



# Rural Facilitator Training in Agricultural Short Food Supply Chains (Rural F) Training Curriculum Content

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# Rural Facilitator Training in Agricultural Short Food Supply Chains (Rural F) Training Curriculum

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## Intellectual Output: IO4/A3

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### 1. GENERAL

Program Title	RURAL FACILITATOR CURRICULUM
<b>Aim</b>	<p>The training aims to</p> <ul style="list-style-type: none"> <li>• develop an attitude among farmers that affect their adoption of short food supply chains,</li> <li>• increase the motivation of the farmers to apply in short food supply chains;</li> <li>• raise awareness among farmers on the environmental impacts of the organic farming,</li> <li>• increase numbers of interested of SFSC farmers and stakeholders</li> </ul> <p>The agricultural sector can benefit from SFSC, can produce healthy food by using the associated technologies, and sell or incorporate this energy into the agricultural production processes.</p> <p>The main aim of the training is to provide information to the farmers and rural facilitators on SFSC and opportunities. This information would also help stakeholders to get a holistic understanding of the importance of the implementation of the SFSC for farmers and for entire rural areas. The training will also cover the opportunities for the new actors of SFSC willing to work in this profession etc. The environmental and economic costs and benefits of the SFSC compared to the traditional food supply chains will also be discussed.</p>
<b>Target Group</b>	<p>The target groups of the training program are farmers and small and medium-sized enterprises in agricultural business as well as agriculture advisors.</p>
<b>Goals</b>	<p>The goals of the training program are:</p> <ul style="list-style-type: none"> <li>• Awareness- raising on the fact that the agricultural sector may contribute toward the SFSC,</li> </ul>

	<ul style="list-style-type: none"> <li>• Awareness- raising on the fact that SFSC is the chance of development of economy in rural areas,</li> <li>• Awareness-raising on the negative economic and environmental impacts brought by the use of traditional ways of food production and distribution,</li> </ul>
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## 2. SPECIFIC TOPICS

Topic	Duration
Module 1: Innovative short food supply chains	2 hours
Module 2: Short food supply chain and ecological transition	2 hours
Module 3: Business thinking for Rural Facilitators	10 hours
Module 4: Marketing tips in short food supply chains	10 hours
Module 5: Communication and conflict management	6 hours
Module 6: Leadership Skills	4 hours
Self-study time	2 hours/module

The time devoted for studying each module varies due to level of complexity of the module. Evaluation of the necessity for studying relevant module time was checked during the pilot testing session.

## 3. LEARNING OUTCOMES

<b>Innovative short food supply chains</b>	
<b>Partner responsible:</b>	Kisleptek
<b>Task range</b>	The chapter introduces the short food supply chain through best practices, case studies in order to provide better understanding of innovative short value chains which become available in all the European member states. It also aims to present the differences between traditional direct selling and new alternative food chains. The

	<p>readers will understand the different sort og grouping of SFSC channels according to their form or legal background.</p> <p>Finally, it gives a practical guide for setting and boosting up a new group of farmers and describes the main steps of organizing farmers’ markets, like:</p> <ul style="list-style-type: none"> <li>● what are the first steps to recruit farmers?</li> <li>● how to assess the local endowments?</li> <li>● how to select farmers?</li> <li>● how to make attractive your farmers’ market?</li> </ul>	
<b>Learning outcomes:</b>	Obtained knowledge (the course participant is able to):	<ul style="list-style-type: none"> <li>● to understand the main definitions and the differences between SFSC channels.</li> <li>● to make the first step to set-up SFSC groups</li> <li>● to understand the way of organization from systemic approach</li> </ul>
	Obtained skills (the course participant is able to):	<ul style="list-style-type: none"> <li>● how to assess the local endowments</li> <li>● how to recruit farmers</li> <li>● how to identify criteria</li> <li>● how to design SFSC</li> </ul>
	Obtained competences (the course participant is able to):	<ul style="list-style-type: none"> <li>● understanding of SFSC era</li> <li>● facilitation of SFSC</li> <li>● organization and mobilize local actors</li> <li>● boosting cooperation</li> </ul>
<p><b>Module resources of the module:</b></p> <p>Alber J., and Kohler U. (2008) Informal food production in the enlarged European Union. Social Indicators Research 89: 113–127.</p> <p>Altafoods Report (2012): Erasmus+ KA2 project on alternative food networks. Report is not available</p> <p>Augère-Granier L.-M. (2016) Short Food Supply Chains and Local Food Systems in the EU; European Parliamentary Research Service, EPRS: Brussels, Belgium</p>		



Benedek Zs., Fertő I., Molnár A. (2018) Off to market: but which one? Understanding the participation of small-scale farmers in short food supply chains—a Hungarian case study. *Agriculture and Human Values* 35.2 : 383-398.

DuPuis, M. and Goodman, D. (2005) Should we go 'home' to eat?: Toward a Reflective Politics of Localism. *Journal of Rural Studies* 21, 359-371.

EURACTIVE (2018a): Short food supply chains in Europe's south, Special report | 19 - 27 Dec. 2018, Available at: <http://eurac.tv/9PRq> (Accessed: 15 November 2020)

EURACTIVE (2018b): Short food supply chains in Europe's north, Special report | 25 - 29 June 2018, 6 Available at: <http://eurac.tv/9PHg> (Accessed: 15 November 2020)

Gale, F. (1997) Direct Farm Marketing as a Rural Development Tool. *Rural Development Perspective*, 12. pp. 19-25.

Galli, F.; Brunori, G. (2013) Short Food Supply Chains as Drivers of Sustainable Development. Evidence Document; FP7 Project FoodLinks—European Commission: Brussels, Belgium

Ilbery, B., Maye, D., Kneafsey, M., Jenkins, T., Walkley, C.. (2004) Forecasting food supply chain developments in lagging rural regions: evidence from the UK. *Journal of Rural Studies* 20.3 331-344.

Juhász, A. (2014) Rövid Ellátási Lánc tematikus alprogram Magyarországon. From Rural Development Programme from 2014 to 2020 in Hungary

Juhász A., Mácsai, É., Kujáni, K., Juhász, A., Hamza, E., Györe D. (2012) A közvetlen értékesítés szerepe és lehetőségei a hazai élelmiszerek piacrajutásában. Élet a modern kiskereskedelmi csatornákon kívül - The current performance and opportunities of farm-direct sales in the food supply. Is there a life outside the modern retail sector? chain in Hungary. AKI Kiadvány.

Kneafsey, M. et al. (2015) EIP-AGRI Focus Group Innovative Short Food Supply Chain management." Final Report. European Commission. Brussels . Available at [https://ec.europa.eu/eip/agriculture/sites/agri-eip/files/eip-agri\\_fg\\_innovative\\_food\\_supply\\_chain\\_management\\_final\\_report\\_2015\\_en.pdf](https://ec.europa.eu/eip/agriculture/sites/agri-eip/files/eip-agri_fg_innovative_food_supply_chain_management_final_report_2015_en.pdf) (Accessed: 15 November 2020)

Kneafsey, M.; Venn, L.; Schmutz, U.; Balázs, B.; Trenchard, L.; Eyden-Wood, T.; Bos, E.; Sutton, G.; Blackett, M. (2013) Short Food Supply Chains and Local Food Systems in the EU. A State of Play of Their Socio-Economic Characteristics; European Commission: Brussels, Belgium, JRC REPORT Available at <https://ec.europa.eu/jrc/en/publication/eur-scientific->



and-technical-research-reports/short-food-supply-chains-and-local-food-systems-eu-state-play-their-socio-economic (Accessed: 15 November 2020)

Kujáni K. (2018) First steps: bringing farmers together in a short supply chains: -overcoming initial barriers, -organisational forms of cooperation, - methodology for setting up the food chain group. TAEX Multi-country Workshop on together in a short food supply chain - opportunities for small farms and IPARD support in the Western Balkans and Turkey. (Presentation on 30 April 2018)

Martinez, S., M. Hand, M. Da Pra, S. Pollack, K. Ralston, T. Smith, S. Vogel, S. Clark, L. Lohr, S. Low, and C. Newman. (2010) Local Food Systems: Concepts, Impacts, and Issues. ERR. 97. Waonferemshington: U.S. Department of Agriculture, Economic Research Service.

Mincyte, D. (2011) Subsistence and Sustainability in Post-industrial Europe (2016) The Politics of Small-scale F Augère-Granier, L.-M. Short Food Supply Chains and Local Food Systems in the EU; European Parliamentary Research Service, EPRS: Brussels, Belgium, 2016. Farming in Europeanising Lithuania. Sociologia Ruralis 51: 101–118.

Mundler, P. (2016) Laughrea, S. The contributions of short food supply chains to territorial development: A study of three Quebec territories. J. Rural Stud. 45, 218–229.

NIHOUS, F. (2008) La diversification et la valorisation des activités agricoles au travers des services participant au développement rural. Rapport au ministère de l'Agriculture et de la Pêche.

Otto, D. and Varner, T. (2005) Consumers, Vendors, and the Economic Importance of Iowa Farmers Markets: An Economic Impact Survey Analysis. Iowa: Iowa State University.

Pearson, D., Henryks, J., Trott, A., Jones, P., Parker, G., Dumaresq, D., and Dyball, R. (2011) Local Food: Understanding Consumer Motivations in Innovative Retail Formats. British Food Journal 113 (7), 886-899.

Peters, R. (2012) Local Food and Short Supply Chains; European Network for Rural Development (ENRD)/European Commission: Brussels, Belgium Available at <https://enrd.ec.europa.eu/sites/enrd/files/E8F24E08-0A45-F272-33FB-A6309E3AD601.pdf> (Accessed: 15 November 2020)

Rastoin, J. (2016) Les systèmes alimentaires territorialisés: enjeux et stratégie de développement. Journal Resolis 7. 12-18.



Torjusen, H.; Lieblein, G.; Vittersø, G. (2008) Learning, communicating and eating in local food-systems: The case of organic box schemes in Denmark and Norway. *Local Environ.* 13, 219–234.

Vittersø, G., Torjusen, H., Laitala, K., Tocco, B., Biasini, B., Csillag, P., Wavresky, P. (2019). Short food supply chains and their contributions to sustainability: Participants' views and perceptions from 12 European cases. *Sustainability* 11(17) 4800 <https://doi.org/10.3390/su11174800>

SMARTCHAIN PLATFORM (2020) Available at [www.smarthain.eu](http://www.smarthain.eu) (Accessed: 15 November 2020)

BOND PROJECT - BARN OF BEST PRACTICES (2020) Available at [www.bondproject.eu](http://www.bondproject.eu) (Accessed: 15 November 2020)

#### **The benefits of the */relevant/* module:**

The future facilitator will have a deep understanding on different channels and .function of short food supply chains. They will gain experiences from international best practices which will present innovative and easy-to-do solutions. The facilitators will be motivated to start organizing, recruiting local farmers and strengthening the collaborative actions between local actors. In that way the local stakeholders can recline upon on qualified experts at local level.

#### **Glossary**

Short food supply chain: The definition of short food supply chain (henceforward SFSC) explains the relation system between the farmers and consumers in a narrower sense, however severe differences can be shown among the member states. To sum up the aim of short food chains:

- Decreasing the distance – both physically and personally – between the small-scaled farmers and consumers;
- Stabilizing the income of agricultural producers;
- Supplying the consumer with healthy and locally made food;
- Decreasing environmental pollution;
- Creating a food supply policy based on real funds;
- Fighting against the further decreasing of agricultural lands

Facilitator: These specially formed persons shall be able to facilitate the access to market of small farmers because they will be able to organise farmers' associations, solve conflicts

between farmers and consumers, look for special supports, analyse the changes of markets, help marketing actions. This activity is one of the key drivers of social cohesion, social innovation because the reform of local farmers', consumers'/citizens' cooperation is essential for the development of short food supply chains.

<b>Short food supply chain and ecological transition</b>		
<b>Partner responsible: Savoir-faire &amp; Co (France)</b>		
<b>Task range</b>	The rural facilitators will find information about the impacts of SFSC on ecological transition. Future facilitators must know the most eco-friendly practices to reduce CO2 emissions, other air pollutant emissions, non-reusable packaging, and applications of harmful chemicals. Thanks to this chapter, they will have solutions to minimize the impacts of projects they animate at the local level. This subject is based on the French legislative and theoretic movement called ecological transition, which will be detailed to raise the focus on a more sustainable agri-food system. This chapter tackles every step of the supply food chain from production to governance.	
<b>Learning outcomes:</b>	Obtained knowledge (the course participant is able to):	<p>They know when and why short supply chains are more eco-friendly than long supply chains.</p> <p>They have exemples of good practices that decrease the carbon footprint of supply chains.</p> <p>They are aware of the "weak links" of short circuits from an agroecology point of view.</p> <p>They have knowledge of the different modes and types of sales adapted to SFSC.</p>

	Obtained skills (the course participant is able to):	<p>They can analyse their territory and know what actors are missing to have the whole supply chain in local.</p> <p>They can make decisions (or stimulate dynamics) which will help the projects to improve their environmental impact.</p> <p>They can implement mutualization between their partners.</p>
	Obtained competences (the course participant is able to):	<p>They are capable of making arguments and convincing actors (intermediaries, farmers, consumers, local municipalities, etc.) to act for ecological transition</p> <p>They can use a PESTLE analysis to have a global view of their territory.</p>
<p><b>Module resources of the module :</b></p> <p>Vers la resilience alimentaire, faire face aux menaces globales à l'échelle des territoires, Les greniers d'abondance.</p> <p>To what extent are short food supply chains (SFSCs) environmentally friendly ? Application to French apple distribution using Life Cycle Assessment, Loiseau E, Colin M, Alaphilippe A, Coste G, Roux P.</p> <p>Sustainable Food Supply Chains : Is shortening the Answer ? A Literature Review for a Research and Innovation Agenda, Chiffolleau Y, Dourian T.</p> <p>Are local food chains more sustainable than global food chains? Methodological considerations for assessment. Glamur</p>		
<p><b>The benefits of the <i>SFSC and ecological transition</i> module:</b></p> <p>The main benefit of this module is the presence of many examples of initiatives implemented in France. This makes it possible to take inspiration from existing projects and develop them in other territories.</p>		
<p>Glossary</p>		

By product : agricultural production that have other uses than food

ZFE : low emission zones : zone defined on a specific territory, in which the traffic of the most polluting vehicles is limited or prohibited during "specific time periods"

Logistics Hubs : places where products from multiple origins are grouped together before being shipped directly to the recipients

Third places : Third places are called that way because they are distinct from the two main places where people live: home and work.

<b>Business thinking for Rural Facilitators</b>							
<b>Partner responsible:</b>	Czech University of Life Sciences Prague						
<b>Task range</b>	In this chapter, the rural facilitators can find theoretical background for an important question like how to fund a business idea, how to form this idea into a functional business and how to plan this business in details. The main topics of the chapter are: introduction of the main business skills, strategic thinking and planning, Ikigai concept in business, Business model Canvas and Business Plan.						
<b>Learning outcomes:</b>	<table border="1"> <tr> <td>Obtained knowledge (the course participant is able to):</td> <td>- overview of the main business skills and strategic tools</td> </tr> <tr> <td>Obtained skills (the course participant is able to):</td> <td>- how to use Business model canvas - explore the basics of the business plan - explore the ideas of strategic thinking and planning</td> </tr> <tr> <td>Obtained competences (the course participant is able to):</td> <td>- apply Ikigai concept in business - create a business model canvas for the business - use strategic analysis</td> </tr> </table>	Obtained knowledge (the course participant is able to):	- overview of the main business skills and strategic tools	Obtained skills (the course participant is able to):	- how to use Business model canvas - explore the basics of the business plan - explore the ideas of strategic thinking and planning	Obtained competences (the course participant is able to):	- apply Ikigai concept in business - create a business model canvas for the business - use strategic analysis
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<b>Module resources of the module:</b>							
<p><a href="https://www.strategyzer.com/canvas/business-model-canvas">https://www.strategyzer.com/canvas/business-model-canvas</a>  <a href="https://www.strategyzer.com/canvas/value-proposition-canvas">https://www.strategyzer.com/canvas/value-proposition-canvas</a></p>							



(free download of the business model canvas and value proposition canvas)  
<https://www.swotanalysis.com/13474/Ikigai-Reason-for-Being>  
(online template for ikigai)  
<https://www.startuploans.co.uk/business-plan-template/>  
<https://www.sba.gov/business-guide/plan-your-business/write-your-business-plan>  
(business plan description, template and examples)

Jones, Rosalind, and Jennifer Rowley. (2011) “Entrepreneurial Marketing in Small Businesses: A Conceptual Exploration.” *International Small Business Journal: Researching Entrepreneurship*, vol. 29, no. 1, Feb. 2011, pp. 25–36, 10.1177/0266242610369743.

Clawson, James G. (2014) *Level Three Leadership: Getting below the Surface*. Harlow, Pearson.

Hill, Charles W L, and Gareth R Jones. (2020) *Strategic Management : Theory : An Integrated Approach*. Australia, South-Western, 2014. Rothaermel, F. *Strategic Management (5th ed.)*. McGraw-Hill Education.

Ken’ichirō Mogi. (2018) *The Little Book of Ikigai: The Secret Japanese Way to Live a Happy and Long Life*. London, Quercus.

Osterwalder, Alexander, and Yves Pigneur. (2010) *Business Model Generation : A Handbook for Visionaries, Game Changers, and Challengers*. Hoboken, Nj, Wiley.

Osterwalder, Alexander, et al. (2015) *Value Proposition Design : How to Create Products and Services Customers Want*. Somerset, Wiley.

### **The benefits of the /relevant/ module:**

The main benefit of this module is the practical implication of the business strategic management tools and analyses. The use of these tools and analyses are demonstrated on the practical examples and help the facilitators with the basic strategic management decisions and choices.

### **Glossary**

**Business Model Canvas** - is a strategic management tool that lets you visualize and assess your business idea or concept. It is a one-page document containing nine boxes that represent different fundamental elements of a business.

**Value Proposition Canvas** - is a tool which can help ensure that a product or service is positioned around what the customer values and needs.

**Business Plan** - is a written document that describes in detail how a business — usually a startup — defines its objectives and how it is to go about achieving its goals. A business plan lays out a written roadmap for the firm from each of a marketing, financial, and operational standpoint.

**Ikigai** - is a Japanese word whose meaning translates roughly to a reason for being, encompassing joy, a sense of purpose and meaning and a feeling of well-being. In business, the incorporation of the elements of ikigai to an entrepreneur’s focus is thought

to yield the highest levels of entrepreneur’s engagement and productivity while also fostering job satisfaction and the highest possible value to the customer.

Marketing tips in short food supply chains							
Partner responsible:							
<b>Task range</b>	<p>In this chapter we provide the facilitator with a curriculum that he/she can use in both direct sales and online commerce to help guide smallholders in marketing, which is the process of creating, communicating, and delivering value to customers and managing customer relationships, to sell products or services. Rural Facilitators will understand the importance of the theory of 4 elements for the Marketing Mix, the new nutrition trends, the relation between tourism and marketing, the importance of food hygiene in the process of selling products, the fact that organic farming is a product strategy, and the essence of food hubs.</p> <p>The present chapter is giving practical tips on:</p> <ul style="list-style-type: none"> <li>• how to create the identity of a food business</li> <li>• how to reach out to potential customers</li> <li>• how to treat customers, by presenting at least 2 best practices for intermediaries and animators within this chapter.</li> </ul> <p><i>Preparation of training materials on: the basics of negotiations acquisition and use, terms, parameters, values, definitions, descriptions of how it works, information about the latest technological developments in the selected scope of the module. Case study showing the practical use of negotiations, advantages and disadvantages of negotiations.</i></p>						
<b>Learning outcomes:</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Obtained knowledge (the course participant is able to):</td> <td style="padding: 5px;">- to interpret market expectations, reach customers, marketability of products, sales channels, and provides traceable practical ideas for the sales process.</td> </tr> <tr> <td style="padding: 5px;">Obtained skills (the course participant is able to):</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>- how to create the identity of a food business</li> <li>- how to reach out to potential customers</li> <li>- how to treat customers</li> </ul> </td> </tr> <tr> <td style="padding: 5px;">Obtained competences (the course participant is able to):</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>- apply the “Marketing Mix” in decision making process</li> <li>- to recognize new trends in nutrition and tourism</li> </ul> </td> </tr> </table>	Obtained knowledge (the course participant is able to):	- to interpret market expectations, reach customers, marketability of products, sales channels, and provides traceable practical ideas for the sales process.	Obtained skills (the course participant is able to):	<ul style="list-style-type: none"> <li>- how to create the identity of a food business</li> <li>- how to reach out to potential customers</li> <li>- how to treat customers</li> </ul>	Obtained competences (the course participant is able to):	<ul style="list-style-type: none"> <li>- apply the “Marketing Mix” in decision making process</li> <li>- to recognize new trends in nutrition and tourism</li> </ul>
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Obtained competences (the course participant is able to):	<ul style="list-style-type: none"> <li>- apply the “Marketing Mix” in decision making process</li> <li>- to recognize new trends in nutrition and tourism</li> </ul>						

		- to understand and apply food hygiene in selling process
<p><b>Module resources of the module:</b>  <a href="https://99designs.com/">https://99designs.com/</a>  <a href="https://trademark-search.marcaria.com/en/">https://trademark-search.marcaria.com/en/</a>  <a href="https://nanotourism.org/">https://nanotourism.org/</a>  <a href="https://www.mindtools.com/">https://www.mindtools.com/</a>  <a href="https://www.who.int/foodsafety">https://www.who.int/foodsafety</a>  <a href="https://www.vtfarmtoplate.com/features/true-cost-of-local-food#.X5hwY4gzblU">https://www.vtfarmtoplate.com/features/true-cost-of-local-food#.X5hwY4gzblU</a>  <a href="https://www.mindtools.com/pages/article/newSTR_94.htm">https://www.mindtools.com/pages/article/newSTR_94.htm</a>  <a href="https://www.brandingmag.com/2015/10/14/what-is-branding-and-why-is-it-important-for-your-business/">https://www.brandingmag.com/2015/10/14/what-is-branding-and-why-is-it-important-for-your-business/</a>  <a href="https://www.nutrition-hub.com/post/top-10-nutrition-trends-in-2020">https://www.nutrition-hub.com/post/top-10-nutrition-trends-in-2020</a>  <a href="https://blog.hubspot.com/marketing/online-advertising">https://blog.hubspot.com/marketing/online-advertising</a>  <a href="https://sendpulse.com/support/glossary/sales-promotion">https://sendpulse.com/support/glossary/sales-promotion</a>  <a href="https://economictimes.indiatimes.com/definition/marketing-mix">https://economictimes.indiatimes.com/definition/marketing-mix</a>  <a href="https://www.investopedia.com/terms/b/brand.asp">https://www.investopedia.com/terms/b/brand.asp</a>  <a href="https://www.sciencedirect.com/topics/food-science/food-hygiene">https://www.sciencedirect.com/topics/food-science/food-hygiene</a>            Customer segmentation: <a href="http://www.shopify.com/encyclopedia/customer-segmentation">www.shopify.com/encyclopedia/customer-segmentation</a>            Food contamination: <a href="http://www.fao.org/3/a-at509e.pdf">http://www.fao.org/3/a-at509e.pdf</a>            Organic farming: <a href="http://grolink.se/resources/oa/benefits-of-organic-farming/">http://grolink.se/resources/oa/benefits-of-organic-farming/</a>            Case study: <a href="http://szekelytermek.ro">http://szekelytermek.ro</a></p>		
<p><b>The benefits of the /relevant/ module:</b>            In a short supply chain, the producer is very self-reliant: he/she must recognize the needs of customers, the market, know the legal regulations in the field of packaging, food safety, environmental protection, be able to innovate the product, be able to serve the customer directly and online, and needs to shape his image. The rural facilitator can help him/her in this difficult process.             This chapter aims to introduce the rural facilitator into the wonderful world of basic marketing elements with 4 elements of the marketing mix, case studies, nutritional science, tourism innovations, personal product personalization techniques, to help small producers to work in the short supply chain as thoroughly as possible.</p>		
<p>Glossary</p>		
<p><b>Marketing mix:</b> The marketing mix refers to the set of actions, or tactics, that a company uses to promote its brand or product in the market. The 4Ps make up a typical marketing mix - Price, Product, Promotion and Place.  <b>Brand:</b> A brand is an identifying symbol, mark, logo, name, word, and/or sentence that companies use to distinguish their product from others. A combination of one or more of those elements can be utilized to create a brand identity. Legal protection given to a brand name is called a trademark.</p>		

**Food hygiene:** Food hygiene is defined as ‘the measures and conditions necessary to control hazards and to ensure fitness for human consumption of a foodstuff taking into account its intended use’.<sup>9</sup> EU food law is science based.

**Communication and conflict management for Rural Facilitators**

<b>Partner responsible:</b>		TREBAG LTD
<b>Task range</b>	<p>After completion of this module, learner will know the basic elements of communication and possible reasons of a failing communication in the work of the SFSC animators.</p> <p>In the work of the SFSC animators communication is crucial, useful tips are provided on how a more effective communication could be achieved. A case study is showing the practical use of a daily communication of an SFSC animator, showing effective communication. The second part of module is on conflict management, the 5 main conflict resolution strategies is discovered, and tips are provided for more effective treatment of conflicts.</p>	
<b>Learning outcomes:</b>	Obtained knowledge (the course participant is able to):	<ul style="list-style-type: none"> <li>- Able to describe the communication process in an SFSC situation and has a clear view on the different communication patterns.</li> <li>- Able to use the DISC behavior model and the five main strategies of conflict management in the Thomas – Kilmann’s model.</li> <li>- Able to list possible solution techniques in an SFSC conflict and knows tips in improving communication and in dealing with conflicts.</li> </ul>
	Obtained skills (the course participant is able to):	<ul style="list-style-type: none"> <li>- differentiate the participants of SFSC’ communicational patterns and analyses the communicational problems arising from this.</li> <li>- implement the conflict resolution techniques in a different environment and to apply practical tips in conflicting</li> </ul>

		situations and express her/his needs in a conflict.
	Obtained competences (the course participant is able to):	<ul style="list-style-type: none"> <li>- Can solve the problematic situations arising communication, and also foster effective communication amongst her/his employees and members of SFSC.</li> <li>- Can solve the conflicts in a more established and conscious way by using the techniques of conflict resolution and to generate the need for self-expression and trust in a conflict situation.</li> </ul>

**Module resources of the module no:**

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[https://regi.tankonyvtar.hu/hu/tartalom/tamop412A/2010-0019\\_konfliktus\\_kezeles/ch11.html](https://regi.tankonyvtar.hu/hu/tartalom/tamop412A/2010-0019_konfliktus_kezeles/ch11.html) (Accessed November 27, 2020)

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<https://discinsights.com/personality-style-s>, <https://discinsights.com/personality-style-c>  
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2020).

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<https://medium.com/@raihamalik/effective-communication-5321d663ee5a> (Accessed: 27  
November, 2020).

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(Available at:  
[https://www.researchgate.net/figure/The-so-called-Thomas-Kilmann-Conflict-Mode-  
Instrument\\_fig1\\_233641635](https://www.researchgate.net/figure/The-so-called-Thomas-Kilmann-Conflict-Mode-Instrument_fig1_233641635) (Accessed: 27 November, 2020).

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<https://www.johnmaxwellgroup.com/joshuabush/landing/DISCProfiles> (Accessed: 27  
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### **The benefits of the communication and conflict management module:**

Almost all activities we do is some kind of communication, therefore the way we do it is of key importance. Common understanding is the basis for effective communication, it is essential to be aware of all features that may divert us from reaching it. Filters, noises in the communication process, beliefs, fears, prejudice, assumptions in the background are all trying to distract us from understanding the other party and the situation, so be cautious when communicating! Also, the focus is not only on what you say, but how you say (voice, body language, etc.).

Conflicts are also unavoidable, so don't be afraid of them. In most of the conflict situations it is much better to identify it than to keep it under the carpet for weeks/years, but how you do it is the key to success. If you are open to others in the conflict, respect them and understand them with empathy, and leaving behind the intention to win 100%, a



cooperative approach will lead to a better situation where all parties are happy after the conflict. Through conflicts, hidden mistakes and misunderstandings may be also resolved.

## Glossary

**Active listening:** Process of analysing and evaluating what another person is saying in an effort to understand the speaker's feelings or the true meaning of the message

**Brainstorming:** A technique designed to foster group productivity by encouraging interacting group members to express their ideas in a noncritical fashion.

**Code:** Set of rules or symbols used to translate a message from one form to another.

**Communication competence:** Ability to take part in effective communication, which is characterized by skills and understandings that enable communication partners to exchange messages successfully.

**Communication flow:** The direction (upward, downward, horizontal) messages travel through the networks in an organization.

**Conflict:** A disagreement or argument between two or more people.

**Culture:** Traditions and patterns of thought which are passed down through generations of people.

**Decoding:** Process of translating a message into the thoughts or feelings that were communicated.

**Interaction:** Exchange of communication in which communicators take turns sending and receiving messages.

**Message:** A stimulus to which meanings are attributed in communication.

**Motivation:** A desire or willingness to do something, such as to change behavior.

**Organizational structure.** The formal configuration between individuals and groups with respect to the allocation of tasks, responsibilities, and authorities within organizations. The formally prescribed pattern of interrelationships existing between the various units of an organization.

**Role:** The typical behavior that characterizes a person in a specific social context. A position, or status, within a social structure that is shaped by relatively precise behavioral expectations (norms).

**Team.** A group whose members have complementary skills and are committed to a common purpose or set of performance goals for which they hold themselves mutually accountable.

**Value(s).** Relatively general cultural prescriptions of what is right, moral and desirable. Values provide the broad foundations for specific normative regulation of social interaction. A general, relatively long-lasting ideal that guides behavior.

**Vulnerability:** People exposed to the possibility of being physically or emotionally harmed.

<b>Leadership skills</b>							
<b>Partner responsible:</b>							
<b>Task range</b>	<p>This module enumerates those skills which should have for a successful Rural Facilitator namely, time management, risk management, decision-making, and negotiations skills. These are individually and collectively helpful in building the SFSC, which is the ultimate goal in short food supply chain management. This module explains why they are useful, and how these qualities may be used.</p> <p>The present module is giving practical tips on:</p> <ul style="list-style-type: none"> <li>• How to develop a basic knowledge of what skills Rural Facilitators should have;</li> <li>• How to understand how these skills help Rural Facilitators assist their customers;</li> <li>• How to understand the ultimate impact of effective Rural Facilitation.</li> </ul> <p><i>Preparation of training materials on: the basics of leadership skills and use, terms, parameters, values, definitions, descriptions of how it works, information about the latest methodological developments in the selected scope of the module.</i></p> <p><i>Case study showing the practical use of leadership, advantages and disadvantages of leadership.</i></p>						
<b>Learning outcomes:</b>	<table border="1"> <tbody> <tr> <td style="vertical-align: top;">Obtained knowledge (the course participant is able to):</td> <td>- to obtain knowledge about leadership and its importance in the daily work for farmers and rural facilitators</td> </tr> <tr> <td style="vertical-align: top;">Obtained skills (the course participant is able to):</td> <td> <ul style="list-style-type: none"> <li>- how to get management skills</li> <li>- how to get risk resistance skills</li> <li>- how to get time management skills</li> <li>- how to get negotiation skills</li> </ul> </td> </tr> <tr> <td style="vertical-align: top;">Obtained competences (the course participant is able to):</td> <td> <ul style="list-style-type: none"> <li>- to apply the management skills in the work with SFSC</li> <li>- to recognize different risks</li> <li>- to understand and apply negotiation skills</li> <li>- to apply efficiently decision making skills</li> </ul> </td> </tr> </tbody> </table>	Obtained knowledge (the course participant is able to):	- to obtain knowledge about leadership and its importance in the daily work for farmers and rural facilitators	Obtained skills (the course participant is able to):	<ul style="list-style-type: none"> <li>- how to get management skills</li> <li>- how to get risk resistance skills</li> <li>- how to get time management skills</li> <li>- how to get negotiation skills</li> </ul>	Obtained competences (the course participant is able to):	<ul style="list-style-type: none"> <li>- to apply the management skills in the work with SFSC</li> <li>- to recognize different risks</li> <li>- to understand and apply negotiation skills</li> <li>- to apply efficiently decision making skills</li> </ul>
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<b>Module resources of the module:</b>							
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2. Cooney, F., 2018. Should prison education be different for women?. [online] Available at: [www.prisonerseducation.org.uk/2018/11/should-prison-education-be-different-for-women](http://www.prisonerseducation.org.uk/2018/11/should-prison-education-be-different-for-women).
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### Negotiations

<https://www.youtube.com/watch?v=IxNqlyucl70>

<https://www.youtube.com/watch?v=RW3TiF-OTRc>

<https://www.youtube.com/watch?v=ZkKObd3wFVc>

### Decision making

<https://www.youtube.com/watch?v=d7Jnmi2BkS8>

<https://www.youtube.com/watch?v=KkyzYjPuxK8>

[https://www.youtube.com/watch?v=pPIhAm\\_WGbQ](https://www.youtube.com/watch?v=pPIhAm_WGbQ)

### Risk management

<https://www.youtube.com/watch?v=o80PfiGYVvI>

<https://www.youtube.com/watch?v=8JwnRF-6YOI>

<https://www.youtube.com/watch?v=FWvq7RGD5eU>

### Time management

[https://www.youtube.com/watch?v=1tzL7azr\\_Hw](https://www.youtube.com/watch?v=1tzL7azr_Hw)

<https://www.youtube.com/watch?v=m9sQQ8lQYdM>

<https://www.youtube.com/watch?v=1PiHGTZJvnmw>

### The benefits of the */relevant/* module:

This module presents and explains the necessary leadership skills which should be possessed by a Rural Facilitator. The globalized nature of the modern world has caused the priorities, values, and needs of countless people and communities to change. Entire sectors have been forced to reevaluate the practices which have supported them for years, and the futures of many have been placed on a precarious precipice of uncertainty. In light of the expectation of the modern reality, there is a need to adapt to the globalization and new purchasing trends. This module seeks to shed light on the concept of the successful leadership of “rural facilitator” and demonstrate how their particular skills, in the areas of especially time management, risk management, decision-making, and negotiations, help enable this adaptation. This module breaks down the qualities of covered topics and explain why these are especially helpful for ensuring the existence of a SFSC (short food supply chain) in areas which lack access otherwise to markets or products.

### Glossary

**Decision Making:** the individual or group process of choosing a preferred option through the identification of a decision that needs to be made, gathering and analysing information related to this decision, and weighing all available options before making a selection.

**Natural risks:** a risk resulting from natural occurrences which can negatively impact the world and its inhabitants.

**Negotiations:** a formal discussion method by which people seek a tolerable compromise in order to avoid devolution into a conflict.

**Risk Management:** the process of identifying, understanding, evaluating, and ordering actual and possible risks in order to best determine how to act and how to use available resources in such a way the most positive result is achieved.



**Time Management:** the process of understanding time needs and planning accordingly in order to increase overall efficiency of work, effective completion of work, and productivity while at work