





Title: Local food economy and access to fresh food

SHORT FACTS

Target group 	Adult educators who will have direct contact with rural women, 8 – 12 participants
Setting 	Workshop: short lecture, PowerPoint presentation/video, group work, individual work, plenum, discussions, demonstrations <ul style="list-style-type: none"> The emphasis is on self-assessment and reflection
Duration 	Teaching block of 4 hours with breaks 1 st session: 120 minutes 2 nd session: 60 minutes 3 rd session: 60 minutes
Equipment/material 	<ul style="list-style-type: none"> Internet connection Presentation equipment (PC / laptop, projector) Participant's mobile or pad or laptop Stationery (pen, paper, felt-tip pens, markers, etc.) Smart board / flipchart board Post-it Worksheets

A BRIEF INTRODUCTION TO THE TOPIC OF THE TEACHING UNIT

Local food is a truly bright spot in any local economy. Rural communities can benefit uniquely from a vibrant local food system – it can be an economic, social and healthful opportunity for them.

The increased development of a local food economy offers immense potential. It can contribute to:

- the economic multiplier effect, more comprehensive local and economic development and benefit the local economy
- improving the health of the population through access to fresh and more nutritious food
- building social and cultural capital
- sustainable development, biodiversity and landscape values
- providing valuable jobs and generating significant economic activity in rural areas
- consumers paying and local producers getting a fair price (cutting intermediaries out of the loop)



The learning unit aims to increase the capacity of adult educators/trainers to give women farmers some new ideas and information on relevant initiatives and to show them how to grow the local food economy and access to fresh food for the local population.

Objectives:

- to gain an understanding of what is meant by local food
- to gain a better understanding of the market routes for local food
- to encourage agricultural entrepreneurship of rural women and trends in “Fresh Food Economy”.

Learning Outcomes – By the end of this training, trainees should be able to:

- demonstrate competence in defining how to start the development (rebuilding) of the Local Food System
- demonstrate competence in explaining how to increase the local food economy and access to fresh food for the local population



Preparation



Research

→ Local Food Systems – What does policy change have to do with this?

Explore which policies, regulatory changes and incentives can foster greater innovation on local farms that deliver on the bottom line – so that locals can benefit from a thriving, sustainable local food economy.

→ What are the success stories and innovative ideas shaping the future of local food?

Look for such examples and present them to trainees. A more striking effect will be if you encourage participants to look for an example of good practice on their own and ask them to think about how to apply it. Have them present their findings, observations and conclusions to the other participants in the group.

To start developing (rebuilding) a Local Food System, keep in mind the following:

- Gain a full understanding of the current Local Food System – have relevant conversations and gather basic data
- Start from wherever you are – a clear picture of the current situation gives ideas for appropriate steps
- Make a clear plan – so that everyone knows where they are going and what they want to achieve
- Build different partnerships – involve (women) producers and organisations in the community that have a vested interest in a thriving Local Food Economy
- Take targeted initiatives and activities – think broadly and creatively

TIP: To successfully conduct a training/workshop, keep the following in mind:

- Prepare the necessary materials (worksheet, stationery, presentation equipment, flipchart board, etc.) and provide the participants with needed materials for work
- Provide a comfortable learning environment with appropriate conditions for carrying out all planned activities
- Prepare a plan of activities

Recommendations for preparing a plan of activities:

- based on your knowledge of essential concepts and characteristics of your target group. **Be well acquainted!**
- specific enough, but also allows some last-minute changes if the situation requires them. **Be concrete but also flexible!**
- the duration of each activity to fit into the overall duration of the training, including enough breaks. **Think about the schedule and limited time!**

Method / Process description

Session 1

- Welcome word (10 minutes)
- Getting to know – "Hello My Name Is" | Icebreaker game, Name game – introduction to the group (10 minutes)
- "How do I feel?" Expectations & fears & contributions | Introductory evaluation: Wall writing
Participants write their expectations, fears and contribution on stickers and put them on the wall. (30 minutes)
- Introduction to the topic | The trainer gives information about the lesson subject to participants and defines the objectives of the sessions. Trainees are invited to add in their own objectives and to set priorities for their own learning (10 minutes)
- Trainer explains lesson unit – Local food economy and access to Fresh Food – using large screen (45 minutes)
- Coffee break (15 minutes)



Session 2

- Game energiser – Warming up for further work (10 minutes)
- Pairs of trainees do the worksheets: Growing a Local Food Economy (30 minutes)

The worksheet with an explanation is available for download.

- Demonstration of the scheme “Growing a Local Food Economy” to the whole group (20 minutes)
- Discussion/comments on presented schemas “Growing a Local Food Economy” (10 minutes)

Session 3

Break (10 minutes)

- Mirror games – or walking in someone else's shoes
- ✓ Exercise for working with rural women (who are involved or want to engage in agriculture or agricultural produce supply chains)

✓ The local food concept greatly vary – try to define it according to the needs of consumers

Include in your work strengthening self-awareness about responsible consumption

This could be, for example – Food Literacy / incl. nutrition, cooking and preparing food /

Choose a few practical things – everyday procurement and to ask similar questions or topics as examples below and consider them, with an emphasis on personal attitudes and awareness of values, habits, etc.

- ✓ why do we eat what we eat?
- ✓ healthy choices, shopping & processing
- ✓ origin of food: know where food comes from and what ingredients it is made of
- ✓ waste minimising in consumer choices
- ✓ how to properly prepare food (better for health)?
- ✓ how to sustainably prepare meals?
- ✓ how to prepare food in a safe way beneficial for everyone (safety skills and food security)?
- ✓ a benefit for the environment (buy and cook in a sustainable way)
- ✓ food waste management
- ✓ understanding the role that food plays in families, communities and cultures

The list can be extended (this is just a quick throw)

* Apply skills-based food education and a cross-cutting approach linking multiple real-life areas and formal and non-formal education

- Pairs of trainees briefly share with the group how they would teach this to women farmers in the local training | Reflect and evaluation dimension (10 minutes)

TIP: Include activities that will allow the participants to use their creativity. Encourage discussion and development of ideas.

Learning Material/ References

Suggested resources and worksheets:

See links:

- ["Rural Women to Sustainable Food and Farming - Fresh Food from Farm to Table" \(RWSFF\)](#)
- [RWSFF – Rural Women to Sustainable Food and Farming | Training of Trainers \(ToT\)](#)
- [The Guide Access to Fresh Foods](#)
- Worksheet “Local food economy and access to fresh food” (see attached)



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