially interested in the training. During these consultations, we collected partners' interests and needs. Based on these expectations the initial working programme was developed. Additionally, a working group was established that was responsible to make sure that there is an inclusive discussion. Also, the partners included in the working group each took the responsibility for a particular aspect of the programme. Regular meetings were held among partners engaged in the working group. Finally, the progress was monthly reported back to partners not engaged in the planning of the training.

After the initial partner's expectations were collected, a draft training programme proposal was developed. It had a strong focus on the seed initiatives ambassadors were developing and it was using these initiatives as the gateway to discuss the challenges one faces when trying to introduce an operational initiative that would facilitate change in the food systems. This central theme of the training was supplemented with activities focusing on the replicability of NOFAs, communication of change, networking and other themes relevant to the ambassadors.

Finally, through the process of developing the training programme, ambassadors were engaged and consulted. The initial step to ensure that ambassadors' ideas were included in the training programme was to learn from the feedback ambassadors provided after the second training. However, additionally, three online events were held at different periods of developing the programme to ensure that all concerns are addressed:
- Selecting seed initiatives (Apr 20, 2022) - focusing on selecting the seed initiatives;
- Presenting the programme of the second training (July 15, 2022) - presenting the draft programme to ambassadors and providing space for ambassadors to comment on the initial programme;
- "The floor is yours" workshop (Sept 26, 2022) - offering an opportunity to ambassadors (especially those running seed initiatives) to prepare for the second training.

2.2 Communicating with ambassadors prior to the training

The goal of the COCOREADO project is to maintain and strengthen an ambassador network of 40 COCOREADO ambassadors. The ambassador network was created with a help of a pan-European call for applications. The ambassadors selected during this early stage of the COCOREADO project still form the core of the ambassadors' network. Since then all measures have been taken to get the ambassadors acquainted with the project's expectations towards them as well as with benefits related to attending all three project trainings and being an ambassador in general. Moreover, the ambassadors have signed a Memorandum of Understanding listing the responsibilities ambassadors and project partners undertake towards each other. Nevertheless, it should be taken into

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consideration that during the two-year training period, some ambassadors may encounter unexpected circumstances that could deny them the possibility to attend training. Consequently, some of the initially selected ambassadors have been replaced already with new members.

These preconditions were kept in mind during the participant selection process for the second project training. All ambassadors who had participated in the first training process were invited to join the second project training. First, they got informed about the time and the date of the second training at the end of the first training with an invitation to block this time in their calendars. Afterwards, additional reminders were sent out via email. The ambassadors were also given several opportunities to get acquainted with the training outline and take part in building the training in different ways, such as:

- Participating in an online meeting where training structure is discussed to give their feedback and suggestions;
- Participating with a seed initiative to use it as a basis of group work sessions during the second training;
- Getting acquainted with the written training outline (via "Slack" and email) and providing written feedback and suggestions.

Ambassador involvement in the development of the training process was maintained not only to enrich the training structure and make it more adapted to the participants' needs but also to ensure that the participants stay engaged and motivated to take part in the second training.

The ambassadors started their formal registration for the training in June 2022 by filling out the registration form and arranging the travel to the training location in Pamplona. The biggest part of the registration process took place during the months of June and July, with some exceptions when participants could confirm their participation in later months. Timely registration of the participants allowed the training organisers to find a suitable replacement for the missing ambassadors to ensure the continuity of the COCOREADO network.

The second COCOREADO training was attended by 34 ambassadors. All ambassadors who did not attend the training had justifiable circumstances related to their professional or personal settings. From the initial ambassadors' selection done prior to the first training:

- 3 ambassadors left the network (two of them were not present in the first training);
- 7 ambassadors were not able to attend;
- 4 new ambassadors joined: they were recommended by the participants of the programme who were not able to attend.

The ambassadors who decided to leave the network informed that they could not commit to the training programme and the network in the way that they had expected due to other obligations, such as a new job, studies, or family arrangements.

The new ambassadors came from the following countries: Latvia, France, Slovenia, and the United Kingdom. When accepting the replacement of the ambassadors, it was ensured that a balanced representation of different regions of Europe and different parts of the food supply chain is maintained. The ambassadors' motivation to take part in the programme was clarified via online

2.3 The programme of the second training

Based on the considerations listed above the training programme was developed. Conceptually, at the core of the training programme was a scheme combining the expectations raised by the ambassadors and by the project proposal (Figure 1): networking (clearly being one of the key expectations raised by ambassadors); excursion (a possibility to explore local versions of good practices of food system organisation); co-creation (activities that allow the group to benefit from the joint knowledge); training (activities focusing on communicating the most up-to-date research findings to the ambassadors).

Networking

To create links between people attending (ambassadors, project partners, anybody else who might be joining) and to create a possibility to network with people living in Riga.

Excursions

To engage in local food fair and get inspired by the local foodscape.

Co-creation

Discussions and assess the novel food initiatives from across Europe. Co-creation of potential seed-initiatives.

Training

To provide a space, tools and mentorship to help you think about challenges that are close to your heart.

Figure 1 - The schemes of the second training

Additionally, a focus for the training was developed: "to advance the seed initiatives ambassadors were developing". In order to engage with this focus a tool, the "Collaboration model" was developed (Figure 2). The Collaboration model is based on Business Model Canvas and consists of eight consecutive steps (as illustrated in Figure 2). These steps were used to plan the core set of sessions of the training.

The training programme covered three days and included a pre-training event. The **pre-training event** was organised a day before the start of the training. It focused on ambassadors getting back together and creating an informal environment allowing ambassadors and project partners to reintroduce themselves. The goal of the event was to ensure that ambassadors can catch up before the start of the training.

The **first day** of the training was heavily focused on the collaboration model. The day started with an introduction and explanation of the activities envisioned for the training. Afterwards, an exercise was held that aimed at ensuring that ambassadors can choose the initiatives they want to engage with during the training. In this step, groups had to agree - on what is that they are doing. This was followed

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by a session that addressed the 3rd, 4th and 5th steps of the model. During the session, ambassadors had to agree on the purpose of their activities, identify the skills needed to ensure that the initiative can function and define the value statement of the initiative. After these initial activities ambassadors could attend lectures in parallel sessions (some of these lectures were organised by ambassadors). Four parallel sessions were taking place addressing the following topics: (1) Changing the culture of public procurement, part 1: Sharing experiences and identifying barriers; (2) The progress and challenges faced by seed initiatives; (3) Market power and value distribution in food value chains; (4) Ambassador session: Developing podcast. The final working session of the day addressed step 6 of the collaboration model. Finally, the day concluded with an excursion to the local food market.
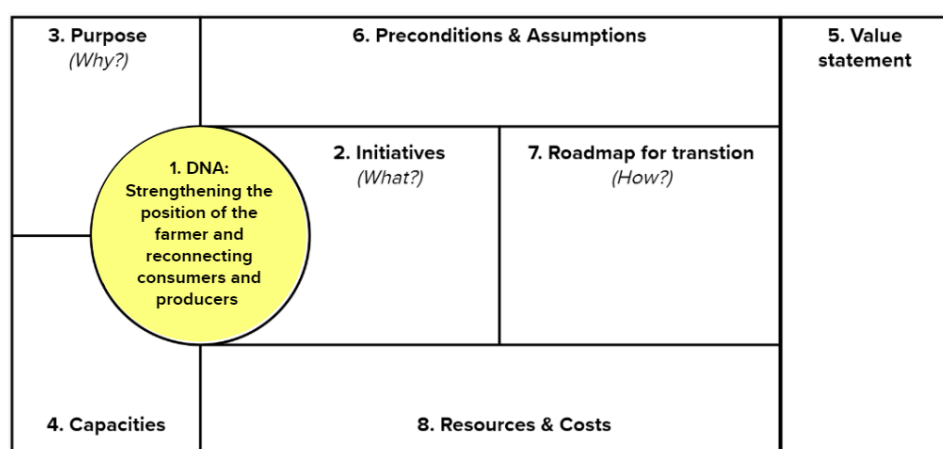

Figure 2 - Collaboration model

The **second day** was opened with guided reflections on the activities conducted on the first day. After the initial session, a session engaging with inspirational examples from across Europe took place. The session was built around the examples collected in the project allowing ambassadors to discuss best practices based on these examples and to identify contextual preconditions to which these examples were exposed to. After this ambassadors were given a choice to attend one of four parallel sessions: (1) Changing the culture of public procurement, part 2: Dynamic Procurement Systems; (2) Ambassadors session: How to optimise your social media; (3) How to support change at a local level/ what we have learned from the COCOREADO ambassadors network?; (4) Ambassadors session: Creating access to land. The parallel session was followed by a session focused on the 7th step of the collaboration model. It aimed at identifying short-, mid-, and long-term activities that could help the initiative achieve the preferred goals. Finally, the second day was closed with a session allowing ambassadors to reflect on the training and on their activities during the training. This was followed by an excursion.

The **third day** of the training focused on visiting local initiatives. Ambassadors could visit a local consumers cooperative. During the visit people behind the initiative provided an overview of the history of the initiative, its organisational principles and the challenges it had to address. During the visit, ambassadors had the possibility to ask questions and later on – ambassadors were grouped and discussions were held on the successful aspects of the initiative. Ambassadors were also asked to reflect on what can be learned from the initiative.

The full programme (including the guidelines describing each session in detail) is included in Appendix 1.

2.4 Inspiration from successful initiatives across Europe

Next to the focus on the seed initiatives, one two-hour long session was also oriented towards harvesting ambassadors' perspectives on the replicability of good practices. This session was organised around the set of good practices extracted from the analysis of the NOFAs ambassadors selected during the first ambassadors' training. For this activity ambassadors were divided into four groups based on the countries they represent (see Table 1). Each group had an assigned coach with a deep understanding of food systems across the EU.

Table 1 - Grouping of ambassadors for the replication exercise

Group 1	Group 2	Group 3	Group 4
1 x Germany	1 x Poland	2 x Czechia	1 x Austria
1 x United Kingdom	2 x Finland	1 x Scotland	2 x Ireland
1 x Portugal	2 x Spain	1 x Netherlands	2 x Georgia
3 x Romania	2 x Bulgaria	1 x Albania	1 x Sweden
2 x Lithuania	1 x Latvia	5 x Belgium	2 x Slovenia
			1 x France

During the 130 minutes allocated for this exercise ambassadors were asked to discuss 10 success factors and the corresponding good practices:

- Transparency and availability of information;
- Engagement of the value-chain;
- Strategic production planning;
- Multidisciplinary partnership ;
- Goal congruence;
- Financial resources/company structure;
- Defined target market;
- Quality certification and/or focus on high quality;
- External communication;
- Personality and skills of the initiators.

Based on their personal experiences, ambassadors were asked to assess, how likely it is that the practices could be replicated in their home country. To support the discussion ambassadors were introduced to PESTEL factors.

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3. Data collection plan

The data organisers of the programme had access to after the first training was incremental in making sure that the second training can improve and learn from the first training and resolve any flows it had. This further convinced the organisers that there is a need to closely monitor the processes taking place during the second training. For the sake of comparability, it was decided that all data-gathering methods should be aligned with those adopted to monitor the first training. However, due to structural changes in how the training was organised, some of the data-gathering methods were changed for the second training.

3.1 Coaches/ Note Takers

The work ambassadors were engaged with during the second training was organised in groups formed around particular seed initiatives. In general, ambassadors taking charge of the seed initiative were encouraged to lead the work in these groups. To support them a set of methodological instruments to be used in each of the sessions was prepared prior to the training. Additionally, each group of ambassadors had an assigned coach - a person who had received in-depth instructions/training prior to the training on the methods used in the training. The coaches were instructed to support seed leads in their work. However, they were also instructed to take notes on the dynamics in the group, any observations on how well the instruments developed for the training work and capture any feedback from the ambassadors. Coaches were asked to submit their feedback in written form and to share it in a focus group discussion.

3.2 Ambassadors and project partners' poll

An online poll was created to gather ambassador feedback and satisfaction after the training. At the core of the poll were the same questions that were asked after the first training. However, some additional questions were adapted to reflect the general processes that took place during the second

training and to provide the organisers with some additional/new data needed to properly assess the training. Only an online version of the poll was prepared for the second training. Not all ambassadors filled out the online poll. 25 ambassadors filled out the online form.

Additionally, to ensure that partners' feedback is quantified, a short survey was developed for project partners. For this purpose, the same survey was used, which was developed before the first training. An online version of the survey was prepared and circulated among partners. 14 filled responses were received.

3.3 Discussion session

To capture the immediate reactions of project partners and ambassadors a set of discussions was held. The first was taking place during the final session of the training and focused on ambassadors' feedback. The second was organised immediately after the training. During this reflection session, project partners were given the possibility to reflect on the training and start to identify lessons learned for the third training. The third discussion was held online and was organised as a focus group of coaches. This was probably one of the most important discussions because coaches were the group of participants who had the best knowledge of both the project intentions and ambassadors' work. Finally, a discussion was organised between the core group of organisers. This discussion was mainly focusing on broader conclusions on how well various instruments and intentions worked during the second training.

3.4 Personal Feedback

In addition, all organisers were present throughout the training. This allowed them to engage with ambassadors and follow the general mood within the group. Additionally, after the training ambassadors provided feedback via email and Slack.

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4. Feedback and satisfaction

4.1 Ambassador Feedback

The assessment form distributed among ambassadors addressed three major themes: 1) the overall satisfaction with the training, 2) general satisfaction with the main sessions of the training and 3) recommendations for the remaining training. These themes will be discussed in the following chapters. In all considered criteria ambassadors' satisfaction with the training programme has increased. Furthermore, after the second training ambassadors feel more satisfied with the opportunities the ambassadors' network offers them.

4.1.1 Overall satisfaction with the training

Overall, ambassadors felt very satisfied with the second training and on average rated the training with a mark of 9.1 (on a scale of 1 to 10) (see Table 2). This is substantially higher than the mark ambassadors gave to the first training. The assessment was slightly higher when ambassadors assessed whether they would recommend other activists to attend the COCOREADO training. In this case, ambassadors felt very strongly that they would recommend the training to their friends.

Ambassadors were also asked to provide any comments they had regarding the second training in general. Many of the comments received stressed that the second training exceeded the first training and incorporated many interesting themes that might be relevant for everybody, who is looking for a way to make a change in the food systems. Opinions on why the second training was better than the first one differed between the ambassadors and – while some ambassadors were explicitly suggesting that it might be that they felt better in this training because they knew other ambassadors and the "rules of the network", others emphasized the significance of addressed topics.

Ambassadors also emphasized the significance the training might have on somebody exploring possibilities to build an initiative and the possibility to broaden one's professional networks. While in the assessment that was conducted after the first training, there were explicitly negative comments, there were no such comments after the second training. On the one hand, this should be perceived as proof, that the training programme is improving and that the organisers have managed to benefit from the comments ambassadors provided after the first training. On the other hand, it should be taken into consideration, that the premises, location, and catering (things that were explicitly criticised after the first training) were very different between the two trainings. Clearly - these differences have had an impact on the training assessment as well.

Table 2 - Overall assessment of the training

	Pre-training	First training	Second training
How would you evaluate the organisation of COCOREADO Ambassador Training?	-	7.6	9.1
How strongly would you recommend a new ambassador to attend the first training?	-	7.9	9.0
I currently feel involved in the COCOREADO Ambassador Network activities.	7.6	7.6	8.5
COCOREADO project is a platform that offers me new opportunities.	8.5	7.8	8
Ambassador network helps me to engage with challenges in my local food systems.	7.2	7.2	7.8

Source: Ambassadors pre-training, first training and second training assessment surveys.

Since the first encounter with ambassadors, the project representatives have been monitoring ambassadors' general assessment of their possibilities in the network - the sense of being a part of the project (I currently feel involved in the COCOREADO Ambassador Network activities), opportunities the project generates (COCOREADO project is a platform that offers me new opportunities), skills and support the project provides (Ambassador network helps me to engage with challenges in my local food systems). As illustrated in table 2, for all three questions the performance of the project has grown if compared with the first training. It is, however, still slightly below the pre-training expectations in case of opportunities the project generates.

4.1.2 Assessment of separate sessions

Ambassadors in general felt positive about the individual sessions of the training. However, there was a slight variation in satisfaction with various sessions (Figure 3). Furthermore, ambassadors managing seed initiatives, in general, were more satisfied with the sessions they attended than other groups of ambassadors (with one exception - satisfaction with cross-visits). Since the training was specifically

tailored to advance seed initiatives, the higher satisfaction of ambassadors working with seeds is not surprising. However, it probably also illustrates that actors integrated deeper into the project life and holding more ties with the network will be more satisfied with the training.

Ambassadors gave the highest overall score to parallel sessions. This, perhaps is not surprising, because this was a part of the training that was planned to address different topicalities relevant to food systems and ambassadors. The topics of the sessions were selected based on the expertise of project partners and in close collaboration with ambassadors. As a result - some of the discussions held in these sessions were fully developed by ambassadors. There were however differences in how separate parallel discussions were assessed by the ambassadors (see Table 3). The differences in the assessment must be however approached cautiously because some of the groups were very small only focusing on a particular issue (like the group "Developing a podcast"), while others had to adopt a particular organisational form that probably affected the scoring (like the group "Changing the culture of procurement").
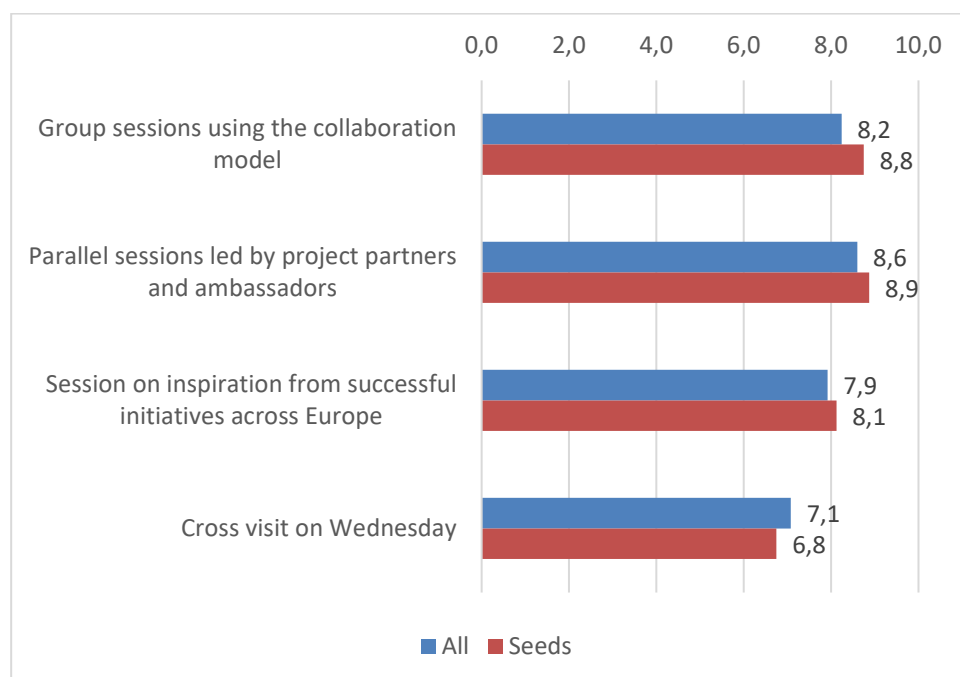

Figure 3 - Assessment of the sessions

Ambassadors were also highly satisfied with the set of sessions at the core of the training (those focusing on the collaboration model). Perhaps, this again is not surprising, because these were the sessions that allowed ambassadors to develop their own ideas while working in smaller groups. Most likely, the satisfaction was also affected by the interactive approach used to ensure that ambassadors can work with groups that are most relevant to them. Ambassadors could choose from the seed initiatives that are developed in the COCOREADO project:

1. **Food hub** - food hub providing farmers with various services. Submitted by Bledar Meta, Albania.

2. **Kalaska** - initiative that seeks to unite meat production with local consumption through a cooperative of farmers that produces, transforms and sells directly to the consumer. Submitted by Nerea Viana, Spain.
3. **Family walking festival** - family walking festival introducing participants to the local producers. Submitted by Dovile Ileviciene, Lithuania.
4. **Coco market** - an online application and market where consumers can directly buy natural, products produced by farmers. Submitted by Anano Izakadze, Georgia.
5. **Farmer are our teachers** - an Educational Unit in which students will be able to learn about the ecosystem and biology regarding farms and how the manufacturing process unfolds. Submitted by Aitor Azkarate, Spain.
6. **Foodschool** - spreading the knowledge of sustainable food systems through schools. Submitted by Domen Virant, Slovenia.

Table 3 - Assessment of the parallel sessions

Day 1		Day 2	
Title of the parallel session	Average score	Title of the parallel session	Average score
Communication activities: developing a podcast	9.4	Creating access to land	9.0
Changing the culture of public procurement	7.9	Changing the culture of public procurement, part 2	8.3
Market power and value distribution in food value chains	8.6	How to optimise your social media	8.6
The progress and challenges faced by seed initiatives	8.3	How to support change at a local level / ambassadors' toolkit	8.0

Source: Ambassadors second training assessment surveys.

The session that received the lowest assessment was focusing on cross-visits. This is also the only session that received a lower grade from ambassadors managing seed initiatives than from ambassadors in general. The first point to note here is that while the assessment of this session is lower than for other sessions, it is still relatively high and in general ambassadors felt satisfied with the session. This is also very explicitly illustrated by the comments ambassadors provided in the assessment survey (where the visit has been described as interesting and insightful). The second point to note here is the differences in ambassadors' assessment of cross visits. From the survey it is clear that the interests of some ambassadors lie with different parts of the food system - while some would prefer to see local consumers cooperative, others are much more interested in functioning farms, processing or something completely else. Thus, it is very clear, that some of the ambassadors would prefer to visit a farm (which would be challenging to arrange in the given timeframe). If ambassadors' perception of these excursions is to be increased, the third training will have to introduce parallel visits. However, with that being said, it is important to keep in mind, that there is a number of additional challenges linked to organising a farm visit during the training.

4.1.3 Replication framework

Ambassadors were asked to assess ten success factors. For each success factor, they were asked to share their thoughts on whether it is replicable and why. The report will now shortly list the feedback ambassadors have provided on all ten success factors (SF).

- SF1: Transparency and availability of information
  Ambassadors in general felt that this success factor is replicable. Partly this is because there is a growing consumer interest in NOFAs. However, also because it seems to be a general international trend - NOFAs are becoming more transparent. However, ambassadors also felt, that the transparency building might be related to the size of a farm and some ambassadors were expressing the belief that trust building is more associated with smaller farms. There were also more critical voices among ambassadors saying, that although farmers recognise the significance of trust - some of them are still hesitant to be completely open about processes on the farm. Some ambassadors were also pointing to the challenges constant consumer presence on a farm might pose. This point was made stronger by the observation that consumer interest often does not result in actual purchases. Finally, one ambassador suggested, that access to a farm should not be a prerequisite of trust.

- SF2: Engagement of the value-chain
  There are mixed feelings among ambassadors about the 2nd success factor. While it was stressed that maintaining a community supporting local products and local farmers is important, it was also recognised that often there is a disconnection between farmers and consumers. However, ambassadors did feel that there is interest in local produce among urban residents and it is growing. Also, they felt that there was a broad range of example farms that have managed successfully to capture the value of the products they produce. It was stressed, that for a farmer with a good reputation, it can be easy to broaden its circle of consumers. On the other hand, ambassadors also stressed, that the existing socio-economic context might not be very beneficial to small farmers. Additionally, farmers often lack the skills and experience to penetrate value chains. Furthermore, one ambassador pointed out, that farmers' unwillingness to cooperate does not help when it comes to strengthening the position of local producers.

- SF3: Strategic production planning
  The ambassadors' assessment of this 3rd success factor differed between groups - while in some groups strongly positive perspective dominated, in others ambassadors were pointing to the potential caveats related to the role of planning. Those that were positive that the factor can be replicated, point to farmers' and consumers' willingness to adapt and to the examples that have adapted subscription or other models that allow planning. Those that are more hesitant point to the seasonality that is strongly linked to any subscription model. Some ambassadors also ask questions regarding the level at which planning should take place - some ambassadors are confident that this should be a task for cooperatives and similar organisations and not for farms. Meanwhile, some farmers are clearly sceptical pointing out that strategic planning of relations with consumers works in very local environments and there are no

regional or national solutions. Ambassadors also suggest that adapting this model might require a particular mindset that might not come easily to all farmers.

- SF4: Multidisciplinary partnerships
In general, ambassadors stress that this is something that is already happening in their home countries. A number of ambassadors are listing various departments, actors representing academic space, and NGOs that form together smaller or broader networks. Ambassadors point out that the state in each separate case has found the resources needed to maintain the networking. Yet ambassadors also present a more nuanced picture illustrating that success of these networks depends on good coordination and partners' willingness to engage in the network. It is also strongly dependent on the partners' willingness to collaborate. Ambassadors also stress that such collaboration presupposes a long-term vision and it might be that the engaged actors just do not have such a vision.

- SF5: Goal congruence
Ambassadors had very little to say about this success factor. In general - ambassadors felt confident about this challenge saying, that it is inevitable in multi-actor networks. However, some also stressed, that the only true goal of such groups should be to strengthen the position of farmers. Meanwhile, some other ambassadors expressed concerns that it can be challenging to align goals between farmers and consumers.

- SF6: Financial resources/ company structure
The majority of ambassadors felt that there are funds to support farmers. The ambassadors stress the diversity of potential channels farmers can use to attract funds. Funds are provided by various state departments, EU instruments and even crowdfunding. What exactly will be available seems to differ between countries. However, farmers might still face challenges when applying. Firstly, in some cases, the schemes offering funds can still be bureaucratic. Bureaucratic bottlenecks can limit farmers' ability to benefit from these funds. Secondly, often for a farmer to reach the intended goal there is a need to mix multiple funding sources and applying to these as well as managing these is very time-consuming. Still, ambassadors also stress that there are agencies and NGOs helping farmers to engage this funding. There are also more critical claims made by ambassadors. At least one ambassador said that farms should not depend on external funds. If it cannot make the ends meet on its own – it is not a good example. It is also stressed, that while there are several funding channels available, farmers might struggle to identify any that actually correspond to the idea farmers tries to develop.

- SF7: Defined target market
Ambassadors seem to agree that many of the successful farmers are working in niches. Sometimes it is not intentional but rather by accident. Still, even without a proper market assessment and not having data on consumers' demands, successful farmers will have a clear grasp of whom they are selling to. It is also suggested, that young farmers are better when it comes to sensing niches to sell to. Two larger consumer groups are suggested as the key outlet channels for these farmers. Firstly, it is claimed, that probably farmers are targeting wealthier consumers. Secondly, there is almost a univocal agreement, that most farmers are working

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with families with children. However, ambassadors also recognise quite a few issues with how farmers are working with the niches. First, ambassadors suggest that often farmers lack the skills to build proper communication with these groups. Second, it is suggested, that in some cases farmers focus only on income forgetting about the need to engage in conversation with the niche. Third, farmers might lack information regarding the potential consumers which limits farmers' ability to communicate with these groups. Fourth, it can be that the group of potential buyers in the area is small. Finally, ambassadors observe that sometimes farmers can choose a target group that is just too small.

- SF8: Quality certification and/or focus on high quality
  Quality certification is a promising route to support farmers. However, it is also suggested that there are differences in how the schemes are organised across the EU. It seems, that there is state support for quality certification. Still, ambassadors identify quite a few potential pitfalls. Ambassadors suggest that while the idea of certification is promising, the execution often can be poor. To start with, these certified products might be very expensive and out of reach for the customer consequently reducing consumers' ability to purchase these products. Also, farmers are keen to certify their products or their farm, yet they forget (or lack the skills) to communicate and increase consumers' awareness of the properties the certificate represents. Consequently, consumers just do not know the quality scheme and what it stands for. Some ambassadors also stress that there are substantial differences in how quality is perceived among farmers and consumers. Finally, one ambassador suggests that consumers do not pay much attention to certificates.

- SF9: External communication
  It might be hard for small farms to find the time needed to engage in communication. Yet, with that being said, nowadays there are countless ways how a farmer can reach out to the consumer. Online space and more particularly, social networks (and in a broader sense - the farm's online presence) can be used to engage consumers. However, there are also real-life opportunities - food fairs, markets and existing networks of consumers. Also, ambassadors suggest that in a number of countries the state is stepping in to support and manage the communication farmers have with consumers. Still, some ambassadors felt sceptical about farmers' ability to benefit from the communication means they have access to. First, the communication space is already overcrowded by larger brands that have more funds and can hire exceptional specialists. Second, farmers are good at farming, but not necessarily at communication. Third, while there are attempts to communicate, there is still a lack of good storytelling among farmers.

- SF10: Personality and skills of the initiators
  The assessment of this success factor differed significantly between groups. In most groups, ambassadors were seeing the potential of the factor, yet had very little to say about why it could be replicated in their home country. Despite this, it was mentioned by several ambassadors, that the generation shift introduces a new type of farmer who has a different mentality and a stronger grasp of new possibilities. Meanwhile, there was a long list of critical claims. Ambassadors were saying, that the majority of farmers still lack the mentality to change

their routine and perspective. Many of them lack time to develop these skills or - to think about these issues. Furthermore, advisors are also insufficiently trained to support farmers with these challenges. Finally, it might be financially risky for farmers to introduce dramatic shifts.

4.2 Partners feedback

In general, partners were very satisfied with the second training. The partners' satisfaction with the activity is measured using three criteria - everything leading to the training, the training itself and the results of the training. In two of the three criteria (training itself and outcomes of the training) the average partners' satisfaction has increased (Table 4). Meanwhile, in the case of this training partners were less satisfied with the processes leading to the training (still, the drop in satisfaction is relatively low). The decrease in satisfaction is most likely linked to the fact that the programme was focusing much more on taking into account ambassadors' interests and ensuring that there is one overarching focus. Still, observing the decrease in one of the assessed areas provides us with an opportunity to rethink the planning of the third training.

Table 4 - Partners assessment of the training

	First training	Second training
Organisation of the training	8	7.8
Training	7.6	8.1
Outcomes of the training	7.8	8.1

4.2.1 Processes leading to the training

Partners felt satisfied with the processes leading to the training. On a scale of 1 to 10 (where 1 is "not at all satisfied" and 10 is "very satisfied"), how satisfied are you with the organisation of the training, the average mark given to the training was 7.8.

In general, partners felt that the training planning was efficient and managed to develop an insightful programme for the training. Partners were praising both the idea behind the training (to focus on the collaboration model) and the execution of this idea. It was also acknowledged, that the preparation was timely and gave everybody a lot of time to ensure that all the details of the training are worked out. Finally, partners felt that practical solutions used for planning allowed the organisers to be better prepared for the training. For example, having a script listing in detail what will happen when allowing the organisers and coaches to be on the same page and not get lost during the training.

However, partners were concerned regarding the equal engagement of all partners in the training. The feedback from partners suggested that some partners felt less engaged in the training, felt that they did not have access to the training materials and that their training-related project needs were not properly addressed in the training. This critique, of course, is closely linked to the fact that the second training was looking for ways to move away from training organisation that focuses on work package needs and introduce a more holistic programme. This is a critique that has been addressed while preparing for the third training.

4.2.2 The training

When partners were asked to use a scale of 1 to 10 (where 1 is "not at all satisfied" and 10 is "very satisfied") to express their satisfaction level with the training itself, the partners on average assessed it with a mark of 8.1. The satisfaction with the training itself has substantially grown among the partners. While the increased satisfaction has a lot to do with the organisation of the training, it is also worth noting, that it is highly likely that the overall perception has also improved due to the location and services provided during the training (something that is strongly linked to the level of costs in different areas of Europe).

Partners felt that the training addressed the challenges ambassadors were looking to address. The collaboration model used in the training was perceived as a large part of this success (still, not everybody felt equally thrilled with the model). Partners also praised the focus on working in groups and giving ambassadors the possibility to work with their own seed initiatives. Also, it was stressed that providing partners with a set of methodological tools helped ambassadors to engage with issues they are working with in a structured way.

There were also some critical points made by partners. Most of these addressed very marginal issues - such as rethinking how much time is allocated for different activities; ensuring that there are additional breaks for having unscripted exchanges between ambassadors; making sure that ambassadors can benefit more from the competencies locked in the COCOREADO project. It was also observed, that not all ambassadors were equally engaged in the training.

4.2.3 The outcomes of the training

When asked how satisfied partners are with the outcomes of the training, the average score partners gave to the training was 8.1. Again, the overall score was higher than the one received for the first training. Two main themes were raised by the project partners when commenting on the outcomes of the training. On the one hand, partners were discussing how well training has reached project goals associated with the training. On the other hand, partners discussed network-related outcomes - questions not really listed in the proposal, yet significant for the ambassadors.

In terms of project-related outcomes, while the assessment of the training was high, the comments received from the partners were ambiguous. Partners stressed that the training had its strong sides. For example, it helped ambassadors to advance seed initiatives, generated inputs needed to advance the replicability framework, offered space to discuss the toolkit and helped to advance other materials that needed inputs from ambassadors. Meanwhile, because the training was looking to move away from work package thinking, some partners felt, that it was difficult to harvest inputs for their deliverables. This is a challenge, that will have to be addressed while preparing for the third training.

In terms of network-related outcomes partners raised questions regarding the nature and the future of ambassadorship. Three key questions among these were:

- What exactly does it mean to be an ambassador?
  In the context of the COCOREADO project, this is a person who attends the three trainings. However, the question that partners have been raising is more concerned with the expectations related to ambassadors outside of the project. Also, partners suggest that there should be more reflections among ambassadors regarding their role as ambassadors in their local communities. Partners raise questions asking how well we manage to support ambassadors to facilitate transitions in food systems.

- Can we support ambassadors after the project ends?
  While ambassadors have developed a close-knit community, it is very much maintained by project partners. Also, at the core of this community is three COCOREADO trainings. However, are there any support instruments that can be initiated to ensure that ambassadors' network and individual ambassadors are supported in their attempts to network and facilitate transition after the project ends? During the discussions it was stressed, that project needs to facilitate individual exchange between ambassadors and support their attempts to reach out to each other.

- Are there any opportunities to fund ambassador activities after the training programme finishes?
  The training programme is an outcome of the project. However, it will end once the project will stop. The question that the partners raise is - are there any opportunities to attract funding to support the network after the project ends? The partners agreed that it is important to monitor opportunities and to include in a communication with ambassadors' insights regarding the potential funding sources that could help them continue to network and advance their skills.

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5. Recommendations and conclusions

The insight into the third training offers several conclusions and recommendations for further work with the ambassadors during the third ambassador training and beyond it.

5.1 Recommendations from planning process

The approach to planning the second training involved creating a common training framework and further involving all project partners in the development of training sessions for groups of ambassadors, as well as several parallel sessions and sessions in plenary. This approach has proven to be beneficial for a more in-depth involvement in the training of both the COCOREADO project partners and the ambassadors. Thus, it is advised to choose a common framework for the training activities that serve as a common thread for the whole training event. It is also recommended to gather ambassadors' feedback regarding this framework beforehand to ensure that there is enough responsiveness and engagement. Moreover, the project ambassadors are able to provide useful comments and suggestions for further improvement of the training framework.

It is also clear that both ambassadors and partners have to engage through the training planning process. Including these groups helps ensure that all interests are represented in the training and that potential needs and interlinkages with other activities are identified and introduced in the training programme.

In terms of technical recommendations it is possible to conclude after the two trainings the following good practices:
- Organising work in small groups and providing ambassadors with the possibility to choose in which group they would want to work in;
- Ensuring that there is a detailed script of the event helping the engaged people to orient what is happening when;
- Giving space to ambassadors to discuss issues that are relevant to them;

- Introducing coaches - partners that are better informed regarding the programme of the training and can support ambassadors;
- Shifting between work in groups and sessions organised as lectures.

5.2 Recommendations from ambassador feedback

At the end of the second training, the ambassadors expressed several suggestions within the ambassador survey on how the third ambassador training could be improved. Some of the most prominent suggestions included:

- The ambassador group needs to be kept engaged beyond the project lifetime;
- The connection between the ambassadors and the inspirational environment of the training in Pamplona should be kept alive after the second project training;
- The project could help the ambassadors to become more involved with the local stakeholders and the government by developing a standardised letter for the ambassadors related to their role in the project;
- More energizers and ice-breakers between the sessions could be introduced;
- There should be a focus on co-creative work and exchange amongst ambassadors;
- More free time on the agenda would be preferable.

Additionally, ambassadors provided specific suggestions regarding the cross-visit organisation during the training in Riga. The main conclusion that can be gathered from the suggestions is the ambassadors' interest in visiting a different type of site, more particularly, a local farm. The suggestion is related to the fact that several ambassadors are involved in this specific part of the food supply chain which was not yet covered in the cross-visit of the second ambassador training. Additionally, it was also suggested to make the cross-visits more dynamic by involving a "do" factor in the visit, which is a valuable recommendation to make the ambassadors more engaged and motivated in the participation of this part of the training. It also seems, that there is a need to identify various different ways how ambassadors could engage with the network and the project (so far we have activists maintaining seeds, organising lectures to other ambassadors, organising a podcast, and organising meetings outside of regular training).

To conclude, the ambassadors' recommendations after the second training serve as a valuable guide for the preparation of the third ambassador training. Moreover, as the recommendations indicate, the project team should already start considering the ambassadors' involvement beyond the third project training, as well as beyond the project lifetime.

5.3 Conclusions

It can be concluded from the ambassadors' oral and written feedback that the training was organised successfully and was well received by its participants. The participants enjoyed different aspects of the training including both the formal training activities and the informal training events. The developed collaboration model served as a successful training framework that helped the ambassadors to work with the seed initiatives, gather experiences, and deepen the networking among the participants.

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6.   Appendices

6.1 Appendix 1: Script of the second training

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Script
2nd ambassadors training
Pamplona

Table of content

Additional information

We refer to this script when talking about the guidelines for coaches.
Coaches also have also some forms to fill out (student binder). These forms should be filled out and after the training, these forms should be collected

Other important document is the the detailed agenda of the training, and can be found under:
Outline agenda - retroplanning - coaches and mentors.xlsx (kuleuven.be)

1. Monday 10th of October

09.00 – 09.50: Check in + introduction (50min) – Lead Mikelis

Time	Description	Responsible person & assigned roles
10min	Check in + welcoming everyone Damiana Maiz (R&D project coordinator INTIA): welcome in Pamplona	Put student binder on the tables (Marco)
10min	Agenda and rules of the game *What not to forget in the ppt* -Mention the mentors (point out) -mention parallel sessions & subscribe -mention the pitch on day 2 -mention the student binders	PPT: Mikelis
20min	Introducing the collaboration model. *Material needed:* - Ppt on collaboration model is ready on sharepoint 	PPT: Lisa
10 min	<u>Q&A</u>	

09.50-11.00: Collaboration model: Forming groups (70min) – Lead Rani

| Time	Description	Responsible person & assigned roles
5min	Explanation of the session	Host: Lisa & Rani

20min	5 Seeds and 2 blank 'seeds' are available to choose from.
	
	The 7 initiators receive 2min to pitch their seed (and this will be timed). Each seed will be named by the host (Lisa), afterwards they can pitch their idea.
	At this point, there is no time for questions, after each pitch, but other ambassadors can asked their questions later in this session.
	
	<u>Material needed</u>
	    • Stopwatch
	    • Microphone for ambassadors
		Timekeeper & host: Lisa & Rani

30min	<u>Tree diagram – exercise</u> Host explains the exercise The idea is that all ambassadors (without initiators) follow an algorithm, they answer 3 questions and based on their answer they are divided into groups. After every question the host checks if the groups are balanced or not and ask Ambassador to reconsider if needed. After answering a question they move to a different spot in the room. Each spot has an envelope with 'get to know each other questions'. Ambassadors get 7 min at every spot to talk to each other. After answering all three questions they end up in a group of 4 to 5 people including the initiator of the project.	Host and timekeeper: Lisa & Rani Setup of the room: Marco (ensure enough space for the group to walk through the algorithm) Coaches guide discussion questions in each step of the model
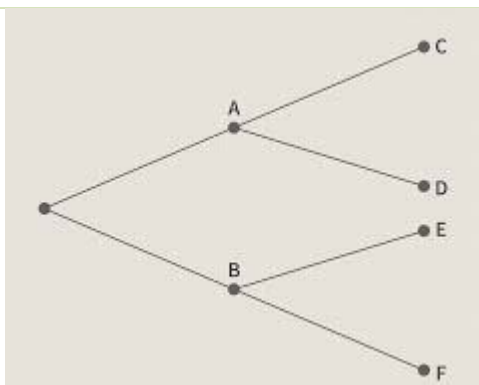
Material needed:
- Questions for each dot, printed out and put in envelop
- Poster with name of the seed idea, to put at the end.

15min	Host explains the next steps of the session. Initiators stand at the end of the tree diagram with a A3 printout (final seed documents). In this group, the initiator will answer questions. Ambassadors can still change groups. Material needed: - A3 printouts of final seeds	Host: Lisa & Rani 8 Coaches: don't intervene
20min	Break During the break ambassadors can still change groups. (and change their name with the post its). During this time they can talk to coaches and to each other, last chance to change groups.	Place A2 sheets with collaboration model on the group tables

Tree diagram exercise (20 min)
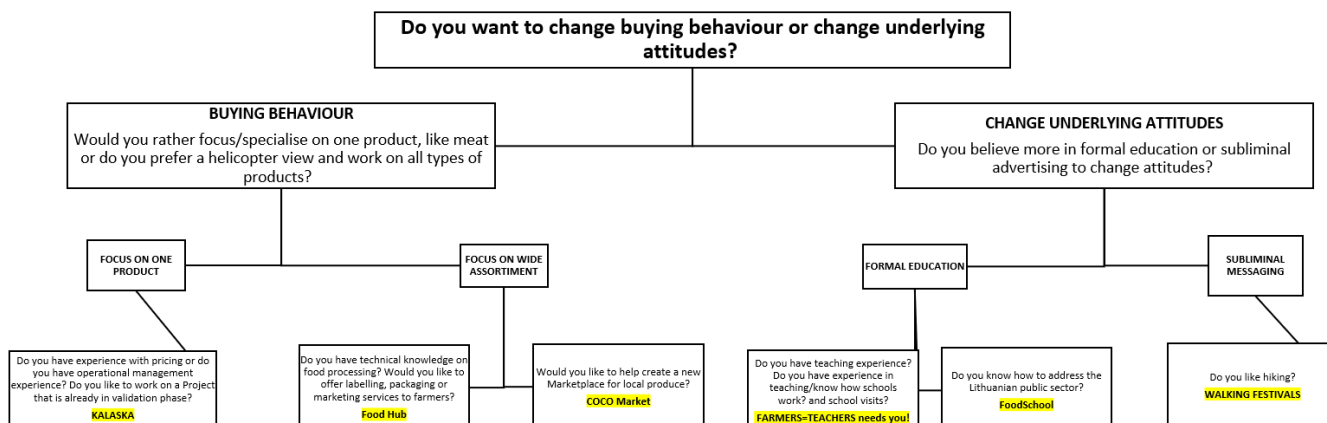
Question 1: Do you want to focus on directly changing (buying) behaviour or do you prefer to indirectly change (buying) behaviour by changing underlying attitudes?

A: (buying) behaviour (FOOD HUB, COCO MARKET, KALASKA, …):

- Would you rather focus/specialise on one product, like meat or do you prefer a helicopter view and work on all types of products?
  - C: focus on one product: KALASKA/DUCKWEED
    - Do you have experience with pricing or do you have operational management experience? Do you like to work on a Project that is already in validation phase? → Kalaska
    - Would you like to launch a new product that could be used to feed both humans and animals.--> DUCKWEED
  - D: focus on wide assortment: COCO MARKET/FOOD HUB
    - Do you have technical knowledge on food processing? Would you like to offer labelling, packaging or marketing services to farmers? → food hub
    - Would you like to help create a new Marketplace for local produce? → COCO Market

B: Underlying attitudes (FARMERS =TEACHERS, FOODSCHOOL, 'Alliance to the transition of the agri-food sector'):

- Do you believe more in formal education or advertising & stimulating the debate to change attitudes?
  - E: Formal education: FOODSCHOOL/FARMERS=TEACHERS
    - Do you have experience in teaching/know how schools work? → FARMERS=TEACHERS needs you!
    - Do you know how to address the Slovenian public sector? →FOODSCHOOL needs you!
  - F: advertising & stimulating the debate
    - → 'Alliance to the transition of the agri-food sector'

Remark: make sure groups are more or less balanced, challenge them on their choice and ask to change if needed.

Questions at each 'stop'

- Stop 1: Talk about your background.
- Stop 2: Why did you choose this stop?
- Stop 3: Talk to the initiators. Do you have any questions for them?

11.20 -12.40: Collaboration model: Step 3-4-5 (80 min) – Lead Mikelis

Time	Description	Responsible person & assigned roles
10min	Fill out What question in student binder (5min) Explanation of the session. A couple of words on why we need to focus on the why.	Mikelis
15min	Step 3: the question 'Why are we working on this project?' Ambassadors work with the large sheets that where filled while they where discussing what are they doing. They have post-its of two colors. They use one of the colors to indicate why in terms of general impact of the initiative on the food systems. They use the post-its of the other color to indicate their personal expectations related to the task. There should be a short discussion among themselves regarding the main general reasons they associate with the initiative and the secondary reasons.	Flip charts, markers, post-its of two colors. Coaches steer the discussion helping to organize the post-its on the flip chart (putting similar ideas together, keeping post-its in the centre and making sure that general impact and personal impact post-its are separated)
20min	Step 4: focusing on the necessary roles, skills, competences and insights are identified in the team On the table the same sheet of paper focusing on the what and why. However, now, there are two additional squares around the description of the initiative. The inner square focuses on the "crucial skills, competencies and insights". Meanwhile, the outer square focuses on the optional skills and competencies "crucial skills, competencies and insights". They can either write the skills and competencies down on the sheet of paper or they can use post-its. The ambassadors are encouraged to rely on their expert judgement. However, there are couple of guiding questions that might help them:	Same flip charts, markers, post-its of two colors. Coaches draw two squares around the "why" post-its. Coaches guide the discussion by reminding the questions listed.

	• Is anybody aware of similar initiatives and they share how they were organized and what problems they were dealing with? • How the initiative will be working and will be linked to food systems. What skills, competencies and insights needs to be there to ensure it works? • Does the skills and competencies allows the initiative to engage with the key "Whys"? • Why each of the identified skills, competencies and insights are crucial for the initiative? It might be good to have a quick debate on prioritization of the identified skills and insights.	
5min	Everybody gets up. Each ambassador has to use these 5 minutes to find another ambassador from a different group. During the 5 minutes they must give the other ambassador an overview of the development in the group so far and has to raise one issue that has surprised or challenged him/her.	
30min	Step 5: The short and long-term values are listed (and redefined) for all stakeholders. This answered the question: What will the world look like after you have solved this problem? In this step, the tool value proposition can be used. The discussion returns to what and whys (and personal whys) and ambassadors are asked to think – would this initiative be welcomed by the envisioned customers? 1. Ambassadors then take a couple of minutes to discuss – is the why of the initiative corresponding any particular group of customers? Which groups might be benefiting from the initiative? 2. What is the problem these groups have that the initiative will address and how it will solve the problem? For each of the identified groups – what are the key problems the initiative will help to address? Finally, based on the discussions, the ambassadors are asked to identify two or three key problems they will work with. *To align with the hypothesis testing they should write down the customer problem they are solving & the solution they bring*	Same flip charts, markers. Coach reminds ambassadors to consider the main groups of actors (farmers, processors, retail (incl. distribution), consumers). Coaches steer ambassadors to clarify the groups of actors and if needed ask - "What about other actors?" (consider input providers, funders, NGOs, etc.). Coach notes the groups affected by the solution and for each group – asks the second question and writes the

		answer on the flipchart.
5min	Closing (and going to lunch)	

An example of how the filled flip chart might look like:

Step 4: **optional skills**, competencies and insights (these might be good to have)

- Management skills (with advanced management this will be easier)
- Creativity (we might have to solve unexpected issues)
- Etc.

Step 4: **crucial skills**, competencies and insights (these are crucial to have)

- Digital skills (we will have to develop a platform)
- Communication skills (people will have to be convinced)
- Project writing skills (additional funding will be needed)

Step 3: **Why** are we working on this project?

Personal reasons? Example: I want to explore how digital tools can be used to facilitate change

General reasons? Example: Give more data to base their decisions to farmers

Step 5: List the **key groups** and shortly note what problem and how the initiative will solve.

- Farmers
An example: poorly understands expectations of the consumers. The initiative will help farmers to engage in the debate with consumers.

- Processors

- Retailers

- Consumer

13.40 -14.40: Parallel sessions (60min) – Lead Mikelis

Time	Description	Responsible person & assigned roles
10min	Choose groups	
50min	**Changing the culture of public procurement, part 1: Sharing experiences and identifying barriers** Barriers and challenges for small-scale farmers in public procurement, and what procurement officers can do to alleviate them. The session will include a presentation on possible challenges for small-scale farmers and a discussion on the causes of these barriers and possible solutions.	UCPH + LUT (hosted by Line & Adam)
	The progress and challenges faced by seed initiatives **(Only for initiators)** An informal exchange moderated by INTIA between leaders of seeds and the responsible project partners on the challenges and expectations related to seeds.	Jon
	Market power and value distribution in food value chains In this presentation, I first discuss how values is created in agrifood supply chains, referring to the various functions, such as processing, storing, transporting, etc. on the one hand, and they type of product (bulk versus differentiated) on the other. I then discuss how prices are formed at each stage of the supply chain, disentangling the effects of competition, volatility and market power. I thus show that what is often perceived as unfair prices due to market power is in fact a result of volatility and competition, rather than market power. I also show that market power may reverse at the benefit of farmers, depending on market conditions. I conclude by reflecting on the advantages and disadvantages of measures trying to address issues of prices and value distribution, including increasing market transparency, cooperatives and vertical coordination.	Erik
	Ambassador session on communication activities **Developing a podcast** Establishment of a Podcasting/Youtube channel would be an excellent opportunity for all ambassadors to collaborate on project that would aim to provide reliable proven information in relation to climate chage and evoirmental issues to the general public, farmers, and the media and excellent opportunity for the ambassador community to to bridge the gap between the the environmental and agricultural communities and become key part of the ongoing debate in their country	Daniel Long + RYE
15min	Break	

14.55 - 16.55: Collaboration model (step 6) 120 min – Lead Lisa

Time	Description	Responsible person & assigned roles
10min	Many uses exercise in small groups (divide according to seed initiatives): we invite the groups to brainstorm on different uses for an everyday object like a spoon. The goal is to get them in a mindset that allows looking at things from different angles	Coaches: Bring some everyday objects (chair, knife, spoon, wallet, key, post it, marker) & guide the groups
20min	short plenary presentation on the lean startup methodology, examples from other startups that used it (15 min ppt & 5min Q&A)	Lisa: PPT
20min	Sabotage exercise in groups– goals is for them to identify those assumptions that are crucial for their plan to work, those need to be tested!	Flip charts, markers, post-its: Marco & Lisa Guide the groups: Coaches
15min	Explain both options – present slide 8-13 Do you understand the customer problem?	Lisa PPT
40min	Option 1: "Walk a mile in my shoes" - don't call it role playing not to scare people off! This exercise is optional, not compulsory. It is intended to understand very well the customers problems and how your solution solves that problem. Option 2: Groups that have a good understanding of the customer problem can move directly to develop an action plan using list of Sandra (template to be developed)	Coaches: guide the groups
15min	Closing Write down updated problem & solution (student binder)	Coaches: motivate groups to write down their updated problem & solution
	Prepare for visit local food fair + remember to decide on who will pitch tomorrow!	Host: Lisa

Many Uses exercise (10 min)

This method is used to generate energy, creativity, and out of the box thinking, setting the stage for innovation at a later stage. Many objects we encounter on a day to day basis have a 'fixed' meaning and purpose assigned to them. For instance, a chair is meant for sitting, a knife for cutting, a pen for writing, and so on. This preconceived meaning is useful in terms of the efficiency of our everyday cognition, but it can also prevent us from looking at things with an open mind. By explicitly directing people to relate to an object in unaccustomed ways, to rethink its meaning, value, and possible purpose, new opportunities and possibilities can arise. This method can be a good way to warm up people's 'creative muscles' and support them in approaching more serious topics or design challenges in a creative way later on during a workshop.

1. Place the object in the middle of the group so everyone can see it.
2. Using a blank sheet of paper, invite participants to write down as many alternative uses, purposes or meanings that can be attributed to the object in front of them. Ask them not to disregard any idea that pops up in their minds.
3. After about 3-5 minutes, people finalize their ideas and share some of the wildest or most interesting ones with the group

Source: Arts-based Methods for Transformative Engagement: A Toolkit – SUSPLACE (sustainableplaceshaping.net)

Sabotage exercise (20 min)

Co-creation tool to identify blind spots in your project plan by taking the perspective of a saboteur. Creates strong internal support for the final project plan. Stimulates divergent thinking: 'what did we miss?'

Instructions:

1. The initiator of the project explains the prototype plan to the project team. The coach ask everyone (also initiators) to write on a post-it one or two things that would make the plan fail. These can be internal or external events. As a coach stimulate creative ideas and ensure people that they are not committed to their sabotage ideas. Stimulate people to point out cultural differences that could sabotage the plan. (10 min)
2. Bring the group together and categorize all the ideas into clusters as you see relevant. (5min)
3. Distinguish between ideas that would be a nuisance and ideas that really make the plan fail. (5min)

The end result is a list of potential challenges, these can be considered make or break assumptions

Hypothesis testing: 'walk a mile in my shoes' or develop an action plan (40 min)

After the sabotage, we should have a good idea of our make-or-break assumptions. If they feel that they don't fully understand the customers and are not sure what assumptions are important, they can proceed with the exercise 'walk a mile in my shoes'. If they have clear assumptions, they can proceed and make an action plan to test these assumptions.

"Walk a mile in my shoes" * This methodology is inspired by the Theatre of the Oppressed by Augusto Boal (Forum Theatre).

Instructions:

- Before starting the exercise we need a short warm-up exercise: (5 minutes)

The group needs to make a "silent" drawing, without first deciding verbally on the content of it. In turn, each Ambassador draws one line of the drawing. At the end of 5 minutes, they have 3 minutes to discuss about the common drawing (its meaning) and share impressions on the process of this exercise. This exercise enhances collective imagination and empathy.

- The group has to perform its seed initiative. They decide autonomously how to assign roles to the group members (e.g. farmers, teachers, pupils, consumers). (5 min)
- We give to one member a "hidden agenda"(see below). This member needs to act according to the hidden agenda which will create an expected outcome. (5 min)
- Rehearsal 1 (5 minutes). The group acts. There will be a problematic situation emerging from the hidden agenda of one member.
- Reflection time (10 minutes). At the end of the play, the group convene and reflect on the following questions (brainstorming with post-its):
  - Which problem emerged in the rehearsal of your seed initiative? Which role created it?
  - Which solution(s) do you put in place to face this problem (it can be either a preventive or a mitigation measure)?
- Rehearsal 2 (5 minutes). The group performs the seed initiative, this time putting in place the solution envisioned to tackle the problem arisen in the first rehearsal.
- Shared manifesto (5 minutes). The group gathers and sketches the solution envisioned and the learning outcomes of the exercise in a manifesto.

Example: Seed Initiative "Farmers are our teachers"

Hidden agenda of a group member: "You are public officer. You don't give the authorization to sell local food in the cafeteria due to food safety rules".

Rehearsal 1

Reflection time. Potential solutions:

-the group decides to ask for legal advice or to bring the case to court

-the group decides not to implement the idea of selling products from farmer in the cafeteria and instead to create a school garden managed by students.

Rehearsal 2. The group performs with the solutions envisioned.

Shared manifesto.

Hidden agenda's per seed

FARMERS ARE OUR TEACHERS and FOODSCHOOL (similar initiatives- similar challenges)	• The public officer does not give authorization to sell local food in the cafeteria due to food safety rules. • School director does not want to introduce the educational unit because the curriculum is already defined. • Lack of farmers willing to participate in the initiative due to lack of time or interest. • Public schools have their curriculum defined and introducing an educational unit depends on the public authorities, not on the directors • School food is purchased through an existing procurement contract that does not allow for buying from anyone else than the contracted supplier. • The public kitchens are not able to use the local farmers' products because the quantity is too small/variable to meet the demand.
FOODHUB	• Farmers are not interested in investing in machinery because it is costly and requires extra effort. / Not enough farmers willing to invest (a minimum production is required to make it profitable). • Lack of machinery at affordable prices to process the most interesting products of Albania. • Legal constraints due to food security laws. • Difficult to find public funds to support this initiative. • Labels are not official/sanctioned by e.g. government, trusted NGO etc., so consumers do not trust them.
KALASKA	Farmers are not interested in investing in machinery because it is costly and requires extra effort. / Not enough farmers willing to invest (a minimum production is required to make it profitable). • Lack of knowledge about quartering. • Lack of consumers willing to pay an extra price for local meat. • Difficult to find public funds to support this initiative.
COCO MARKET	• Farmers do not have knowledge about online platforms. / Without interest in investing in this activity. • Insufficient variety of products / supply too variable over the season to attract consumers to this app. • Great amount of logistic work: economic inversion or big increase in farmers' workload… Are they ready for it? Is it profitable? • Difficulties to find public funds to support this initiative.
FAMILY WALKING FESTIVAL	• Farmers are not interested / have time for participating. • Insufficient number of consumers are interested in participating. • Participating in the walk does not translate into a change consumer behaviour (purchasing of local products does not increase as a result of the initiative).

	• Or they can do this by exploring the list below and trying to apply this to their idea. This can be done by preparing an action plan
Duckweed	• farmers are resistant to change • farmers don't want to buy the duckweed as animal feed because they have contracts with existing suppliers
Alliance for transition of agri-food sector	• -the partner organizations don't want to join forces, they are all focused on their own way of working and don't believe in a marketing campaign • -Partner organizations do want to join forces but have no resources to fund this initiative

Hypothesis testing: different options for your action plan

- Discuss your idea with your friends and / or family: e-mail them, have a conversation over a gathering or invite them to a dedicated event, explain your idea and ask for honest feedback. Their reactions can help to improve your pitch and understand what feedback is helpful.
- Organize consumers survey: prepare a short online questionnaire and post QRcodes / links in physical / online places that your future customers frequent. But always add a sale or other action at the end!
- Organize focus group(s): identify 6 to 8 representatives of your consumer segments that would be interested in your product or service, gather them for a group discussion and receive immediate feedback. Add an actual choice at the end (eg Sony new Walkman)
- Go to thematic events or any kind of gatherings in your locality where your potential customers are present, have a chat with them about your idea & observe them
- Join Facebook Groups (or other social media where your audience spends their time): find the groups most related to your idea or product or that gather people from the place (city, region, neighbourhood etc) where you wish to locate your initiative, join discussions and ask for their feedback on what you're working on.
- Make an explainer video and create a pre-subscription list
- Find a mentor: consider who in your professional network has entrepreneurial experience or other experience from which you might benefit, reach out to them and ask for their advice, propose them to be your mentor or advisor for your project.
- Contact a business incubator: if there is a business incubator or similar business support organisation nearby, ask for their feedback, advice and available support. As a business support professionals, they have the experience and knowledge to know what could work and what needs improvements.
- Learn from similar initiatives: apart from gathering information about similar initiatives in mass media, online etc. visit them to gather observations and/ or contact them to learn from their experiences.
- Get 5 reasons why your idea is bad or would fail: exploring the negative side of your idea will help you to address shortcomings of your idea, also refine your pitch because you will be able to develop responses, and focus on what is valuable with your idea and what is not.
- Make a prototype
- Do a smoke test
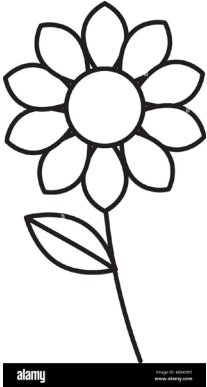
17.30 - 23.00: Local fair

Time	Description	Responsible person & assigned roles
17:30	Drive to the city centre (food fair)	
17:50	Free Visit	
18:30	Guided tasting session	
20:10	Walk to restaurant	
20:20	Dinner	
22:30	Drive back to hotel	

2. Tuesday 11th of October

09.00 - 10.00: Check-in + reflection (60min) – Lead John & Ilze

We'll take this information with us to the project meeting.
Individual flowers are used during the project meeting

Time	Description	Responsible person & assigned roles
5min	Introduction	John
15min	Think individually about different questions. They write this down on different pettle. Reflect Individually 1. What does it mean for your to be an ambassador? *Who should they interact with? What should they do?* Select three key words and put in the menti meter, creating a word cloud. https://www.menti.com/alj2ywxgekhn	Flower templates: John (put numbers on the back for group division) Partners do not interfere or participate Menti Meter: Lisa
30min	Turn the flower, there is a number on the back –> group division • The largest words from the Word cloud are used as topics to start the conversation in each group. Elaborate on how they see the role of ambassador focused on that Word. (10 min) • Continue the conversation with next questions: What do you need from the Project partners and other ambassadors to be the ambassador you want to be? Tools? Other support? (15 min)	Partners do not interfere or participate

	• Fill in the Word cloud: what do you need from other ambassadors? What do you need from the Project partners? (5min) https://www.menti.com/alj2ywxgekhn Material: • Flower template & mentimeter	Menti Meter: Lisa
10min	Plenary reflection based on the Word cloud	John
20 min	Coffee break	

10.20 - 12.30: Inspiration from successful initiatives across Europe (130min) – Lead Consulai

Idea:
- First getting to know the PESTLE-factors and use this to discuss different good practices.
- Secondly, discussing the opportunities and bottlenecks of replicating the good practice in the ambassador's region.
- Last step, connect the good practices with the seed initiatives.

To map out these bottlenecks and/or opportunities (e.g. legal, climate, infrastructure) it's important is to use a theoretical framework - Evaluation and Replicability framework.

Material:
- 8 Posters with country flags and good practices
- Post-its
- Pens

Time	Description	Responsible person & assigned roles
10min	Introduction and explanation of the exercise (4min). Explanation of the PESTEL framework (5min). Separate the groups based on their countries (opposing contexts) - 4 groups. (1min)	CONSULAI team and Rani
35min	Introduce the first Success factor (SF) and associated good practice (GP) (2min) and have each group discuss if it's replicable in their country or not (5min). A horn goes off and it's time to introduce the 2nd SF and GP, and so on. Each group of ambassadors has a poster where they can write if it's replicable in their country and why or why not. To guide their discussion, the PESTLE factor with examples are provided.	Timekeeper 4xCoaches Elke, Eric, Rui, Joana
10min	BREAK ->maybe stretch exercise on music	
35min	After the break the 2nd set of group practices is evaluated in the same way that the 1st set.	Timekeeper 4xCoaches Elke,

			Eric, Rui, Joana
20min	Now that all ambassadors are aware of the SF and associated GP, they regroup according to their chosen seed initiatives and discuss which SF/GP can be applied to their own idea (5min). After this discussion, in plenary, each team captain explains what was discussed with the assistance of a flipchart. (15min)	Timekeeper	
	Lunch		

Examples of best practices:

Transparency and availability of information

- Key-aspects to establish trust.

E.g: Being able to visit the farm (both consumer or a worker from the entity) that is producing the products purchased and or having the producer available in the selling location. Other way to do this is also through sharing a profile of every farmer that is a part of the initiative so that the consumers "know the face" of the people that are producing their food.

Engagement of the value-chain

- Key-aspect to connect producers to consumers

E.g: Have both consumers and producers have an integral role in initiative through an association or cooperative. They can become members who have decision-making powers.

Strategic production planning

- Key-aspect to reduce food waste at farm and consumer level while maintaining a competitive advantage.

E.g: With a closer relationship between producer and consumer, the farmer can easily acquire knowledge on market demand and adjust their production more accordingly. This can lead the farmers to experiment with different and more crops.

Multidisciplinary partnership

- Key-aspect to ensure a comprehensive approach that can maximise success

E.g: Establishing partnerships with public and/or private entities can give a greater support in resources, finances, and training. This can also help to combine the initiative with a network of various food-related activities that can bring profitability (e.g: restaurants, shops, agri-tourism).

Innovative food initiatives that involve selling goods need a good story, it can be simple but needs to be from the hearth

Group 1:	Group 2	Group 3	Group 4
1xGermany	1x Poland	2xCzechia	1xAustria
1xUnited Kingdom	2x Finland	1xScotland	2xIreland
1xPortugal	2x Spain	1xNetherlands	2xGeorgia
3x Romania	2x Bulgaria	1xAlbania	1xSweden
2xLithuania	1x Latvia	5xBelgium	2xSlovenia
			1xFrance

13.30 - 14.30: Parallel session (60min)

Look also at first day

Time	Description	Responsible person & assigned roles
10min	Choose groups	
50min	**Changing the culture of public procurement, part 2: Dynamic Procurement Systems** Introduction to the concept of Dynamic procurement Systems and its benefits for small-scale farmers, followed by an exercise and discussion on how these kinds of systems could be initiated and implemented in different countries.	UCPH + LUT (hosted by Line & Adam)
	How to optimize your social media Make the best of your social media. So many channels, each with it's own approach & the GV Content Model. Optimal reach with minimal input.	Antoon Vanderstraeten
	How to support change at a local level/ what we have learned from the COCOREADO ambassadors network? The interactive session/ workshop where we advance the toolkit. It is opened by a quick intro explaining that we want to learn from what we have done and use the knowledge to support local activists and for this, we need their reflections and support. We share our initial structure for selected chapters and ask ambassadors could such information help and on what occasions. We use these insights to update the overall structure of the toolkit and to populate the draft version of the toolkit with testimonials.	BSC
	Ambassadors session: **Creating access to land** For people coming from non-farming families it is often impossible to start a agricultural company. But these issues are not completely limited to non-farmers, many small to medium farms struggle to make a living with the land available to them. In this session we will talk about the status quo in our regions/countries. Together we will talk about options of non-familial succession to the farm, about landgrabbing and connected problems and the UN Declaration on the rights of peasants (UNDROP) and ways it could be utilized to fight legally for the access to land.	Peter Schön
15 min	Coffee break	

14.40 - 16.10: Collaboration model – Roadmap to change (90min) – Lead John

Time	Description	Responsible person & assigned roles
10 min	Dream big!	John
10 min	Fill out your dream in the Roadmap	John explains Print roadmaps : Lisa Print out example roadmap for coaches: Lisa Coaches: guide groups
20 min	Fill out the stages & actors involved	Coaches: guide groups
10 min	Swop groups	John
20 min	Fill out the action points for other group	Coaches: guide groups (stay with initiators)
20 min	Go back to your own group, discuss and finalize	Coaches: guide groups
15 min	Coffee break	Host:

(10 mins) Participants will be asked to meet outside following the break to dream about what their ideal version of the food system could be. Participants will sit on the ground and be asked to close their eyes to consider the importance of dreaming and sharing your dream, everything we see around us started with an idea/dream. Continue to dream about their own projects and how they would look like in an ideal world

> Who is involved?
> Where would it be?
> Who would be their ideal market/audience?
> What would be the perfect final result?

(10 mins) Participants will be asked to return to their groups and each group will share a room with a partner group. The group will have 10 minutes to fill out the final box of the template what the ideal version of the initiative would look like. This should represent the ideal form the idea would take without limiting themselves by what they deem practical at this stage.

(20 mins) Participants will then work backwards from the ideal version they entered into the templates to consider what intermediate stages they could have in order to reach their ideal version on the top row x axis of the template. Participants should also consider which actors are involved at different levels starting with the fundamental actors involved in the core team on level 1 , actors actively involved but not part of the core team in level 2 building up to level 3 actors that are not actively involved but important for the project to succeed. Participants can consider the already filled template (via coaches) if they require inspiration on what intermediate stages and actors could be for an end result.

(10 mins) The leader of each initiative will swap with their partner group and have 10 minutes to present their initiative and the group thinking behind the actors and intermediate stages to the new group.

(20 mins) The new groups will then work on the alternate initiative to fill in the Actions that need to be taken in stage one of the initiative for each level of actors. This will allow a different perspective for the group leader and allow each group to consider a different type of initiative how they have selected the intermediate stages and what actors they considered important. Time is limited so focus on the actions in stage 1 and 2.

(20 mins)

Leaders will return to their original group and present the work that was just completed and the perspective of the other group giving time and space for participants to understand what was suggested and how it might work with their ideas. The group will then consider what they think the important Actions are for their own initiative. Time is limited so focus on the actions in stage 1 and 2.

How to use the tool?
1. Actor levels: Write down the names of the actors at each level.
2. Stage of idea: Describe what each stage means for your project
3. Actions: Describe the actions that need to be taken at the intersection of the stage & actors involved

	Stage 1: minimum viable ⇒ ⇒ ⇒ ⇒	Stage 2: intermediate version ⇒ ⇒ ⇒ ⇒	Stage 3: full version ⇒ ⇒ ⇒ ⇒
Actor level 1: Farmers ⇒ ⇒ ⇒ ⇒ ⇒			
Actor level 2: Collaboration ⇒ ⇒ ⇒ ⇒ ⇒ ⇒			
Actor level 3: Region ⇒ ⇒ ⇒ ⇒ ⇒			

16.30 - 17.45: Reflection and feedback + Closing of the first 2 days of the training

Also reflection and feedback session/ One of tables: about role as an ambassadors/ network

Time	Description	Responsible person & assigned roles
	The session is divided in 2 parts: • quick pitches by the seed initiative initiators and reflections about the group work • General feedback about the first 2 days of the training The session's goals are briefly described at the beginning of the session	Host: Ilze
20 min	1. <u>Seed initiative participant (not the initiator!) make 2 min pitches of their initiative.</u> The goal is to show progress and learning points from the 2 days of the training.	
30 min	2. <u>Quick presentations of the group work (30 min)</u>: discussion groups of around 6 –8 people are are formed from one person per working group. Each person has around 4-5 min to share their group work by answering specific pre-defined questions	Project partners freely join the groups – mostly as listeners but can be involved in the chat.
20 min	3. <u>Feedback session about the first 2 days of the training</u>: providing informal feedback in a circle. Everyone writes one word that describes the first 2 days of the training on a post-it note and, if there is time, explains it in one sentence. (30 – 40 seconds)	
10 min	**Closing** Announce next date and place for third training: 8 – 10 May, Riga?? Planned online events: new farming technologies for small scale organic farms & how to handle/share the data that is gathered with these new techniques. Instructions about Wednesday	Mikelis

3. Wednesday 12th of October

08:00-11 :00-Cross-visits - Lead Consulai

Material
- Document Step-by-step action plan
- Cross-visit questionaire". The cross-visits are part of the outcome of T3.3.

Duration	Description	Responsible person & assigned roles

15min	Step 1: kick-off
	
	• Getting acquainted:
	   → Introduction of the COCOREADO project and the cross-visit purpose to the cross-visit host (CONSULAI team).
	   → Introduction of the cross-visit host (by the host).
	
	• Getting oriented:
	   → Before the cross-visit, the questions below (also present in the "Cross-visit Questionnaire") were answered by the COCOREADO ambassadors. Its answers were compiled by the CONSULAI team and adapted to the cross-visit programme. During this step, the CONSULAI team will address the answers of the participants, explaining how the cross-visit programme was built.
	  1. What are you most curious for?
	  2. What kind of answers would you like to take home after this visit?
	  3. How would you like to use these answers for your own work in your hub and in your network?
	  4. What specific experience or knowledge would you like to share?
	
	If a flyer of the initiative is available, it should be distributed before the visit. The notebooks must be distributed before the visit.	

60min	Step 2: visit
	Material necessary:
	   → Notebooks
	   → Microphone (if possible)	

	The notebooks must be distributed before the visit and a microphone would be a plus. The participants make sure they collect the information needed. For this, the project partners will distribute material where the participants can write their doubts and relevant aspects to clarify on the next step. **Coffee-o'clock (10min): After the visit, a small break can take place to let the participants discuss what was visited. During this break, water and food should by supplied.**	

70min	Step 3: reflection
	 For this step different materials are necessary:
	  → Cards with the questions included in the questionnaire
	  → Notebooks
	  → Rope
	  → Post-its
	  → Pens
	
	 There should be a sufficient number of facilitators, that together with the host, promotes the discussion among the different participants and the timekeeper takes note of the key aspects and ensures time distribution. This step refers to the final 6 questions on the "Cross-visit Questionnaire"
	
	 Methodology (60min):
	  → Each of the first 5 questions are written in a card and distributed to the participants. If there are more than 5 participants, they can pair up. For 15 minutes, each group discusses their question, with the team leader presenting their answers afterwards.
	  → The discussion for all 5 questions takes 25 minutes.
	  → After discussing all 5 questions, the facilitator begins a new interactive session for the final question (6). The facilitator asks each participant to write a number on a blank page – from 1 (little) to 5 (most) on the replicability potential – and the reasons for choosing that number. They have 3 minutes to choose a number.
	  → Afterwards the facilitators groups together the participants, by their chosen number. Each group discusses among themselves the reason for	

choosing that number (5min) and chooses a team leader to present their thoughts (10min, each group has 2min). After presenting the different arguments, a new vote ensues to define the final replicability potential from 1-5 – establishing the most-picked number (2min). This process follows the decision-making process introduced in the i2connect training.

Decision-making process (10min):

After picking the final number, the participants are asked to place themselves in a line represented by the rope placed on the floor. On each edge you have "I agree" and "I don't agree". The middle corresponds to the "I agree, but." Each participant chooses a place to stand. Those who "don't agree" and those who "agree, but" explain why and those who "agree" try to convince them otherwise (5min). The objective is to align everyone with the same number. If still not everyone agrees, then the facilitator closes the exercise with the number chosen by the majority.

1. Once the cross-visit is finished, the participants return to the training location.
2. Complete the questionnaire: After the cross-visit, the project partners complete the questionnaire based on the notes collected during step 1 – Getting oriented and step 3 - Reflections.

Predicted input

The inputs necessary for this cross-visit can be found on the list below. Although there isn't an estimation of the costs, it can give a rough idea.

→ Transportation (bus)
→ Coffee-break (water and pastries)
→ Notebooks
→ Pens
→ Post-its
→ Microphone
→ Rope
→ Cards

COCOREADO

connecting consumers
and producers to
rebalance farmers' position

COCOREADO PARTNERS