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The FOODY EU program

**FOSTER YOUTH EMPLOYMENT AND ENTREPRENEURIAL
SKILLS USING CIRCULAR ECONOMY APPLIED AT THE FOOD**



The program will lead participants in learning more about food, how its produced, processed and disposed of, to prepare the scope of possible (social) enterprises that can contribute to solve one real local issue, connected to the food industry.





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INTRODUCTION

Food waste is a massive yet often overlooked problem facing communities around the world. An estimated 30-40% of the food produced globally ends up as waste, contributing substantial greenhouse gas emissions as it rots in landfills. The problem lies with the way we produce and consume food. Nearly one-third of the world's food is wasted or lost every year, yet a growing number of people are starving. The fact is that in nature, there is no such thing as waste - everything gets used again by other plants and animals. Using circular economy principles we can design our food system to work more like nature, where leftovers and scraps get made into new things instead of being thrown away.



For example, we could take leftover fruit and vegetable peels and stems and use them to help grow more food. Or we could feed food scraps to worms and bugs that make healthy soil we can grow food in. That way, we get the most use out of what we grow and hardly anything gets wasted. It's like a big circular cycle, where today's leftovers become tomorrow's ingredients. This helps take care of the soil and land that gives us our food.

And it reduces waste too.

This toolkit provides instructors with practical guidance on teaching students innovative approaches for tackling food waste in their communities.

It focuses on building core skills in systems thinking, social entrepreneurship, business modelling, project management, and communication. Students will map flows of food waste



at the community level to identify hotspots for intervention. They will then develop, structure, and pitch sustainable business ideas to manage this waste more effectively.



Source: <https://www.iberdrola.com/sustainability/food-waste>

Key topics covered include:

- Fundamentals of Circular Economy and Food Waste
- Community Food Waste Mapping techniques
- Creative Social Entrepreneurship and Idea Generation
- Use of the Sustainable Business Model Canvas
- Business Pitching and Communication tactics
- Introduction to Project Management

Equipped with this toolkit, instructors can engage and empower students to create and prototype solutions that drive real change. Students will gain transferable skills while contributing to the vital task of transitioning communities towards more circular and sustainable food systems.



FACILITATORS ROLE AND BEST PRACTICES

The facilitator must establish a compelling context for the workshop. Begin by presenting a clear picture of the global food waste problem, its impact, and the potential for change. The facilitator should use storytelling techniques, visuals, and relatable examples to capture participants' attention and emphasise the urgency of the issue.

Highlight Circular Economy Principles

Facilitator's Role: Clearly explain the principles of the circular economy and how they can be applied to the food system. The facilitator should provide relatable analogies and real-world examples to ensure participants grasp the concept. Encourage questions and discussions to ensure everyone understands the importance of transitioning towards circular practices.

Interactive Learning

Facilitator's Role: Foster engagement through interactive activities. The facilitator should carefully plan and seamlessly integrate hands-on exercises, group discussions, and case studies. Actively encourage participation, ensuring that every participant has the opportunity to share their thoughts and learn from others.

Skill-Building Modules:

Facilitator's Role: Structure the workshop around skill-building modules, guiding participants through each skill with clarity. Provide practical examples and scenarios relevant to education and food waste. Facilitators should offer guidance during exercises, providing insights into the real-world application of each skill.

Community Mapping:

Facilitator's Role: Guide participants through the process of mapping food waste flows within their communities. Facilitators should ensure that the mapping exercise is thorough, covering both upstream and downstream aspects. Offer assistance in identifying intervention points and encourage collaborative discussions among participants.

Business Idea Development

Facilitator's Role: Facilitate brainstorming sessions where participants can develop sustainable business ideas. Encourage creativity while ensuring that ideas align with circular economy principles. The facilitator should provide guidance on feasibility, scalability, and potential impact, fostering a supportive environment for idea development.



Pitching Session: This is where the participants get a chance to showcase what they have learnt in the session and the implementation of their ideas. This is a great opportunity for other participants as well to look at the pros and cons of each proposal or idea.

Facilitator's Role: Manage the pitching session by creating a structured and supportive atmosphere. Ensure that each participant has a fair opportunity to present their ideas. Facilitators should provide constructive feedback, focusing on both strengths and areas for improvement. Encourage peer-to-peer feedback to enhance the learning experience.

Resource Sharing

Facilitator's Role: Share additional resources, reading materials, and case studies. Facilitators should curate a collection of relevant materials for ongoing learning. Create a platform for participants to share their findings and resources, fostering a collaborative learning community. Example: [Ecosia - the search engine that plants trees](#)

Evaluation and Feedback

Facilitator's Role: Collect feedback from participants at various stages of the workshop. Use this feedback to make real-time adjustments and improve the overall experience. After the workshop, analyse and provide feedback to refine future iterations and assess the impact of the workshop on participants' understanding and commitment to addressing food waste.

Materials for the workshops

- Whiteboard or flipchart and markers for presenting key concepts and facilitating discussions.
- Projector or screen for displaying slides, videos, or interactive content.
- Laptop or computer with internet access for accessing online resources.
- Printed handouts or worksheets for participants to use during activities.
- Sticky notes and markers for brainstorming activities and group discussions.
- Sustainable Business Canvas templates or worksheets for participants to fill out during the workshop.
- Pens, pencils, and highlighters for note-taking and annotating materials.
- Name tags or stickers to facilitate introductions and networking among participants.
- Timer or stopwatch to keep track of activity durations and maintain schedule adherence.
- Evaluation forms or surveys for collecting feedback from participants at the end of the workshop.
- Any additional props or visual aids relevant to the workshop content, such as sample products, packaging materials, or case study examples.



WORKSHOP I

CIRCULAR ECONOMY AND FOOD WASTE



[80% of Food Will Be Consumed in Cities by 2050: Transforming City Food Systems | The Food Initiative](#)

OVERVIEW

The fight against food waste has no expiration date. With rising food prices, the fight against food waste has become more urgent than ever before.

In today's world, where issues like climate change and resource depletion loom large, the concept of sustainable consumption and production has gained significant traction. At the heart of this discussion lies the issue of food waste and its implications for both the environment and society. In this workshop, we will explore the root causes of food waste and examine the potential of circular economy principles to mitigate this pressing issue.

LEARNING OBJECTIVES

- Define Circular Economy and its principles.
- Understand the influence of individual lifestyle choices on social, economic, and environmental development.
- Recognize the roles, rights, and duties of different actors in production and consumption.
- Grasp the dilemmas and trade-offs associated with achieving sustainable food consumption and production, as well as the system changes necessary to address them.



Understanding the Food Industry and its Waste

The food industry is a complex web of producers, distributors, retailers, and consumers, all interconnected in a system that often prioritises profit over sustainability. According to the Food and Agriculture Organization (FAO), approximately one-third of all food produced globally is lost or wasted each year, amounting to roughly 1.3 billion tons. This waste occurs at various stages of the supply chain, from production and processing to distribution and consumption.

The Concept of Circular Economy

Circular economy is a regenerative approach to economic development that aims to minimise waste and maximise resource efficiency. Unlike the traditional linear model of "take-make-dispose," circular economy seeks to close the loop by designing out waste and keeping products and materials in use for as long as possible. Key principles of circular economy include:

Source: <https://www.certificationeurope.com>





The key features of a Circular Economy are:

- Designing products for longevity and recyclability
- Emphasising reuse, repair, and remanufacturing
- Shifting from ownership to access-based models (e.g., sharing and leasing)
- Promoting renewable energy sources and sustainable resource management

Addressing Food Waste with Circular Economy

Applying circular economy principles to the food industry offers a promising solution to the pervasive problem of food waste. By adopting strategies such as:

- Implementing sustainable agricultural practices to minimise crop losses
- Reducing overproduction and surplus food through better planning and forecasting
- Establishing networks for surplus food redistribution to redirect edible food to those in need
- Investing in innovative technologies for food processing and preservation
- Designing packaging for recyclability and promoting compostable alternatives

Educational Initiatives for Sustainable Consumption

Education plays a crucial role in fostering a culture of sustainability and promoting behaviour change among consumers. By integrating concepts of sustainable consumption and circular economy into school curricula and educational programs, we can empower young learners to make informed choices and become advocates for change in their communities.

Implementing Circular Economy in Communities

Community engagement is essential for the successful implementation of circular economy practices. By organising workshops, seminars, and community events, we can raise awareness about the importance of reducing food waste and encourage active participation in sustainable initiatives. Collaborating with local businesses, government agencies, and nonprofit organisations can further amplify our impact and drive meaningful change at the grassroots level.

Case Study of a Successful Circular Economy Model

Examining real-world examples of circular economy in action provides valuable insights into the feasibility and effectiveness of sustainable practices. Case studies from diverse sectors, including food, fashion, and technology, demonstrate the tangible benefits of adopting circular economy principles, such as cost savings, resource conservation, and enhanced resilience to external shocks.



Food production, how the industry works and how so much of the food produced gets wasted. Learn about circular economy to discuss possible alternative models to the buy-use-throw away while supporting participants rethink their community.



[Case Study Denmark](#)

DURATION

Approximately 2 hours

INSTRUCTIONS TO ORGANISE THE WORKSHOP

ACTIVITY 1

Introduction to Circular Economy (20 minutes)

Deliver a short presentation covering the key principles of the Circular Economy (reduce, reuse, recycle, rethink) and explain how these principles can be applied to reduce food waste. Use visuals and examples to make it engaging. Share a few compelling statistics on food waste, emphasising its environmental consequences. For example, the amount of food wasted globally and locally the carbon footprint of food waste.

[Circular Economy and Food Waste PPT](#)



Discussion: Ask participants to discuss and share their own experiences or observations related to food waste. Encourage them to consider what factors contribute to food waste in their households or communities.

ACTIVITY 2

Reflection on Personal Consumption and Production Patterns (20 mins)

This task is to help you realise how your regular behaviours are related to food waste (consumption and production). Understanding this will help you implement changes in your lifestyle and become more aware, thus you will be more able to give examples as for how to live more sustainably to your youth learners.

For this task, please use the reflection journal we asked you to create as a preparation.

Step by step instructions:

1. For one week, use the journal to write down everything you consume and produce. (This can not only include food, but also clothing, household items, transportation, and other goods and services).
2. For each item, record the following information:
 - The item itself
 - The source (e.g. where you bought it, who you received it from)
 - Any thoughts or feelings you had about the consumption or production of the item.
3. After one week, review your journal and reflect on your consumption and production patterns. Consider the following questions:
 - What were your main sources of consumption and production?
 - How did your consumption and production patterns change throughout the week?
 - Were there any items that you consumed or produced that you felt guilty or concerned about?
 - Were there any items that you consumed or produced that you felt good about?
 - Are there any changes that you would like to make to your consumption and production patterns in the future?
 - Are there any challenges that you face in trying to make these changes?
4. Share your reflections in a group discussion and brainstorm ways to reduce the negative impact of your consumption and production patterns

ACTIVITY 3

Circular Business Models (25 mins)



Showcase examples of circular economy practices in the business world.

Case Studies: Present examples of companies that have successfully adopted circular business models. Discuss how these businesses have reduced waste and resource consumption while increasing profitability. For example:

[Urban Agriculture and Vertical Farming](#)

Composting Services [example](#)

Food Recovery and Redistribution

We collected different examples of NGOs and associations that fight for the same values we promote throughout our project, check them out here: [Foody EU Workshop reference cap1 - Food Recovery and Redistribution](#)

Food Preservation and Fermentation Businesses [example](#)

ACTIVITY 4

Stages of food consumption (20 min)

This activity aims to point out a holistic approach to food products, since the majority of the general population is connected to food only through this final stage.

Participants working in groups are given photos from various food products (milk, eggs, bread, oranges, etc.). The facilitator asks the groups to think about the stages of each product, from production to consumption, and write them down as a linear process. In a plenary session, every group presents its work and the following discussion results in the five stages of food products (agricultural production; post-harvest handling and storage; processing; distribution; consumption). Finally, participants are asked to consider the potential FLW at each stage.

WRAP UP ACTIVITY

Ask participants to make a personal commitment to implement a circular economy practice in their daily lives. It could be something as simple as composting organic waste.

Encourage the participants to openly reflect on the material they have learnt during the workshop; let them share their thoughts and feelings, and ask them to give feedback.

Ask relevant questions, such as:

- What was one thing you learned from today's workshop?
- What did you find most interesting?



- How did you work together in the workshop?

Ensure you summarise the main points discussed during the workshop and highlight the key points of Project Management. Start a discussion on how participants can use the new knowledge they got of Project Management in their activities about zero food waste awareness.

This report from the Canadian food rescue organization Second Harvest examines the root causes and impacts of food waste, as well as strategies for prevention and recovery.

Materials Provided

PRESENTATION

[Circular Economy and Food Waste](#)

INFOGRAPHIC

[Circular Economy Diagram](#)

VIDEO

[Explanation of Circular Economy](#)

[What is the problem with Linear Economy](#)

Further Reading

Book: "Cradle to Cradle: Remaking the Way We Make Things" by William McDonough and Michael Braungart

This influential book outlines the principles of circular design and a "cradle-to-cradle" approach to sustainable manufacturing.

Website: Ellen MacArthur Foundation (www.ellenmacarthurfoundation.org)

The Ellen MacArthur Foundation is a leading organisation promoting the transition to a circular economy. Their website offers a wealth of reports, case studies, and educational resources.

Book: "The Circular Economy Handbook" by Peter Lacy, Jessica Long, and Wesley Spindler

A comprehensive guide that explores the business opportunities and operational strategies for implementing circular economy models.



Website: ReFED (www.refed.com)

ReFED is a nonprofit dedicated to reducing food waste in the United States. Their website provides data, insights, and innovative solutions for tackling food waste.

Book: "Too Good to Waste: A Snapshot of Food Waste in Three Canadian Cities" by Second Harvest.

Assessment

1. What is the core principle of a circular economy? a) Take-make-dispose b) Reduce-reuse-recycle c) Cradle-to-cradle d) Linear growth Answer: c) Cradle-to-cradle
2. Which of the following is not a key strategy for reducing food waste? a) Improving storage and preservation b) Encouraging consumers to buy more c) Redistributing surplus food d) Optimising supply chain logistics Answer: b) Encouraging consumers to buy more
3. Which of these materials is typically the most difficult to recycle in a circular economy? a) Plastic b) Glass c) Metal d) Paper Answer: a) Plastic
4. What is the primary goal of the circular economy model? a) Maximising profit b) Reducing environmental impact c) Increasing efficiency d) All of the above Answer: d) All of the above
5. Which of these is an example of a circular business model? a) Subscription-based services b) Planned obsolescence c) Single-use packaging d) Landfilling Answer: a) Subscription-based services
6. What is the main driver behind the shift towards a circular economy? a) Government regulations b) Consumer demand c) Technological advancements d) All of the above Answer: d) All of the above
7. Which of the following is a key strategy for preventing food waste at the consumer level? a) Bulk purchasing b) Expiration date labeling c) Meal planning d) All of the above Answer: d) All of the above
8. Which of these is a common challenge in implementing circular economy practices? a) Lack of infrastructure b) High upfront costs c) Resistance to change d) All of the above Answer: d) All of the above
9. What is the role of product design in a circular economy? a) Designing for durability and repairability b) Designing for single-use c) Designing for planned obsolescence d) None of the above Answer: a) Designing for durability and repairability
10. Which of these is a potential benefit of reducing food waste? a) Decreased greenhouse gas emissions b) Increased food security c) Reduced strain on natural resources d) All of the above Answer: d) All of the above



WORKSHOP II

MAPPING LOCAL COMMUNITY FOOD WASTE MOVEMENT

OVERVIEW

The "Community Mapping" workshop focuses on discovering and showcasing the strengths of neighbourhoods through a practice known as community mapping or asset mapping. Participants will engage in identifying various assets within their communities, including physical facilities, businesses, parks, and the skills of community members. By visually representing these assets on maps, participants will gain insights into their community's capacity and potential. Through interactive discussions and hands-on exercises, participants will develop practical skills for contributing positively to their communities' development and well-being.

LEARNING OBJECTIVES

- Understand the environmental and social impacts of food waste.
- Identify key stakeholders involved in food waste management.
- Learn practical strategies and tools to prevent and minimise food waste.
- Develop skills to plan and implement local food waste reduction initiatives.
- Foster attitudes that raise community awareness and engagement on food waste issues.
- Create action plans to establish food redistribution programs and community food-sharing networks.

INTRODUCTION

Community Mapping (sometimes called asset mapping) is all about involving residents in identifying the assets of their neighbourhood, looking at opportunities and creating a picture of what it is like to live there. The exercise is a valuable and effective method of community engagement simply because maps are visual and easy to relate to; like photos and videos they cut through communication difficulties to reveal feelings and ideas which otherwise might be hard to express.

Every community has assets; facilities such as libraries and community centres, valued businesses, parks and forests are obvious. But most importantly the people and their capacities; organised community groups or individuals who have skills and talents. All of



these things can be mapped to create a picture of the community which shows its capacity and its potential.



Source: <https://www.codesignframework.com/>

Social assets

Social assets include individual people with their gifts, skills, and knowledge, such as teachers, parents, students, entrepreneurs, young people, and older adults. Each of these community members has unique and valuable perspectives to share.

Social assets also include local organisations, such as parent-teacher associations, local charities, education groups, environmental groups, and special needs groups.

Physical assets

Physical assets are places or structures at a community's disposal. This can include community gardens, sports facilities, youth clubs, parks, local nature areas, parking lots, playgrounds, foot and cycling paths, and picnic areas.

Technological assets

Technological assets include hardware (such as computers and internet routers) and software programs (like Microsoft Office or Adobe). It can also include apps, smartphones,



tablets, and any other technology the community can access. For example, if your school has a computer lab, that's a technological asset.

Financial assets

Financial assets are any money or grants available for the research project. This may come from donations from local businesses or banks, or it could be a government grant.

FOOD WASTE COMMUNITY MAP

Mapping the local community food waste movement involves a comprehensive exploration and visualisation of initiatives, resources, and stakeholders dedicated to addressing food waste issues within a specific geographic area.

The process begins by identifying and cataloguing key players, including local businesses, nonprofits, government agencies, and community organisations actively involved in food waste reduction efforts. Utilising geographical information systems (GIS) or other mapping tools, facilitators can visually represent the locations of food waste generators, collection points, and distribution centres.

While Mapping it is important to keep in mind the Food Recovery Hierarchy as shown below:



Additionally, mapping can highlight community gardens, composting sites, and innovative projects focused on repurposing surplus food. The map serves as a dynamic tool to showcase



the interconnected network of individuals and organisations working collaboratively to combat food waste. Beyond spatial representation, the mapping process can incorporate layers of information, such as data on food waste volumes, success stories, and areas in need of additional support.

This comprehensive overview aids in fostering collaboration, identifying gaps in resources, and promoting awareness within the local community, ultimately contributing to a more efficient and impactful food waste reduction movement.

[FOOD-Y WORKSHOP II – MAPPING LOCAL COMMUNITY FOOD WASTE MOVEMENT\(1\).ppt.mp4](#)

INSTRUCTIONS TO ORGANISE THE WORKSHOP

Duration

Estimated total time: 2 hours.

ACTIVITY 1 (40 minutes)

Participants will be divided into small groups; each group will receive sticky notes and markers, and every group will be asked to identify community stakeholders involved in food waste management. Once they identify them, they will need to write their names on individual sticky notes and place them on a flip-chart, trying to categorise them into different stakeholder groups; the trainer will support each group to ensure that the stakeholder will be divided into the proper category.

Discuss with the participants roles and interests of different stakeholder groups concerning food waste, and the potential benefits of engaging them in a plan to improve food waste management.

Once the stakeholders are identified and categorised, every group will devise a plan to reduce food waste, by considering different strategies on different aspects, like preventing food waste, redistributing food to the community and recycling food waste.

With the help of the sticky notes that represent the stakeholders in the community, every group will create an action plan on their flip chart by indicating each step to be followed and the stakeholder's role in that action.

Each group will then present to the big group the stakeholders that they have identified and their action plan for fighting food waste.

The trainer will facilitate a discussion to finalise the action plan based on the participant's input and give feedback, suggestions, and additional ideas to make the action plan more effective.



ACTIVITY 2

Impact of Food Waste on the Environment (35 minutes)

Begin the workshop by explaining the concept of food waste and its impact on the environment, economy, and society, focusing on the importance of the local community's involvement in reducing food waste and highlighting the positive outcomes that can be achieved through collective action.

Continue by explaining how to check the quality and usability of each item, considering factors such as look, smell, and texture, and discuss with the group the alternative uses for imperfect or [expiring](#) food.

Divide the participants into small groups and distribute the imperfect or almost expired food items among them; each group will need to evaluate the condition of each item and identify potential uses; participants will need to create solutions for utilising the food items effectively.

In the case it is not possible to provide real food items, the alternative is to provide images of food with a relevant description, for example “a tomato that has some ugly imperfection” or a “pack of eggs that will expire tomorrow”.

Participants can have online access to recipe resources; they will need to select a few food items from their set of items to create a recipe that incorporates those leftovers.

If there is the possibility, participants will have to create and cook a recipe involving those ingredients, otherwise each group will need to present their recipe to the rest of the participants, explaining the food items used and the steps involved.

They may provide alternative ideas like: with these expired eggs I can do circus or with vegetables I can grow compost.

An alternative workshop, for an art laboratory, can be on painting with natural based colours taken from food. This activity is more specific and we won't cover it deeper in this guide.

ACTIVITY 3

Examples of Food Waste Management for Communities (30 minutes)



Share examples to highlight the importance of addressing food waste and its connection to hunger and the community's equality and needs.

Divide participants into small groups and ask them to research different models of food redistribution, like, for example, community fridges and existing food rescue initiatives and community redistribution programs in communities analysing case studies and the positive impact of these initiatives on reducing food waste.

Instruct participants to discuss ideas for establishing a local community food-sharing network by considering identifying potential food donors, partnering with local organisations, and logistics of food collection and distribution.

Each group will need to create a strategy to create a food-sharing initiative in the community. Each group presents their ideas and recommendations by a digital visual presentation or a poster with the key points results of their idea.

Is useful to provide them a big paper sheet, post-it and colours

WRAP UP ACTIVITY

Summarise key points (10 min)

Encourage participants to share their thoughts, feedback, and ideas on how to further reduce food waste through creative recipes and different cooking techniques.

Summarise the key points from the workshop, highlighting the potential impact of reducing food waste on the local community.

Initiate a discussion on how participants can integrate the lessons learned into their daily lives, such as through meal planning, proper storage, and sharing knowledge with others in their community.

Materials provided

Presentation - the presentation will help guide the workshop. The slides provide an overview of the key topics that will be covered, as well as some discussion questions and activities to facilitate learning.

[FOOD-Y WORKSHOP II – MAPPING LOCAL COMMUNITY FOOD WASTE MOVEMENT\(1\).ppt](#)



As the workshop proceeds through each section, the facilitator will display the relevant slides to introduce new concepts, share examples and data, and pose questions to the group. Participants can feel free to take notes or jot down thoughts directly on the printed handouts of the slides that have been provided.

Video

[Why We Care About Food Waste: three stories of taking action at home and in the community](#)
[Food Waste: The Hidden Cost of the Food We Throw Out](#)
[Ugly food: a solution to food wastage?](#)

Further Reading

Waste-Free Kitchen Handbook: A Guide to Eating Well and Saving Money By Wasting Less Food - by Dana Gunders

Food Waste Philosophy: Sustainability, Waste, and Food Systems - edited by David Evans and Hugh Campbell

The Third Plate: Field Notes on the Future of Food - by Dan Barber

[INFOGRAPHICFW.pdf](#)

Assessment

1. What are the benefits of food waste reduction for the local community?
2. How can individuals contribute to reducing food waste in their daily lives?
3. List some strategies or initiatives discussed in the workshop that can empower the local community to reduce food waste.
4. What challenges or barriers may the local community face in implementing food waste reduction practices?
5. What is the primary goal of a community food-sharing network?
6. Describe the benefits that a community can experience by establishing a food-sharing network.
7. What are some key considerations or logistical challenges in setting up a food rescue mission in the local community?
8. What are the key stakeholder groups in a community's food waste management?
9. What challenges arise when engaging different stakeholder groups, and how can they be solved?
10. Can you explain the roles and interests of at least two stakeholders and how they contribute to addressing food waste?



WORKSHOP III

SOCIAL ENTREPRENEURSHIP

OVERVIEW

Social entrepreneurs are individuals or organisations that develop innovative solutions to social problems, often by blending business approaches with social and environmental goals. While business skills are certainly crucial for success, social entrepreneurship also emphasises the impact on the community, social inclusion, and environmental sustainability.

The social mission of entrepreneurship refers to the overarching goal of using entrepreneurial principles and business activities to create positive and meaningful social impact. While traditional entrepreneurship often focuses primarily on generating profits, social entrepreneurship places equal importance on addressing and solving societal challenges alongside financial goals.



Source: <https://theimpactinvestor.com/triple-bottom-line/>

Human Resources within the realm of social entrepreneurship plays a critical role in the establishment and sustenance of a workforce that is not solely adept and effective but also profoundly dedicated to the institutional social mission. Through a concentrated emphasis on



talent management, cultural congruence, and employee welfare, HR substantively contributes to the overarching success and influence of institutionalised social enterprises.

Therefore, when discussing social entrepreneurship, it's important to highlight the dual focus on addressing social or environmental challenges while building a sustainable and successful business. It's a holistic approach that integrates economic, social, and environmental considerations to create positive change in society.

LEARNING OBJECTIVES

- Understanding the potentiality of Non-Formal Education as a method
- Get to know what Social Entrepreneurship is
- Understand how to use Non-Formal Education techniques to stimulate Social Entrepreneurship learning
- Understand which Entrepreneurial competencies can be useful for supporting NEET's
- Learn how Social Enterprises can help tackling the food waste phenomenon

INSTRUCTIONS TO ORGANISE THE WORKSHOP

The workshop is designed to learn how a social enterprise helps in solving challenging situations. The participants will plan together the scope of a social enterprise that offers a service.

There are 3 tasks to get a practical understanding of a social entrepreneurship – that has the purpose to implement solutions to social, cultural, or environmental issues.

Duration -

2 hours

The ideal time for this workshop is 2 hours, in order to give the participants time to work and reflect on the topic. It can be performed with a minimum time of 100 minutes.

Activity 1

Introduction to entrepreneurship (40 minutes)

The facilitator can start by exploring how using leftover food connects with new business chances with examples. Begin with a short presentation on the business possibilities that come from effectively managing and using food waste. Additionally, graphs and stats can highlight the large amounts of discarded food worldwide each day, and more importantly the amount in your country/region. Beyond just the food waste issue, facilitators can also talk about inefficiencies in production processes, using examples for a clear understanding.



Teamwork: Participants will be assembled in small groups of 3-5 for an interactive session. They will make lists of less-than-ideal practices in making food and dealing with waste. This can be a competition between the teams on how much they can be solution oriented and can include production, transportation, storage, consumption and post-consumption elements.

There can be a scoring system to boost engagement and productivity of the participants. At the end they are asked to explain the reasons for these practices and suggest creative ideas to improve them.

The workshop ends with a 5 minutes guided reflection from different teams.

Activity 2

Entrepreneurship process (50 minutes)

The process of entrepreneurship is progressive, but it is not reduced to a single event, it is rather a sequence of events from the creation of the idea to its execution. of events, i.e. something progressive from the creation of the idea to the execution of the idea.

There are four steps to follow, from A to D and in each of them the participants will try on their skin the experience in a practical way.

A. Experience

It can also be called: doing things, meeting people. This does not directly offer a business idea, but more importantly, a bigger picture view of things.

It also means that if we want to be an employer or a leader, in order to do it well, we must first work for other people (to get to know various ways of running management or leadership in companies).

To do: Participants will do a 2-4-all discussion to brainstorm on the entrepreneurship process and define what it means for this specific group.

B. Reinforcing the idea

Once we have lived our own experiences, we can have a wide range of unmet needs and ways of earning income through examples of good practice in efficient use of food production.

To do: provide the group 3 possible business ideas to choose from.



C. Designing the business model

Once the opportunity has been identified, and you have talked to potential partners, it is a good idea to convene a meeting to discuss the business model (the promoter should already have a business plan). the business model (the promoter should already have a business plan to serve as an initial draft), which is nothing more than a simplified business plan as an initial draft), which is nothing more than a simplified business plan.

To do: The participants will be in 3 groups, the business idea they chose (can be less if nobody chooses one idea) and they will need to play the roles of different stakeholders and find a business model idea that can be a compromise to all.

D. Execute

It is time to invest the money and take risks (they will always be taken once you decide to invest the capital), to make the plan work, which involves everything from creating the product or service, hiring staff, renting space, and so on.

Currently, you can start from home, from one of the business incubators offered by various local public entities and think about the advantages that the concept of coworking (cooperative work, a way of working that allows independent professionals, entrepreneurs and SMEs from different sectors to share the same workspace, both physical and virtual, to develop their professional projects independently, while promoting joint projects.

To do: The participants will tell their ideas to make the business working and be sustainable, focusing on practical steps 1 month from now, 1 year from now and the long term strategy (3-5 minutes per group)

Activity 3

Example of successful models, and different possibilities (15 minutes)

- Advantages of food recovery <https://atlasdisposal.com/blog/5-benefits-to-companies-that-recycle-food-waste/>
- 20 examples of companies turning food waste into a business, making processes more efficient, closing the circle. We will look to work again in groups for role models not only of success but also of ideas created in terms of business start-ups related to the circular economy. For this we need to know what is possible in terms of circular economy, food production companies, food packaging and different processes. These case studies will help us to understand what is expected from the trainees.
-



- <https://www.fastcompany.com/90337075/inside-the-booming-business-of-fighting-food-waste>
- Understand the advantages and possibilities of working with waste.
<https://www.ingredientsnetwork.com/exploring-the-business-benefits-of-food-waste-news118356.html>

To do: Creating groups of 3-5 people ask them to come up with a marketing strategy for their business, focusing on awareness and transparency.

They will create on paper or with digital tools a visual that represents your product or service and embrace values of sustainability and respect.

They will have only 10 minutes to work on it, this is a fast thinking challenge to help participants to work in a team under the pressure of a deadline.

Wrap Up Activity

We have given all participants in the course the tools to create the beginnings of a business idea. Based on the use of food waste, or taking part in industrial processes to reduce it. Based on what we know as the circular economy we have known examples of companies that have been created, some of them with great success.

Working in groups again, we will supervise the creation of a simulated company related to the theme of the course. This will be a basic sketch of an idea that demonstrates understanding of the target topic of this course. During the last hour, these business ideas will be presented for the rest of the participants to evaluate.

Materials

The course participants will be able to learn about the environmental challenges of food production and how to create self-employment opportunities by trying to alleviate these consequences.

Down here there are all the materials to help you visualise better the concept experienced in the workshops.

Infographic

- <https://foodyproject.eu/>



Video

Different self-employment initiatives and ideas on food waste and food recycling

- <https://youtu.be/fRovHP4eXyM>
- <https://youtu.be/MHfKrXgfBLI>

How to Write a Business Plan

- <https://youtu.be/n6ecdYd8T6o>

Further Reading

- <https://www.nature.com/articles/s41538-019-0039-7>
- <https://www.sciencedirect.com/science/article/pii/S0031938420301839>
- Title: Food waste reduction in the retail sector : a feasibility study in social entrepreneurship
<http://hdl.handle.net/10400.14/18379>
- Banker to the Poor: Micro-Lending and the Battle Against World Poverty - by Muhammad Yunus
- Entrepreneurship: Successfully Launching New Ventures - by Jochen Wirtz
- Social Entrepreneurship: New Models of Sustainable Social Change - by Alex Nicholls

Assessment

Read this guide: https://food.ec.europa.eu/system/files/2019-12/fs_eu-actions_eu-platform_jrc-assess-fw.pdf



WORKSHOP IV

SUSTAINABLE BUSINESS CANVAS

Overview

BUSINESS CANVAS is a strategic management template that helps businesses to describe, design and analyse their business models.

The canvas was invented by Alex Osterwalder, a Swiss business theorist and entrepreneur, as a part of his PhD research. Today it is used by a diverse mix of industries and sectors, including many successful companies such as IBM and Ericsson.

The [Sustainable Business Model Canvas](#), specifically, facilitates the creation of a workable business model from an initial idea. It considers the interconnectedness of various aspects within and outside the business. The canvas emphasises environmental and social outcomes, aiming to optimise positive effects on society and the environment while minimising negative impacts. Thus, sustainability becomes an integral part of the business's core.

The visual representation of the canvas enhances coherence and clarity among team members, fostering a better understanding of the concept. It enables effective communication with external stakeholders and is a foundation for a robust business plan. By considering financial factors alongside environmental and social considerations, businesses can align their objectives with sustainable practices, contributing to a more responsible and impactful approach to business management.

Learning Objectives

- Understand Sustainable Business Canvas relevance to the local food industry and its role in addressing food waste.
- Explore strategies for reducing food waste across the food value chain.
- Learn community mapping to identify stakeholders and circular economy solutions for food waste.
- Apply Sustainable Business Canvas to develop innovative models for food waste reduction.
- Develop analytical skills for assessing food waste opportunities and impacts.
- Cultivate collaboration and problem-solving for collective action on food waste reduction.

Duration

Approximately 3 hours

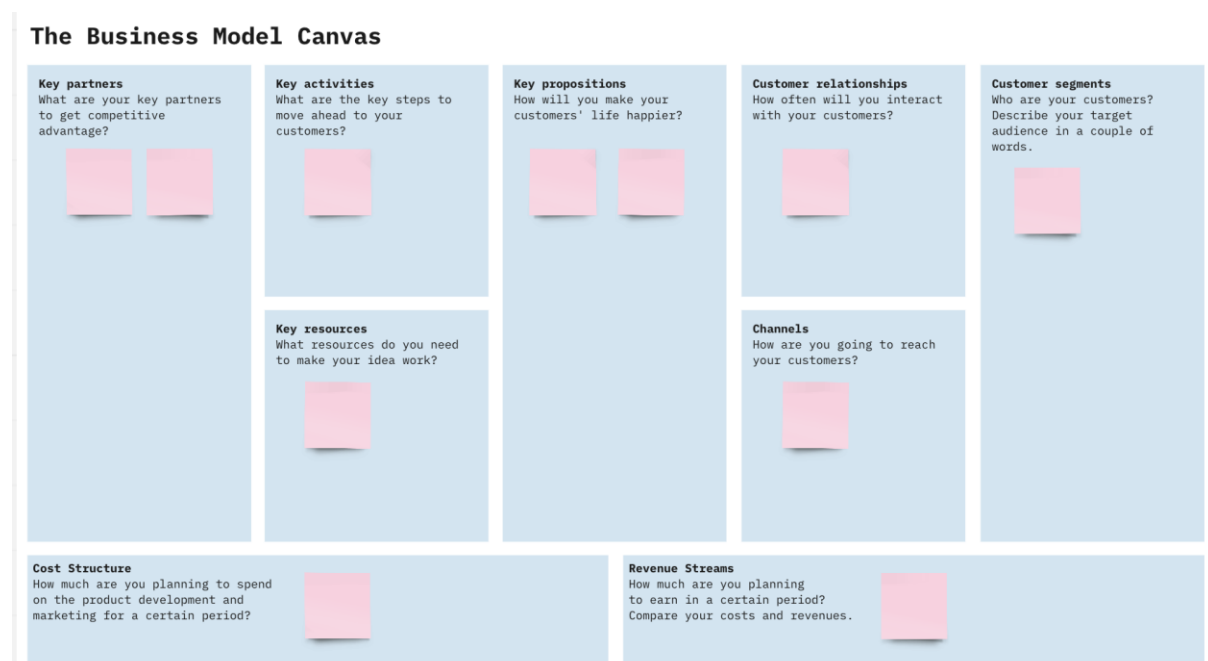
IND VIDEO on Business Model Canvas [HERE](#)



Understanding the Business Canvas

NINE ELEMENTS OF BUSINESS CANVAS

- Key Partners
- Key Activities
- Key Resources
- Value Proposition
- Customer Relationships
- Channels
- Customer Segments
- Cost Structure
- Revenue Streams



Visual Credit: Miro - Business Canvas Model Template

Sustainable Business Canvas

The Sustainable Business Canvas is a foundation for systematically developing sustainability-oriented business models. It employs an integrated approach in which both classical and sustainability-oriented



questions concerning the business model are asked concerning each element. Adapting sustainability means the business' impact on society and the environment is being considered.

Sustainable Business Canvas



www.sustainablebusinesscanvas.org

The Sustainable Business Canvas has been designed by Letic Bar and is initially based on Business Model Canvas by Strategizer.

Externalities

An externality is a cost or benefit that is caused by one party but financially incurred or received by another. Externalities can be negative or positive. A negative externality is the indirect imposition of a cost by one party onto another. A positive externality, on the other hand, is when one party receives an indirect benefit as a result of actions taken by another.

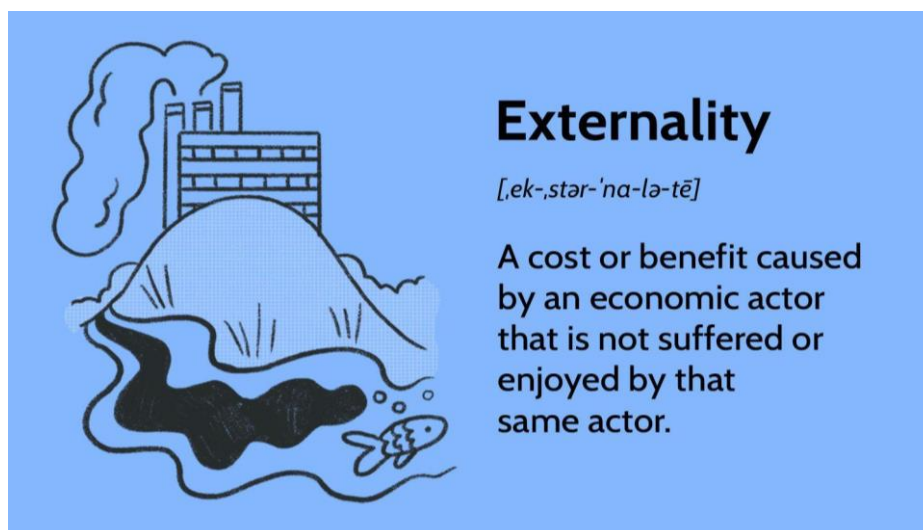




Image Source: <https://www.investopedia.com>

Negative Externalities

The social and environmental costs are additional external costs that result from the impact that your project activities could have on the surrounding environment and communities. Identifying and accounting for these costs is crucial when designing and implementing your project to create a balance between the financial aspirations and social and environmental consequences and, therefore, achieve comprehensive sustainability of your project.

It occurs when delivering your value proposition (product or service) harms a third party. Many businesses have negative externalities. Listing them offers a unique opportunity to position your business better and unleash new opportunities.

- How does your Value Proposition negatively impact your environment?
- Your Partners?
- Your Resources?
- Your Channel?

To conclude Externalities are negative when the social costs outweigh the private costs.

Positive Externalities

Positive externalities occur when there is a positive gain on both the private level and social level.

How will your Value Propositions positively impact your environment? In what manner your Value Proposition targets one or multiple UN sustainable goals?

Examples:

- Decrease CO2 emissions
- Improve water quality
- Lower pollutions
- Improve global health

Social and environmental benefits are the external benefits that your project produces for the communities and the environment in which it operates. It is crucial to consider the benefits of your project on these communities and environments to:

- Position yourself as a project that has a positive social and environmental impact
- Enriches/strengthens the credibility of your project's value proposition to the target groups
- Attracts financial support from governments, donors or impact investors that may support you in taking your project to the next level

How to Use a Business Canvas Model

1. Draw the business model canvas on a large sheet of paper. Use different coloured post-its to fill in the building blocks of the canvas.



2. Start with the different Customer Segments and the Value Propositions your company offers them. The colour you use for the Value Propositions should correspond to their respective Customer Segments.
3. Once Customer Segments and Value Propositions are filled in, complete the remaining elements for the positioning of the business: Channels, Customer Relationships and Revenue Streams. Use the same colour if you have specific ones for each Customer Segment. For example, in the above business model example, blue and orange cards were used to distinguish between two distinct Customer Segments with clearly different Value Propositions, Customer Relationships, Channels, Revenue Streams and Social and Environmental Benefits.
4. Then proceed to fill in the operational side of the business model canvas: the Key Activities, Key Resources, Key Partnerships, Cost Structure and Social and Environmental Costs.
5. Once done, use the canvas to understand and analyse your business model and adapt if necessary.

Alternatively, you can use an online application tool like MIRO, which provides templates for business canvas.

Examples of Business Canvas

[Sustainable Innovation in BMW's Business Model Canvas | Finch & Beak Consulting](#)

- ★ “Think ahead” is the statement claimed by the BMW Group for their holistic approach to sustainable mobility.
- ★ With the launch of Project, BMW addresses its business strategy from a different perspective since it defines sustainability as the next premium for products and services for individual mobility.
- ★ The 4 Actions Framework can be used to determine which actions have been taken by BMW to reconstruct their Business Model Canvas towards a more sustainable one.

Key Terminology for a Sustainable Business Canvas

Key Partners (People we work with)

Partnerships are key for many arts and cultural organisations. These might be with other arts and cultural organisations, funders, education providers, artists, venues, touring companies, or development organisations.

Things to consider:

- Who are our key partners?
- What is their role?
- What resources are needed from partners?
- What benefits will they get from cooperating with us?



- What experiences do customers have with partners?

It's useful to think about what role Key Partners play in the fundamentals of your business, as well as the 'added value' partners often bring. Determine where to structure them into your business model and where doing so might bring risks.

Key Activities

The Key Activities describe the most important things a company must do to make its business model work. They can be activities to create and offer Value Propositions, reach markets, maintain Customer Relationships, and earn revenues. You must perform these activities well because they are essential to your business. The more resource-intensive the production of the value proposition, the more comprehensive the channels, the more personal the customer relationships, and the longer the list of activities will be.

Key Resources

The Key Resources field describes the most important assets a project must have to guarantee the overall success of its business model. Some resources will be owned in-house, and some will be external resources which can be rented, bought, or used for a specific period. It is, therefore, crucial to reflect on the needs of your project when deciding the resources you need to invest in—for example, the fewer in-house resources you need, the lower your investment costs.

Types of Resources

EXAMPLES

- Physical - Buildings, vehicles
- Human - Employees, experts, consultants
- Financial- Cash, credits

Value Proposition

It describes two things:

Your Product/ Services: What is your product or service, and how can it contribute to covering customer activities? When describing the product, mention the need and add-on services. The Value Propositions may be quantitative (e.g. price, speed of service) or qualitative (e.g. design, customer experience).

Your Pain Alleviators: How does your product or service alleviate customers' pains? To make the value proposition unique and easily differentiate it from the competition, mention any special features or aspects and the added value your customer gets from using your products. This added value is described through several attributes that respond to the customers' needs, such as



customisation, higher performance (“getting the job done”), better brand and reputation, different designs, newness, lower price, cost and risk reduction, better accessibility, as well as more convenience.

Customer Relationships

The Customer Relationships field defines how you will interact with your target groups, from initial outreach to turning them into loyal customers. It would be best to choose the most beneficial and viable way to reach your different customer segments, whether through a face-to-face meeting/event, cold calling them or employing a third party as a contractor to initiate conversations. Is it best to reach through selling products/services online, or are you offering more personalised selling services? ...etc.

The possibilities are endless when building a relationship with a target group. Yet, it is crucial to note that the strategy you choose will influence the experience that your target group has, including the trust, loyalty, and commitment they develop for your product/service and your company as a whole.

Channels

A channel consists of the people, organisations, and marketing activities necessary to transfer the ownership of goods from the point of production to the point of consumption. You must invest in ongoing strategies to build long-lasting relationships with target customers through appropriate communication channels that align with your project goals. Choose channels that suit your marketing and sales plans and resonate with your audience’s interests and habits across contexts, whether social media, email, events, meetings, calls, advertising, apps or community building. A strategic plan for relationship-building channels is crucial for connecting with target groups beyond initial exchanges to promote products, services and brand affinity over time.

Customer Segments

Target groups are the most important element of your business model. You will need a well-defined target group and a clear understanding of their problems, contexts and needs to achieve your project’s goals. Understanding your target groups allows you to tailor your project and value proposition to their needs, expectations, and context, essential to maximise your project’s success potential.

The Customer Segments field in the Sustainable Business Canvas is utilised to define the different target groups of your project. You can organise and categorise them in your Sustainable BMC as you see fit. For example, you can break them down into sub-segments if needs and expectations within a customer segment vary and therefore need different solutions and treatments.

Developing an Empathy Map for each segment and sub-segment is a great way to start. This tool will help you visualise and understand the various needs, situations, and expectations of your target group/s.



Cost Structure

The Cost Structure field describes the monetary costs of project operation and implementation. It captures all the costs incurred to achieve all the above-described fields in your Business Canvas. Preparing and maintaining a realistic and updated version of your project's cost structure is highly important to understand the actual and potential costs of designing, implementing, and maintaining your project and to be aware of the main and secondary drivers of these costs. This field should include all tangible and intangible costs your project comes across, such as rent, materials, overhead, operation, communication, infrastructure (electricity, internet, water, ...etc.), administration, personnel, and cars.

If you are focusing on designing and implementing a sustainable project, you must also account for your project's social and environmental costs.

Revenue Streams

Revenue Streams capture the financial gain your project converted by providing your Value Proposition to your Customer Segment. This field is about identifying how much your target groups should pay to obtain your solution. Your pricing should be determined by your ultimate goals and business models and by your target groups' expectations and purchase abilities.

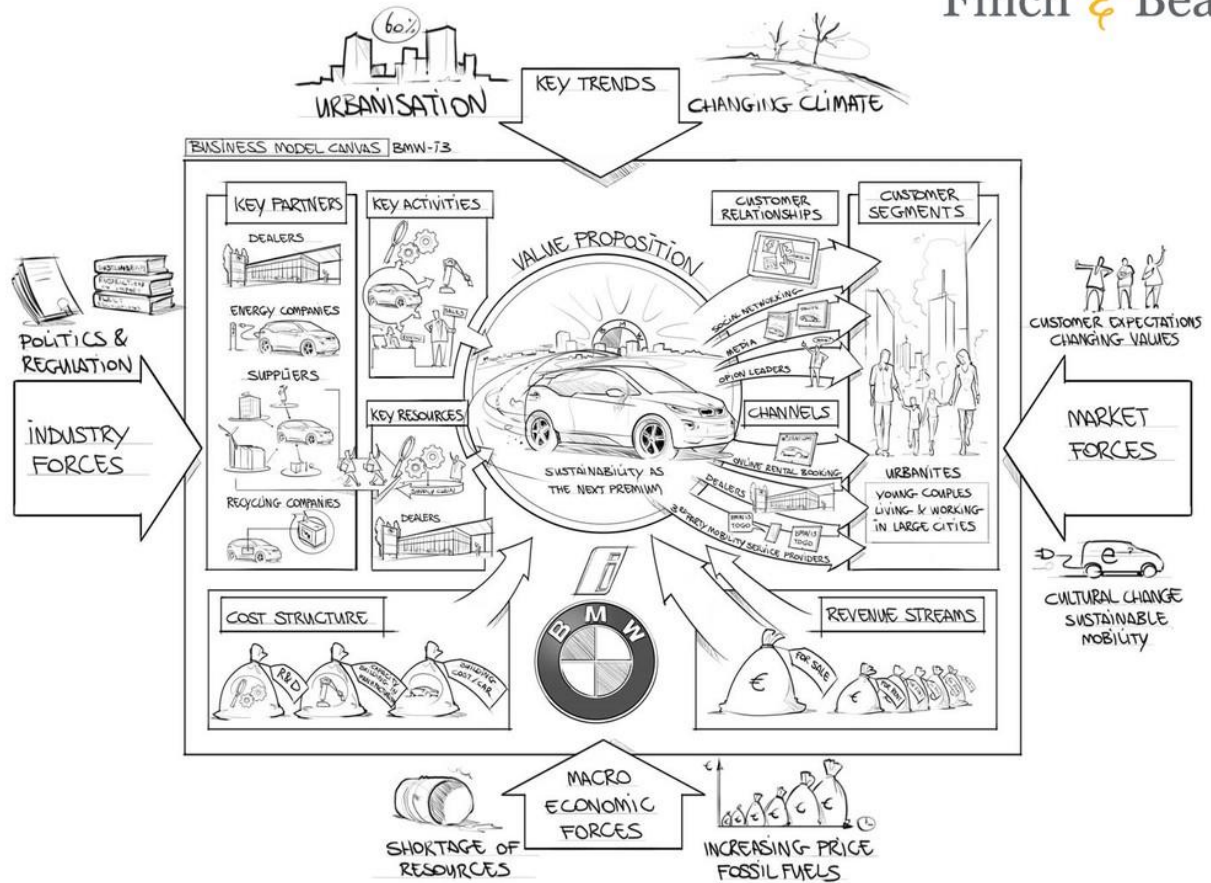
Regulating and controlling your project's revenue streams can make or break your business model.

Regulating and controlling your project's revenue streams can make or break your business model.

Two main types of Revenues

- Revenues that are generated from one-time payments.
- Recurring revenues that are generated from ongoing payments.

Regulating and controlling your project's revenue streams can make or break your business model.





Sample Business Model Canvas for Artists

Key partners - Trainers / Coaches / Mentors / Critics - Producers / Content co-creators - Performance / Exhibition Venues - Recording / Digitization studios - PR, Brand building & Marketing agents - Sales channels - Event management firms - Customer / Fan management tools	Key activities - Practice to perfection - Finishing your work - Expand relevant portfolios - Killing off unfinished works - Find networks, build relationships - Research clients for alignment - Create visibility (e.g. by giving work) - Stage / exhibition time - Sales: Explain, Envision, Design, Story - Gather feedback to iterate	Value proposition - Performance (e.g. aesthetics) - Design - Newness / novelty - Brand / status (e.g. premium artist reputation, in-group) - Risk reduction - Accessibility - Relationship - Convenience / usability (e.g. functional division of a space) - Customization - Getting job done (e.g. lending class to a space, communicate message) - Doing good - Cost availability (e.g. multiple price points) - Investment value	Customer relationships - Networking - Customization - Self-service - Automated service - Communities - Co-creation	Customer segments: - Mentors - Peers - Critics - Connectors - Information brokers - Promoters / dealers - Fans - Die-hard supporters - Actual customers, by segment - Local vs. overseas - Mass market vs. niche - Individual vs. high network vs. corporate vs foundations / interest groups - Diversified - Multi-sided
Cost structure - Fixed vs Variable (e.g. guitar vs studio rental, paintbrushes vs paint) - Value-driven vs Activity-driven – costs should be driven by activities that increase quality and pricing power (e.g. quality of training, quality of delivery, increasing accessibility of channels vs # of recordings, # of channels) - Economies of Scale considerations (e.g. what is an optimal venue size in comparison to the costs of event management) - Economies of Scope considerations (e.g. does it make sense to offer 2 types of products leveraging the same expertise, such as photography for investigative journalism vs corporate headshots)		Revenue streams - Patron / Corporate sponsor - Originals - Auctions - Lease - Subscription - Limited run prints - Going commercial – art licensing - Grants / contributions - Advertising revenues - Brokerage		

w.edenstrategyinstitute.com

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Note: Blue indicates aspects May addressed

Instructions to Organise the Workshop

Using the Sustainable Business Canvas framework combined with practical exercises and case studies, participants will acquire the knowledge and skills necessary to create innovative and sustainable business models that contribute to reducing food waste throughout the entire value chain.

This workshop aims to provide NEETs (young people not in education, employment, or training) with the necessary knowledge and skills to develop sustainable business ideas using the Business Model Canvas framework. Participants will learn about sustainable business practices and explore innovative solutions to address environmental and social challenges that can lead to the creation of viable and profitable ventures.

Materials Needed



- Large sheets of paper or a whiteboard
- Markers and sticky notes
- Printed maps of the local community (if available)
- Handouts with information on the circular economy and food waste reduction strategies
- digital devices for research, preferably a laptop (smartphones can also work)

Introduction (10 minutes)

Welcome participants and introduce the workshop's objectives and agenda.

Highlight the importance of sustainable business practices in addressing global challenges.

[WORKSHOP INTRODUCTION VIDEO](#)

Activity 1

Ice Breaker (15 minutes)

1. Explain that to kick things off, we'll be doing an ice breaker activity focused on food memories and experiences.

Set the tone for an open, friendly, and collaborative learning environment.

2. Individual Reflection and Writing (5 mins):

Distribute notecards or paper and pens to each participant.

Instruct participants to take a few minutes to reflect on and write down answers to the following questions:

- A. What is your earliest or most memorable food-related experience or memory?
- B. How does this memory make you feel?
- C. How does this memory connect to your cultural or family background?

3. Pair Sharing and Discussion (7 mins):

- A. Ask participants to find a partner they don't know well and introduce themselves.
- B. Instruct pairs to take turns sharing their food memories and experiences with each other.
- C. Encourage participants to ask follow-up questions and find common connections.

4. Group Debrief (5 mins):

Invite a few volunteers to share one or two key insights from their paired discussions.



Highlight the common threads and experiences that emerged, emphasising the power of food to bring people together.

Transition to the next segment of the workshop, building on the newfound connections and rapport established during the ice breaker.

Activity 2

Introduction to the Business Model Canvas (20 minutes)

- Introduce the Business Model Canvas (BMC) framework as a tool for developing sustainable business ideas.
- Explain the nine building blocks of the BMC: customer segments, value proposition, channels, customer relationships, revenue streams, key resources, key activities, key partnerships, and cost structure.
- Discuss how the BMC can be used to create innovative and sustainable business models.

Activity 3

Idea Generation and Value Proposition (30 minutes)

- Facilitate a brainstorming session to generate business ideas that align with sustainability goals.
- Help participants identify their target customer segments and define their unique value proposition.
- Encourage participants to think creatively and consider the environmental and social impact of their business ideas.

Activity 4

Building a Sustainable Business Model (50 minutes)

- Guide participants in mapping their business ideas onto the Business Model Canvas.
- Provide templates and worksheets to help participants complete each section of the BMC.
- Facilitate group discussions and offer guidance on integrating sustainability principles into the business model design.
- <https://miro.com/blog/how-to-make-a-great-business-model-canvas/>

Wrap Up Activity

Debrief and Reflection (15 minutes):



Facilitate a group discussion to reflect on the key learnings and insights from the workshop.

Encourage participants to share their thoughts on the following questions:

1. What were some of the key challenges or considerations you encountered when designing a sustainable business model?
2. How did the Business Model Canvas help you think about integrating sustainability into your business idea?
3. What are your biggest takeaways from this workshop that you can apply to your own business or entrepreneurial endeavours?

Materials provided and how to use them

Presentation

The presentation attached to this workshop takes participants through the key knowledge framework for Sustainable Business Canvas.

Infographic

Infographics with the presentation and as separate attachments visually illustrate the key learning areas for participants to model during their practical exercises.

Video

The Videos have been incorporated as part of the presentation to ensure a smooth flow in the transfer of knowledge and as a value add to the workshop learning activities.

Further Reading

The official website of Business Model Generation by Osterwalder & Pigneur offers guidance and resources for using the business model template.

<http://www.businessmodelgeneration.com/>

Coursera course on Business Models for Sustainability. (free) -

<https://www.coursera.org/learn/business-models-for-sustainability>

Udemy course on Sustainable Business Model. (with fees) -

<https://www.udemy.com/course/sustainable-business-model/>

Sources



- Creativity tools to empower NEETs on entrepreneurship – KA227
- <https://ellenmacarthurfoundation.org/>
- <https://miro.com/blog/how-to-make-a-great-business-model-canvas/>

Assessment [QUIZ](#) (downloadable)

Section 1: Sustainable Business Canvas

Instructions: Choose the correct option (A, B, C, or D) for each question.

1. The Sustainable Business Canvas is a tool used to:
A. Measure a company's profit and loss.
B. Analyse a company's environmental impact.
C. Assess a company's social responsibility.
D. Develop a sustainable business model.
2. Which of the following is NOT a component of the Sustainable Business Canvas?
A. Value Proposition
B. Key Activities
C. Revenue Streams
D. Stakeholder Analysis
3. The Sustainable Business Canvas helps businesses identify and address:
A. Short-term financial goals.
B. Long-term environmental goals.
C. Internal communication challenges.
D. Customer relationship management.
4. True or False: The Sustainable Business Canvas focuses solely on environmental sustainability.
A. True
B. False

Section 2: Community Mapping as part of a Sustainable Business Canvas

Instructions: Choose the correct option (A, B, C, or D) for each question.

5. Community mapping is a process that helps identify:
A. Patterns of consumer behaviour.
B. Opportunities for market expansion.
C. Key stakeholders and resources in a community.



D. Infrastructure for waste management.

6. True or False: Community mapping is a visual representation of a community's physical boundaries.

A. True

B. False

7. Which of the following can be included in a community map?

A. Schools, hospitals, and local businesses.

B. shopping malls, theatres, and parks.

C. Residential buildings and transportation networks.

D. All of the above.

8. Community mapping can help:

A. Identify gaps and opportunities in a community.

B. Enhance community engagement and collaboration.

C. Improve resource allocation and utilisation.

D. All of the above.

Section 3: Fill in the Blanks

Instructions: Fill in the blanks by selecting the correct option from the provided box.

Each option can be used once, more than once, or not at all.

Options:

A. Value Proposition

B. Stakeholder Analysis

C. Key Resources

D. Circular Economy

E. Revenue Streams

F. Key Partners

G. Community Mapping

H. Food Industry

The 9. _____ refers to the system that aims to eliminate waste and keep resources in use for as long as possible, thus minimising environmental impact.

10. _____ is a process that visually represents the assets, resources, and stakeholders within a specific community, focusing on the food industry in this quiz.

11. _____ involves identifying and analysing the individuals, groups, or organisations that have an interest in or are affected by the food industry and circular economy initiatives.



In the context of the food industry and the circular economy, 12. _____ refers to the unique value that a company offers to its customers, providing sustainable and resource-efficient solutions.

13. _____ are the sources of income generated by businesses operating in the food industry within the circular economy framework.

14. _____ are the critical components, facilities, and assets required to operate a sustainable business within the food industry and circular economy.

15. _____ are essential collaborators or organisations that play a vital role in supporting and enhancing the operations and impact of businesses in the food industry and circular economy.

ANSWER KEY

Section 1 and 2 Answers:

- 1.D
- 2.D
- 3.B
- 4.B
- 5.C
- 6.B
- 7.D
- 8.D

Section 3 Answers:

- 9.D (Circular Economy)
- 10.G (Community Mapping)
- 11.B (Stakeholder Analysis)
- 12.A (Value Proposition)
- 13.E (Revenue Streams)
- 14.C (Key Resources)
- 15.F (Key Partners)



WORKSHOP V

COMMUNICATION & BUSINESS PITCHING

OVERVIEW

This workshop will teach you the important skills needed for effective communication when pitching or presenting business ideas. You'll learn how to clearly explain the key points about your product, service or startup in a way that gets people interested and convinced. Through trying out different activities, you'll get better at speaking in a confident and engaging manner, whether you're presenting in-person or online. You'll also pick up tips on how to connect with your audience and address any doubts or concerns they might have. The focus is on making communication simple yet powerful when pitching your ideas to others.

LEARNING OBJECTIVES

- Understand the various aims of effective communication, including information sharing, clarity, relationship building, motivation, conflict resolution, decision-making, and feedback.
- Comprehend the specific aims of business pitching, such as securing investments, client acquisition, establishing partnerships, employee recruitment, strategic planning, and adapting to change.
- Gain knowledge about social entrepreneurship, entrepreneurial competencies for NEETs, and the role of social enterprises in addressing food waste.
- Develop skills essential for effective communication, including clarity, active listening, empathy, non-verbal communication, conflict resolution, and providing feedback.
- Acquire skills necessary for compelling business pitching, such as pitch development, storytelling, audience awareness, confidence, value proposition articulation, handling questions, and time management.

DURATION

Approximately 2 - 3 hours

Effective communication is the exchange of information, intention and emotion. It involves clearly transmitting a message and receiving acknowledgment that the message has been received and understood by your intended audience.



Effective communication also means providing acknowledgment to others that ensures they feel heard and understood.

Useful communication skills for building positive interpersonal relationships include:

- active listening
- understanding non-verbal signals (e.g. facial expressions)
- maintaining eye contact
- being assertive without being confrontational
- being mindful of people's individual space
- using positive body language
- understanding different cultures and backgrounds
- dealing with different points of view
- possessing skills and knowledge relating to the topic of your communications.

Personal Awareness

Developing personal awareness is crucial for effective communication. This includes maintaining a positive mindset and understanding how others perceive you. Projecting confidence and dressing appropriately for different situations also play a vital role. Additionally, it's important to consider the surrounding circumstances that can impact your communication. For instance, are you in a noisy or hot environment? Is the person you're communicating with feeling angry or dissatisfied? Are there cultural differences where certain behaviours, like making eye contact, could be seen as disrespectful? Being mindful of these environmental, situational, and cultural contexts can help you tailor your approach and ensure clear, respectful, and impactful communication.



Verbal Communication: Use of Positive Language in Interactions

When interacting with others, using positive language can significantly increase your chances of achieving favourable outcomes. However, maintaining a positive tone can be challenging, especially in situations where the other person seems unhappy or negative.

Positive language is constructive and encouraging; it suggests alternatives and offers solutions to problems. In contrast, negative language can be discouraging and may escalate tensions.

Consider the following example, when speaking to client who wants to order a product:

Negative language: "We're out of stock, and we're not expecting new stock for 3 weeks."

Positive language: "This item is currently on order, and we'll have it for you in 3 weeks. Would you like to reserve one?"

In the negative statement, the focus is solely on the unavailability of the item, leaving the customer with a sense of disappointment and uncertainty. However, the positive statement acknowledges the temporary issue while offering a solution – the option to reserve the item for when it becomes available.

Using positive language demonstrates a proactive approach and a willingness to address concerns. It can help diffuse tense situations and foster a more collaborative environment, ultimately increasing the likelihood of reaching a mutually satisfactory resolution.

Using I statements instead of You statements

Effective verbal communication has a lot to do with how we frame our statements. Adopting an "I" perspective, where we express our needs and perspectives directly, can yield more positive outcomes compared to "You" statements that may come across as accusatory or demanding. For instance, consider the difference between saying "I would appreciate some clarification on the project timeline" versus "You haven't provided enough details about the project timeline." The former statement, phrased from a personal standpoint, conveys the same message but in a more diplomatic and non-confrontational way. By taking ownership of our communication through "I" statements, we avoid inadvertently putting others on the defensive, fostering a more collaborative and constructive dialogue.

Style of Speaking

How you say something is very important for good communication. Your speaking style includes things like your voice tone, how high or low your voice is, your accent, how loud or soft you speak, and how fast or slow your pace is. Saying the exact same words can mean totally different things based on your speaking style.

When you use a positive, engaging speaking style, it can motivate people and make them interested. But if your style is negative or boring, people may tune you out.

To communicate positively, aim to sound calm and clear. Don't speak too fast or too slow. Try to keep your listener engaged, as this makes it more likely they'll respond well, instead of feeling anxious, bored or discouraged.



Also, people from different cultures may naturally speak faster or softer. In these cases, you need to really listen carefully to make sure you fully understand each other.

By using a positive speaking style that fits your audience, you can make your message more powerful and have a better conversation.

Asking Questions to Understand Better

The more you can learn about what a person needs, wants, is interested in, and their situation, the easier it will be to find outcomes that are good for both of you.

You learn more about people by asking good questions and really listening to their answers. Their responses help you come up with suitable solutions, and also make the other person feel valued.

People usually respond well when they feel someone genuinely wants to know their opinion, especially in business situations where conversations can have important results for everyone involved.

Paying Attention to Understand

Asking the right questions is important, but listening carefully to the answers is just as crucial.

Sometimes our own thoughts get in the way. We might start thinking about what we want to say next, or trying to guess where the other person is going with the conversation. When this happens, we stop fully focusing on what they are saying.

To truly listen and understand, we need to put aside those distracting thoughts for a moment. Give your complete attention to the person speaking. That's the only way to clearly hear and take in their words and meaning.

TIPS FOR VIDEO CALLS

- Test your microphone, audio and video settings before joining the video call meeting.
- Ensure you have enough lighting so when people see you, they are able to see your face properly.
- Change the name of profile settings to be your first name and business name so the other people on the video call know who you are and what business you are representing.
- Be conscious of how you appear to others—your surroundings behind and beside you can be seen on the video call. Consider staging, blurring or setting a background image to remove or reduce distractions.
- Recognise bandwidth issues can often be reduced by turning off your video stream—ask the people on the call if they mind you turning off your video to improve your listening experience.
- Ensure team or family members are aware you are on a video call and don't interrupt you. Someone walking behind you can distract other people on the video call.
- Check your screen before sharing it. Confidential or embarrassing information can damage your credibility.
- Mute your microphone if you are not talking. This ensures other parties on the call don't hear your background noise, typing on keyboard or others talking.
- Look at the camera when you are talking, rather than at faces on screen. To others, you will appear to be looking directly at them.



Written communication

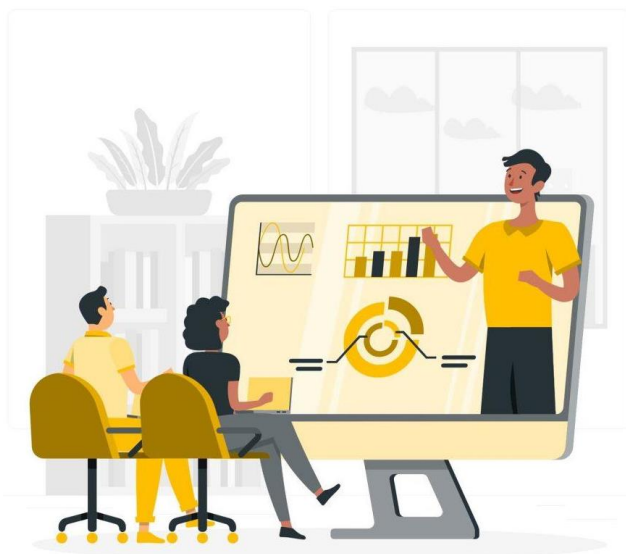
A lot of communicating in our work lives will happen through emails, documents, letters, and reports. Even though you have more time to get ready for written communication, writing well for work is still very important.

Many of the same skills used when talking to someone can also help with written communication, like asking good questions and using the right tone. You should be polite and say things in a clear way, especially if you need the other person to take some action after reading your written message.

Follow this simple outline when writing a letter to a business associate, colleague or client.

1. Polite greeting, for example: email: Hi [name]; Hi customer service team
2. Simple introductory paragraph—explaining why you are writing
3. second and/or third paragraph—the facts you need to share with the reader
4. last paragraph—the closing summary outlining your recommendation or what you require the reader to action
5. signature block—finish the communications with your name, signature and contact details.

Business Pitching



A business pitch is a presentation of business ideas to potential clients to persuade them that your company is the right choice. It may be written, a multimedia presentation or a personal pitch delivered face-to-face.

Whether it is pitched to a single person or a large gathering of people, a well-thought-out pitch with great delivery can persuade decisions and secure the business deal.

Before you begin creating your business pitch model, you'll need to focus on:

Who you're directing your presentation to –
Who's my audience?

What are the objectives of this pitch – What
do I want to achieve with this presentation?

How will this presentation be given – Will I present it in person or will I be sending it over email? Will I use audiovisual components?

Asking yourself these three questions is key, given that they will decide what kind of pitch you create. There isn't a one-size-fits-all model for a pitch. Instead, your pitch's structure and content will depend fundamentally on how you answer the three questions.



Duration

Approximately 2.5 hours.

INSTRUCTIONS TO ORGANISE THE WORKSHOP

The objective of this workshop is to enhance participants' presentation skills and confidence when pitching their ideas or projects to potential investors, partners, or stakeholders.

ACTIVITY 1

Non-formal education vs traditional learning (40 minutes)

Objectives

To understand the significance of non-formal education in supplementing traditional learning methods and to explore engaging strategies to incorporate non-formal education techniques into teaching practices.

Activity Steps

1.Introduction (5 minutes):

- a)Welcome the participants and introduce the workshop's objective.
- b)Briefly explain the importance of non-formal education in enhancing traditional teaching methods.

3.Icebreaker Activity - "Two Truths and a Lie" (5 minutes):

- a)Have each participant think of two true statements about themselves and one false statement.
- b)Each participant shares their three statements, and the rest of the group guesses which one is the lie.

This activity encourages interaction and sets a positive tone for the workshop.

4.Understanding Non-Formal Education (10 minutes):

- a).Facilitate a brief discussion on non-formal education and how it can support formal education.
- b)Highlight examples of non-formal education methods such as workshops, seminars,experiential learning.
- c) Ask participants to share any experiences they've had with non-formal education and its impact on learning. Group Activity - "Non-Formal Education Brainstorm" (10 minutes):

5.Divide participants into small groups of 3-4 people.

- a)Provide each group with sticky notes and markers.
- b)Task each group with brainstorming different non-formal education techniques or activities that can be incorporated into their teaching practices.
- c)Encourage creativity and out-of-the-box thinking.
- d)After 8-10 minutes, have each group present their ideas to the rest of the participants.



6.Reflection and Sharing (5 minutes):

Lead a brief reflection on the brainstorming session. Discuss the potential benefits and challenges of implementing non-formal education techniques in teaching.

Encourage participants to share any insights or ideas they gained from the activity.

Conclusion and Wrap-Up (5 minutes):

7.Summarize key takeaways from the workshop.

Thank participants for their active participation and engagement. Provide resources or further reading materials on non-formal education for those interested in learning more.

ACTIVITY 2

Designing a Pitch Deck (40 minutes)

Objective

To equip participants with the skills and tools necessary to create an effective outline for a pitch deck.

Materials Needed

- Computers or laptops with internet access
- Projector or screen for demonstration
- Pen/pencil and paper for note-taking

Activity Steps

1. Introduction to Pitch Decks (5 minutes):

a) Explain the purpose of a pitch deck: to succinctly present a business idea or project to potential investors, partners, or stakeholders.

b) Highlight the key components typically included in a pitch deck, such as problem statement, solution, market opportunity, business model, team, traction, and financials.

2.Presentation of Pitch Deck Templates (5 minutes):

a) Introduce participants to various pitch deck templates available online, such as those provided by Slidebean, Canva, or PowerPoint.

b) Demonstrate how to access and use these templates, highlighting their user-friendly features and customization options.



c) Provide links or resources for participants to explore and download these templates for their own use.

3. Group Brainstorming Session (15 minutes):

- a) Divide participants into small groups of 3-4 people.
- b) Assign each group a hypothetical business idea or project to work on (e.g., a tech startup, a social enterprise, a mobile app).
- c) Encourage groups to brainstorm and outline the key components of a pitch deck for their assigned idea, using the templates provided.
- d) Remind participants to focus on clarity, brevity, and visual appeal when structuring their outlines.

4. Template Customization and Feedback (10 minutes):

- a) Provide time for groups to customise their chosen pitch deck templates with the outline they've developed.
- b) Circulate among groups to offer guidance, answer questions, and provide feedback on their outline structures.
- c) Encourage groups to incorporate visuals, graphics, and compelling storytelling elements to enhance their pitch decks.

4. Presentation and Peer Review (5 minutes per group):

- a) Invite each group to present a brief overview of their pitch deck outline to the rest of the participants.
- b) Encourage constructive feedback and discussion from the audience on the strengths and areas for improvement of each outline.
- c) Emphasise the importance of clarity, coherence, and persuasiveness in effectively communicating the business idea or project.

5. Conclusion and Resources Sharing (5 minutes):

- a) Summarise key takeaways from the activity, emphasising the importance of a well-structured pitch deck in conveying a compelling narrative.
- b) Provide participants with additional resources and tools for further exploration and refinement of their pitch decks, such as online tutorials, articles, or workshops.
- c) Encourage participants to continue refining their pitch decks and to seek feedback from peers or mentors before finalising them for presentation.



By providing participants with access to pitch deck templates and guiding them through the process of outlining their own pitch decks, this activity enables them to develop essential pitching skills in a practical and hands-on manner. Additionally, the use of user-friendly software tools makes the process faster and easier, allowing participants to focus on crafting a compelling narrative for their business ideas or projects.

ACTIVITY 3

Pitching with Confidence (60 minutes)

Objectives

- Practise effective communication and pitching skills
- Give and receive constructive feedback
- Build confidence in public speaking

Activity Steps

1.Set Up

- a)Participants are divided into pairs
- b)Each pair is given 10 minutes to develop a 2-minute pitch about a hypothetical product or service idea

2.Participants take turns pitching their idea to their partner for 2 minutes while the partner observes. (10 minutes)

3.The observer provides 2 minutes of positive feedback focusing on what worked well in the pitch. (4 minutes)

4.The roles are then reversed, and the process repeats. (10 minutes)

5.Bring everyone back together as one group.

6.Open the floor for volunteers to deliver their 2-minute pitch to the entire group. (15 minutes)

7.After each pitch, have other participants provide feedback using the following guidelines:

- a)One positive comment about strengths/what worked well
- b)One constructive suggestion for improvement



8. Facilitate a group discussion about lessons learned regarding effective communication, body language, storytelling, audience awareness etc. (10 minutes)

9. Summarise key takeaways. (5 minutes)

[Download Infographic](#)

Tips for Facilitators:

- Create a supportive environment for open feedback
- Model constructive feedback yourself
- Encourage participants to step outside their comfort zone
- Focus feedback on delivery and presence, not just content
- This allows participants to practise pitching, get real-time feedback, observe others, and have an open discussion while applying communication skills in a safe setting.

Materials provided and how to use them

[Presentation](#)

Infographic

https://docs.google.com/presentation/d/1IJVo0zzvcnSCmxJvlyg4x_ajLAis73iT/edit#slide=id.p1

Video(s)

Communication to others.

[The Communication](#)

The Business Pitching

<https://www.youtube.com/watch?v=hl3tAy7ntY8>

Reading materials

"Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds" by Carmine Gallo : This book explores the communication techniques used by successful TED speakers and provides practical tips for improving your own presentation skills.

"Pitch Anything: An Innovative Method for Presenting, Persuading, and Winning the Deal" by Oren Klaff : Oren Klaff introduces a fresh approach to pitching and offers insights into the psychology of deal-making.

"Influence: The Psychology of Persuasion" by Robert B. Cialdini : Although not specifically about pitching, this classic book delves into the principles of persuasion, which are fundamental to effective communication in a business context.



"Made to Stick: Why Some Ideas Survive and Others Die" by Chip Heath and Dan Heath : The Heath brothers explore the elements that make ideas memorable and provide practical advice for crafting messages that stick.

"The Art of Communicating" by Thich Nhat Hanh : This book focuses on mindful communication, providing insights into how to express yourself with clarity and compassion.

Assessment tools

Toastmasters International : Joining a Toastmasters club can provide you with a supportive environment to practise and enhance your public speaking and communication skills.

Pitcherific : Pitcherific is an online tool that helps you craft and practise your pitch. It provides feedback on your pacing, word choice, and overall effectiveness.

Prezi : Prezi is a presentation tool that allows you to create dynamic and engaging presentations. It can be a great platform for practising and refining your pitch.

Visme : Visme is another visual content creation tool that can help you design compelling presentations. It offers templates and tools to make your pitch visually appealing.

Harvard Business Review (HBR) : HBR often publishes articles on effective communication and pitching. Regularly reading articles from HBR can keep you updated on the latest trends and best practices.

Remember, the key to improvement is consistent practice and feedback. Utilize these tools and materials to refine your communication and pitching skills over time.



WORKSHOP VI

PROJECT MANAGEMENT

OVERVIEW

Project Management is the process of leading the work of a team to achieve all project goals within the given limits. In other words, Project Management is the application of processes, methods, skills, knowledge and experience to achieve specific project objectives according to the project acceptance criteria within agreed rules and guidelines. Project management has final deliverables that are limited to a fixed schedule and budget.

In this workshop, participants will explore the basics of Project Management and get familiar with managing a project related to food waste management.

LEARNING OBJECTIVES

- Understand what project management is and the tools and steps involved.
- Learn about the role of a project manager and the different stages of a project.
- Know the different project management methods and how to choose the right one.
- Learn how to set goals and objectives for a project.
- Gain skills in making project schedules, budgets, quality plans, and managing resources.
- Develop attitudes to start and lead project management processes effectively.

Duration

Approximately 2 hours

Project management is the framework that guides a team to accomplish all project goals. Project management is the practice of using knowledge, skills, tools, and techniques to complete a series of tasks to deliver value and achieve a desired outcome.



But firstly what is a Project?

A project is a series of structured tasks, activities, and deliverables that are carefully executed to achieve a desired outcome. Each aspect of a project must go through the phases of the project lifecycle before reaching an end goal. This lifecycle allows project managers to execute each phase of their project effectively. It enables them to plan each task and activity meticulously, ensuring the highest chances of a project's success.

Here are some examples of projects:

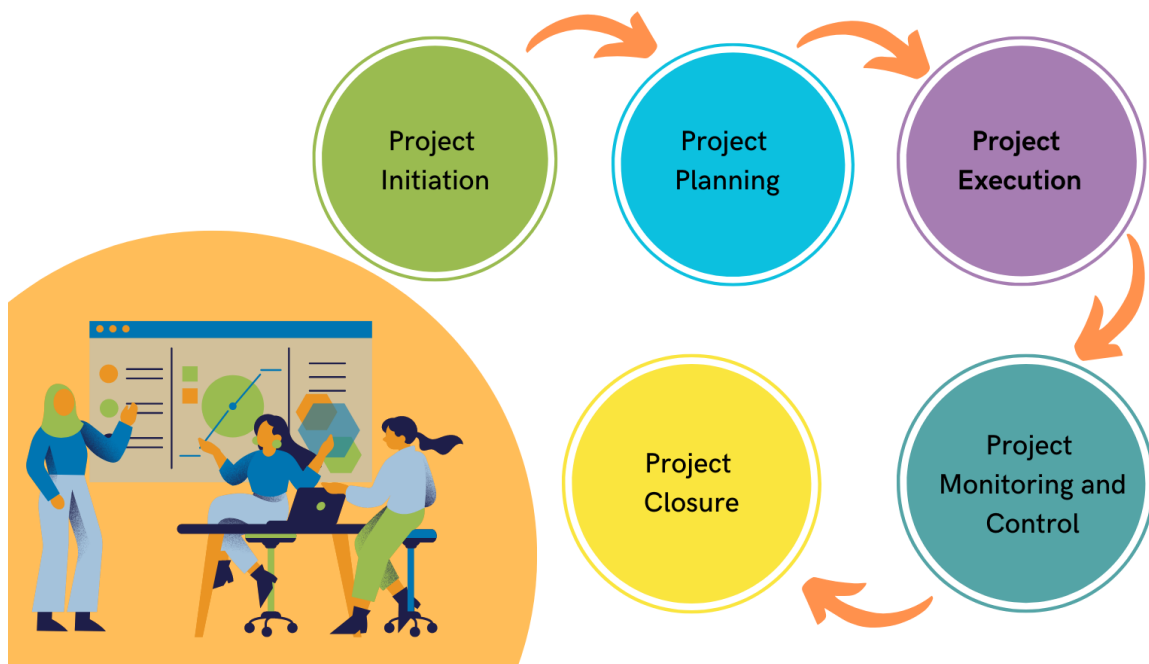
- Software development
- Building construction
- Natural disaster relief efforts
- Geographical sales expansion



What is the project life cycle?

The project life cycle is a staged framework used by project managers to successfully guide their projects from start to finish.

FIVE PHASES OF PROJECT MANAGEMENT LIFE CYCLE



Initiation Stage

1. This stage involves starting the project by defining its scope, goals, and objectives.
2. Key stakeholders and their roles are identified during this phase.
3. A business case or project charter is created to formally authorise the project.
4. Resources required for the project are estimated and acquired.
5. The project manager is appointed to lead the project.

Planning Stage

1. A detailed project plan is created during this stage.
2. Tasks, timelines, and dependencies are identified and scheduled.
3. Project risks are analysed, and mitigation plans are developed.
4. Quality standards and communication plans are established.
5. Roles, responsibilities, and budgets are defined for the project team.



Execution Stage

This is the longest stage where the actual project work happens.

1. The project manager coordinates and leads the project team.
2. Regular status meetings track progress against the project plan.
3. Issues and risks are monitored and managed proactively.
4. Project deliverables are completed and handed over to stakeholders.

Monitoring and Controlling Stage

This stage runs parallel to execution to monitor project performance.

1. Progress is measured against predefined metrics and milestones.
2. Any deviations from the plan are identified and corrected.
3. Change requests are evaluated, approved or rejected.
4. Status reports are prepared and shared with stakeholders regularly.

Closing Stage

This final stage occurs once all project objectives are achieved.

1. Final project deliverables are verified and approved.
2. Project resources are released and re-allocated.
3. A formal project closure is documented and archived.
4. Lessons learned are captured for future process improvements.

Value of Project Management

Through proper project management, you can assure that the purpose/vision and goals of the project are maintained, all while supporting the audiences' tasks and objectives. Additionally, you avoid risks and effectively and efficiently use your available resources. It also helps the team members to understand their responsibilities, the deliverables expected, and the schedule everyone needs to follow to complete the project on time and within budget.

Creating a Schedule

Schedules are an important part of project management because they help you measure your progress as the project moves along. They also help to outline how each team member's part fits into the overall picture and demonstrate the dependencies.

Schedules reflect the life cycle broken down into specific deliverables and touch points. It defines what needs to be done and who is the point of contact responsible for the work.



INSTRUCTIONS TO ORGANISE THE WORKSHOP

ACTIVITY 1

Project Management Concepts and Applications (approximately 60 minutes)

Introduction (10 minutes):

1. Begin by explaining the concept of Project Management and its importance in achieving project goals effectively.
2. Discuss the roles within a project management team, emphasising the collaborative nature of project work.
3. Highlight the benefits of a structured project management process for successful implementation and execution of project activities.

Applications of Project Management (15 minutes):

1. Explain that project management can be applied in various contexts and across different types of organisations, teams, and projects.
2. Discuss the diverse ranges and areas of intervention within project management, showcasing its adaptability to different scenarios and industries.

Group Brainstorming Activity (20 minutes):

1. Divide participants into smaller teams of 3-4 people.
2. Provide each team with flip chart paper and markers in different colours.
3. Instruct teams to brainstorm and write down their ideas about what project management is, where it can be used, and what team members are necessary for applying it.
4. Encourage teams to be creative and to improvise with their ideas.
5. Allow teams to collaborate and discuss their thoughts while brainstorming.
6. Monitor progress and offer guidance as needed.

Presentation and Discussion (15 minutes):

1. After the brainstorming session, ask each team to briefly present their ideas to the larger group.
2. Facilitate a discussion on the different contexts in which project management can be applied based on the ideas presented by the teams.
3. Encourage participants to discuss the various functions and roles of team members within a project management team.
4. Allow for questions and comments from the participants to deepen the discussion.



Conclusion (5 minutes):

1. Summarise key insights gained from the activity.
2. Reinforce the importance of collective action and effective project management in achieving project goals.
3. Thank participants for their active participation and contributions to the workshop.

By engaging participants in a structured activity that encourages brainstorming and discussion, this workshop facilitates a deeper understanding of project management concepts, applications, and team dynamics within a 60-minute timeframe.

ACTIVITY 2

Project Management Life Cycle (approximately 60 minutes)

Objectives

- To introduce participants to the concept of the Project Management Life Cycle.
- To explore the key phases of the Project Management Life Cycle and their significance.
- To provide practical insights into managing projects effectively through each phase of the life cycle.

Materials Needed

- Presentation slides or whiteboard
- Markers and flip chart paper
- Handouts outlining the Project Management Life Cycle stages
- Pen/pencil for each participant

Activity Steps

Introduction to the Project Management Life Cycle (10 minutes):

1. Begin the workshop by explaining the concept of the Project Management Life Cycle.
2. Define the Project Management Life Cycle as the series of phases a project goes through from initiation to closure.
3. Highlight the importance of understanding and effectively managing each phase for project success.

Overview of Key Phases (15 minutes):

1. Present an overview of the key phases of the Project Management Life Cycle:
2. Initiation: Defining the project scope, objectives, and stakeholders.
3. Planning: Developing a detailed project plan, including schedules, resources, and budgets.



4. Execution: Implementing the project plan and managing resources to accomplish project objectives.
5. Monitoring and Controlling: Tracking project progress, identifying variances, and taking corrective actions.
6. Closing: Formalizing project completion, documenting lessons learned, and transitioning deliverables to stakeholders.
7. Discuss the purpose and activities associated with each phase.

Group Activity - Life Cycle Mapping (20 minutes):

1. Divide participants into small groups.
2. Provide each group with markers and flip chart paper.
3. Assign each group one phase of the Project Management Life Cycle.
4. Instruct groups to create a visual representation (e.g., flowchart, diagram) of their assigned phase, highlighting key activities and milestones.
5. Encourage creativity and collaboration within the groups.

After 15 minutes, have each group present their life cycle mapping to the larger group.

Case Study Discussion (10 minutes):

1. Present a case study or scenario relevant to the participants' context.
2. Facilitate a discussion on how the Project Management Life Cycle could be applied to the case study, focusing on key considerations for each phase.
3. Encourage participants to share insights and strategies for effectively managing projects through the life cycle stages.

Conclusion and Reflection (5 minutes):

1. Summarise key takeaways from the workshop, emphasising the importance of understanding and navigating the Project Management Life Cycle.
2. Invite participants to reflect on how they can apply the concepts and strategies discussed in their own project management practices.
3. Thank participants for their engagement and participation in the workshop.

This workshop provides participants with a comprehensive understanding of the Project Management Life Cycle and practical insights into managing projects effectively from initiation to closure. Through interactive activities and discussions, participants gain valuable knowledge and skills applicable to their project management roles.

ACTIVITY 3

Collaborative Project Team Building (30 minutes)

Objective

To showcase the importance of collaboration in project management and to engage participants in forming effective project teams.



Materials Needed

- Presentation slides or whiteboard
- Handouts outlining the importance of collaboration in project management
- Markers and flip chart paper
- Pen/pencil for each participant

Activity Steps

Introduction to Collaboration in Project Management (5 minutes):

1. Begin by explaining the importance of collaboration in project management.
2. Emphasise how working together with each team member throughout the project life cycle ensures cohesive functioning.
3. Highlight the benefits of collaboration, such as increased innovation, better problem-solving, and enhanced team morale.

Understanding Project Teams (5 minutes):

1. Define what a project team is and its role in project management.
2. Explain the characteristics of a successful project team, such as diverse skill sets, clear communication, mutual respect, and shared goals.
3. Discuss the importance of defining the team's identity and standardising operating practices for effective collaboration.

Discussion on Team Formation (10 minutes):

1. Start a discussion about the elements a project manager should consider when forming a team.
2. Encourage participants to share their ideas on what makes a successful team, considering factors such as individual strengths, team dynamics, communication styles, and shared values.
3. Facilitate a brainstorming session to generate ideas and insights from the participants.

Task Assignment: Create Your Project Team (5 minutes):



1. Based on the results of the discussion, assign participants the task of creating their project teams.
2. Divide participants into small groups.
3. Provide each group with markers and flip chart paper.
4. Instruct groups to brainstorm and decide on the composition of their project teams, considering the factors discussed earlier.
5. Encourage creativity and collaboration within the groups.

Presentation of Project Teams (5 minutes):

1. After 10 minutes, have each group present their project team to the larger group.
2. Ask groups to explain the reasons behind their decisions, highlighting how they considered collaboration and team effectiveness in their selections.
3. Facilitate a brief discussion on the different approaches taken by each group and any common themes or insights observed.

Conclusion and Reflection (5 minutes):

1. Summarise key takeaways from the activity, emphasising the importance of collaboration in forming effective project teams.
2. Invite participants to reflect on how they can apply the insights gained to their own project management practices.
3. Thank participants for their engagement and participation in the workshop.

This 30-minute workshop provides a fun and interactive opportunity for participants to explore the importance of collaboration in project management and to practise forming effective project teams. Through discussion and hands-on activities, participants gain practical insights into building cohesive and successful project teams.

WRAP UP ACTIVITY

Encourage the participants to openly reflect on the material they have learnt during the workshop; let them share their thoughts and feelings and ask them to give feedback.

Ask relevant questions, such as:

- What was one thing you learned from today's workshop?
- What did you find most interesting?
- How did you work together in the workshop?



Ensure you summarise the main points discussed during the workshop and highlight the key points of Project Management. Start a discussion on how participants can use the new knowledge they got of Project Management in their activities about zero food waste awareness.

Give a list of “Further Reading” recommendations for those who want to go deeper into the Project Management practice.

Materials provided

Presentation

FOOD-Y_PR2_Workshop PPT_SEAL CYPRUS.pptx

Infographic

FOODY EU Infographic_Workshop VI Project Management_SEAL CYPRUS.pptx

Video

1. [Project Management Foundations, Bonnie Biafore, PMP, Trainer](#)
2. [12 Terms You Should Know | Project Management Fundamentals, PSODA](#)
3. [What is project management?, Association for Project Management](#)

Further Reading

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Kerzner, H. (2013). Project management: a systems approach to planning, scheduling, and controlling, 11th edition. John Wiley & Sons, Hoboken, N. J.

Project Management - 2nd Edition - Bccampus Open Publishing. (n.d.-b).
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Yik Ern, Alfred. (2019). Project Management. 10.13140/RG.2.2.30281.49766.



Assessment

Question 1: A Project is a _____ effort undertaken to create a single product, service or result.

- a. Unstoppable
- b. Temporary**
- c. Unique
- d. Extreme

Question 2: The basic elements of Project Management are Goal – Timeline - _____ - Stakeholders – Project Manager.

- a. Objective
- b. Initiation
- c. Budget**
- d. Execution

Question 3: Complete the 5 stages of Project Management: Initiating, _____, Execution, Control & Monitoring, and Closing.

- a. Planning**
- b. Delivering
- c. Addressing
- d. Viewing

Question 4: One of the most recent Project Management Methodologies is the _____ family.

- a. Capone
- b. Risk
- c. Agile**
- d. Alert

Question 5: List the five stages of Project Management.



CONCLUSION

This comprehensive educator's manual provides a valuable framework for engaging youth and NEET (Not in Education, Employment, or Training) populations in addressing the critical issue of food waste through circular economy principles and sustainable business development.

At the core of this manual is a deep understanding of the circular economy and its importance in tackling the systemic challenge of food waste. By guiding educators through the process of mapping local communities, identifying key stakeholders, and exploring innovative solutions, this resource equips them with the necessary knowledge and tools to empower young people.

The emphasis on social entrepreneurship is a strategic alignment with the European Commission's focus on fostering green and inclusive entrepreneurship. Through the application of the Sustainable Business Canvas, educators can enable participants to translate their passion for sustainability into viable and impactful business ventures that contribute to reducing food waste across the value chain.

Equally crucial is the development of participants' communication and business pitching skills. This aspect of the program ensures that young entrepreneurs are equipped to effectively present their ideas, secure support, and scale their solutions to amplify their positive impact, aligning with the European Union's objectives for sustainable and inclusive growth.

Furthermore, the incorporation of project management skills equips participants with the necessary capabilities to plan, execute, and monitor their sustainable business initiatives, empowering them to bring their innovative ideas to fruition.

By implementing the strategies and activities outlined in this manual, educators will play a pivotal role in driving the European Union's transition towards a circular economy and achieving the goals set forth in the European Green Deal. The long-term impact of this program extends beyond just reducing food waste; it nurtures a generation of empowered and socially conscious entrepreneurs who will be the driving force behind a more sustainable and equitable future.

As educators utilise this resource, they will witness the transformative potential of their efforts, as participants not only develop sustainable business models, but also become advocates and catalysts for change within their communities.