



# In-service training for adult educators A Trainer Guide

## Part A

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## Structure and objectives of the programme

### In-Service Training for Adult Educators – Start-Up in Urban Agriculture (A Trainer Guide)

This trainer guide will include a course of action for the experts on how to intercept, involve, activate, and train disadvantaged adults with the accent on low-skilled and low-qualified adults, in order to reactivate in them the idea that there is a path of improvement and that through that path it is possible to go towards the exit from the disadvantage condition. The development of the In-service training for adult educators will be a transferable “training program”, that can be used for the “blended” teaching valorization of urban agriculture.

The guide will support the adult educators, who work with adults, aiming towards their training. The aim is to develop a series of approaches and methodologies that can be used in Europe to support adults (especially applied to low-skilled and low-qualified adults), who would like to start a business in the Urban Agriculture field.

The trainer guide will be structured in 6 modules with very relevant importance for the field of Urban Agriculture, as follow:

1. What is a Start-Up in Urban Agriculture?
2. Analysis of the local community context.
3. Design creative thinking: the creation stages of the UA project.
4. Organizational aspects of involving the community.
5. Interculturality.
6. Effective negotiations and communications.



The Trainer Guide will comprise 2 distinct parts as follows:

Part A will focus on the face-to-face content and will be presented as a series of lesson plans with PowerPoint slides, handouts, and activities delivered in practical and theory-based workshops. These resources will be included as annexes to this manual to support the trainers in delivering the face-to-face training.

Part B of the Trainer Guide will focus on self-directed learning modules, which include key theoretical content, case studies, additional reading materials, and links to short introductory video resources that will provide a brief overview of the modules.

The in-service training for adult educators will comprise 24 hours of learning - 12 hours of face-to-face instruction, workshops, and discussion and 12 hours of self-directed learning.

#### The Part A of the training:

- 12 hours of face-to-face instruction addressing the following topics:
  - ✓ 2hours – Module 1: What is a Start-Up in Urban Agriculture?
  - ✓ 2hours – Module 2: Analysis of the local community context.
  - ✓ 2hours – Module 3: Design creative thinking: the creation stages of the UA project.
  - ✓ 2hours – Module 4: Organizational aspects of involving the community.
  - ✓ 2hours – Module 5: Interculturality.
  - ✓ 2hours – Module 6: Effective negotiations and communications.



The face-to-face content will be presented as a series of lesson plans with accompanying PowerPoint slides, handouts, and activities delivered in practical and theoretical workshops. These resources will be included as annexes of the trainer guide to support trainers in providing this face-to-face training.

### The part B of the training:

- 12 hours of self-directed learning that adult educators will be expected to complete as part of their autonomous learning, and which aims to further enhance their understanding of the same topics:
  - ✓ 2hours – Module 1: What is a Start-Up in Urban Agriculture?
  - ✓ 2hours – Module 2: Analysis of the local community context.
  - ✓ 2hours – Module 3: Design creative thinking: the creation stages of the UA project.
  - ✓ 2hours – Module 4: Organizational aspects of involving the community.
  - ✓ 2hours – Module 5: Interculturality.
  - ✓ 2hours – Module 6: Effective negotiations and communications.

The content will be presented in the second section of the trainer guide as a series of self-directed learning modules, which include key theoretical content, case studies, additional reading materials, and links to short introductory video resources that will provide a brief overview of the topics, and which are intended to be viewed by adult educators before they commence the self-directed learning modules.



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TOPIC	KNOWLEDGE (theoretical & factual)	SKILLS (cognitive & practical)	ATTITUDES (responsibility & autonomy)
<b>WHAT IS A START-UP IN URBAN AGRICULTURE?</b>	Knowledge of the definition of urban agriculture.	Identify what urban agriculture is.	Awareness of the impact of starting urban agriculture.
	Knowledge of benefits and challenges of urban agriculture.	List the benefits and challenges of urban agriculture.	Awareness of the benefits and challenges of urban agriculture.
	Knowledge of different costs of start-up urban agriculture.	Evaluate different costs and how to manage the cost of urban agriculture.	Willing to carry out additional research and find cost models that might work for each person/community to start urban agriculture.
<b>ANALYSIS OF THE LOCAL COMMUNITY CONTEXT</b>	Knowledge of the local community context.	Analysis of the local community context and identify your challenges.	Awareness of the local community context.
	Understanding the local context and possible influences of urban agriculture.	Apply the situational analysis in the context of community to promote urban agriculture	Awareness of the challenges in the community
<b>DESIGN CREATIVE THINKING. THE CREATION STAGES OF THE UA PROJECT</b>	Knowledge of the stage of design thinking	Apply the methodology of design thinking to the urban agriculture model.	Appreciation of how to use creative thinking in urban agriculture.
	Understanding the characteristic of design thinking	Explore the potential of design thinking as an approach	Responsibility to connect urban agriculture with design thinking.
	Knowledge of the effective results and improvements of the design thinking.	Use design thinking for innovative urban agriculture projects.	Integrate the methodology of design thinking in urban agriculture projects.
<b>ORGANIZATIONAL ASPECTS OF INVOLVING THE COMMUNITY</b>	Knowledge of the elements needed to engage and communicate with communities.	Identify possible benefits, tools and implement community activities.	Plan community involvement activities.

	Understand goals, objectives, and responsibilities for effective community involvement.	Identify community concerns and interests.	Appreciate the importance of promotion and community participation.
	Knowledge of the challenges and opportunities of community engaged teaching.	Provide an opportunity to the communities to involve in urban agriculture.	Awareness of a positive community impact
<b>INTERCULTURALITY</b>	Knowledge of the definition and characteristics of interculturality.	Identify benefits in interculturality and common elements.	Awareness of the importance of interculturality and being able to evaluate feelings, thoughts, perceptions, and reactions).
	Knowledge of the concept of the Intercultural Garden.	Develop interculturality connecting cultures through urban agriculture	Integrate interculturality in urban agriculture.
	Understand urban agriculture as a tool for interculturality	Identify good practices to develop a program linking interculturality and urban agriculture.	Willingness to invest in urban agriculture to promote interculturality in your community.
<b>EFFECTIVE NEGOTIATIONS AND COMMUNICATIONS</b>	Knowledge of the characteristics of successful/effective negotiations and communications.	Build communication skills in negotiation.	Practice the strategies and tactics for effective communication.
	Understand the importance of effective communication.	Identify the benefits and the key principles of effective communication.	Awareness of the long-term benefits of effective communication.
	Knowledge about the challenges and cultural barriers in communication.	Identify how to overcome cultural barriers in communication.	Responsibility to deal with all types of barriers.





## MODULE 1

### What is Start Up in Urban Agriculture?

#### Objectives of the module

The main objectives of the module consist in:

- Understanding how a Start-up works
- Identifying the costs of a Start-up setting
- Analysing/Projecting Urban Agriculture Start-up costs & business financing
- Identifying the advantages and disadvantages of Start-ups in urban agriculture
- Highlighting examples of good practices for Start-ups in urban agriculture/farming and their features

#### Description of the topic

The topic refers to the understanding of the start-up concept and the economic terms specific to the start-up activity, to the identification the stages of establishing such a business, to the estimation of the resources necessary to carry out the activity, the expenses and the potential income, to the study of the economic environment where the business in the field of urban agriculture will develop.





- **Introduction**

This chapter of the trainer's guide presents the start-up concept and the economic terms specific to the start-up activity, highlights the stages of establishing a Start-up business, presents estimation of the resources (materials, financial, workforce) necessary to carry out the economic activity, and describes the economic environment where the Start-up business in the field of urban agriculture will develop.

This module familiarizes the trainers with the main features of a Start-up and creates a general framework for understanding the mechanisms that generate the good functioning of this economic system based on growth, innovation and scalability and helps to create the basic structure for an urban agriculture business, to which the other modules related to the activity carried out in a general business can be attached.

- **Instruction**

The lesson will begin with an overview of the workshop and a review of the workshop objectives. The trainer will conduct a presentation about the importance of understanding the concept and the main features of a Start-up business in the economy and society. The trainer will explain how to



identify the field for a Start-up, the inputs and the cost associated but also to estimate the income resulted from sales. In the end, participants will review examples of good practices and will analyse if the examples can be multiplied/adapted in the national/local context.

At the end of this workshop, the participants will be able to:

- Identify what a Start-up is
- Present the main steps in creating a UA Start-up business
- Identify the costs and the income of a Start-up
- Highlight potential fields/ideas/places in which a UA business can be developed

## Main Content

### Time Plan

A suggested time plan for this lesson is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Course Overview	5 minutes
Lesson Overview and Objectives	2 minutes
What is a Start-up? How does it work? Advantages of a Start-up	8 minutes
Main steps in starting a business in Urban Agriculture	10 minutes
Activity 1: Present a business idea in the UA field that might be implemented in an urban area you are familiar with	30 minutes
Benefits and challenges in a Urban Agriculture business	10 minutes
Start-up costs in Urban Agriculture	10 minutes



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Activity 2: Identify the cost elements for setting up and running an Urban Agriculture Start-up	30 minutes
Examples of good practices for Start-ups in urban agriculture/farming	10 minutes
Conclusion	5 minutes
Total Time	2 hours

## What Is a Start-up?

The term Start-up refers to a company in the first stages of operations. Start-ups are founded by one or more entrepreneurs who want to develop a product or service for which they believe there is demand. These companies generally start with high costs and limited revenue, which is why they look for capital from a variety of sources such as venture capitalists.

A Start-up is a company that's in the initial stages of business. Founders normally finance their Start-ups and may attempt to attract outside investment before they get off the ground.

A Start-up (or start-up) is a company or project undertaken by an entrepreneur to seek, develop, and validate a scalable business model. While entrepreneurship refers to all new businesses, including self-employment and businesses that never intend to become registered, Start-ups refer to new businesses that intend to grow large beyond the solo founder.

Funding sources include family and friends, venture capitalists, crowdfunding, and loans. Start-ups must also consider where they'll do business and their legal structure.

Start-ups come with high risk as failure is very possible, but they can also be very unique places to work with great benefits, a focus on innovation, and great opportunities to learn.



Start-ups are young companies founded to develop a unique product or service, bring it to market and make it irresistible and irreplaceable for customers. Rooted in innovation, a Start-up aims to remedy deficiencies of



existing products or create entirely new categories of goods and services.

## Understanding Start-ups/ How Does a Start-up Work?

Start-ups are companies or ventures that are focused on a single product or service that the founders want to bring to market. These companies typically don't have a fully developed business model and, more crucially, lack adequate capital to move onto the next phase of business. Most of these companies are initially funded by their founders.

Many Start-ups turn to others for more funding, including family, friends, and venture capitalists. In the world Silicon Valley is known for its strong venture capitalist community and is a popular destination for Start-ups but is also widely considered the most demanding arena.

Start-ups can use seed capital to invest in research and to develop their business plans. Market research helps determine the demand for a product or service, while a comprehensive business plan outlines the company's mission statement, vision, and goals, as well as management and marketing strategies.

The first few years are very important for Start-ups This is the time that entrepreneurs should use to concentrate on raising capital and developing a business model.

There's another key factor that distinguishes Start-ups from other companies: speed and growth. Start-ups aim to build on ideas very quickly. They often do this through a process called iteration in which they continuously improve products through feedback and usage data.

## Advantages and Disadvantages of Start-ups



There are a variety of advantages to working for a Start-up. More responsibility and opportunities to learn are two. As Start-ups have fewer employees than large, established companies, employees tend to wear many hats, working in a variety of roles, which leads to more



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responsibility as well as opportunities to learn.

Start-ups tend to be more relaxed in nature, making the workplace more of a communal experience, with flexible hours, increased employee interaction, and flexibility. Start-ups tend to also have better workplace benefits, such as nurseries for children, free food, and shorter workweeks.

The work at Start-ups can also be more rewarding as innovation is welcomed and managers allow talented employees to run with ideas with little supervision.

One of the primary disadvantages of a Start-up is increased risk. This primarily applies to the success and longevity of a Start-up. New businesses need to prove themselves and raise capital before they can start turning a profit. Keeping investors happy with the Start-up's progress is critical. The risk of shutting down or not having enough capital to continue operations before turning a profit is ever-present.

Long hours are characteristic of Start-ups as everyone is working toward the same goal—to see the Start-up succeed. This can lead to high-stress moments and sometimes compensation that isn't commensurate with the hours worked. Competition is also always high as there tend to be a handful of Start-ups working on the same idea.

*Pros:*

- More opportunities to learn
  - Increased responsibility
  - Flexibility
  - Workplace benefits
- 
- Innovation is encouraged
  - Flexible hours

*Cons:*



- Risk of failure
- Having to raise capital
- High stress
- Competitive business environment

## How do you start a Start-up Company?

The first step in starting a Start-up is having a great idea. From there, market research is the next step to determine how feasible the idea is and what the current marketplace looks like for your idea. After the market research, creating a business plan that outlines your company structure, goals, mission, values, and objectives, is the next step.

One of the most important steps is obtaining funding. This can come from savings, friends, family, investors, or a loan. After raising funding, make sure you've done all the correct legal and paperwork. This means registering your business and obtaining any required licenses or permits. After this, establish a business location. From there, create an advertising plan to attract customers, establish a customer base, and adapt as your business grows.

Business ideas in the field of urban farming could include:

- Start a commercial vertical or urban farm
- Supply vertical or urban farming technology to related businesses
- Create a farming product that consumers can use in their own home, even with limited space
- Break into the growing market of edible insects and insect farming
- Supply (shipping) containers for indoor farming projects
  - Start an eatery which grows its own ingredients
  - Create and/or sell locally farmed, eco-friendly products (urban growing, beekeeping, etc.)



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## Starting a business in Urban Agriculture

**Urban agriculture** generally refers to the cultivation, processing and distribution of agricultural products in urban and suburban settings, including things like vertical production, warehouse farms, community gardens, rooftop farms, hydroponic, aeroponic, and aquaponic facilities, and other innovations. Urban farmers and gardeners work among diverse populations to expand access to nutritious foods, foster community engagement, provide jobs, educate communities about farming, and expand green spaces.

Urban agriculture helps to address local food insecurity issues in cities and suburban areas. Growing food in cities can take the form of backyard, roof-top and balcony gardening, community gardening in vacant lots and parks (sometimes spanning several city blocks), roadside urban fringe agriculture, livestock grazing in open space and intensive indoor hydroponic or aquaculture facilities. Urban agriculture eases access to food, reconnects communities to the practice of growing food, and engages the community on a variety of levels.

Urban agriculture contributes to local economic development, poverty alleviation, the social inclusion of the urban poor and women, as well as to the greening of the city and the productive reuse of urban wastes. While there is a growing awareness about the role of urban agriculture in the context of food security and poverty alleviation for urban populations, urban agriculture largely remains an informal sector that is not well integrated into agricultural policies or urban planning. Gaps in the availability of good quality, current and comparable data on the benefits and constraints of urban agriculture limit the design of relevant policies and interventions that would enhance the positive impacts for urban livelihoods and public health, as well as for the environment.

Urban agriculture is becoming a household word for many municipalities and most often brings to mind community gardens or edible landscapes. Urban farming, however, refers to growing food in the city to generate revenue. This involves farmers finding space in the city - backyards, vacant



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lots, parking lots, rooftops, parks, private or public spaces to grow food for wholesale and retail sales to urban consumers. This revenue-generating aspect of urban farming creates a whole new set of challenges and opportunities for the farmers themselves and for local governments.

Urban farming has many inherent challenges, like distribution, space and production capacity limitations, concerns with neighbors, and financing challenges. By considering the barriers up front, you'll have fewer surprises as you get started. The main steps are:

**1. Find Training.** There is a great deal of knowledge and expertise involved with starting a farm. Consider finding a learning opportunity near you.

**2. Create a Business Plan.** It is important for farmers to grow and/or create products that can easily be marketed or are in demand. To do this, talk to restaurants, grocery stores, farmers' market managers, local food producers, and community members to find out where there are gaps or marketing opportunities. Consider value-added products and the role they might play in your business. Learn about the process and costs. Create a business plan that includes marketing strategies and a budget.

**3. Find Appropriate Land.** If you are looking for space, check out your local utility agencies, parks and recreation departments, or research existing vacant lots. Consider local zoning codes and how they may apply to the type of urban farm you have in mind.

**4. Test Soil.** Some urban soil has elevated levels of heavy metals, such as lead, or other contaminants. Make sure to test your soil and remediate accordingly.



**5. Learn the Basics of Production.** Our research tells us that many beginning urban farmers struggle with the basics of producing crops or raising animals as they get established. Learn as much as you can about soil,



planting, pest management and watering. If you plan to raise animals or bees, learn the details of how to care for them.

**6. Ensure Food Safety.** Learn about how to make sure that the crops you grow are harvested, stored and processed safely, according to best practices.

**7. Learn about Other Urban Farms.** Read about urban agriculture projects throughout California here, and find out about their challenges and successes.

**8. Explore Resources for Beginning Farmers.**

Dimensions of urban farming include:

- Land and Land Access
- Production
- Processing and Distribution
- Celebration and Education
- Waste Recovery

Typical urban farming practices are:



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Characteristic	Urban Realities
<b>Crops:</b> Vegetables Micro greens Fruit Berries Chickens (can you sell eggs?) Bees	» Limited space for viable production » Chicken bylaws » Regulations against sale of processed foods (honey, jam, etc) » Community complaints about farm aesthetics
<b>Growing medium:</b> Compost Imported soil Raised planter boxes	» Soil contamination » Limited space for compost production » Community complaints about manure or compost smells
<b>Water</b> City water	» Irrigating with potable water » Water costs (if metered)
<b>Equipment</b> Rototiller Hand tools Bike and cart	» Noise complaints » Sp
<b>Facilities</b> Storage sheds Greenhouse	» Building permits » Limited space



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## Activity 1 - Business idea for Urban Agriculture Start-up

Topic	Business idea for Urban Agriculture Start-up		
Activity Title	Present a business idea in the UA field that might be implemented in an urban area you are familiar with		
Duration of Activity (in minutes)	30	Learning Outcome	Vision regarding a new business in UA field
Aim of activity	This activity aims at enhancing the capacity of the participants to identify new opportunities for a Start-up in Urban Agriculture .		
Materials Required for Activity	Paper, pen		
Step-by-step instructions	<p>Steps:</p> <p>Step 1 Identify an urban area that you know favorable for agriculture</p> <p>Step 2 Think about a Business idea for Urban Agriculture Start-up and the necessity of the community that can be accomplished with the help of this business</p> <p>Step 2 Present the idea and the estimated resources needed</p>		

### The Benefits of Urban Agriculture /Urban Farming

The businesses that comprise the emerging urban farming sector provide a number of benefits to the community. Food is often grown using low chemical inputs; fresh food products are distributed and directly marketed to food retailers, farmer's markets, restaurants, and others often using alternative or low carbon delivery methods. Farms can be a conduit for waste recovery, providing supply for the demand for organic composted soil. Also, the presence of the farm is often highly visible to the public, raising awareness about food and farming, and often providing opportunities for education about



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growing and eating fresh produce.

### **Green Jobs and Innovation**

Urban farms foster entrepreneurs and provide a conduit for innovation. Urban farmers with small growing spaces are coming up with innovative ideas for how to produce high yields and a reasonable return. Models such as aquaponics, vertical farming, micro-green operations and greenhouses on rooftops are all innovations that are emerging in urban farms. Although they are just starting out, many of these innovations are getting media coverage and buy-in from local businesses and consumers, helping to put urban farming on the map. Jobs in urban farming are being created and job training in urban contexts is preparing would-be farmers to scale up and move onto larger farms. Urban farms can be set up as a social enterprise to generate revenue and create jobs for local low income communities.

### **Waste Reduction**

Urban farms have the potential to redirect food waste into compost for food production. Reusing organics for farming is a form of energy recovery and given that more hydrocarbon energy is used to produce food energy, this is an important part of making agriculture more sustainable. Urban farms can also provide composting education to the public to encourage food waste reduction. With heavy foods, such as water-rich produce, reducing the travel distance to the point of purchase reduces greenhouse gas emissions and allows for more transportation alternatives such as cycling.

### **Urban Revitalization**

Many urban farms are located in under-utilized urban spaces such as vacant lots or under-used parks. What was once a derelict space can become a lush green space and hub of activity for the community and urban farmers.



### **Community education and development**

Urban farms can also become community hubs that



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celebrate and raise awareness about local food. Events such as festivals, harvest dinners, cooking, or growing demonstrations, and educational programs can inspire DIY activities involving growing your own food, making cheese, beekeeping, cooking and preparing food. Some programs cater to certain groups such as ethnic groups, low income families, seniors, and children. Urban farmers often host public events that involve other organizations or industry sectors including local chefs and food and farm organizations. Many farmers are also asked to speak about local farming or teach growing techniques. Some urban farmers are also technically savvy with websites, blogs, Twitter and Facebook accounts dedicated to promoting their farm and educating the virtual world about local food

### Challenges in Urban Agriculture

Agriculture in urban spaces can pose a number of unique challenges for both regulators and farmers. However, modern urban farms tend to be smaller scale and focused on higher value crops and low impact growing techniques, thereby avoiding some of the historical problems of integrating agriculture where people live, work, learn, and play.

Key policy, land use, and administrative barriers for urban farmers:

- A lack of policy and regulations addressing urban farming in statutory plans and zoning bylaws
- Possible noise, dust, traffic, pesticide use, and odour associated with farming activities
- An increase in real or perceived risks to health and safety
- A lack of appreciation of the regulatory and farming realities
- A lack of licensing specific to the nature and operations of farming businesses • Restrictions on the selling of produce from farm sites
- Restrictions on keeping small livestock and farm animals (e.g., chickens and bees)
  - Restrictions on farm structures such as greenhouses and storage sheds



## Start-up costs in Urban Agriculture

Start-up expenses for an urban farm will vary widely by location because many of the components (such as land or utilities) are site-specific. Start-up expenses can be broken down into a few categories:

### Location

This includes acquiring the land, making sure it is zoned properly and that the necessary permits are in place, and getting an environmental assessment done. In many cases, land access and soil tests can be subsidized.

### Site Preparation

Once the land is purchased or rented and all the necessary permits and tests are clear for it to operate as an urban farm, the farmer will need to prepare the land for growing. The largest associated cost (and likely largest cost of the entire operation) will be soil, but soil prices will vary by location and volume. Other costs include fencing, signage, and getting adequate water to the site.

### Structures

This includes both infrastructure necessary for growing (such as high tunnels) and storing (such as a cooler). What types of structures will be needed will be dependent on location, types of crops grown, and desired length of growing season.

### Growing and Selling

These are the expenses that you will expect to incur in your first year of operation (as opposed to true start-up costs, which may involve additional expenses). They include traditional farming costs such as tools, growing supplies and utilities, as well as business costs like advertising and website design.



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## Administrative Expenses and Operating Costs

These will be ongoing costs associated with your operation, but they are critical to take into account in year one, when you will be getting systems in place.

## Costs for Indoor Growing Facilities

The costs associated with indoor growing facilities, including aquaculture and hydroponic facilities, will be very different from starting an outdoor farming operation in the city. They will also vary widely depending on the type of facility you look to build. A large-scale aquaponic facility located in a warehouse-type building may be a multi-million-dollar investment; a small aquaponics system housed in a greenhouse could be built for a few thousand dollars, or even less if you are able to use salvaged materials.

## Activity 2 - Urban Agriculture Start-up Costs

Topic	Urban Agriculture Start-up Costs		
Activity Title	Identifying the cost elements for setting up and running an Urban Agriculture Start-up		
Duration of Activity (in minutes)	30	Learning Outcome	Costs analysis for Urban Agriculture Start-up



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Aim of activity	This activity aims at understanding the cost elements in Urban Agriculture Start-up and raising awareness about optimizing and minimizing them in a business in order to succeed in.
Materials Required for Activity	Paper, pen, computer (optional)
Step-by-step instructions	<p>Steps:</p> <p>Step 1 Choose an urban area that you know</p> <p>Step 2 Choose a field of activity for your hypothetical UA start up</p> <p>Step 3 Identify a list of possible costs and their estimated values for the first year (Cost may refer to: Cost for installation, One-Time or Start-up Costs, Vertical garden, Repairs and Maintenance, Equipment and Tools (Fuel, Equipment leases, Rentals, Processing equipment, Tools, Truck), Seed &amp; Soil Materials, Fertilizers and pesticides (if any), Seed/seedlings, Soil preparation, Supplies, Human Resources &amp; Personnel, Insurance</p> <p>Training and professional development, Accounting, Consulting, Contractors, Legal, Sales and Distribution, Storage, Rent, Marketing and Advertising, Signs, Licensing, Utilities (Electric, Telephone, Water, Sewer, Heat, General and Administrative (Bank Charges, Computers, Insurance, Liability, Licenses, permits, and fees), Taxes - entity or corporation, Taxes – property, Promotion for opening, Community recruitment, Opening ceremony or other costs you estimate)</p>

## Examples of good practices for Start-ups in urban agriculture/farming

### 1. Agricoolm Paris (France)

Parisian start-up Agricool was founded in 2015 by Guillaume Fourdinier and Gonzague Gru. The company grows produce such as strawberries, basil, coriander, parsley and lettuce in built-up areas of Paris and Dubai, before selling the produce in stores within 15km of where the food was grown.



The start-up uses shipping containers with controllable temperature and humidity to grow fruit, vegetables and herbs under LED lights. The start-up's goal is to save water and the cost of transportation, as well as facilitate the growing of seasonal vegetables all year round, without the use of pesticides.

Agricool has raised around \$39m to date. The company currently has eight containers at four urban farms, but plans to launch 100 containers in Paris and Dubai by 2021.

## 2. Infarm, Berlin (Germany)

Infarm is a Berlin-based start-up that was founded in 2013 by Osnat Michaeli and brothers Erez and Guy Galonska. Like the other start-ups featured in this list, Infarm is trying to reduce the distance between the farm and the consumer's plate.

As well as locations across Germany, the start-up has stocked its produce in Marks & Spencer in the UK, Intermarché in Paris, Irma in Copenhagen and Kroger in Seattle. The start-up combines vertical farms with IoT technologies and machine learning to develop what it calls "smart modular farms" for urban areas.

Infarm's solution is cloud-based, which means that the farms can be monitored and controlled from a central control hub.

## 3. Aquapioneers – Urban Aquaponics, Barcelona (Spain)

Urban aquaponics addresses land scarcity issues in smart cities by developing a smart water environment which combines fish farming through aquaculture and crop farming through hydroponics. Compact aquaponic



farms, with a closed water loop, work to attain maximize the quantity and variety of food from a relatively small urban space to sustainably deliver vegetables and fish, without any operational water. Spanish Start-up Aquapioneers develops aquaculture kits, which



transform a 54-liter aquarium into an aquaponic ecosystem to grow food all year round in households, offices, coworking spaces, schools, and hotels. Their kit is made of wood and has an open-source design.

#### 4. BIGH Farms, Brussels (Belgium)

BIGH (Building Integrated Greenhouses) Farms, a start-up based in Brussels, works on building a network of urban farms in Europe to promote the role urban agriculture can play in the circular economy. BIGH's designs integrate aquaponics with existing buildings to reduce a site's environmental impact. The first pilot—located above the historic Abattoir in Brussel's city center—includes a fish farm, a greenhouse, and over 2,000 square meters of outdoor vegetable gardens. They started in 2018 producing microgreens, herbs, tomatoes, and striped bass. BIGH Farms also partners with local businesses and growers to make sure the farm's production is complementary to the existing food community.

#### 5. RotterZwam, Rotterdam (The Netherlands)

RotterZwam, an urban mushroom farm, raises awareness on the potential of the circular economy for addressing environmental issues. The farm's closed-loop system works with used coffee grounds—collected from local businesses—to turn residual flows into food. The mushroom nursery, built out of old containers, uses solar paneling to power the farm's operations and the e-vehicles used for product delivery. The farm's team offers tours to educate citizens on circular systems and trains entrepreneurs wishing to start a mushroom farm.

### Do not forget!

1. A Start-up differentiates itself from a regular initial new business by the fact it has a scalable business model, it seek to develop, being a new business that intend to grow large beyond the solo founder.
2. Innovation and sustainability are key elements for Start-ups in urban agriculture that contribute to business



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- growth and ensuring an environmentally friendly activity
3. A good knowledge of the economic environment (partners, suppliers, customers, competitors) contributes significantly to the success of the business
  4. Effective cost and revenue forecasting ensures balance in Start-up management

## MODULE 2

### Analysis of the local community context- the SWOT analysis

- **Introduction**

This chapter of the trainer's guide presents the first step of the project planning process, a Situational Analysis, and is linked to the swot analysis method.

The Situational Analysis is a process that serves to identify the context of your work, the wider project, the objectives, and the important relationships you need to be aware of. And SWOT Analysis is used to assess the strengths, weaknesses, opportunities, and risks that an agricultural project may face. These can be contrasted and examined to see how one area may or may not cancel out another, indicating whether the planned new idea or change in direction would succeed or fail. The tool can also point to management concerns that need to be addressed.

- **Instruction**

The lesson will begin with an overview of the workshop and a review of the workshop objectives. The trainer will conduct a presentation about the importance of understanding your context using a Situational Analysis and what is a swot analysis and the swot analysis matrix. The trainer will explain how to



conduct swot analysis in 11 practical steps.

The trainer can explain that the SWOT Analysis matrix is one of the efficient qualitative models that have been widely used for various subjects: business plans or it is used to evaluate issues and policies related to decision-making and to evaluate sustainable agriculture in a systematic way.

In the end, participants will search for a case study on Urban Agriculture and develop the SWOT Analysis for the case study and discuss it with a big group.

At the end of this workshop, the participants will be able to:

- Identify what is a swot analysis
- Develop a Swot Analysis
- Understand the context using a Situational Analysis

A suggested time plan for this lesson is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Course Overview	5 minutes
Lesson Overview and Objectives	2 minutes
Understanding your context using a Situational Analysis	5 minutes
Activity 1: SWOT Analysis: Try to find what means each letter	5 minutes
Swot Analysis Process	5 minutes
Video – How to use SWOT Analysis	5 minutes
Activity 2: Your definition of swot analysis.	10 minutes
SWOT Analysis- Method and Steps	10 minutes
Conducting a SWOT Analysis	10 minutes
Activity 3: Conducting a SWOT Analysis	60 minutes



Conclusion	5 minutes
Total Time	2 hours



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## Activity 1: Conducting a SWOT Analysis

Topic	SWOT Analysis		
Activity Title	SWOT: What does that mean?		
Duration of Activity (in minutes)	5 minutes	Learning Outcome	The learners will know the 4 dimensions of SWOT Analysis.
Aim of activity	Promote the reflection and discussion in the group about the SWOT Analysis method.		
Materials Required for Activity	Computer		
Step-by-step instructions	<p>Step 1: Start this activity by only showing the title and the diagram but without words, to your participants.</p> <p>Step 2: The trainer can stimulate the debate with the following questions: Has anyone of you heard of the SWOT Analysis? What does SWOT stand for?</p> <p>Wait for their answers.</p> <p>Step 3: Then show the titles of each letter.</p>		



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## Activity 2: Definition of SWOT Analysis

Topic	Definition of SWOT Analysis		
Activity Title	Your definition of SWOT Analysis		
Duration of Activity (in minutes)	10 minutes	Learning Outcome	The learners will understand how to use SWOT Analysis and explore overview concepts about this method.
Aim of activity	Promote the reflection and discussion in the group about the SWOT Analysis method.		
Materials Required for Activity	Computer, video, paper, pens.		
Step-by-step instructions	<p>Step 1: The trainer shows the video on how to use SWOT Analysis.</p> <p>Step 2: After watching the video, the learners will write down on paper, their definition of swot analysis and will share it with the group.</p>		





### Activity 3: Conducting a SWOT Analysis

Topic	Conducting a SWOT Analysis		
Activity Title	Conducting a SWOT Analysis		
Duration of Activity (in minutes)	60 minutes	Learning Outcome	The learners will be able to understand the process of developing a SWOT Analysis and explore business/projects in Urban Agriculture
Aim of activity	<p>Develop an understanding of a organisation or situation and decision-making for all types of situations in companies and organisations.</p> <p>Understand and analyse the strategy, position, and direction of a company or project.</p>		
Materials Required for Activity	<p>Computer, Paper, Pens, annex 1.</p> <p>Explore the AgroBUS best practices – case studies to do this exercise.</p>		



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<p>Step-by-step instructions</p>	<p>Step 1: Access the European Urban Farmers– Models of Best Practices/Case Studies on the AgroBUS website or E-Platform.</p> <p>Step 2: Each group will choose one case study to develop the SWOT Analysis (template annex 1).</p> <p>In the space provided, list the strengths, weaknesses, opportunities, and threats of the case study. Once you have listed all the items you can think of, prioritize each category.</p> <p>Step 3: Present to the group and discuss.</p> <p>Step 4: Ask to participants:</p> <p>What was more difficult when you develop the swot analysis?</p> <p>How can swot analysis help in urban agriculture projects or businesses?</p> <p>Note: A useful exercise could be to choose 1 case study for the class and individually construct their SWOT Analysis. In the end, they compare different results and points of view. They can also build a final SWOT Analysis based on the individual results.</p>
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## Annex 1: Template SWOT Analysis Matrix

<p><b>Strengths</b>            What do you do well?            What unique resources can you draw on?            What do others see as your strengths?</p>	<p><b>Weaknesses</b>            What could you improve?            Where do you have fewer resources than others?            What are others likely to see as weaknesses?</p>
<p><b>Opportunities</b>            What opportunities are open to you?            What trends could you take advantage of?            How can you turn your strengths into opportunities?</p>	<p><b>Threats</b>            What threats could harm you?            What is your competition doing?            What threats do your weaknesses expose you?</p>

## MODULE 3

### Design creative thinking: creation stage of the UA project

#### Introduction

This trainer guide's chapter shows how anyone can work in a creative way to come up with new ideas that will benefit and improve their life quality using tools from the agrobusiness world. Creativity and a creative way of thinking is not limited to artists, as many may believe. Creativity, just like a muscle, can be shaped and used in every aspect of modern life. One of the most common areas to use our creativity is with problem solving. Everyone faces challenges of any kind every day. Coming up with creative solutions to overcome these challenges might be the best way to automate things and benefit anyone affected by the problem. Learning from past mistakes and getting inspired by others, expanding their ideas and solutions is the best way to efficiently address the problems that come up.

#### Instruction

The lesson will begin with an overview of the workshop and a review of the workshop objectives. The trainer will conduct a presentation and with the active participation of the trainees will form the definition of creative thinking and highlight the importance of it. Participants will work together to complete the activities suggested in the lesson and will focus on creative solutions of real or imaginary problems. Participants will complete a series of activities to work on their creativity, planning and communicating their ideas skills. The participants will conclude the lesson by completing a self-assessment of their creativity skills.



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## Objectives

At the end of this workshop, the participants should be able to:

- recognise the importance of energising their body as well as their mind in order to make their creativity juices flow,
- work in a team to shape their thoughts and ideas,
- come up with creative ideas or expand existing ones to create important benefits for their communities,
- pitch their ideas in interesting and audience engaging ways,
- identify the most effective solutions and deliberate on them.

## Lesson Time Plan

Course Overview	5 minutes
Lesson Overview and Objectives	2 minutes
Activity 1	10 minutes
Activity 2 (discussion included)	20 minutes
Activity 3 (discussion included)	40 minutes
Activity 4 (discussion included)	40 minutes



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Conclusion	3 minutes
Total Time	2 hours

## Basic Information for the instructor

### What is Creative Thinking

Creative thinking is the ability to consider something in a new way, think out of the box and bring new perspectives to the workplace. Often, creativity involves lateral thinking, which is the ability to perceive patterns that are not obvious.

Creative thinking might mean devising new ways to carry out tasks, solve problems, and meet challenges. It means bringing a fresh, and sometimes unorthodox, perspective to our work. This way of thinking can help departments and organizations be more productive.

We must not forget!

Creative thinking isn't limited to artistic types. Creative thinking is a skill that anyone can nurture and develop.

### The top Creative Thinking Skills

1. Being Analytical - having the ability to analyze things first
2. Being Open-minded - being able to things that no one else has considered before
3. Problem Solving - having the ability to solve an important issue
4. Organization - being able to structure a plan of action with clear goals and deadlines
5. Communication - having strong written and oral skills, the ability to listen and ask the right questions.



## Why is Creative Thinking important?

Creative thinking can result in:

- A new approach to a problem
- A resolution to a conflict between employees/stakeholders
- A new result from a given data set
- A previously untried approach to earn revenue
- A new product—or product feature
- Innovation

## How does it work?

Creative thinking works by igniting our curiosity. Getting curious about a problem looks different for various industries. Professionals in various domains flex their creativity muscles by brainstorming with divergent thinking and by asking open-ended questions and creating fictional scenarios on diverse topics addressing several issues.

Typical examples of times when you might take the time to use creative thinking techniques include:

- When you are facing a major problem or issue, and you cannot see an obvious way forward.
- At times of change, when it is hard to see what might lie ahead, and you want to think about possible scenarios.
- When there is a lot of disagreement about what needs to happen next, and no compromise seems possible without a lot of effort.
  - When you need something new, that hasn't been tried before, but you are not sure what.



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## Activity 1 Let's move it!

Topic	Bodystorming as a tool to get creative		
Activity Title	Let's move it!		
Duration of Activity (in minutes)	10 minutes	Learning Outcome	Participants will learn the importance of body movement to get energised, so that the creativity juices start flow.
Aim of activity	To be energized physically and start working effectively.		
Materials Required for Activity	Annex 1 (to be read to the participants, there is no need to print)		
Step-by-step instructions	<p>Step 1: The trainer will read the statements from Annex 1.</p> <p>Step 2: The trainer will ask participants to complete a set of physical exercises following the written instructions</p>		



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## Activity 2 We have to talk about it!

Topic	Brainstorming as a tool to create the definition of creative thinking		
Activity Title	We have to talk about it!		
Duration of Activity (in minutes)	20 minutes	Learning Outcome	The learners will compose themselves the definition of creative thinking using brainstorming.
Aim of activity	To compose the definition of creative thinking, and realise that it is not something out of everyday life.		
Materials Required for Activity	Annex 2 (to be read to the participants, there is no need to print) blackboard or whiteboard or flipboard chalk or markers		



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<p>Step-by-step instructions</p>	<p>Step 1: The trainer will read the instructions from Annex 2.</p> <p>Step 2: Participants have 10 minutes to say out loud any words/phrases related to the topic - creative thinking and AgroBusiness -. At the same time, the trainer will note as many of the things the participants say to their board. Alternatively, participants can use the board themselves to write down their ideas/thoughts.</p> <p>Step 3: The trainer along with the participants will try to compose a definition on creative thinking as close to the provided one in the document as possible. Tip: Trainers don't need to provide the exact definition and they are free to get creative!</p> <p>Step 4: The trainer will provide the participants with the original definition as provided to the document, and will spark - off discussion about what was already mentioned by the team and what was needed to be added.</p> <p>Step 5: The trainer will provide the participants with the given example to highlight the importance of thinking out of the box and the solutions it may result in.</p>
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### Activity 3 What if?

Topic	Boosting creativity with the “what if” exercise?		
Activity Title	What if?		
Duration of Activity (in minutes)	40 minutes	Learning Outcome	The learners will boost their creativity in situations where a given data set suddenly changes
Aim of activity	To boost creativity in a given situation by altering the original state and data set. To understand how creativity works by adapting to a new, altered environment.		
Materials Required for Activity	Annex 3 (printed-only the necessary parts) pens (preferably coloured) and paper for the participants		



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Step-by-step instructions	<p>Step 1: The trainer will read the instructions from Annex 3.</p> <p>Step 2: Participants will be separated into two teams and will be given copies of two different scenarios. Below the given scenarios they will find some questions and try to make the necessary decisions and alterations to make the scenario work every time depending on the challenges they face each time. The decisions can be made either by brainstorming in each group or by voting for the ideal “solution”/decision every time.</p> <p>Step 3: Participants will present to the whole group their suggested solutions and the whole class will discuss their outcome.</p>
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#### Activity 4 Pinch me your pitch!

Topic	Elaborate pitching as a tool for promoting creative ideas.		
Activity Title	Pinch me your pitching!		
Duration of Activity (in minutes)	40 minutes	Learning Outcome	The learners will pitch their ideas/solutions using 3 sentences.



Aim of activity	To realise the importance of providing the audience/community each one is involved in with elaborate and clear ideas and plans.
Materials Required for Activity	Annex 4 (printed - only the necessary parts) blackboard or whiteboard or flipboard (optional) chalk or markers (optional) paper and pens for the participants
Step-by-step instructions	<p>Step 1: The trainer will read the instructions from Annex 4.</p> <p>Step 2: Participants have 20 minutes to think of an idea related to agrobusiness that will contribute to the average resident of an urban area. They have to draw their ideas from a range of topics provided by the trainer (powerpoint presentation). They are also encouraged to use the Internet to expand their research on a specific topic.</p> <p>Step 3: Participants will compose a pitch for their idea. The pitch must be short and its message must be clear and engaging.</p> <p>Step 4: Participants will pitch their ideas to the rest of the group.</p> <p>Step 5: Participants and the trainer will vote for the most enticing pitch and think of ways it could be realised within their community.</p>



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## Annex 1 - Let's move it!

Instruct the trainees as follows:

1. Get up. Leave your chairs at the back of the class.
2. Take 5 deep breaths. Start by filling your belly with air and then your lungs.
3. Get your arms above your head and stretch them gently.

Repeat 5 times. Each time synchronise your arms movement. Inhale while your arms go up and exhale as you lower them. Keep your breaths deep. As you lift your arms above the head, feel free to let your head follow the movement with your eyes following your arms.

If you feel like it, you may gently bend your knees while you lower your arms.

4. Start moving in space. Walk around the room in a slow but steady rhythm.

Make eye-contact with the persons you may encounter as you walk and nod, acknowledging their presence and presenting yourself, welcoming each other in the group. You will spend the next 120 minutes together sharing your ideas, so be sure to create with one another a safe and comfortable environment where everyone feels included and safe to express themselves.

5. Return to your original seats standing up.
6. Put your hands together and start rubbing them together. Gently at first and then more quickly. The heat created between your palms will transfer to the rest of your body and will make you energised.
7. Now that your actual muscles are energised, you can sit and get ready for the creativity muscles to get in shape.

The trainer should join the group during the exercises and not exclude themselves from the group.



Important Note: If there is a disabled participant, they are welcome to customize the exercises in ways that make them feel comfortable, be it using their wheelchair to move in space or instead of lifting their arms above



their heads, they may lift their shoulders, etc. In any case, they should not feel uncomfortable or that they are excluded from the group because of their disability.

## **Annex 2 - We have to talk about it!**

In this next activity we will explore the definition of Creative Thinking.

For the next ten minutes you are asked to say outloud any words or phrases that you believe describe Creative Thinking. There are no wrong ideas. The trainer writes the words and phrases provided by the participants on a black/white/flip board. (Alternatively participants are asked to write to the black/white/flipboard the words and phrases that they believe to describe best Creative Thinking.

If there is hesitation in the group or if the ideas have reached a deadend, the trainer is encouraged to provide the group with keywords, such as artworld, business world, innovation, new ideas, alternative perspectives etc, so that the group states as many words/phrases as possible.

Once the timer stops, the trainer with the help of the group will try to form the definition of Creative Thinking with the help of the group.

The definition, no matter how wide, must be written somewhere for everyone to see.

After the group's definition is composed, the trainer will read the definition to the group as it is provided in the slideshow (ppt). The trainer and the participants are encouraged to discuss their definition in comparison to the one provided in the module. Was it accurate? Were there important elements of the definition missed in the definition created by the group? If yes, are the missing elements understood by all group members? Did the group expand in any way the definition? If yes, how was it expanded?



The activity ends when all participants agree on the definition for Creative Thinking either the original provided in the module, or the expanded one created by the group.

To highlight the importance of Creative Thinking, the trainer will present an example to the group.

The example for the trainer to provide:

During WWII, countries had to solve many mathematical and strategic tasks to succeed in winning and surviving war. One of those problematic assignments was to find ways of improving military aircraft so they would be more resistant to enemy fire.

Statisticians were asked to evaluate and determine which parts of the aircraft needed to be up-armored to minimize the damage from enemy fire and lower the numbers of the airplane crash.

So, the Navy received a diagram that showed all of the places the planes were usually damaged the most (the red spots provide information about the places the aircrafts were hit the most).

Quickly after receiving this statistics formula, the engineers had to tackle a new task – finding new ways to protect these most commonly damaged areas.

But one man named Abraham Wald completely disagreed with the plan.

According to him, the statisticians were looking at the planes that came back, meaning that the damage was not critical. Wald then pointed out that they should do the exact opposite of what the Navy was planning to do. According to him, they should understand that the undamaged areas on the diagram were the reason that the aircraft was able to make it back and that those were the most vulnerable areas of the aircrafts.

This way of problem solving and out of the box thinking gave the US the edge and resulted in the war's outcome.



Optional discussion within the group: what other areas could be tackled with this way of thinking in terms of social or environmental problems we face today?



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### Annex 3 - What if?

The point of this activity is to exercise problem solving by suggesting the “What if” rule.

The most common “what ifs” are:

- What would happen if I changed it (the object/ system/ social relationship)?
- What would I change or improve about this object/service if I wanted to use it in 10 years?
- What would I do if I had a one-million-dollar investment to improve it?

The two different scenarios/projects assigned to the two teams are as following:

A. You run a local farmers’ market. You need to attract more people in the market by promoting the importance of fresh fruit and vegetables consumption. How will you address the community? How will you address more local farmers to visit and use your market to sell their products? How could you persuade more community members not only to visit but also to promote the market? Could you make it more attractive in any way?

Jot down some ideas to answer the questions above.

Now ask yourselves, discuss with the group and suggest ideas and solutions regarding the following:

1. What if suddenly your community doubled in size? How would deal with the population rise to make the market sustainable?
2. What if you made a ten year plan? What products would you promote more? Try to imagine the transformations of your community that may affect your market in the following ten years.



3. What would you do if someone gave you one million dollars to be invested in your market project?

Print this and distribute to the one team

B. You are asked to develop an app that will recognise through image recognition the needs of your plants depending on their development stage. Think of all the components that need to be taken into account when developing the app. Aside from the technical needs, take notes and specify in a complete plan the process that this application may follow to be as efficient as possible (ex. watering, fertilizer, changing the pot needs for the plants, recognition of maldevelopment of the plant etc.)

Now that you have the complete project process ask yourselves the following questions and try to provide sustainable answers/solutions:

1. What if the app needed to upgrade in an Artificial Intelligence app? What would change? What would be the expanded possibilities provided by this technology?
2. What could this kind of application look like and what extended possibilities could it bring to agriculture in ten years?
3. What if you were given one million dollars to invest in this project? Imagine any research projects that could be initiated related to your application to improve it and describe them. What could the objectives and outcomes of such research projects be?

Print this and distribute to the other team



#### Annex 4 - Pinch me your pitch!



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Taking inspiration from the Activity 3 and everything the teams prepared and presented, or by a quick research online, participants are requested to form an idea that could solve a problem in the agrobusiness.

Print this and distribute to the participants

Pitch your idea to the group following the below guidelines:

- Your pitch should be interesting.
- Your idea should be able to be summarised in three or four sentences.
- Your pitch must include the problem, the solution and the benefits.
- You should think of creative ways to present your idea. Feel free to use wordplay or be dynamic in your presentation by altering the tone of your voice to highlight the important parts of your idea.

After all the participants have pitched their ideas, they are welcome to discuss them, answering questions like:

- Which one sounds the most sustainable? Why?
- Which one did they find the most probable to be realised? Why?
- Which idea would benefit most their community? Why?
- Which idea would they choose to implement? Why?

After the discussion, the participants will vote for the best pitch. No matter the content, participants will decide what pitch was more enticing and interesting, while considering whether the most interesting pitch is also the most interesting idea.



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## MODULE 4

### Organizational aspects of involving the community

- **Introduction**

This chapter of the trainer's guide presents the importance of involving and engaging the community.

Community involvement is a great way to give back. It shows your customers and those in your area that you care about them and the community you serve. It also demonstrates your commitment to your neighbors and community partners. The more frequently you get involved in your community, the stronger ties you'll be able to build with those who matter most. Furthermore, frequent community involvement is a great way to start a business and let people know what you're all about.

- **Instruction**

The lesson will begin with an overview of the workshop and a review of the workshop objectives. This module introduces the concept of community engagement, participatory development communication concepts, elements of community engagement, and how you can involve your local communities and will talk about the contributions of urban agriculture to your well-being as a community.

During the presentation of the module, the trainer will explain 3 practical activities. Before starting to present the concept of community engagement, the learners will have the opportunity to reflect on their own concept of community engagement. The trainer should always promote the discussions with some guiding questions. For example, in activity 2, the learners will think about how they can involve and inspire their community. The trainer can guide the learners in this activity with the following questions:

How do you reach those that have opinions but have not had a voice in community decision-making in the past? Or how do you empower and encourage community members to participate?



The trainer should try to link the topic - the aspect of community with some examples of the needs when we try to start urban agriculture projects. Explain that the success of one project depends largely on how well you can engage the community. Because community/stakeholder input can help shape the project vision, ensure you are responding to local needs, and help you to build support for development ideas.

At the end of this workshop, the participants will be able to:

- ✓ Knowing the elements needed to engage and communicate with communities.
- ✓ Identifying possible benefits, and tools and implementing community activities.
- ✓ Planning community involvement activities.
- ✓ Providing an opportunity to the communities to involve in urban agriculture.
- ✓ Awareness of a positive community impact
- ✓ Understanding goals, objectives, and responsibilities for effective community involvement.



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A suggested time plan for this lesson is shown below. More or less time may be required, based on the experience level of the group.

Topic Time	
Course Overview	5 minutes
Lesson overview and objectives	2 minutes
Activity 1: What is community engagement?	5 minutes
Community engagement	5 minutes
Activity 2: How can you inspire the community?	10 minutes
Emotional community engagement tips	5 minutes
Elements of Community Engagement	20 minutes
Engage with local communities	15 minutes
Strategic tips to engage your community	5 minutes
Community mobilization activities	5 minutes
Activity 3: Activity plan for your community	30 minutes
Agriculture's contributions to community health and well-being	10 minutes
Conclusion	5 minutes
Total Time	2 hours



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### Activity 1: What is community engagement

Topic	Community engagement		
Activity Title	What is community engagement?		
Duration of Activity (in minutes)	5 minutes	Learning Outcome	The learners will know the concept of community engagement.
Aim of activity	Promote the reflection and discussion in the group about the concept of community engagement.		
Materials Required for Activity	Computer, post-its, pens, whiteboard.		
Step-by-step instructions	<p>Step 1: Each learner writes on post-it notes short cues of what the concept of community engagement means to them.</p> <p>Step 2: All learners stick their slips on the board.</p> <p>Step 3: The teacher reads all that has been written and creates a group definition.</p>		



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## Activity 2: How can you inspire the community?

Topic	Community engagement		
Activity Title	How can you inspire the community?		
Duration of Activity (in minutes)	5 minutes	Learning Outcome	The learners will know the elements needed to engage and communicate with communities and will reflect on the positive community impact.
Aim of activity	Promote the reflection and discussion in the group about the elements of inspiring and engaging communities.		
Materials Required for Activity	Computer		
Step-by-step instructions	<p>Step 1: The trainer promotes the discussion with the following questions: How do you reach those that have opinions but have not had a voice in community decision-making in the past?</p> <p>How do you empower and encourage community members to participate?</p>		





### Activity 3: Create an activity plan for the community

Topic	Community mobilisation activities		
Activity Title	Activity plan for the community		
Duration of Activity (in minutes)	30 minutes	Learning Outcome	The learners will be able to plan community involvement activities.
Aim of activity	Development of activity plan for mobilisation of the community.		
Materials Required for Activity	Computer, pens, annex 1.		
Step-by-step instructions	<p>Step 1: The group should divide into pairs.</p> <p>Step 2: Each pair will create an activity plan for the community for a month.</p> <p>Note: The minimum number of activities that need to be planned is 4. But the groups can plan more activities to be developed during the month.</p>		



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**Annex 1: Template for the activity plan**

<b>Activity</b>	<b>Date and hours</b>	<b>Objectives</b>	<b>Materials</b>	<b>Activity description</b>

## MODULE 5

### Interculturality

#### Introduction

This trainer's guide defines the concept of interculturality and explains its characteristics. It highlights various aspects of the benefits and difficulties of integrating the principle of interculturality into urban agriculture. It explains what a person needs to have good intercultural communication and explains the term "intercultural competence". The guide also explains what intercultural gardens are and underlines their importance for the societies in which they have developed, as important factors for social mobilisation and as a basis for further activities: e.g. vocational orientation and integration, language acquisition, socialisation, etc.

In the end, there are some good practices, which show creative new ideas in the field of urban social entrepreneurship and prove that the field of urban agriculture offers many possibilities for new employment opportunities and a better future for all, including vulnerable and disadvantaged groups.

#### Instruction

The lesson will start with an overview of the workshop and a review of the workshop objectives. The trainer will give a presentation on the definition and characteristics of interculturality.

Participants will discuss the advantages and disadvantages that can come with integrating interculturality. Participants will learn about different aspects of interculturality (how interculturality can contribute to business and society) and intercultural competence.

The trainer will give a presentation on intercultural gardens, what they look like, what benefits they have for society and explain why they play such an important role in the societies where they have emerged. The participants will simulate an intercultural garden and learn some lessons about intercultural communication, cooperation, etc. as well as about situations that could occur in reality. The teacher will conclude the lesson by presenting some good practises that combine interculturality with urban agriculture.

## Objectives

At the end of this workshop, the participants will:

- Know the definition and characteristics of interculturality.
- Be able to identify benefits in interculturality and common elements.
- Be aware of the importance of interculturality and being able to evaluate feelings, thoughts, perceptions, and reactions).
- Know the concept of the Intercultural Garden.
- Know how to develop interculturality, connecting cultures through urban agriculture
- Know how to integrate interculturality in urban agriculture.
- Understand urban agriculture as a tool for interculturality
- Be able to identify good practices to develop a program linking interculturality and urban agriculture.
- Be willing to invest in urban agriculture to promote interculturality in your community



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## Main Content

### UNIT 1 - F2F Workshop

#### Part A of the training

#### Time Plan

A suggested time plan for this lesson is showed below. More or less time may be required, based on the experience level of the group.

Topic	Time
Course Overview	10 min
Lesson Overview and Objectives	5 min
Activity 1: Discussion in pairs about the understanding of the term Interculturality	10 min
Activity 2: Post it activity and creating the group definition of the term	10 min
Activity 3: Watching the Video explaining the term Interculturality	5 min
Trainer's explanation of the Interculturality definition	5 min
Activity 4: Group discussion - Positive and negative sides of interculturality in urban farming	10 min
Different aspects of interculturality in urban farming	10 min
Activity 5: Watching the Video named The importance of intercultural awareness	5 min
What is intercultural competence	10 min
Some general conclusions about interculturality	5 min
The intercultural garden definition	15 min
Activity 6: Simulation	20 min
Good practices	
<b>Total Time</b>	<b>2 h</b>



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## Activity 1 – Group discussion

Topic	DEFINITION AND CHARACTERISTICS OF INTERCULTURALITY		
Activity Title	Group discussion in pairs		
Duration of Activity (in minutes)	5 MINUTES	Learning Outcome	The learners will develop basic ideas about the concept of interculturality
Aim of activity	This activity seeks to encourage independent thinking and provides an introduction to the subject		
Materials Required for Activity	/		
Step-by-step instructions	<p><b>Step 1:</b> Please think for a moment about the word INTERCULTURALITY. What does this term mean to you? What does it associate you with?</p> <p><b>Step 2:</b> The group should divide into pairs. Each pair should think about it and have a quick discussion.</p>		



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## Activity 2 – Post-It activity

Topic	DEFINITION AND CHARACTERISTICS OF INTERCULTURALITY		
Activity Title	POST- IT ACTIVITY		
Duration of Activity (in minutes)	10 MINUTES	Learning Outcome	The learners will develop basic ideas about the concept of interculturality
Aim of activity	This activity is designed to encourage independent thinking and provides an introduction to the topic. Participants also learn to communicate tolerantly and to consider other opinions.		
Materials Required for Activity	Sticky notes, Pencil		
Step-by-step instructions	<p><b>Step 1:</b> Each pair writes on post-it notes short cues of what the concept of interculturality means to them.</p> <p><b>Step 2:</b> All pairs stick their slips on the board.</p> <p><b>Step 3:</b> The teacher reads all that has been written and creates a group definition of interculturality.</p>		



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### Activity 3 – Watching the Video

Topic	DEFINITION AND CHARACTERISTICS OF INTERCULTURALITY		
Activity Title	WATCHING THE VIDEO		
Duration of Activity (in minutes)	5 MINUTES	Learning Outcome	The learner will learn about interculturality in a relaxed way
Aim of activity	The purpose of this activity is to provide a graphic introduction to the explanation of the topic.		
Materials Required for Activity	Computer, internet connection, big screen, projection etc.		
Step-by-step instructions	Group watches the video		



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### Activity 4 – Group discussion

Topic	DIFFERENT ASPECTS OF INTERCULTURALITY IN URBAN FARMING		
Activity Title	GROPU DISCUSSION		
Duration of Activity (in minutes)	10 MINUTES	Learning Outcome	The learners will reflect on different aspect of interculturality in urban farming.
Aim of activity	The purpose of this activity is to analyse positive and negative sides of linking interculturality with urban farming.		
Materials Required for Activity	/		
Step-by-step instructions	<p style="text-align: center;"><b>Step 1:</b></p> <p style="text-align: center;">Think about the positive and negative sides of interculturality in urban farming.</p> <p style="text-align: center;"><b>Step 2:</b></p> <p style="text-align: center;">Participants divide into two groups.</p> <p><b>The first group</b> reflects on the improvements and positive changes that could be brought about by an intercultural approach to urban farming.</p> <p><b>The second group</b> focuses on the negative impacts of such an approach.</p> <p style="text-align: center;"><b>Step 3:</b></p> <p style="text-align: center;">Both groups report back and the teacher writes the conclusions on the blackboard.</p>		



### Activity 5 – Simulator exercise

Topic	INTERCULTURAL GARDEN		
Activity Title	Simulation		
Duration of Activity (in minutes)	20 min	Learning Outcome	Through play and observation, the learners will be able to immerse themselves in the idea of an Intercultural Garden, relive some of the possible scenarios that can happen in it and gain a better understanding of why an Intercultural Garden can be so beneficial for a particular environment.
Aim of activity	The aim of this activity is to empathise with specific social groups, to see from their point of view and motivation for creatively addressing issues in the field of employment and social integration.		
Materials Required for Activity	Empty room, pencil and a piece of paper		



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**Step-by-step instructions**

**Step1:** The group should think about possible people (roles) who could take part in the intercultural garden in real life.

**Step 2:** Participants should divide (choose) the roles they will play (we suggest a group of mixed nationalities).

**Step 3:** Participants act out a pre-defined situation through improvisation

**Step 4:** After the simulation, the group discusses the new insights they have gained from the activity.



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## MODULE 6

### Effective communications skills

- **Introduction**

This trainer guide's chapter shows how urban farmers can cooperate with specific categories of urban actors for their mutual benefit and improve their communication skills. One action, in particular, seems needed – to document and disseminate to others in the city, the progress made by urban farmers in helping to resolve some of the city's key challenges and the progress made by the producers themselves in improving some of their own practices that have raised concern among other urban actors, including local authorities. Showing focus, commitment, self-reliance and transparency improves respect and legitimacy of urban producers in the public eye as trustworthy builders of a better city.

- **Instruction**

The lesson will begin with an overview of the workshop and a review of the workshop objectives. The trainer will conduct a presentation about the importance of effective negotiation and communication in urban agriculture entrepreneurship. The participants will then learn about the communication process and review communication basics. Participants will complete a self-assessment of their listening skills and consider how nonverbal communication impacts one's effectiveness in transmitting and receiving messages. The trainer will review methods for using your voice to improve your communication skills and present strategies for engaging the audience. Participants will discuss the purposes of open-ended and direct questions. The participants will conclude the lesson by completing a self-assessment of their communication skills.



- **Objectives**

At the end of this workshop, the participants will be able to:

- Identify factors that contribute to and detract from effective communication.
- Develop a strategy for ensuring that urban farmers communication meet the needs of the whole community.
- Identify strategies for communicating effectively.
- Identify strategies for improving urban farmer oral presentation skills.

- **Main Content**

### F2F Workshop

#### Time Plan

A suggested time plan for this lesson is shown below. More or less time may be required, based on the experience level of the group.

#### Topic Time

Course Overview	5 minutes
Lesson Overview and Objectives	2 minutes
Unit 1: Understanding Effective Communication Skills	3 minutes
Effective Communication	10 minutes
Activity 1: The Great Speaker	5 minutes
4 Basic Communication Skills	10 minutes
Activity 2: Using Your Voice	10 minutes
Activity 3: Open Ended and Direct Questions	10 minutes
Unit 2: Cultural Barriers in Communication	25 minutes



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Activity 4: The Whole Community	5 minutes
Activity 5: Communicate with respect!	5 minutes
Unit 3: Strategies of an urban farmer presentation	20 minutes
Activity 6: Communication tools	5 minutes
Conclusions	5 minutes
<b>Total Time</b>	<b>2 hours</b>

- **Surveys or Assessments**

Is an essential element as you can use it to determine the effectiveness of the trainer guide. Moreover, it can also demonstrate if the adult educators can apply what they've learned effectively.

- **Frequently Asked Questions**

This section is very helpful as it allows them to look for a solution to their queries.

- **Supplemental Material or Related Sources**

Include anything related to the trainer guide that can help the adult educators further.



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### Activity 1: The great speaker

Topic	Effective Communication		
Activity Title	The great speaker		
Duration of Activity (in minutes)	5 minutes	Learning Outcome	The learners will understand the role of communication.
Aim of activity	Promote the reflection and discussion in the group about the role of communication.		
Materials Required for Activity	NA		
Step-by-step instructions	<p>Step 1: The trainer asks the participants to think of a great speaker or presenter.</p> <p>Step 2: After the learners mentioned at least 5 public personalities, the trainer asks them to define what makes that person so effective.</p>		



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## Activity 2: Using your voice affectively

Topic	Communication Process		
Activity Title	Using your voice affectively		
Duration of Activity (in minutes)	10 minutes	Learning Outcome	The learners will understand the role of their tone and voice during the communication process.
Aim of activity	Team work and attention to their voice tone.		
Materials Required for Activity	Annexe 1 printed		
Step-by-step instructions	<p>Step 1: The trainer will divide the group in pairs of 2.</p> <p>Step 2: The trainer asks the learners to listen each other reading the presentation from Annex 1 without looking at the video screen and then evaluate each other performance using the questions from the document.</p>		



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### Activity 3: Open-ended and direct questions

Topic	Engaging your audience		
Activity Title	Open-ended and Direct questions		
Duration of Activity (in minutes)	10 minutes	Learning Outcome	The learners will learn more about the using of open-ended and direct questions.
Aim of activity	Reformulate the statements according to the type of the question.		
Materials Required for Activity	Annex 2.		
Step-by-step instructions	<p>Step 1: The trainer will read loudly the statements from Annex 2 and ask if it is an open-ended or direct question.</p> <p>Step 2: The trainer will then ask for volunteers to reword each question so that it is now the <u>other</u> type of question.</p>		



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### Activity 4: The whole community

Topic	Cultural Diversity		
Activity Title	The Whole Community		
Duration of Activity (in minutes)	5 minutes	Learning Outcome	The learners will learn more how to talk with their communities and how to react when facing a cultural barrier.
Aim of activity	To react with true or false about a statement regarding the urban agriculture in their communities.		
Materials Required for Activity	Annex 3		
Step-by-step instructions	<p>Step 1: The trainer will read the statements from Annex 3 and ask if it is true or false.</p> <p>Step 2: The learners have to explain their answers.</p>		



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### Activity 5: Communicate with respect

Topic	Cultural Factors in Oral Communication		
Activity Title	Communicate with respect		
Duration of Activity (in minutes)	5 minutes	Learning Outcome	The learners will learn more how to communicate with respect with the others.
Aim of activity	To react if the statement is effective or not effective in communication with respect.		
Materials Required for Activity	Annex 4 printed		
Step-by-step instructions	<p>Step 1: The trainer will read Annex 4 with the descriptions of how people may behave when they communicate.</p> <p>Step 2: The learners have to determine whether each behavior demonstrates communicating with respect. They have to explain their answers!</p>		



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## Activity 6: Communication Tools

Topic	Communication tools and methods for urban farmers		
Activity Title	Communication Tools		
Duration of Activity (in minutes)	5 minutes	Learning Outcome	The learners will learn more about the communication tools.
Aim of activity	To match the communication tool according to the number written beside the description.		
Materials Required for Activity	Annex 5 printed		
Step-by-step instructions	<p>Step 1: The trainer will read loudly the statements from Annex 5.</p> <p>Step 2: The trainer will ask to match each communication tool/method by entering the number beside the description.</p>		



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## Annex 1:

### Use your voice

Think of your voice as an instrument. When used effectively, it can convey your message and engage your listeners.

This is especially true when presenting to a group—for example, at a briefing or in a community meeting. When making presentations, you need to control the volume, pace, tone, inflection, and enunciation.

Always speak loudly and clearly, even when using a microphone. Standing rather than sitting helps you project your voice.

Be sure to vary the pace of your presentation while not going too fast or slow. People who speak in a monotone should not be surprised when audience members begin nodding off.

Sound confident by using a downward inflection to end a sentence. For example, don't say, "More and more people are concerned about community preparedness than ever before?" You're telling, not asking.

Pauses are important. [Pause] Pausing before and after you make an important point causes people to listen more carefully. In addition, pausing makes your presentation sound more conversational and helps you avoid using fillers such as: . . . like, . . . um, or . . . ya know.

While you are presenting, make sure to take care of your voice. Have plenty of water to drink and avoid caffeine, since it can dehydrate your vocal area. And remember: breathe deeply.

### Consider these questions:

- Does my voice project well enough to be heard clearly at the back of the room?



- How are my pitch, tone, and pace? Would lowering the pitch help me project better and sound more confident? Are the tone and pace varied enough to sustain



interest?

- Overall, does my vocal demeanor match the message I am trying to convey?
- What improvements could I work on to communicate more effectively?

## Annex 2

### Open-ended and direct questions

Please consider these statements:

- Is it important to involve stakeholders when developing plans?
- Why do community members react this way?
- How many of you have prior experience with agriculture sector and farming?
- How would you respond to such a statement?
- Do you agree with this approach?

## Annex 3

### The WHOLE Community

The Trainer will read the following statements:

- ✓ In urban agriculture communication, the target audience is those people who form the majority in the community.
- ✓ Access and functional needs are factors that impact an individual's access to information and needed programs and services.
- ✓ Understanding the community can be accomplished through a one-time analysis of the jurisdiction's demographics.



## Annex 4

### Communicate with respect

Instructions: Indicate whether each behavior is effective or not effective at demonstrating respect in communication.

Communication Behaviour	Effective	Not Effective
When talking to a person with a hearing disability, speak louder than you normally would.	<input type="radio"/>	<input type="radio"/>
If a deaf person is assisted by a sign language interpreter, direct your comments to the interpreter.	<input type="radio"/>	<input type="radio"/>
When meeting someone with a visual disability, identify yourself and others with you.	<input type="radio"/>	<input type="radio"/>
When talking to a person in a wheelchair, remain standing.	<input type="radio"/>	<input type="radio"/>
When referring to people with disabilities, refer to the disability only if relevant.	<input type="radio"/>	<input type="radio"/>
Assume that each individual with a disability has unique abilities and characteristics.	<input type="radio"/>	<input type="radio"/>
When talking to a person with a hearing disability, make sure your lips are visible.	<input type="radio"/>	<input type="radio"/>
Speak with exaggerated enunciation, slowness, and volume when talking to an older adult.	<input type="radio"/>	<input type="radio"/>
When talking to a person with limited language proficiency, make sure your lips are visible.	<input type="radio"/>	<input type="radio"/>



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## Annex 5

### Communication tools

Match each communication tool/method by entering the number beside the description.

1 – *In-Person Events* 2 – *Print Media* 3 – *Broadcast Media* 4 – *Internet and Social Media*

\_\_\_\_\_ Provide a vehicle for quick, short messages but can be difficult to control once the message goes out.

\_\_\_\_\_ are better for indepth coverage and analysis than for issuing time-critical information such as alerts and warnings.

\_\_\_\_\_ Can be used to distribute information quickly to a broad general audience; may be limited by programming schedules.

\_\_\_\_\_ allows you to interactively learn about and address the questions and concerns of a specific audience.



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