



# Be part of CSA!

## TRAINER'S GUIDE

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Introduction

**THE “BE PART OF CSA!” PROJECT - A EUROPEAN PARTICIPATORY TRAINING PROGRAMME FOR COMMUNITY SUPPORTED AGRICULTURE - HAS BEEN DESIGNED TO SPREAD WIDELY CSA INITIATIVES BY PROVIDING KNOWLEDGE, SKILLS AND COMPETENCES TO LOCAL COMMUNITIES IN HUNGARY, CZECH REPUBLIC AND ROMANIA, AND DISSEMINATES ITS OUTCOMES AT THE EUROPEAN LEVEL.**

The project partners drafted a modular training programme which curriculum - comprising a Booklet, a Trainer’s Guide, a crop calculator, a short movie and visuals - has been developed in recognition that CSA is a shared responsibility among farmers and members: it offers solutions to common problems they are facing.

The four training modules, focusing on a different aspect of what makes a CSA scheme specific, are together completing a comprehensive training programme which fully covers the Community Supported Agriculture issues in a common European language. We hope it is designed to be equally empowering for both the community and the farmers.

The Booklet is here to introduce the fundamentals; the Trainers’ Guide is intended as supplementing material for trainers, multipliers and facilitators to organise the agenda

of each training session, providing them with educational materials and training techniques not always directly connected to CSA, but that partners thought relevant to the project.

Indeed, when preparing the trainer’s guide, the project partners have analysed and synthesized good practices to highlight the purpose of each module and a proper approach for the effectiveness of this CSA-oriented capacity development.

Be part of CSA! lines up several innovative elements. One of these is the informal and non-formal peer learning methods of the educational programme which will ensure the learner-focused methodology that empowers and teaches adult learners to make commitments and form/maintain CSA communities for the sake of sustainability.

The modularity of Be part of CSA! programme is essential: it allows flexible participation for individual learners, free pass between modules and the combination of contents. It also allows tailoring the training to the exact needs of the target groups and the participation both for the knowledgeable and for the beginners. The modules build upon the advantages of the most progressive education methods such as edutainment, animated short film, drama pedagogy, peer learning, advanced visual methods (e.g. infographics).



The four training modules were tested in three countries (Czech Republic, Hungary and Romania in 2015-2016. All of the modules were designed as a one day long training event, but based on your preferences the curriculum could be implemented in 1,5 or 2 days dedicating more time for informal experience sharing and networking.

As peer-to-peer learning and experience sharing are key elements of the training programme, participants represented a mixed group. We worked with farmers and consumers together, because it helped to discuss the main learning points from both perspectives. Invitation of already experienced CSA farmers and members proved to be successful too.

We could also experience that the selection of training participants is key for having successful training events. It is worth working with those people who already have some motivation to learn about CSA and are experienced in community based initiatives or organic agriculture etc. Obviously, the first training module is designed for newcomers, but from the second one the training programme is open for already experienced CSA farmers or members who are interested in learning specific issues.

The training programme was finalised based on the training participants' feedback.

You will see that at the end of all of the training modules, a short evaluation aimed group discussion was organised and also questionnaires were filled in by the participants. However, the Be part of CSA! Training programme was finalised in 2016 and could still be useful to collect feedback at later implementations because it could help in adaptation.

The trainer's handbook is an essential tool in achieving the « Be part of CSA ! » main objective- to disseminate the Community-Supported Agriculture good practices and try to present various experiences as convincingly instructive examples for new groups laying the groundwork for further CSA initiatives to flourish...

Of course, it still has to be crafted according to regional and cultural specificities as the CSA scheme provides a generic framework to be adapted according to the needs and options of local communities.

## Food sovereignty now!

## A few words on facilitation and training principles

**HOW TO ACTIVELY INVOLVE A GROUP IN TRAINING ISSUES. HOW TO WORK WITH A GROUP TO LET EVERYONE BE INVOLVED. LEARNING CAN BE EMPOWERING IF YOU, AS A TRAINER, TAKE INTO CONSIDERATION SOME TASKS AND BASIC PRINCIPLES THAT MAKE A TRAINING SUCCESSFUL AND GROUP FACILITATION A LOT EASIER... AND A GOOD TIME!**

### YOUR MAIN TASKS:

- Create and maintain a safe space in which participants feel free to ask for or discuss an issue.
- You should understand the context behind the participants actions.
- Focus on solutions, not on problems.
- You should leave your concerns or beliefs outside of the training room, your role should be neutral.
- You should respectfully divert aggression or negative criticism, and turn the energy behind it to constructive use
- You should listen carefully and with respect to everybody
- If the participants of the training are stuck in a problem, do not try to solve it! It is not your task.
- Recognise your problems and fears. It can help to empathize with the others.

- Ask questions! Good questions can help to overcome problems, connect methods and have a strong role in highlighting the message of your training.
- Just be yourself! You should recognise your emotional responses, but practice parking and stay with the process.
- When you need to bring up a difficult question, take a deep breath and say what you are feeling. And use "I" or "me" term, instead of "you".
- And remember to focus on solutions, not the problems.
- Being a trainer is not easy. You should not blame yourself when you realise it did not go so well. You should learn from the experiences and remember what you did well and not so well. The best option is to build on your own hands-on experience with the topic of the training.

In order to make the learners also familiar with your attitude, some principles should be explained to them at the beginning of the training events. If you discuss and accept these together, it is easier to refer back to in a problematic situation.

### THESE PRINCIPLES COULD BE:

- Today we will be positive and enjoy the time that we are spending together.

- We are here to learn from each other, not to judge on others' opinions.
- Today we will focus on the solutions, not on the problems. Of course, we can discuss problems and difficulties if it is needed, but we would like to build on them, and discuss together how we can do something despite these, and do not want to collect why we cannot do it.
- There are many ways to get the right result. We are not the same, and CSA is also diverse, so we will talk about different ways of organising CSA and introduce you different models.
- Feel free to ask questions at any time.
- Feel free to tell us if you have any problems

### **SPECIAL TASKS:**

At the training event, different kinds of participants (farmers, consumers, volunteers, activists, community organisers etc.) will be presented. These groups have different expectations and backgrounds, so you should ensure the balance among them. For example if the discussion is only focusing on consumer issues, a farmer should also be asked what he or she thinks about the same question from a different perspective. Or it can also happen that a farmer is not so experienced in talking in a bigger group of people or participating on a training than a volunteer of an NGO, so as a trainer you should support these participants as well.

# *Module 1:* **What is CSA ?**

# Introductory remarks

**THIS MODULE SERVES AS A BASIC INTRODUCTION INTO THE TOPIC OF CSA, ADDRESSING COMPLETE NEWCOMERS TO THE TOPIC BUT ALSO MAY HELP TO SYNTHESISE THE KNOWLEDGE OF THOSE WHO ARE ALREADY FAMILIAR WITH THE CSA TOPIC OR ALREADY OPERATE A CSA SCHEME.**

It consists of a set of basic introductory sessions that introduce learners to the background and underlying principles of a CSA scheme, showing them the typical CSA actors and basic models of operation of a typical CSA scheme. Last but not least, the module brings learners an insight into the risks and rewards of the CSA system from the perspective of both potential partners in the scheme - producer and member. All this

is done by means of innovative and interactive educational techniques that involve learners in the training process in an (inter)active and entertaining way. For example we will use ICT based content and innovative visual materials like short films and infographics. We will build on peer learning and use student-centred pedagogical approaches like empowerment and hands-on experience.

## Purpose

This module has been designed for adult learners with little or no knowledge about the system of Community Supported Agriculture, however it may also serve well to ones who are already aware of the CSA system and help them to structure and deepen their knowledge about the topic. Module 1 is focused on introduction to the modular training programme itself in the first phase, making participants aware of

the interconnectivity of all 4 modules and at the same time letting them know that each module is an individual training that's worth attending on its own. Furthermore, module 1 is an introduction to the focus topic itself, ie. Community Supported Agriculture scheme, namely its background values, basic principles, important actors and practical applications.

## Learning outcomes and objectives

The module makes participants familiar with its aims, main environmental and social values, advantages for members, operational forms and the topic of sustainable food promotion and consumption. This module also facilitates practical experience sharing: the best CSA operational practices on national and international level will be also presented.

Competences gained through this module:

- The skills of adaptation and problem-solving ie.:
  - Knowledge of development of CSA scheme worldwide and Europe in particular.
  - Knowledge of the principles and background of the CSA scheme
  - Ability to distinguish between industrial

- way of agriculture and organic farming
- Ability to distinguish between CSA model and other distribution schemes.
- Knowledge of characteristics of an alternative food system.

- Basic administrative skills
  - Ability to recognize different models of operation of different CSAs, knowledge of their main advantages and disadvantages

- Basic skills of self-planning
  - Knowledge of at least two examples of good practice of CSA at home and abroad

# Module detailed content and methodology

## Initiation phase

### ICEBREAKER AND INTRODUCTION OF PARTICIPANTS

**TARGET AND SKILLS** // Participants feel more relaxed in the group, if they know each other's names, ideas and background and the trainer could also easily monitor what the focus is and the main interest of the participants. Through the participatory method adult learners gain skills to present themselves to the public and express their motivations.

**CONTENT** // Presentation participants identifying their motivation, wishes, interests and expectations

**METHOD** // Symbolic image

**METHOD DESCRIPTION** // Every participant and trainer has 2 minutes to present his/her name and his/her expectations using one chosen photo with symbolic pictures from the pack of available images (every trainer should bring his own set of images). The trainer might

facilitate the start with a few initial questions that would help participants to start and these might be: "Where are you from?" or "Why did you come to our training?".

**TOOLS** // pack of at least 40 symbolic pictures (laminated)

**DURATION** // 40 minutes

**RESOURCES** // Creative facilitation techniques in Permaculture Facilitators Resource Book for Training and Assessment, available online on: [http://www.teindia.nic.in/files/teacher\\_trg\\_module/8\\_creative\\_facilitation\\_techniques.pdf](http://www.teindia.nic.in/files/teacher_trg_module/8_creative_facilitation_techniques.pdf)

*Option:* If you have participants from different parts of the country, a really short introduction game could be added. As a trainer, explain that the room is an imaginary map of your country and stand to the place where you are at the moment. Ask the



participants to stand to the place where they came from - your are a good reference point. When everybody found his or her place, ask them to say to the others, from where they came. This game helps them

to recognise who else is coming from the same region, which is a perfect starting point for future cooperations.

## Topic introduction phase

### ABOUT THE BE PART OF CSA! EDUCATIONAL PROGRAMME

**TARGET AND SKILLS** // Participants are familiar with the content of the training and are aware of the fact that this event is the first part of 4 modules and know about the available training materials and tools to help them in developing a CSA. It is explained to them that this is the testing phase of the educational programme, their evaluation and feedback is really important in order to finalise the intellectual output of the training.

**CONTENT** // Description of the whole training programme and structure of the modules (2-4) and their linking. Time schedule of Module1

### CSA DEFINITION

**TARGET AND SKILLS** // Participants are familiar with the definition of CSA as it is widely accepted within the local and also European CSA community and are aware of the fact that it provides just the basic framework for setting-up a CSA scheme. Participants acquire skill to distinguish the CSA from other (direct) marketing channels and tell its basic characteristic.

**CONTENT** // What is a CSA - how is it defined on national level and abroad. Community Supported Agriculture is a partnership between farmers and consumers where the risks and re-

**METHOD** // Presentation

**METHOD DESCRIPTION** // Trainer presents programme content and time schedule of M1 and other modules

**TOOLS** // projector, PP presentation

**DURATION** // 10 min

**RESOURCES** // Be part of CSA! training plan, PP presentation "Be part of CSA"

wards of farming are shared. It is a minimalist, but efficient definition generally shared among the European CSA community which opens up a large range of formal variations . A more robust and comprehensive definition from Soil Association describes the Community Supported Agriculture as an economic model based on partnership, long-term commitment and participation between farmers and consumers. CSA provides an alternative to traditional food marketing methods: unlike retail, it focuses on engaging the consumers and maintaining the small scale farms. In practice, a CSA consists of committed cooperation between a farmer

or multiple farmers and a group of consumers, often reinforced through bilateral contracts. Furthermore the CSA is more defined by its underlying principles than by its operational set-up, thus even a farm-shop might be considered a CSA if it is based on the basic CSA principles.

**METHOD** // Presentation

**METHOD DESCRIPTION** // Trainer presents the definition and disputes it with the learners.

**TOOLS** // projector, PP presentation

**DURATION** // 10 min.

**RESOURCES** //

Collective of authors: A share in the harvest: an action manual to community supported agriculture. 2nd edition. Available online: <https://www.soilassociation.org/LinkClick.aspx?fileticket=-gi5uOJ9swiI%3D&tabid=204>.

Collective of authors: European Handbook on Community Supported Agriculture, 2012. Available online: <http://urgenci.net/actions/csa4europe/european-handbook-on-csa/>.

Collective of authors: Community Supported Agriculture: A teaching programme for degree students, Soil Association. Available online: <http://www.soilassociation.org/LinkClick.aspx?fileticket=ak3jUihtwrE%3D&tabid=204>.

Gergo Horvath: Community Supported Agriculture, Getting your share, TVE 2013. Available online: [http://issuu.com/tudatosvasarlok/docs/community\\_supported\\_agriculture-get](http://issuu.com/tudatosvasarlok/docs/community_supported_agriculture-get).

### THREE PILLARS OF CSA; WHY CSA IS A SOLUTION

**TARGET** // Participants are able to distinguish between industrial and organic agriculture, are aware of the organic principles and why these are important for CSA movement and know what the value is of peasant (family/small-scale) organic farming. Participants are aware of the fact that the basic principles of CSA are embedded in the broader framework of different approaches to food provisioning and society in general. They are able to put these principles within this context. Participants acquire the skills to critically approach specific fields and map its main focal points, structure these achievements and make the comparison of the acquired information.

**CONTENT** //

- What is the way of farming where the land (its needs, limits) and farmers (their needs) are respected and not abused. Organic farming (as it is defined for example by IFOAM

international) might be a good starting point in defining the sustainability and impact of the farming to the surrounding. However, not all CSA farms need to be certified organic, the idea behind CSA is to support the way of farming the group of shareholders require and farmer is able to work with.

- What are the social and economic principles we want to share in our food system: commitment, risks and rewards sharing as an expression of solidarity economy and transparent partnership, inclusive democratic governance, civic activism and right to collectively decide on the basics of own food system as an expression of food sovereignty are in the hearth of the CSA scheme.
- As it is stated in the UK CSA Manual (see resources): "CSA is about taking responsibility for how our food is produced and how it gets to the table. It is a direct relationship

between a farmer and the people who eat the food the farmer produces. The term Community Supported Agriculture encompasses a broad range of partnerships between consumers and producers. Each of these CSA arrangements is unique, tailored by the circumstances they develop out of. As CSA farms are directly accountable to their consumer members they strive to provide fresh, high-quality food and typically use organic or biodynamic farming methods.”

**METHODS** // critical mapping, comparison and presentation

#### **METHOD DESCRIPTION** //

- Critical collective mapping of context (10 min.) is a method to create an own map in a collective form. It can be a useful and creative method to get to know each other, discuss, research, interchange knowledge and ideas, or create together some project. It doesn't always have to be a real map or card of a country or city. For example, it doesn't need the state borders; rivers and cities can be the orientation. It can also just be a good Brainstorming or a „body mapping“. The main goal of the mapping is the process itself – the more time you have, the better. The result of the map is not the most important goal, even though of course in the end it can be photographed, distributed, digitalized, etc.

#### **METHOD IN PRACTICE** ///

- Participants are divided into groups of 5-7 participants,
- Participants are equipped with Appendix 1a chart of Food system aspects,
- Participants are asked to collectively seek and write down the needs for a food system they want ie. what the farming (organic based fertilizers, preventive measures, extensive mechanical protection

or based on artificial fertilizers, chemical protection, factory farming), food logistics (either localized with fewer food miles based or globalized distribution with food from all over the world) and food distribution (through supermarkets, wholesalers, etc. or via direct sales with face-to-face relationships) should look like.

#### **SYSTEMATIZATION DISCUSSION**

**(10 MIN.)** ///

- Each group is equipped with the Module 1 Appendix 1b chart of Food system matrix.
- The groups then debate the most appropriate model of their food system that meets the needs expressed in previous critical mapping.
- Each group is supposed to present to the others what they've come across and why.

#### **PRESENTATION AND CONCLUSION OF GROUP WORK (LECTURE + VIDEO)**

**(25 MIN)** ///

- Trainer follows up on the previous group work and explains what the three pillars are of CSA (Organic farming / Food Sovereignty / Solidarity Economy) and how they are incorporated in the Food system CSA represents. The presentation will be accompanied by the Be part of CSA short animated movie

**TOOLS** // A1 sheet of paper, markers, A1 sketch of the country's borders (optional), map of 3 different food systems, presentation, movie, Appendix 1a, 1b,

**DURATION** // 45 min

#### **RESOURCES** //

Collective of authors: A share in the harvest: an action manual to community supported agriculture. 2nd edition. Available online: <https://www.soilassociation.org/LinkClick.aspx?fileticket=-gi5uOJ9swiI%3D&tabid=204>.

Gergo Horvath: Community Supported Agriculture, Getting your share, TVE 2013. Available online: [http://issuu.com/tudatosvasarlok/docs/community\\_supported\\_agriculture-get](http://issuu.com/tudatosvasarlok/docs/community_supported_agriculture-get)

IFOAM Norms for Organic Production and Processing. Version 2014. Available online: [http://www.ifoam.bio/sites/default/files/ifoam\\_norms\\_version\\_july\\_2014.pdf](http://www.ifoam.bio/sites/default/files/ifoam_norms_version_july_2014.pdf)

## **CSA in operation**

### **ACTORS OF CSA**

**TARGET AND SKILLS** // Participants are aware that there are different roles within the CSA that are important for its success they are able to distinguish them and know what each role has to do in the set-up and operation of a CSA. Acquired skills: necessity of division of roles and responsibilities, opportunity for peer-learning.

**CONTENT** // Who are the actors within a CSA, what should they do, what is their role, how to effectively fulfill tasks, etc. What are the basic steps in setting-up a CSA from the viewpoint of different actors (farmers, consumers, coordinators/initiators).

**METHOD** // Discussion

#### **METHOD DESCRIPTION** //

- CSA farmer, consumer and coordinator present themselves and their motivations and role within the CSA scheme and its set-up
- Learners are encouraged to discuss with them their motivations and roles together

**TOOLS** // Powerpoint presentation, projector, video or just photos

**Option:** *the session could be organised without using the appendix. Just ask the participants to draw the three different food systems in small groups based on some basic aspects from the table (e.g. farmer, consumer, place of the production, way of the distribution). The drawings could be discussed in a big group. If your participants are aware of the main terms explained in the presentation, this part could be also replaced with a conversation.*

**DURATION** // 30 min.

#### **RESOURCES** //

Collective of authors: A share in the harvest: an action manual to community supported agriculture. 2nd edition. Available online: <https://www.soilassociation.org/LinkClick.aspx?fileticket=-gi5uOJ9swiI%3D&tabid=204>.

Collective of Authors: European Handbook on Community Supported Agriculture, 2012. Available online: <http://urgenci.net/actions/csa4europe/european-handbook-on-csa/>

Gergo Horvath: Community Supported Agriculture, Getting your share, TVE 2013. Available online: [http://issuu.com/tudatosvasarlok/docs/community\\_supported\\_agriculture-get](http://issuu.com/tudatosvasarlok/docs/community_supported_agriculture-get)

#### **VIDEOS** //

Stroud Community Agriculture: [www.youtube.com/watch?v=eaTE9RkqLo8](http://www.youtube.com/watch?v=eaTE9RkqLo8)

Chagfood: [www.youtube.com/watch?v=Aed-jaRk6Hxo](http://www.youtube.com/watch?v=Aed-jaRk6Hxo)

Be part of CSA: [www.youtube.com/watch?v=Sc-Q4b1KFDq0](http://www.youtube.com/watch?v=Sc-Q4b1KFDq0)



## CSA RISKS AND REWARDS

**TARGET AND SKILLS** // Participants know what benefits CSA might bring for consumers as well as farmers, however they are also aware of possible risks and obstacles they might face in the CSA scheme. Participants also can see the CSA model from the farmer's standpoint, which is essential in order to gain the whole image of the model from farm to fork, if the farmer's standpoint is missing the most important parts of the scheme cannot be understood or even described properly. Acquired skills: empathy, ability to see the problem through the eyes of the partner, ability to solve problems with own forces and means.

**CONTENT** // What does CSA bring to consumers and what are the obstacles and how does the farmer perceive the CSA scheme.

### **BENEFITS TO CONSUMERS** //

- Consumers benefit from receiving fresh food from a known source,
- The environmental benefits of fewer 'food miles', less packaging and ecologically sensitive farming with improved animal welfare,
- A local economy enhanced by higher employment, more local processing, local consumption and a re-circulation of money through 'local spend',
- people learn about varieties of food, it's production methods and costs,
- Having an influence over the local landscape management and encouraging sustainable farming.

### **BENEFITS TO FARMERS** //

- A more secure income which improves business planning and time to concentrate on farming, possibility to valorise all the production and thus avoid food waste,

- A higher and fairer return for their products by selling directly, and security of sales thanks to long-term commitment from consumers
- Increased involvement in the local community; the opportunity to respond directly to consumers' needs, and the feeling of being honored
- Receive help with labour through volunteering and planning activities for the future.

### **RISKS TO CONSUMERS** //

- No harvest is guaranteed. CSA members get what is harvested on the farm, so share in the risks inherent to farming. This may include poor harvests due to pests, bad weather or disability of the farmer (e.g. illness).
- The farmer matters. Remember: Joining a CSA means joining a community and you need to be ready to negotiate with the farmer whose expectations and needs might even be opposite to yours.
- Cooking is required. A CSA share will offer up a variety of fresh, unprocessed foods that may require prep and will need to be cooked within the week (generally) in order to prevent spoilage.
- Shares' sizes may vary. Before signing up for a share, consider how many people you'll need to feed and how often you can (realistically) cook.
- Pick-up days must work with your schedule. Most CSAs organize pick-up or delivery only on specific days and at certain times, so make sure you'll be available to receive your share.
- "Local" doesn't necessarily mean organic. If you're concerned about how your food is

grown, talk to the farmer about practices or visit a farm. Just because a farm isn't certified organic doesn't mean its farmers don't grow produce organically.

### **RISKS TO FARMERS** //

- Necessity to communicate and organise a community might be a big obstacle for many farmers, the CSA community usually requires intensive interaction and might even seem intrusive,
- Not being able to meet the consumer's needs and expectations (feeling guilty when the yield is low)
- Asking for too low share price (for example because of low wage) which makes the farming economically unsustainable
- Not appropriate planning at the beginning of the season (if the harvest is not enough or the working time is not well estimated, all the operation could be compromised).

**METHOD** // Role playing game

### **METHOD DESCRIPTION** //

- Participants are divided into 2-4 groups fictively setting-up a CSA (each group consists

of farmers, consumers and group coordinators - trainer composes groups from the roles in Appendix 2).

- each group brainstorms benefits and risks for them and they are asked to find solution that meets the needs of all roles with respect to the fact that they all want to set-up a CSA within the framework discussed before,
- each group presents its achievements and process description with the others,
- trainer structures the discussion

**TOOLS** // 5 coloured sets of coloured cards (each group has its own colour set) each set consists of roles within the CSA (Appendix 2) with description of each role, its needs, wants and fears; A1 blank papers, markers

**DURATION** // 50 min.

### **RESOURCES** //

Gergo Horvath: Community Supported Agriculture, Getting your share, TVE 2013. Available online: [http://issuu.com/tudatosvasarlok/docs/community\\_supported\\_agriculture-get](http://issuu.com/tudatosvasarlok/docs/community_supported_agriculture-get)

## MODES OF OPERATION OF CSA

**TARGET AND SKILLS** // Participants are aware of the fact that CSA is not a rigidly prescribed model, but rather a framework which can be fulfilled according to the local needs and circumstances. They are however also aware that there are some trends in CSA schemes at home and abroad and are able to distinguish their cons and pros. Acquired skills: creative work with texts and images, ability to interpret

issue to the others, ability to publicly present the achievements.

**CONTENT** // Description of the most common models and definition of their differences and why they are used. Showing the diversity of models on examples (4 examples showing the reasons why the group has selected this specific type of CSA - variety of motivations and needs and local circumstances). Presented models in Appendix 3.

**METHOD** // Problem learning

**METHOD DESCRIPTION** //

- groups from “CSA risks and rewards” activity keep the same
- groups receive cards with description of the models (see Appendix 3)
- each group has a task to find out which model or its modification fits their set-up (from the previous activity)
- then each group presents the selected model from cards and images, rephrase the text in a creative manner as the images can be combined with texts randomly to the others’ groups and describes the reasons for this option
- continuously and at the end of working group work, facilitator and the CSA farmers, consumers and coordinators who are already there answers questions and uncertainties and guides the discussion.

**TOOLS** // cards with models description (for each group all models)

**DURATION** // 40 min.

**RESOURCES** //

Collective of authors: A share in the harvest: an action manual to community supported agriculture. 2nd edition. Available online: <https://www.soilassociation.org/LinkClick.aspx?fileticket=-gi5uOJ9swiI%3D&tabid=204>.

Collective of Authors: European Handbook on Community Supported Agriculture, 2012. Available online: <http://urgenci.net/actions/csa4europe/european-handbook-on-csa/>.

Collective of authors: Community Supported Agriculture: A teaching programme for degree students, Soil Association. Available online: <http://www.soilassociation.org/LinkClick.aspx?fileticket=ak3jUihtwrE%3D&tabid=204>.

Gergo Horvath: Community Supported Agriculture, Getting your share, TVE 2013. Available online: [http://issuu.com/tudatosvasarlok/docs/community\\_supported\\_agriculture-get](http://issuu.com/tudatosvasarlok/docs/community_supported_agriculture-get)

- Troubleshooting - what are the main obstacles and how are they tackled.
- Method: Presentation and discussion

CSA schemes or someone with experience from abroad

**TOOLS** // projector, Power point presentation or photos

**DURATION** // 60 min.

**METHOD DESCRIPTION** // The content above is presented by the actors of the local

**EVALUATION AND FOLLOW-UP**

**TARGET AND SKILLS** // Organizers of the event have feedback from participants on the quality of the training, participants once again re-think the training content and used methodology and have a time to share their feelings and get an introduction to the next session.

**METHOD DESCRIPTION** // Participants fill in the prepared evaluation form and discuss with the facilitator and lecturers the content and methodology.

**TOOLS** // Evaluation form in a hard copy

**DURATION** // 30 min.

**CONTENT** // Evaluation of the session.

**METHOD** // Evaluation form and discussion

**BEST PRACTICE EXAMPLES**

**TARGET AND SKILLS** // Participants are inspired and motivated by existing and successful examples of different CSA types.

**CONTENT** // Presentation of a few different models of CSA from its real actors (for example “subscriber CSA” and “community farm”). Two different models are presented. The presentation should contain:

- Short summary of the scheme
- Principles of the scheme

- How the scheme was set up and how it developed in the next years
- Its basic data - number of members, method of farming, acreage, share price
- Basic functional aspects - setting the price, communication channels, administration of shares/members, deliveries
- Everyday operational aspects - outlet point, voluntary work on farm,

**Further activities to involve participants in the CSA issue**

**ROLE PLAYING GAME (EXAMPLE FROM TVE, HUNGARY)**

*Description of the activity:* At the local session 5 small groups were formed and we gave cards to each group with the description of a typical problem which can occur in a life of a CSA community. Participants were asked to play different roles as they are, so for examples farmers were consumers, consumers were farmers. Groups had 10 minutes to discuss the situation and find out a solution for that problem. After that all of the groups presented a small performance. In each case we discussed the situation together. Trainers asked everybody what was especially good in the

solution which was presented by the group, what kind of other solutions could be applicable in this kind of situation and also highlighted some really good practices (e.g. it was really good that all of the community participated in the problem solving, not just the farmer). The invited CSA farmer was also asked after each performance what he would advise in this situation.

Notes

- This session was really good to discuss typical operational issues with the involvement of the participants.
- Of course, no one was forced to play a role, but we tried to make a really positive atmosphere to motivate the learners for participation.
- You can change on the situation. So for example if in your countries the coordinator is responsible for the organisation, you can have other roles. Or of course, other kind of situations could be added.

GROUP 1

*Members/consumers:* You joined a CSA in February and you really like the new system. In the beginning you discussed with the farmer, that it was possible to pay the monthly fee with bank transfer. You all set the monthly transfer to be done automatically and you are picking up the share every week. You are sending the payment to this account: 16200106 – 00108490

*Your task:* Explain the farmer that you do pay every month as agreed.

*Farmer/s:* Some people joined your CSA in February, as you wanted to enlarge a bit of your community. You noticed in April, that you could not pay some of your expenditure, so you haven't received the amount you planned with. You don't want to ask the group, who arranged the payment and who didn't because that could be really awkward. But the thing is that you don't have any report/statement on the payments to

check the numbers. It is really hard to find out where the problem is. You are expecting the payment to arrive to this account: 17200106-00108490

*Your task:* you don't have another option; you need to discuss this awkward situation with the group.

GROUP 2

*Members/consumers:* This is the fifth week in a row, when the brussels sprout makes one forth of your veggie box. It is getting to be too much, and some of the member said that they don't even like it. You don't really like it either and most of them you just gave away to your family, but still a lot is left. It would be so nice to say goodbye to brussels sprouts for this season, but you didn't have enough courage to tell it to the farmer. He is so enthusiastic about them and happy to have such a high yield this year.

*Your Task:* Speak with the farmer about the situation.

*Farmer/s:* This year you had a really good year for brussels sprouts, with a very high yield. You are really proud of it, but some of the members just left them on the delivery point in the last weeks.

*Your task:* Figure out what to do with the brussels sprouts surplus.

GROUP 3

*Members/consumers:* Some of you feel that the weekly fee is high and it has been ever raised

in the new season. Two members told you, they believe the farmer spends the money on himself and on his family, as the price of vegetables are available in the local shop are much lower. It seems, you can't trust even in organic farmers, it seems that they only make everything for the money. Maybe it is also possible that they are spraying during the night... If this continues, I will leave.

*Your Task:* Decide to protest, leave or to be loyal to the farmer?

*Farmer/s:* You worked a lot to start the community and you have many investment costs connected to the start. New areas need to be involved for farming, and you would need a seeding machine too. The summer is really hot, and it seems you will need an irrigation system, although you just paid of the new polytunnel. You need to raise the fee for the members during the summer to be able to cover your costs. You often feel that the sun doesn't set, you both work all days to make sure everything goes well during the deliveries and to have enough veggies in the boxes.

*Your task:* To stop the drop-out.

*Coordinator:* You see that many members are unsatisfied. Some of them keep telling you that they have to pay a lot and they don't know where the money goes. In the meantime, you see that the farmers are working a lot and do everything they can to secure the vegetables each week for the delivery.

*Your Task:* Think what could you do for the community? And do it!

GROUP 4

*Members/consumers:* With two other members you are really enthusiastic about the CSA, and enjoy being part of a CSA. You are planning

to have your own farm in the future, where you will grow your own vegetables. You volunteer together for farm work and visit the farmer on a sunny Saturday morning. He asks you to weed the carrots and the fennels. When it is lunchtime it turns out, that you accidentally removed all the fennels with the weeds.

*Your Task:* What do you think? What to do now?

*Farmer/s:* There is a lot of work around the farm, and you don't really have time for weeding. So you decided to ask help from your CSA members. You believe it will be a good day for them outside, with cooking together on the open fire after the common work. There is a small group of enthusiastic volunteers and you are happy that you will get some help. You ask them to weed the fennels and the carrots. When it is lunchtime, you notice that they accidentally removed all the fennels with the weeds, and they didn't even start the part with the carrots.

*Your Task:* You need to decide will you tell them the problem, or not?

GROUP 5

*Farmer/s:* You organize the delivery in a room of a community house every week on Thursdays, the members can pick up their vegetables between 5 and 7 pm. You agreed on the place and time of the delivery with the group in the beginning of the season, all of them told you they can come in this time period. This is the third week in a row that 3-4 members haven't picked up his /her share. You tried to contact them, but they didn't pick up the phone and you can't leave their share in the community house. You don't want to give back them the cost of the vegetable boxes, because your budget is based on the yearly contribution of the members.



*Your Task:* You accidentally meet one of these members on the street, what will you do now?

*Member/s:* This is the third week in a row that you can't pick up your share. There is always something unexpected, the child is ill, your husband is abroad, and you can't manage the pick-up. You don't really know what to do, you believe the farmer will solve this situation somehow.

*Your Task:* You accidentally meet the farmer on the street, who tells you he can't give your money back for those boxes, what you haven't picked up. What to do now?

**HOW TO DEAL WITH DIVERSE GROUP: FARMERS/CONSUMER //** Possible hacks when the training is attended by learners with different viewpoints (farmers vs. consumers)

Dealing with a diverse group consisting of supposedly "rival" parties as consumers and farmers might be challenging in terms of facil-

## FAQs ABOUT CSA

Topics that usually appear to be unclear or not easily understandable by the learners:

*No harvest is guaranteed.* CSA members share in the risks inherent to farming. This may include poor harvests due to pests or bad weather.

*The farmer matters.* Joining a CSA means joining a community. You'll have an ongoing relationship with your farmer. If you can, schedule a meet-and-greet so you can get to know your farmer(s) in person and understand their approach to risks and consumers' needs.

*Cooking is required.* A CSA share will offer up a variety of fresh, unprocessed

itating the discussion and preventing possible conflicts. Here you find some basic tips how to avoid these challenges.

- Motivate both parties to express their attitude, mostly farmers often need to feel their opinion is important and vital for the topic.
- In order to prevent isolation of the groups try to mix the participants according to their background in all the group works (do not let them group themselves)
- Listen carefully to what the participants say and record and appraise their ideas.
- If there is a debate on some issues, try to ask questions which brings forward the conversation.
- Try to find out as much information about the training participants in advance, their motivations, needs, wishes, this might help you to prevent possible conflicts.

foods that may require preparation and will need to be cooked within the week (generally) in order to prevent spoilage.

*Shares' sizes may vary.* Before signing up for a share, consider how many people you'll need to feed and how often you can (realistically) cook. Ask the farmer what a typical share looks like and use this information to decide whether you'd like a full or half share or a big or small share.

*Pick-up days* must work with your schedule. Most CSA schemes organize pick-up or delivery only on specific days and at certain times, so make sure you'll be available to receive your share. Nonetheless, within the communi-

ty, everyone should be involved in decisions when and where the delivery takes place.

*"Local" doesn't* necessarily mean organic. If you're concerned about how your food is grown, talk to the farmer about practices. Just because a farm isn't certified organic doesn't mean its farmers don't grow produce organically.

*CSA is not a box scheme* or a FoodCoop - first of all CSA is a community run initiative not only a business service, thus the

most important difference between those alternative distribution systems and CSA is that CSA is a far more complex scheme that involves not only food distribution but also its production, logistics and the community aspect. The most important operational difference is the presence of long term commitment of both parties one to each other and a partnership based on mutual solidarity between producers and consumers. Furthermore, CSA is not based on a passive consumption but requires active approach from both parties.

## LEARNING SUPPORT - RESOURCES

### PUBLICATIONS

Collective of authors: A share in the harvest: an action manual to community supported agriculture. 2nd edition. Available online: <https://www.soilassociation.org/LinkClick.aspx?fileticket=-gi5uOJ9swiI%3D&tabid=204>.

Collective of Authors: European Handbook on Community Supported Agriculture, 2012. Available online: <http://urgenci.net/actions/csa4europe/european-handbook-on-csa/>.

Collective of authors: Community Supported Agriculture: A teaching programme for degree students, Soil Association. Available online: <http://www.soilassociation.org/LinkClick.aspx?fileticket=ak3jUihtwrE%3D&tabid=204>.

Gergo Horvath: Community Supported Agriculture, Getting your share, TVE 2013. Available online: [http://issuu.com/tudatosvasarlok/docs/community\\_supported\\_agriculture-get](http://issuu.com/tudatosvasarlok/docs/community_supported_agriculture-get).

### INTERNATIONAL WEBSITES

The International CSAnetwork URGENCI: [www.urgenci.net](http://www.urgenci.net)

### LOCAL WEBSITES

ASAT Webpage <http://asatromania.ro/>

KPZ Website <http://www.kpzinfo.cz/>

Tudatos Vásárlók Egyesülete Website <http://tudatosvasarlo.hu>. CSA subsite: [www.tudatosvasarlo.hu/csa](http://www.tudatosvasarlo.hu/csa).

UK CSA Network: <http://www.communitysupportedagriculture.org.uk/>

Miramap - AMAP National network in France: [miramap.org/-Fondements-des-AMAP-.html](http://miramap.org/-Fondements-des-AMAP-.html)

### VIDEOS

Chagfood Community Supported Agriculture <https://www.youtube.com/watch?v=AedjaRk6Hxo>

Animated CSA movie in Czech [http://www.youtube.com/watch?feature=player\\_embedded&v=1s4qtCR4chA](http://www.youtube.com/watch?feature=player_embedded&v=1s4qtCR4chA)

Animated Urban CSA in Finland [http://www.youtube.com/watch?feature=player\\_embedded&v=ySH1qqjkwll](http://www.youtube.com/watch?feature=player_embedded&v=ySH1qqjkwll)

# Appendices

## M1 Appendix 1a - Food system aspects

ASPECTS	ISSUES
Farming method	What is the approach to the farming, how the soil is cultivated, how animals are kept, what resources are used?
Decision making	Who is in charge to affect the food system as a whole?
Origin of food	How far is most of the food produced from the place of consumption?
Payment method	When the producer gets money for his/her produce?
Relationship of producer and consumer	How long is the distance and number of chain elements between producer and consumer and their relation?
Freedom of choice	By what aspects is the consumer's freedom of choice limited?
Distribution place	Where and when is the food distributed?
Commitment	Is there any commitment between producers and consumers?
Distribution	How is the food is distributed? Are the food miles taken into consideration?
Food initiative organization	Who is in charge of running the food initiative? Who has a right to decide how the initiative is organized?
Other commitments	Are there any other commitments between producer and consumer?

## M1 Appendix 1b - Food systems matrix

ASPECTS	MARKET ORIENT- ED MODEL (SUPER- MARKET-SHOP)	TRANSITIVE MOD- EL (FARMER'S MARKET)	SOLIDARITY-BASED MODEL (CSA)
Farming method	Industrial	Industrial / large scale organic	Organic / small-scale
Decision making	Corporations, governments decisions affect the food system most	Buyer's demand (with face-to-face interaction)	Collective discussion of needs and options among actors
Origin of food	Global	Regional	Local
Payment method	Direct payment after purchase producer gets money with delay	Direct (after purchase) or in advance (month/share) producer gets money immediately	In advance for whole/part of season
Relationship between producer and consumer	Consumers do not have an opportunity to find out who is the producer	Consumers may know the name of the producer, can meet him/her at distribution spot	They usually know each other personally and recognize their mutual needs
Freedom of choice	Consumers choice is limited by offer of the middlemen (trader), usually with no respect to seasonality and localization	Consumers respect seasonality while composition is highly individual and limited by the offer of producers.	Consumer accepts what is produced on the farm according to season and farm possibilities.
Distribution place	Store or home delivery	Market, farm yard sale or home delivery	Farm yard or negotiated distribution place
Commitment	Consumer is not committed to the producer	Consumer is not formally committed to the producer however the can negotiate mutual commitment on an informal basis.	Consumer is committed to the producer for whole season produce, shares risks and rewards of farming.
Distribution	Producer sells to wholesaler	Producer packs and distributes on his/her own or through middlemen	Consumers organize distribution by themselves
Food initiative organization	Entrepreneur or company with no connection to farming	Producer him/herself, force paid by the producer or among customers	Self-organization of community
Other commitments	No other activities apart from purchase	No further commitment is required but some farmers invite consumers to the farm on fairs or pick your own activities.	Consumers support producer in case of bad season or other difficulties they might help with farming, planning and other community activities.

Appendix 2 - CSA Actors

F1 - FARMER SEEKING A COMMUNITY OF PEOPLE TO HELP HIM FARM

I’m a beginner or even landless farmer and I would like to gather a group of people that would run a farm with me, who would contribute to the farm work, assist in decision making or even hire me as a steward of their land.

- I want to:
- Manage the growing or animal breeding.
  - Meet people regularly and communicate with them.
  - Organize events.
  - Be a member of a community.

- I don’t want to:
- Keep all the responsibility for the whole business.
  - Organize deliveries all by myself.

F2 - FARMER SEEKING A SECURE IN-COME NOT A COMMUNITY

I’m a life-long farmer with a running farming business that I want to keep, however I have difficulties securing my income and sales through conventional market channels (supermarkets, shops). I would like to get more security in sustaining my farm and would like to diversify my marketing channels. I’m open for visits on my farm but do not need much of help with farming itself.

- I want:
- Commitment for the season (or part of it)
  - Payment in advance for at least part of the season
  - To organize deliveries, payments, etc. all by myself

- I don’t want to:
- Hand over decisions on the farm business to someone else
  - Tackle e-mails or phone calls from members frequently

C1 - CONSUMER WHO WANTS TO BE ACTIVELY INVOLVED

I’m a local food enthusiast and love being among people and building a community. I would like to help with farm work and administering the system though my time is still limited.

- I want:
- Local fresh health food from a known source which I can influence
  - A sense of community: helping to administer the CSA group, spend time with others, cook meals together, share recipes
  - Visit farm and work there voluntarily and learn about organic farming

- I don’t want to:
- Be obliged to work on the farm

C2 - CONSUMER WHO WANTS GOOD LOCAL FOOD

I’m a consumer conscious of value of local food to my health and environment. I’m looking for a well-known, regular source of good and fresh food produced organically.

- I want:
- Fresh and good quality food.
  - To know the farmer and the way of farming.
  - To have an option to visit the farm to get to know the place from which my food comes.

- I don’t want to:
- Spend too much time on running the CSA group
  - Participate too much on administration of the group
  - Be bothered by economic and administrative issues of the farming

CO - COORDINATOR OF THE GROUP

I’m interested in participating actively on the local, ecologic and economic situation of my community. I’m keen on connecting consum-

ers and farmers like two parts of the food system.

- I want to:
- Give my time to run the administrative tasks of CSA group
  - Be a mediator between the group of consumers and their farmer/s
  - Organize meetings, visits, working days on the farm

- I don’t want to:
- Be a farmer, do farming

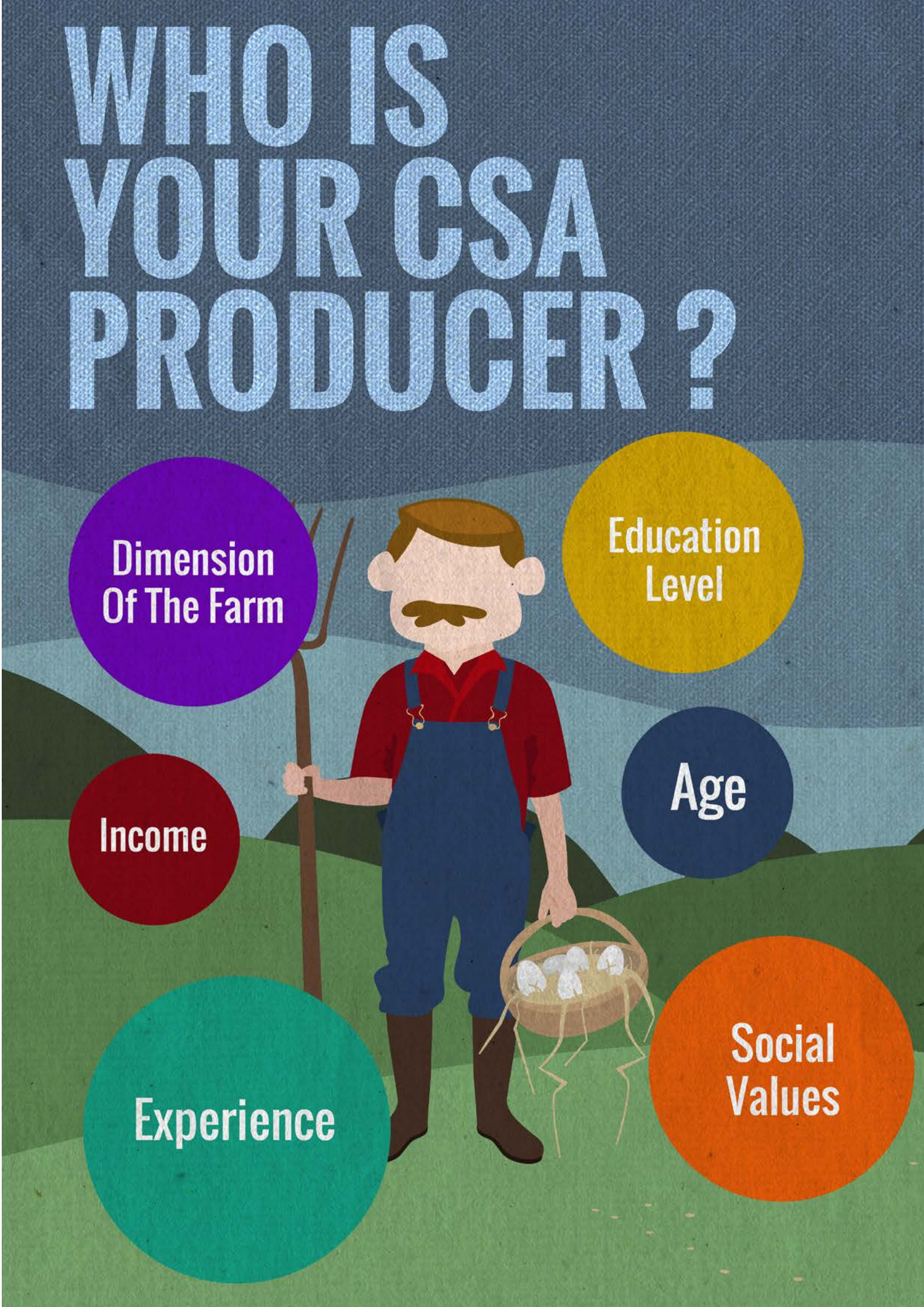
How to mix the roles according to desirable models

MODEL TITLE	DESCRIPTION	ROLES INVOLVED
Community shared farm	Community run enterprise which hires farmer(s) to take care of their own/rented land. All costs are covered by and all produce is divided among members. Delivery and outlet is organized by the community	F1 - 1x C1 - 2-3x C2 - 0-1x CO - 0-1x
Community subscriber group	Community of consumers seeks farmer(s) with whom they discuss the production and price. Delivery is organized by the farmer, outlet is organized by the community.	F2 - 1x C1 - 1x C2 - 2-3x CO - 1x
Multi-farm CSA	Two or more farmers supply one or more consumer groups. Their produce based on seasonal subscription from the consumers. Delivery and outlet is organized by the farmer	F2 - 2-3x C2 - 3-4x
Subscription CSA	Farmer offers his produce and consumers subscribe shares for a whole season. Delivery and outlet is organized by the farmer	F1/F2 - 1x C2 - 3-5 x



Appendix 3 - CSA models

MODEL TITLE	DESCRIPTION	INITIATOR / ADMIN-ISTRATOR / FARMING DECISIONS	RISK AND REWARD SHARING	EXAMPLE
Community shared farm	Community run enterprise which hires farmer to take care of their own/rented land. All costs are covered by and all produce is divided among members. Delivery and outlet is organized by the community	Community / community / community	Community bears all the risks and accepts rewards, farmer has no risk	KomPot, Bla-hoňov
Community subscriber group	Community of consumers seeks farmer(s) with whom they discuss the production and price. Delivery is organized by the farmer, outlet is organized by the community.	Community / Farmer+Community / Farmer	Community usually bears the risk of low yields.	KPZ Toulcův dvůr, KPZ Cool-and
Multi-farm CSA	Two or more farmers supply one or more consumer groups. Their produce based on seasonal subscription from the consumers. Delivery and outlet is organized by the farmer	Farmer / Farmer / Farmer	Producer usually bears the most risk	
Subscription CSA	Farmer offers his produce and consumers subscribe shares for a whole season. Delivery and outlet is organized by the farmer	Farmer / Farmer / Farmer	Producers bear the most risks	Ekofarma Ctiboř





# CSA CULTIVATES DIVERSITY! BIO-DIVERSITY!





# I AM A CSA MEMBER !



Talk with  
the producer



Ask information  
about crops



Share information  
with the other  
members



Pay in  
time your  
contribution



Participate  
to farmer  
visit



Help to organise  
the distribution



Promote CSA  
among your friends



Share  
the risks



Enjoy your  
extracrops and cook  
your sesonal vegetable

*Module 2:*  
**How to start  
a CSA?**



# Introduction

## General description of the chapter

**THIS CHAPTER WAS UPDATED ACCORDING TO THE FEEDBACK OBTAINED FROM THE TRAINEES AND MULTIPLIERS INVOLVED IN THE EVALUATION OF THE MODULE 2 OF THE TRAINING, ORGANIZED IN CZECH REPUBLIC, HUNGARY AND ROMANIA.**

### **GENERAL RECOMMENDATIONS ABOUT THE CONTENT OF THE TRAINING:**

- to include more information about producers and consumers profile in the module 1 in order to use more time for practical tools;
- to use more time to discuss practical tools: budget, crop planning, contract, evaluation farm questionnaires etc;
- to use more video materials.

### **GENERAL RECOMMENDATIONS ABOUT THE PARTICIPANTS:**

It is important to have a balance between experienced participants and participants without experience. In this module it is very important to discuss concrete situations regarding the initiation of a CSA; so, it is necessary to have people who already participated in a CSA (consumers and producers). Also, it is very important

that the participants to the second module to have information about CSA (if they didn't participated in the module 1).

### **GENERAL RECOMMENDATIONS ABOUT TRAINING FACILITIES:**

- it is important to organize the training in a room with desks/tables – it is necessary to write, take notes;
- it is important that some of the participants have an laptop and IT abilities;
- it is important to have the possibilities to make calculation (for budget planning)

The module 2 was adapted in each participant country of the project according to national specificities and also with the participants needs.

## Training content and topics

**THIS TRAINING MODULE OFFERS A BASIC INTRODUCTION TO THE NECESSARY STEPS, THE BEST STRATEGIES AND THE AVAILABLE EXPERIENCES IN STARTING A COMMUNITY SUPPORTED AGRICULTURE (CSA) PARTNERSHIP.**

In the first part, the module explains who can start a CSA, the profile of producers and consumers, their values, motivations and behavior as CSA members. The social and economic dimensions of CSA membership are dis-

cussed in detail. The benefits, costs and risks involved in the partnerships are also considered.

According with the feedback from the participants, this part can be included in the module one of the training and use more time to discuss and explain the tools used in CSA.

In the second part, the module presents concrete steps to be followed in setting-up a

CSA and in organizing its main operations throughout the season and practical tools used to develop a CSA: budget, contract, evaluation farm questionnaire, crop planner, etc.

The training program thus offers a general guideline for starting a CSA and more particular information and suggestions for its successful evolution. Practicalities related to the optimal functioning of a CSA are also included.

## Purpose and scope of the training

**THIS TRAINING MODULE IS ADDRESSED TO POTENTIAL AND CURRENT CSA MEMBERS, BUT ALSO TO ANYONE INTERESTED IN THE FOOD SOVEREIGNTY MOVEMENT AND IN THE FUTURE OF ALTERNATIVE FOOD NETWORKS, ESPECIALLY IN CENTRAL AND EASTERN EUROPE.**

The training program aims at introducing the participants to the basic steps and key elements in starting a CSA partnership. After attending this module the participants will be able to better understand the process of initiating a CSA and its subsequent operations.

**PARTICIPATING FARMERS** will be able to initiate or to join a CSA and to organize their activities. In more concrete terms, farmers should be able to identify the best circumstances for initiating a CSA, plan the activities in the farm and in the partnership, build a budget, recruit new members and organize its main operations throughout the season. It

will help producers to understand consumers' motivations and behavior in a CSAs and thus, improve farming practices and other activities in the partnership.

**PARTICIPATING CONSUMERS** will understand better the values and behaviors of CSA members, will recognize the importance of direct involvement and active participation in the partnership, and identify their optimal role in a CSA. If already CSA members, participants will be able to assess their membership and broaden their participation in a CSA. New and potential members will have access to the general information regarding the guiding principles and functioning of a CSA. Other interested participants will learn about recent evolutions in alternative food networks and evaluate the potential of CSAs to offer new solutions for the food sovereignty movement.

## Course prerequisites

This module is part of a four units training in CSA. There are no prerequisites for following this module. However, a basic introduction in

the main aspects of the CSA movement and models – as offered for instance by the first unit of this program – would be desirable.

## Training materials

The trainers have access to a course kit which includes the CSA brochure and a bibliography available online. Teaching materials and the bibliography are posted on Google drive or Freedcamp. A reference list is listed under each topic. Additionally, a separate detailed reading list is also available. For the trainers' convenience, the majority of the training materials have the main ideas and discussions highlighted in yellow. Also, a list of tools and exercises were prepared for this module:

- evaluation questionnaire for producers;
- contract;
- ASAT Chart;
- budget (model);
- planning of the distributions (estimated calendar);
- advertising materials.

The participants will have access to the 'Be part of CSA!' brochure and to other materials produced by CSA supporting organizations from Hungary, the Czech Republic and Romania.

## Training principles and methods

The course is based on participatory approaches both in terms of the training methods and in respect to the participants' future activities in a CSA as endorsed by this module. The guiding principles on which this training module is based are derived from the participatory approaches to community development elaborated in the field of development by Robert Chambers (2002) through his Participatory Rural Appraisal.

The training methods recommended for the trainers include presentation, debate, case

study approach, brainstorming, brain writing, group discussion, project output method, Philips 6-6, etc. For each section and topic specific training methods are indicated in the syllabus. Besides the training methods and approaches proposed in this syllabus, trainers should feel free to use their own experience and bring different methods and approaches, topics and case studies in the participants' group. Above all, trainers are encouraged to adapt approaches and topics of the training module to participants' needs.

## Content of the module 2

### **PRESENTATION OF THE PARTICIPANTS** **/ DURATION: 30 MIN.**

This section is intended as an ice-breaking exercise.

- For this session, the trainers can use different exercises/methods:
- Participants are asked to say their name and share one of their experiences as consumers in any alternative food network;
- Present the name and expectations from the training session (in circle);
- If the participants come from different regions, they can be invited to imagine the room as the country territory and to position themselves according to their hometown. They are invited to see who their neighbors are and to find some information about them.

### **SUMMARIZING THE INFORMATION OF MODULE 1** **/ DURATION: 15 MIN.**

This section is intended to summarize the main information from module 1 and also to stimulate the participation of the persons who attended first module. The trainers can use different methods:

- The trainer will realize a short presentation about the main characteristics of CSA and the actors which can initiate a partnership (producers, consumers or a NGO). The trainer will discuss with the participants which are positive aspects and disadvantages in starting a CSA by producers, consumers and NGOs respectively. He will involve in the

presentation the participants from module 1 and resources persons invited for the training module;

- The participants can be asked to answer for the question "Which topic have they dealt with the most since the last training event?" – using this question, we could talk about the most relevant information from the first training event through a participatory way;
- Powerpoint presentation of the main information from module 1.

### **PRODUCERS IN CSAs – PROFILE, BENEFITS, OBLIGATIONS** **/ DURATION: 30 MIN**

General description of the sequence:

- *Exercise 1 – 10 minutes:* Drawing together the profile of CSA producer;
- *Power-point presentation - 5 minute:* Limits and benefits to be part in CSA as producer;
- *Exercise 2 – 15 minutes:* Collective solutions for a critical situation in a CSA

### **CONTENT**

This section discusses the social and economic profile of CSA farmers in order to offer a better understanding of the context in which alternative food networks operate. The social background of the producers includes variables such as age, gender, income, education, family, and residence. The economic profile refers to the producers' income and financial condi-



tion, but also to the ownership of the land and farm. Farming experience, family support and the location of the farm are also taken into consideration. Previous economic marginalization and the need of solidarity in CSAs are discussed in detail. Mapping producers' socio-economic background is important for assessing their capacity of consolidating a CSA partnership and the potential development of the CSA farm. Finally, producers' motivations of participating in a CSA, ranging from financial to cultural considerations and personal beliefs are examined.

Economic, social and environmental benefits are examined. Benefits for multi-farms and cooperative CSAs are also considered. The section then discusses the main costs for producers, explains how costs can be best estimated in the CSA farm and what the most common situations are of under-estimated costs. Finally, the potential risks for producers are examined, ranging from weather conditions to a drop in membership. Other vulnerabilities such as poor communication with consumers and an unrealistic planning of the season are also discussed.

## METHODS

**Exercise 1:** Each participant writes on a post-it three attributes of their ideal CSA producer. The role of this exercise is to determine the ideal model of a CSA farmer from the consumers' perspective. Each participant presents his or her chosen attributes and the trainers write them down and highlight the main desired attributes on a flip-chart.

**Exposition:** Trainer presents information regarding the limits and benefits to be part in CSA as producers, giving concrete examples.

**Exercise 2:** The participants are asked to imagine a solution for a critical situation in a CSA. The suggested training method is the 'pyramid': each participant notes a solution to the given critical situation, then it is discussed in pairs and reformulated, and finally the solutions are reported to the participants. The trainers summarize the main conclusions (15 minutes)

## REFERENCES

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\*\*\* Be part of CSA! Brochure

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## CONSUMERS IN CSA – PROFILE, BENEFITS AND LIMITS TO BE PART OF CSA / DURATION: 30 MIN.

General description of the sequence:

- *Exercise 1 – 10 minutes:* Drawing together the profile of CSA consumer;
- *Power-point presentation - 5 minute:* Limits and benefits to be part in CSA as consumer;
- *Exercise 2 – 15 minutes:* How to overcome income barriers for consumers joining a CSA?

## CONTENT

This section discusses the sociological profile of the consumers in order to better understand the food sovereignty movement in general, and to assess the evolution of CSAs in Central and Eastern Europe in particular. Different variables, such as age, education, gender, income, marital status, number of children, residence etc, are taken into consideration. The members' motivation to join a CSA is another core topic in this section, given that by understanding these motivations the operations of CSA networks could be improved and expanded. A wide range of motivations are discussed: health, access to alternative food systems, environmental, economic, being a 'co-producer' of food, political, etc. Various individual motivations, common grounds, but also often divergent drives for members' participation in CSAs are highlighted. In parallel, the dynamics of members' motivations during participation are illustrated.

Membership costs and members' involvement are of particular interest in starting a CSA. Varieties of members' involvement and participation in a CSA are described. The sec-

tion puts a particular emphasis on explaining the connection between members' involvement in the organization of a CSA and its activities and the degree of satisfaction as CSA members. The complexity of benefits in participating in a CSA is highlighted, including lifestyle changes and particular changes in values and attitudes. One the other hand, the main behavioral and attitudinal differences between CSA and non-CSA consumers are discussed.

## METHODS

**Exercise 1:** Each participant writes on a post-it three attributes of a CSA consumer. The role of this exercise is to determine the ideal model of a CSA consumer. Each participant presents his or hers attributes and the trainers write down the contents and highlight the main desired attributes on a flip-chart.

At the end of the exercise, trainers can present also the result of internal surveys or end of season evaluation of partnerships in the CSAs from Czech Republic, Hungary and Romania.

**Exposition:** Trainer presents information regarding the limits and benefits to be part of CSA as producers, giving concrete examples.

**Exercise 2:** How to overcome income barriers for consumers joining a CSA. Trainers use the 'Philips 6-6' method: the participants are divided into groups of 6 (4 members, one secretary, one leader) and have 6 minutes to propose a solution to the problem of overcoming income barriers for CSA members. The secretary collects all ideas and then the group decides which the best three strategies are. The information is presented on a flipchart and can be consulted by the other groups during the coffee break. (optional)



In Hungary three key actors were identified: consumers, farmers and coordinators. Participants were asked to work in groups in connection with their primary occupation (farmers with farmers, consumers with consumers etc.) and imagine an ideal “consumer”, “farmer” or “coordinator”. All of the attributions and responsibilities that they could collect were listed. The groups were asked also to collect their expectations from the other key actors. Every group was asked to present a summary about their work. During the plenary session we could confront the imaginary descriptions and the expectations which was a really good basis for discussion.

In Czech Republic, the profile of the producers was discussed after the completing of the questionnaire of the farm.

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LET’S START A CSA!  
/ DURATION: 90 MIN.

General description of the sequence:  
*Exposition – 30 minutes: Key steps in initiating a CSA;*  
*2 Working groups: 60 minutes – How to start a CSA as producers (one group) and as consumers (second group).*

CONTENT

This section discusses practical aspects related to the initiation of a CSA partnership. It reconnects the discussion to the first section, ‘Who can initiate a CSA?’ and provides detailed information regarding the concrete steps which are recommended for setting up a successful CSA partnership. It also integrates the discussion of consumers’ profiles, given that a better understanding of member motivation helps the producer to plan farming activities, organize deliveries and complementary activities. Understanding members’ motivation helps other members, especially the organizers to improve communication and optimize activities in the CSA.

Also, the trainer will introduce the main tools used in starting a CSA: contract, budget, crop planning, advertising tools. The trainers will highlight that the intervention is specific depending on whether it is carried by producers or by consumers.

Observations: Budget planning session could be longer in order to have time for more specific issues:

- what happens when VAT should be paid?
- how the budget should be changed if there is not enough CSA members?

In Czech Republic, what was introduced was a session about legal status, food safety and quality (30 minutes) – as a Power Point presentation.

METHODS

*Exposition.* Trainers present the key steps in initiating a CSA using the Be part of CSA! Brochure.

*Working group.* The participants will split into two groups and they will have the task to identify the main actions that should be taken in order to start a CSA:

1. One group from the point of view of a producer and
2. The other from the point of view of consumers. They will also consult the main tools presented by the trainers. Each working group will be facilitated by a trainer/resources person.

The results of the working groups are presented after lunch and the trainers and resources people will give feedback to the participants.

PLANNING A CSA FOR THE  
NEXT 3 MONTHS  
/ DURATION: 75 MIN.

General description of the sequence:  
*2 Working group: Planning your CSA!*

CONTENT

Participants will continue to work in 2 groups and they will realize a plan to start a CSA and they have to reflect to concrete aspects:

- How to recruit new producer in a CSA? Where you can find him? What kind of producer you look for (profile)? How do you evaluate him?
- How to recruit new consumers in a CSA? Where you can find them? What kind of consumers you look for (profile)? What kind of communication tools you will use for it? What kind of activities (public meetings, debate, advertising in local media, social media)
- Define the content of the baskets and season planning;
- Define the budget and organize meeting for budget presentation. What is the role of producer? But for the consumers?
- Initiate the inscription of consumer? Who keeps the registration? When do they pay the advance? How do they pay monthly rate?
- Chose a location for distribution, a day and a hour;
- What kind of communication activities and materials do you want to use? What kind of message to you want to promote?

At the end of this section, the participants will elaborate a first draft of a plan which contains the main steps necessary to start a CSAI. It is very important to facilitate a collective reflection on these issues and the sharing experience between participants and resources persons, involved in the training.

*Observations: In Hungary, there was an adaptation of this section - each participant was asked to start to work on their personal plans for the next 3,6 and 12 months and they could discuss their plans in small groups with other actors. Also we added a new aspect: everybody had time to think of the personal commitments about what is needed in order to start a CSA.*

*In Romania, for this session producers from 3 CSAs were invited. They worked in real time (together with the trainees) in order to prepare a draft for the budget 2016 and a planning of culture. The participants had the opportunity to observe the process and to understand the main issues related to this planning session. This aspect was possible because module 2 was organized in November – a period when the CSA contracts are prepared.*

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<http://tudatosvasarlo.hu>

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**CZECH REPUBLIC:**

<http://www.kpzinfo.cz/>

<http://urgenci.net/csa-in-czech-republic/>

<http://www.arc2020.eu/front/czech-republic/>

**ROMANIA:**

ASAT Website. <http://asatromania.ro/>

Bîrhală, B. and Möllers, J. (2014). Community supported agriculture in Romania. Is it driven by economy or solidarity?. Discussion Paper No. 144. Leibniz Institute of Agricultural Development in Transition Economies.

<http://urgenci.net/evolution-of-asat-partnerships-in-romania/>

REFERENCES

[\*\*\* The trainers are encouraged to bring and use in class any materials that might not have been included in the course kit but are considered as offering new perspectives and information on the training topics.]

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Bîrhală, B. and Möllers, J. (2014). Community supported agriculture in Romania. Is it driven by economy or solidarity?. Discussion Paper No. 144. Leibniz Institute of Agricultural Development in Transition Economies.

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**ELECTRONIC RESOURCES:**

Urgenci Website. <http://urgenci.net/>

ASAT Webpage. <http://asatromania.ro/>

KPZ Website. <http://www.kpzinfo.cz/>

Tudatos Vásárlók Egyesülete Website. <http://tudatosvasarlo.hu>



HOW DO YOU RECRUIT  
THE PRODUCER?



1.

HOW DO YOU  
RECRUIT NEW  
CONSUMERS IN A  
CSA?



2.



WHAT KIND OF  
COMMUNICATION TOOLS  
WILL YOU USE?

3.

4.



DEFINE WITH THE  
PRODUCER THE  
CONTENT OF THE  
BASKETS

5.



DEFINE  
THE BUDGET

6.



SIGN THE  
CONTRACT!

PLANNING A CSA  
FOR THE NEXT  
**3 MONTHS!**



*Module 3:*  
**Focus on  
community  
building and  
management**

# General presentation of the Module 3

**THE THIRD MODULE OF THE BE PART OF CSA! TRAINING PROGRAM FOCUSES ON COMMUNITY BUILDING AND MANAGEMENT AS KEY ELEMENTS OF A SUCCESSFUL CSA. IN THE FIRST TWO MODULES PARTICIPANTS WERE INTRODUCED TO WHAT IS A CSA ABOUT AND WHAT ARE THE FIRST NECESSARY STEPS TOWARDS STARTING A CSA.**

As the first part of the training serial was designed for both newcomers in the topic as well as for those who have had some experiences, the third module is built up for those who either participated in the first two modules and have certain knowledge about CSAs, or have his/her own experience in running or being a member of a CSA scheme.

The third module aims to provide knowledge, experiences and practicalities on community building, development and management. In this module participants experience ‘how to

be in’ and ‘how to run’ a community gathered around a CSA. In this module, we introduce experiences, good practices and failures of farmers, members and coordinators that help to understand better the nature of community life. The most important tool in community development is communication. We will see the different dimensions of communication within a community and how it can be used in the most effective way from information sharing to problem solving.

## Purpose

Module 3 is an advanced part of the modular training program addressing potential and current members of CSAs. Basic knowledge and/or experiences of being part of a running CSA is required. This module makes partici-

pants further deepen their knowledge about the topic, share and gain more information and experiences on community building in a CSA, makes them able to design, run develop a CSA community.

## Learning outcomes

The module makes participants familiar with the definition of community development, its basic elements and processes that can be translated in CSA community building. They will recognize the importance and the potential of their community’s strengths and potentials

through active participation in task division among the members, coordinators and producers.

Participating and potential producers or coordinators will be able to understand the culture of their own community, identify the

roots of certain problems, miscommunication and missing elements that would be needed for a well functioning community. Based on this knowledge they can further develop their CSA towards a desired community operation. Those who are members (or future members) of a community, based on the knowledge and experiences gathered on this training module

will be able to take personal responsibility in being part and support to the farmer or coordinator in community development processes. All participants will learn about different tools and techniques they can use in clarifying situations, receiving and giving feedbacks and prioritize necessary steps in their own community’s development.

## Training methods

As the previous module, this third one also aims to use innovative and interactive educational techniques that involve learners in the training process in an (inter)active and entertaining way. Exercises are defined based on non-for-

mal education approaches and plan to provide participative learning experiences for the all attending. In this module we include plenary discussions, small group activities, theory intros and brain storming exercises.

### Summary of Module 3 day

OBJECTIVE	DURATION	METHODS
Arrival, warming-up, (re) forming the group, intro of the day, mapping the focus of Module 3	30 min	1. Short introduction to the schedule of the module and connection to previous training events 2. Welcoming new faces in the group 3. Steps into a circle symbolizing the move of entering in a community 4. Plenary sharing on the question: what are the elements, what makes the community operate well?
Get introduced how it works in practice. Experience sharing – introducing a CSA with community life focus	60 min	1. Farmer or coordinator’s presentation: community life and development in his or her CSA 2. Questions and answers
Exploring tools for community building	30 min	1. Discussing which tools could be used to build a CSA community and how to prioritize among them. Option 1: use the presentation and then groups discussion Option 2: Giving out cards of community building tools for groups of 5 and ask them to discuss and place them in a priority scale

Introducing topic related theories	30 min	Option 1. Short presentation on Amoeba model Option 2. Theory based on national preferences (e.g. community building tools)
Identifying potential problems, fears and risks in a CSA community	75 min	1. `Devil`s Advocate` - brainstorming on what can go wrong in s CSA community 2. Discuss cases in groups of 3 in 3 rounds. Each round the focus person can choose the case that he wants to find a solution for and also in which role he wants to play. 3.Summarizing main findings and learnings in plenary discussion
Understanding the importance of task sharing	20 min	Option 1. Forming living sculptures in 4 groups demonstrating how task can be if they are on one or few persons. Option 2. Labeling - sticking tasks on a 'farmer' – identifying what are these task that are related to community building
Identifying tasks to outsource and understand how to do that	30 min	1. Selecting those tasks that can be outsourced and also identifying to whom these tasks could be outsourced? Using the previous exercise task collection. 2. Plenary discussion on how to give a task to someone and have to manage this cooperation.
Closing the day	30 min	Plenary discussion: summary, highlights, learning of the day

Trainers’ script

ARRIVAL, WARMING-UP, (RE) FORMING THE GROUP, INTRO OF THE DAY

1. Short introduction

to the schedule of the module and connection to previous training events – presented by one of the trainers
2. Welcoming new faces in the group

**OBJECTIVE**// Participants reconnect and welcome those who are new in the group.

**CONTENT** // Introduction by each participant, names, roles, motivation, max 1 minute

**METHOD** // Individual presentation

**METHOD DESCRIPTION** // The group is standing in a circle and the trainer introduces the ‘**magic ball**’ to the participants. That person with the ball in his or her hands has the right to speak, but the ball can stand only for 1 minute with a person. The trainer throws the ball to one of the participants, telling also his/her name. That person catches the imaginary ball and tells his/her own name again, his/her role ‘producer’, ‘member’ or ‘coordinator’ and his/her motivation to be here. The co-trainer of this exercise checks the time and if it gets longer than 1 minute, rings a little bell or give other voice signal.

**TOOLS** // none

**DURATION** // 20 min

3. Step into a circle symbolizing the move of entering in a community

**OBJECTIVE**// Participants have a deeper understanding of ‘stepping IN’ a community and ‘see it from INSIDE’ how it works.

**CONTENT** // Have a symbolic step in a circle space formed with a string marked with a simple string. This line divides the outer part of a community, the inside part symbolizes to be part of a community.

**METHOD** // Physical experience of a mental move

**METHOD DESCRIPTION** // The group is standing in a circle. A string line divides the outer part of a community, the inside part symbolizes part of a community. The trainer asks

the participants to imagine that beyond the line there is a community (their own or imaginary one) and they all together step in the circle making the symbolic move of stepping in a community.

**TOOLS** // 20-meter long simple string

**DURATION** // 10 min

The symbolic meaning of the circle:

*This is the third training event of the programme. On the first we learned what CSA is about, we focused on planning during the second training and now we examine the CSA model operation from inside.*

*This is important, as we will have experienced CSA coordinators or farmers on this module and training participants who are just about to start. We set the whole programme of Module 3 following this perspective: we are not planning any more; we are inside (even if it is their imaginary community).*

4. Mapping the focus of Module 3

**OBJECTIVE**// Participants get a common understanding of what is a community and what makes it work.

**CONTENT** // Sharing of definitions and associations of community.

**METHOD** // Plenary sharing

**METHOD DESCRIPTION** // The group has stepped in an imaginary community. The trainer asks them to look around, even walk around and feel that they are part of this community. Each participant shares one world that comes



in his/her mind being in this community. After this also sharing a short answer for the question: ‘What are the elements that make a community work?’ This could be a concrete thing or abstract. Trainers can say some example to help.

Once everybody shared the trainer make a summary of the most commonly mentioned answers.

**TOOLS** // none

**DURATION** // 10 min

**Option:** If you work with some training participants who have not participated in the first two training events or you think it is useful to summarize the already gained knowledge, it is possible to organize a 10-15 min round at the beginning of the day when training participants could talk about the most important topics that were explained during module1 and 2. As trainer you can prepare some questions and organize a round session. These could be: What is CSA? What are the advantages for farmers and for consumers? How the prices are calculated? Why yearly planning is important?

## GET INTRODUCED HOW IT WORKS IN PRACTICE

### 1. Farmer or coordinator’s presentation: community life and development in his or her CSA

It is important to ask the speaker to focus on the topic of the day, not only give a general introduction of his or her CSA.

**A. AN EXPERIENCED CSA FARMER OR CSA COORDINATOR** explains what makes their CSA community work. What works well in case of the operation of their CSA, and what are the things he or she would do in a different way – looking back now, with the gained experiences.

Questions that can help:

- How did you start the organisation of your CSA community?
- How would you describe your community? Who are the typical members, how they participate in the CSA life, how strong is the relationship between the dif-

ferent actors (farm-consumer, farm-coordinator, coordinator-consumer, consumer-consumer)

- What kind of tools/activities are working well in your community? (e.g. e-mails or farm visits)
- What kinds of tools/activities are not really working? Why? (e.g. volunteering, community events)
- Do you have a core group within your community? What is their role?
- Have you experienced any community related problems? If yes, how did you solve it?
- What is the renewal rate? How many percentages of the members renew the membership for the new season usually? What do you think about that?

**B. A PROFESSIONAL EXPERT OF COMMUNITY BUILDING** explains the basic knowledge of community building (main models, best examples in connection with CSAs, difficulties and solutions)

Questions that can help:

- What kinds of community building theories are relevant for CSAs? Could you explain them?
- What is the secret of the good working communities?
- Which kind of community building tools could be useful for CSA communities?
- How you can maintain a community on long-term? Is there any advice?

Option B could be justifiable if there is no real experience about good community management of CSAs within your country or if there is a need to learn about new theories and tools related to community building.

**METHOD** // Presentation and discussion

**METHOD DESCRIPTION** // The experienced CSA actor or the invited expert give a lecture on the topic in 30 minutes then we have 30 minutes for discussion. The trainer facilitates this session with checking the time and gives space for questions and answers.

**TOOLS** // PPT

**DURATION** // 60 min

### 2. Questions and answers;

#### Exploring tools for community building

**OBJECTIVE** // Participants get introduced to the most common community building and developing tools which are used in CSAs.

**CONTENT** // Discussing which tools could be used to build a CSA community and how to prioritize among them.

**METHOD** // PPT presentation

**METHOD DESCRIPTION** // 1. PPT about the most common community building tools that are used in CSAs based on the booklet.

These could be:

- Personal meetings on the deliveries
- Online trough e-mails/websites-blogs/ mailing lists
- Online trough social media
- Giving feedback: evaluation questionnaires at the end of the season
- Starting meeting at the beginning of the season
- Farm visits and community events
- Volunteering

**TOOLS** // PPT

**DURATION** // 10 min

**Option 1:** Use the presentation and then group discussion

**Option 2:** Giving out cards of community building tools for groups of 5 and ask them to discuss and place them in a priority scale

#### Prioritizing

**OBJECTIVE** // Participants get introduced to the most common community building and developing tools.

**CONTENT** // Discussing which tools could be used to build a CSA community and how to prioritize among them.

**METHOD** // Small group discussion, plenary session

**METHOD DESCRIPTION** // Pack of 5 cards are prepared and handed to each group of 4. The groups are asked to check these 5 community

building elements, discuss their importance and share experiences.

After 10 minutes the trainer asks the groups to choose 2 from the listed tools, which they consider the most important and they can add 1 extra (not included in the list, if they can think of any). Participants are asked to make a short presentation about the 3 chosen tools with the focus of how those tools can be used **in the most effective way** and how those tools can be used **not in an appropriate and ineffective way** (what can go wrong by using them).

As the groups are ready with their discussion, they introduce their results for the whole group in a plenary session.

The first group chooses a tool and introduces it to the whole group. The trainer asks if there is any other group that have chosen the same tool. If yes, we ask them to add their thoughts – to avoid speaking of the same things again. We go through all of the assessments.

**On the cards:**

- 1. Meeting at the delivery point
- 2. Email list/group
- 3. Meetings - season opening: recruitment and community building
- 4. Events (like open day on the farm)
- 5. Assessment of member's needs (e.g. questionnaire)

**Helping question in prioritization the cards**

Questions: How do you use the tool well? How can you reach that members of the community feel well, thanks to that tool? How could it go wrong?

They should collect the answers on a big sheet of paper (1 column- how to use it well, 2nd column- how it could go wrong?) Then presenting in plenary.

**TOOLS** // packs of cards, flipchart, markers

**DURATION** // 30 min

*HINT: How to organize small groups*

*If you would like to work with 4 groups, give each training participant a number from 1 to 4. All participants who got 1 will be in the same group, those who got 2 will form the next group and so on.*

**Related theories**

**OBJECTIVE** // Participants get inspirational input and different approaches in understanding deeper community building and development.

**CONTENT** // Introduction of a relevant theory the Amoeba.

**METHOD** // Short presentation with drawings and plenary discussion

**METHOD DESCRIPTION**

A. HUNGARY-Theory

We introduce 2 important theories related to community building:

1. Alan Atkinson - Amoeba Theory

We should focus on those who are close to us as, because convincing the one standing distant takes a lot of energy. This theory could be especially useful for those who are starting the build a CSA community. CSA is an alternative food supply system which attract farmers and consumers who are already engaged to agroecology, organic food and healthy lifestyle and open for community based initiatives. Those who are

far from these principles (e.g. buy the cheapest products in supermarkets, or who do not eat healthy) will not join to CSA or it is much more energy to convince them than somebody who is already close to the values of CSA. The theory also resolves frustration in cases when community organisers face dissatisfied CSA members: maybe it is not the fault of the farmers or organisers, the dissatisfied member only does not fit into the community.

More info at:

<https://amoebau.wordpress.com/what-is-amoeba/>

<https://www.youtube.com/watch?v=5ZUjLTff3js>

In each country a relevant theory should be chosen which is connected to community building.

**IDENTIFYING POTENTIAL PROBLEMS, FEARS AND RISKS IN A CSA COMMUNITY**

*1. `Devil`s Advocate` - brainstorming on what can go wrong in a CSA community*

**OBJECTIVE** // Participants are able to express their worries and questions about community building and experience from different roles how these issues can be solved.

**CONTENT** // Collection of potential problems and worries and finding solutions for them.

**METHOD** // Brainstorming plenary and small group role-play

**METHOD DESCRIPTION** // The group is asked to think of problematic situations, issues that could emerge during community building in a CSA. We can prepare with with some ideas beforehand (e.g. there is no communication within the community, somebody is unsatisfied).

The trainer facilitates the brainstorming (being really motivational). Collect these ideas

on flipchart and form groups of 3 people, and ask all of them to choose a problem to work on with the others.

The small groups discuss the situation as follows:

- 1. The first person chooses the problem and tells the others which role he or she would like to choose in the problem (e.g. producer, coordinator, and member)
- 2. Another participant (2nd) gets the role of the helper. (for him or her the first person will tell, if he or she will help as farmer, coordinator or member)
- 3. The third person is just an observer, taking notes of the discussion and how it was solved

During the discussion, the person with the problem describes the problematic situation in order to find a solution together.

The helper's task is to listen, ask questions in order to understand better the context of the problem, to evoke similar problems. The helpers are asked not to provide solutions or



give suggestions, rather just ‘be present’. That is also a good result if the focus person better understands the problem without finding the perfect solution.

There is 12 minutes for each discussion. If it is over, the observer tells how he or she has seen it. How the help was useful/used, where the discussion went well, where did not. If this is over, there are 2 more rounds to go with 2 other problems in the same way.

After the 3 rounds, the groups come back to plenary and have a discussion on summarizing main findings and learnings in plenary discussion. How did it go? How did you feel yourself in the different roles? What helped you the most to understand your problem better or finding the solution?

**TIME SCHEDULE //**

- 1. Collecting problems on a plenary session: 10 min
- 2. Explain the task: 5 min
- 3. First round: 10 min discussion + 5 minutes to evaluate it together
- 4. Second round: 10 min+ 5 min
- 5. Third round: 10 min + 5 min
- 6. Plenary discussion: 15 min

**TOOLS //** flip chart and markers

**DURATION //** 75 min

*Collecting the problematic situations can reduce tensions and have a common feeling that everyone has questions, doubts, worries in their mind. It is useful if participants can express their worries and talk about them.*

*The other part of the exercise is to practise the role of helper in a conversation. It is important that the participants have the possibility to be in all 3 roles (the one having the problem, the helper and the listener). This exercise can develop the skill of active listening that could be really helpful in any situation on the way of community building.*

*It is usually recognised, that it already helps if you only speak about your problem, if you draw it up or tell it to someone. The helping role could be really important as well, as an outsider could give a different point of view or new aspect what we haven't thought about.*

## 2. Understanding the importance of task sharing in a community

### Option 1 / LIVING SCULPTURE

**OBJECTIVE //** Participants get better understanding that community building and developing consist of several tasks and responsibilities, they not just happen, but someone need to continuously do.

**CONTENT //** Creating living sculptures and sense the load of tasks and importance of sharing them.

**METHOD //** Living sculpture, plenary summary and finding solutions.

**METHOD DESCRIPTION //** The trainer divides the group into 4 small groups and asks

them to imagine a sculpture that demonstrates how is community building for a farmer/coordinator (challenges, tasks, solutions). The sculpture is made of small group's participants and it is living sculpture, that means that it can move, talk. It is not a scene they play, but a living sculpture. The small groups have 8 minutes to discuss and create the living sculpture and also they are asked to give a title for their sculpture.

Each small group demonstrates their living sculpture in 3-3 minutes.

After each group had the performance, all participants come back for a plenary summary. On the side the co-trainer makes notes on a flipchart of the tasks mentioned in the performances.

Trainers first facilitate the group discussion on ‘How was this exercise for you?’ ‘How the farmers or coordinator (if they had in their sculpture) feel with so many tasks to manage? ‘What are the most important tasks you could show or think of ‘ (Co-trainer continue making notes on the flipchart collecting the tasked starting while groups were performing) ‘What was the conclusion for you in this exercise’ and ‘How one can manage this without breaking down? What or who could help?’

**TOOLS //** none

**DURATION //** 40 min (20 for the sculpture and 20 for the plenary discussion)

### Option 2 / LABELING

**OBJECTIVE //** Participants get better understanding that community building and developing consist of several tasks and responsibilities, they not just happen, but someone need to continuously do.

**CONTENT //** Collecting tasks of community development and stick them on the farmer.

**METHOD //** Small group work, plenary discussion.

**METHOD DESCRIPTION //** The trainer divides the group into 4 small groups and asks them to choose one person who will be the main coordinator/farmer of a CSA. Other participants of the small groups write as many tasks as they can think of that are related to community building and occur in a CSA on colour post-its. He or she standing in the middle of the group and the others are asked to stick on him or her all post-its. As they are finished, a nice picture too can be taken. Post-its taken off from the person can be collected in categories on the wall or flip-chart for the next exercise.

Trainers first facilitate the group discussion on ‘How was this exercise for you?’ ‘How the farmers/coordinator feel with so many tasks to manage? ‘What was the conclusion for you in this exercise’ and ‘How one can manage this without breaking down? What or who could help?’

**TOOLS //** middle size colored post-its and markers

**DURATION //** 40 min (20 for the labeling exercise and 20 for the plenary discussion)



TASK OUTSOURCING

1. Identify “the what” and “the to whom”

**OBJECTIVE** // Participants realize that tasks related to community development are important, but can be shared and outsourced to other community members or family members. They also develop their skill on how to cooperate and partner with another person in realizing tasks.

**CONTENT** // Prioritizing the importance of tasks of community development and identify the way how they can be shared.

**METHOD** // Individual works, plenary sharing

**METHOD DESCRIPTION** // The trainer asks the participants to think of 3 persons they could ask to help them to manage their CSA community development. It could be an actual person, or a future community member, etc. They should think about their family members, friends, etc. Participants are asked to write them each on a post-it.

Once they are ready with writing, they are asked to allocate tasks to those persons- tasks that they feel that these people are able to do, have the skills and competences to do and will be happy and committed to help. List of tasks collected in the previous exercise can be useful and the trainer can point to it again.

**TOOLS** // middle size colored post-its and markers

**DURATION** // 10 min

It is important for the participants to see that they are not alone, and what the tasks are, which could be done by others. If there is not such a person, then the recognition is important – that someone will be needed.

HINT: How to make everybody speak

*If you feel that some training participants are too dominant and some others are not talking, help with questions. Address those participants who are not getting used to talking in big group discussions and be patient. Maybe they only need some more time to express themselves.*

2. Effective outsourcing

**OBJECTIVE** // Participants will get a better understanding how to share or outsource tasks.

**CONTENT** // Participants develop their skill on how to give/share a task to someone. Get familiar with its elements and process.

**METHOD** // Plenary discussion

**METHOD DESCRIPTION** // The trainers start with the question of ‘What is the best way to outsource tasks?’

Thinking, sharing ideas together in plenary Trainer could prepare with ideas from the booklet (Chapter How to work with volunteers?)

- Estimate time
- Be detailed and explain everything step by step
- Lay down some rules (what if somebody forget the promised task for example)
- Mentor the volunteer/people who help you
- Organise groups
- Praise them

The previous exercise can be useful and the trainer can point it out again.

**TOOLS** // middle size colored post-its and markers

**DURATION** // 20 min

The practice of precise outsourcing is really important to avoid mistakes, to manage the outsourced tasks effectively.

CLOSING

CLOSING THE DAY

**OBJECTIVE** // Summarizing the learning process of the day. Evaluate the training. Participants feel connectivity.

**CONTENT** // Groups sharing.

**METHOD** // Plenary sharing, feedbacks

**METHOD DESCRIPTION** // The trainer asks each participant to answer these questions: How do you evaluate this day? How did you feel yourself? What did you like the most and what would you change?

The one who starts get a ball of string and once s/he finished s/he throws the ball to someone else in the group, keeping the starting end of the string. The next person does the same, keeping the string in his/her hand. At the end it will be a net of connection..

**TOOLS** // ball of string

**DURATION** // 30 min

ADVICE

- Collect and show already existing tools: e.g. newsletters, flyers, posters.
- Invite more producers and CSA coordinators, personal experience is the most useful.
- If you have resources, you can help with some promoting tools which could be useful for new coordinators (e.g. posters, T-shirts).
- If you think that some methods are too difficult for you, try out a simple version. The adaptation is up to you!

# Learning support - resources

Elisabeth Henderson and Robin Van En: Sharing the Harvest. A Citizen's Guide to Community Supported Agriculture, 2nd Edition, 2007

Collective of authors: A share in the harvest: an action manual to community supported agriculture. 2nd edition. Available online: <https://www.soilassociation.org/LinkClick.aspx?fileticket=-gi5uOJ9swiI%3D&tabid=204>.

Collective of authors: Community Supported Agriculture: A teaching programme for degree students, Soil Association. Available online: <http://www.soilassociation.org/LinkClick.aspx?fileticket=ak3jUihtwrE%3D&tabid=204>.

Gergo Horvath: Community Supported Agriculture, Getting your share, TVE 2013. Available online: [http://issuu.com/tudatosvasarlok/docs/community\\_supported\\_agriculture-get](http://issuu.com/tudatosvasarlok/docs/community_supported_agriculture-get).

## **TRAINING METHODS, THEORIES:**

Marilyn Mehlmann, André Benaim: Learning for Change, Global Action Plan International-  
<https://www.card.coop/gap/bookstore/books/learning-for-change.html>

Marilyn Mehlmann, Olena Pometun: ESD Dialogues, Books on Demand, 2013  
<http://www.amazon.co.uk/Dialogues-Swedish-Edition-Marilyn-Mehlmann/dp/917569929X>

## Module 4: **CSA in action**



# CSA in action: Generalities

**PARTICIPANT WILL BE MOTIVATED TO USE ACQUIRED SKILLS AND KNOWLEDGE FROM PREVIOUS MODULES AND INVESTIGATE OPERATION OF SPECIFIC CSA FARMS. ALSO, TO HAVE INSIGHT INTO TOPICS THAT APPEAR WITHIN SPECIFIC CSA, ITS OPERATION, CROP PLANNING, DISTRIBUTION AND FARM BUSINESS, COMMUNICATION AMONG MEMBERS AND SO ON. THEY WILL GET ANSWERS TO THE QUESTIONS THAT MIGHT EMPOWER THEM TO START THEIR OWN CSA. THE VISIT WILL BE BENEFICIAL ALSO FOR THE HOSTING CSA FARM THAT WILL GET IMPORTANT FEEDBACK FROM OUTSIDE AND INSPIRATION FOR POSSIBLE FURTHER DEVELOPMENT.**

## Module target

Module 4 is an advanced part of the training programme aimed at potential and active CSA members. Basic knowledge and/or experience from being a member or a coordinator of CSA is a prerequisite for all participants. This mod-

ule enables participants to see the operation of specific CSA farm, share experiences, dispute questions that might help participants to develop their own projects.

## Training methods

Module event is based on informal educational approaches with special focus on participative learning of all participants. In this module ex-

perience sharing, mapping, cognitive maps creation, round tables and discussions are used.

### Module 4 schedule

Time	Activity	Length	Content and method	Tools
9:00-9:40	1. Intro, warm-up	40 min	1. Short intro to the programme schedule, introduction of organizers and the place of event (10min) 2. Introduction of the farmers - hosts 3. Introductory round (20min) Q: Have you ever been to farm, if so name one thing you took (physically or spiritually) from the visit and/or your expectations from the day (in registration form we should ask whether they have been to a) any farm b) any csa farm c) on the farm where takes place the module 4.	Map of the day (topics that will be tackled without timing (to have more flexibility) tags for names, markers, chairs in a circle (if possible)

9:40-09:50	2. How is the CSA seen (delete online)	10 min	1. Registered participants will be asked (note you must put it like a task to the invitation) to get some information about the CSA online (farm website, its facebook page, instagram, twitter or other pages where the farm is mentioned) or from friends. The aim is to grasp the feeling, for example note what impression brought the CSA ´s website/blog, what information participants gained and what was missing. 2. Trainer asks participants to write the three most important impressions from online “world” (farm website, its facebook page, instagram, twitter or other pages where the farm is mentioned), these notes will be stuck to the flipchart and used later.	Stickers, board for each participant, pencils
09:50-10:20	3. Free-range farm investigation	30 min	1. Participants will be divided into couples (cards with vegetable pairs will be handed out and people with same vegetables form a couple) and will be asked to record their impressions, investigation from specific places around the farm  Participants will get recommended list of places to look for on farm and will be asked to note one word to each space. This is an optional choice if the Module takes place on a bigger farm you can use this time for the excursion in point 4 OR any other suitable activity.	List of recommended places to investigate on farm for each couple or Chart of places written on a flipchart, papers, boards (one for a couple), pencils
10:20-10:40	Break	20 min.		
10:40-12:00	4. Guided farm visit	90 min.	Guided visit on the farm where the participants will be introduced to the farming itself (other CSA specificities will be discussed later)  Notice: If possible, during the tour there could be possibility to harvest food for common lunch.	Questions to the farmer from module 2, list from activity 3, boards, pencils, basket, knife
12:10-13:10	Lunch	60 min	Possibly cook together at least prepare salad, use local sources or food from another CSA farm	
13:10-13:50	5. Mapping CSA	40 min	Discussion with responsible person/s at the CSA on the topics from previous modules. Each participant makes his own notes especially in these areas (NOT all topic must be covered ONLY the relevant for participants and hosts): - roles and task sharing - meetings / community - planning - financial provisions - distribution and logistics - promotion (comparison of reality with activity 2 flipchart) - pros and cons of the farm	List of areas of CSA written on a flipchart (roles and delegation, communication, meetings, community events; planning; finance; distribution; advertisement

			- crop planning This is only basic collection of the data. The participants will work with it in the following activities 6. and 7.	
13:50-14:30	6. CSA Map	40 min.	Participants in groups of 5-7 make a cognitive map of the farm from information gained during previous activities (namely activity 5.)	Simple cognitive map of ideal CSA farm, flipchart papers, markers, stickers
14:30-15:00	Break	30 min		
15:00-16:00	7. Round table	60 min	1. Each group presents its cognitive map from previous activity, trainer keeps time 2. Hosting CSA farmer/whoever responds to these maps and identify important topics and links and together with participants they seek for an ideal/realistic map  Trainer keeps record of the discussion on flipchart, systematizes what has been said and in the end sums to the participants and CSA hosts how the ideal/real map should look like  Participants are expected to fill the blank spots in their knowledge of the topics from activity no. 5 and 6 and get feedback from the trainer and the host.	Cognitive maps from Activity 6, flipchart, markers, stickers, cognitive map of the CSA
16:00-16:10	8. Well of ideas	10 min	Participants write individually and anonymously thanks, ideas, recommendations to the host CSA (farm).	Small papers (like post-its), pens, basket or box to collect the ideas (optional a string for hanging ideas on a tree)

16:10-16:40	9. Evaluation and conclusion	30 min	<p>Evaluation of important points of the day. Participants will be asked to make an axis of satisfied and dissatisfied extremes answering the question “Did the event meet your expectations” and participants will be then asked to verbally or nonverbally comment on their evaluation, in the end the extremities of the axis will be asked to meet and form a common circle of good bye (symbolically we will depict that even good and bad are same sides of one coin).</p> <p>In the end the future possibilities to join a CSA Network or other trainings or experience sharing will be presented by the trainer and discussed with the participants. Options how to follow-up with the training should be written down and handed to the participants at the end of the module as a hand out (for example joining the network, participating in CSA meetings, including European one, organizing own CSA training, joining the CSA map...).</p> <p>To stress this information the trainer might mention the most important points also at the beginning of the training.</p>	Handout of possibilities “How to continue with development of CSA/s”
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# Activity description

## ACTIVITY 1 – INTRO, WARM-UP

**TARGET** // Participants will become familiar with the planned schedule of the day, the organizers and representatives of the Host CSA. Also, they will share their names, their expectations from the workshop and experiences with visiting [CSA] farm in past times.

**CONTENT** // Introduction of plan of the day, of organizers, organizers of host CSA farm a sharing expectations.

**METHOD** // Method: Presentation, sharing circle

**METHOD DESCRIPTION** // One organizer of the seminar will introduce participants to a

timetable of the day [10min], fellow organizers and representative of the Host CSA organisation [10min]. Another organizer leads sharing circle, in which participants present their names, the expectations from the module and their experience or impressions from the visit to another CSA farms in the past [20min ].

**TOOLS** // tags for names, markers, chairs in a circle, a list of themes of the day on the chart

**DURATION** // 40 min.

**RESOURCES** // NON



## ACTIVITY 2 – IMAGE OF CSA

**TARGET** // Participants get familiar with the problematic of (online) presentation the CSA farm.

**CONTENT** // Sharing most important impressions which participants were able to find out from friends or from online “world” (farm website, its facebook page, instagram, twitter or other pages where the farm is mentioned).

**METHOD** // Sharing experiences

**METHOD DESCRIPTION** // Registered participants will be asked to get some information about the CSA from online “world” or from friends (note you must put it like a task to the

invitation), the aim is to grasp the feeling, for example note what impression brought the CSA’s website/blog, what information participants gained and what was missing. Trainer asks participants to write the most important positive impression on green post-it and the most negative impression on red post-it. These notes will be stucked to the flipchart, grouped and used later in Activity 5 (Searching for CSA) to discuss it with the host farmer and membres.

**TOOLS** // post-its, pencils, flipchart

**DURATION** // 10 min.

**RESOURCES** // NON

## ACTIVITY 3 – FREE-RANGE FARM INVESTIGATION

**TARGET** // Participants investigate the CSA farm themselves, get familiar with the farm for the first time, identify different parts and its characteristics.

**CONTENT** // CSA farm exploring; getting to know the farm; gathering impressions, investigation from specific places around the farm.

**METHOD** // Free investigation

**METHOD DESCRIPTION** // Participants will be divided into couples and will be asked to record their impressions, investigation from specific places around the farm. They will get a recommended list of places/see chart of places written on the flipchart to look for on farm and will be asked to note at least five words to each

space (for example: fields, flower beds, vegetable beds, commonplace, orchard, storage places, bee-keeping place, etc.). If the Module takes place on a bigger farm you can use this time for the excursion in Activity 4, visit another nearby farm or do any other suitable activity.

**TOOLS** // List of recommended places to investigate on farm for each couple or Chart of places written on a flipchart (fields, flower beds, vegetable beds, commonplace, orchard, storage places, bee-keeping place, etc.), papers, boards (one for a couple), pencils

**DURATION** // 30 min.

**RESOURCES** // NON

## ACTIVITY 4 - GUIDED FARM VISIT

**TARGET** // Participants get familiar with the CSA model, that they have been so far discussing in theory, so now in practice adult learners will be able to see directly what does it mean to be a CSA farmer and what does it require. They will get an overall view of the specific CSA farm and its operation.

**CONTENT** // A short overall introduction: short history of the farm and farming for CSA, size of the land, number of members, ... to get participants into the context. CSA farm everyday operation with emphasize on CSA specificities of farming (for example crop planning for shareholders, setting the share size/price etc.), specificities of the organic/sustainable ways of farming (used methods and tools for organic production, its pros and cons) and community aspect of running a CSA farm (volunteer organization during workdays, facilities for community members eg. shelter, toilet, kitchen, etc.).

A presentation of an interesting topic like a crop planner or traditional seeds can be used. See Appendix 1 - Crop planner and Ap-

pendix 2 - Traditional practices used in organic agriculture.

**METHOD** // Guided tour

**METHOD DESCRIPTION** // Tour on farm with farmer, through his eyes. Host farmer presents participants’ specificities of his/her CSA farm and trainer facilitates with reflections of the information and putting them into the broader context of previous Modules, motivates participants to take notes and ask right questions. It is important to remind participants that they should record gained information and motivate them to record the gained experience.

**TOOLS** // Questions to the farmer from module 2, list from activity 3, boards, pencils, basket, knife

**DURATION** // 90 min.

**RESOURCES** // Visit my farm: a toolkit for farmers leading educational visit, Farming and Countryside Education. Accessible at: [http://www.visitmyfarm.org/farmers-resources/download/232\\_eb08b9841959ba9198667028fdd983fd](http://www.visitmyfarm.org/farmers-resources/download/232_eb08b9841959ba9198667028fdd983fd)

## ACTIVITY 5 - SEARCHING FOR CSA

**TARGET** // Participants have an overview of the organization of host CSA about the commonly identified key topics which are necessary for the successful operation.

**CONTENT** // Asking for information on the operation of farms in areas covered in the previous modules (especially Module 2).

**METHOD** // Discussion with the responsible person or persons

**METHOD DESCRIPTION** // Participants in a whole group or in smaller groups according to number of available hosting farm persons in discussion with a person or persons from the host CSA. The participants are encouraged to ask their own questions and detect and write down relevant data from the following areas:

- roles and delegation
- communication, meetings, community events

- planning
- finance
- distribution
- advertisement

This activity precedes the later creation of mental map of CSA, this fact is explained to participants.

**TOOLS** // List of areas of CSA written on a flipchart (roles and delegation, communica-

tion, meetings, community events; planning; finance; distribution; advertisement, ...), flipchart with impressions from Activity 2, papers and pencils

**DURATION** // 60 min.

**RESOURCES** // NON

### ACTIVITY 6 - CSA MAP

**TARGET** // Participants are expected to structure the gained knowledge of the topics from Activity 5 on themselves and articulate their understanding of these.

**CONTENT** // Participants are divided into three groups and asked to create a cognitive map of the farm from information gained during previous activities (namely Activity 5), participants are asked to create links among pieces of information graphically according to the model presented them at the beginning of this activity.

**METHOD** // Cognitive mapping in groups

**METHOD DESCRIPTION** // Groups of 5-7 people (mixed group of farmers and consumers) collect all gained information from the previous activities, put down each piece of information on one sticker (post-it), they try to write down all information from basic to the most detailed. When their reflection is finished they group the information, named the groups and linked

them. They try to name the relations between linked information. In this case the graphic signs and pictures can be used.

**TOOLS** // Simple cognitive map of an ideal CSA farm, flipchart papers, markers, stickers (post-its)

**DURATION** // 40 min.

**RESOURCES** //

Try Mind Mapping  
<https://mrexham.files.wordpress.com/2013/05/try-mind-mapping.jpg>

How To Mind Map  
<https://station1.highcliffe.dorset.sch.uk/intra/learn%5Crevision%5Cresources%5Cmmhowto.png>

Example - Global Warming Prevention  
<http://www.sswm.info/sites/default/files/toolbox/GENOVESE%202011%20Mind%20Map%20Climate%20Change.jpg>

### ACTIVITY 7 - ROUND TABLE

**TARGET** // Participants are expected to fill in the blank spots in their knowledge of the topics from activity no. 5 and 6 and get feedback from the trainer and the host.

**CONTENT** // CSA farm and its organization has a specific set of connections between different aspects of the scheme, these connections and the features differ from one initiative to another greatly however they share lot of elements that learners should be aware of and the graphical depiction of these connections help in understanding and fixing these. Roundtable activity works as a final activity of the set of 3 activities where these connections are openly discussed and in the end generalized so that the participants together produce an ideal cognitive map of a CSA or trainer shows them an ideal map.

**METHOD** // Collective presentation and roundtable discussion

**METHOD DESCRIPTION** // Each group presents its cognitive map from the previous activity, trainer keeps time. Hosting CSA farmer/coordinator responds to these maps and identify important topics and links and together with participants they seek for an ideal/realistic map. Trainer keeps record of the discussion on flipchart, systematizes what has been said and in the end sums to the participants and CSA hosts how the ideal/real map should look like.

**TOOLS** // Cognitive maps from Activity 6, flipchart, markers, stickers, cognitive map of a CSA

**DURATION** // 60 min.

**RESOURCES** // NON

### ACTIVITY 8 - WELL OF IDEAS

**TARGET** // Participants have an opportunity to leave a message to the hosting CSA (farmer, membres), write what should not be forgotten or what they don't want to say directly in a group.

**CONTENT** // After the whole day of exploration the farm participants are encouraged to make their footprint here and leave some message (one or more) to hosts. It is the time to write down on a small papers thanks, ideas, feeling, recommendations (each on one paper) that should be highlighted, can help the host in their own reflexion, can't be pronounced verbally. After 5 minutes the papers are collected in a basket/box and give to the host by the whole group.

**METHOD** // Individual reflection and writing

**METHOD DESCRIPTION** // Each participant is asked to write thanks, ideas, recommendations to the farm anonymously on a piece of paper, then put these ideas to the box or basket to be given collectively to the host. Trainer asks participants to formulate notes in a supportive way.

**TOOLS** // Small papers (like post-its), pens, basket or box to collect the ideas (optional a string for hanging ideas on a tree)

**DURATION** // 10 min.

**RESOURCES** // NON



## ACTIVITY 9 - EVALUATION

**TARGET** // Participants evaluate important (negative and positive) points of the day.

**CONTENT** // Participants will be asked to make an axis of satisfied and dissatisfied extremes answering the question “Did the event meet your expectations?” and participants will be then asked to verbally or nonverbally comment their evaluation, in the end the extremities of the axis will be asked to meet and form a common circle of good bye (symbolically we will depict that even good and bad are same sides of one coin).

To stress this information the trainer might mention the most important points also at the beginning of the training.

**METHOD** // Individual expression

**METHOD DESCRIPTION** // Trainer shows the mental axis and its ends (the most positive and the most negative). Each participant is asked to answer the question “Did the event meet your expectations?”, according his/her answer he/she stands on the axis on an appropriate place. When all participants are situated on the axis, they tell verbally or show nonverbally their answer to all.

**TOOLS** // Small papers (like post-its), pens, basket or box to collect the ideas (optional a string for hanging ideas on a tree)

**DURATION** // 20 min.

**RESOURCES** // NON

## ACTIVITY 10 - CONCLUSION

**TARGET** // Participants get information about possibilities to stay in touch and join CSA on the national and international level.

**CONTENT** // In the end the future possibilities to join a CSA Network or other trainings or experience sharing will be presented by the trainer and discussed with the participants. Options how to follow-up with the training (for example joining the network, participating in CSA meetings, including European one, organizing own CSA training, joining the CSA map...) should be written down and handed to the participants at the end of the module as a hand out or send by e-mail.

**METHOD** // Presentation (oral or flipchart)

**METHOD DESCRIPTION** // Trainer presents options how to follow up with the training.

**TOOLS** // Handout of possibilities “How to continue with development of CSA/s” AND/OR send this information to participants by e-mail

**DURATION** // 10 min.

**RESOURCES** // NON

# Appendices

## APPENDIX 1 - PRESENTATION TRADITIONAL PRACTICES USED IN ORGANIC AGRICULTURE

**TARGET** // CSA producers, producers interested about CSA system, consumers involved in CSA management at local level and people interested to produce own food in natural condition.

It should be taken into consideration that the producers that are organic certified are more open to use organic treatments and not necessary traditional practices.

**CONTENT** // An agro-ecologist, which is very dedicated to traditional practices in agriculture made a presentation about some issues:

- Conventional seeds- organic seeds-traditional seeds;
- Traditional practices to protect the soil, fertilization of the soil,

- Traditional seeds – treatment of the seeds before their plantation;
- Traditional treatments against disease.

After the presentation, the participants have the opportunity to put concrete questions about their problems experienced in the garden and possible solutions. Also, the participants can share their experience in using some traditional practices, putting in evidence positive and negative aspects.

It will be good to have the possibility to exercise some practice in a garden.

**METHOD** //Presentation and debate

**TOOLS** // Power point presentation

**DURATION** // 90 min

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