



# SWUST FOOD

# Sust Food The Handbook

Looking back, moving forward

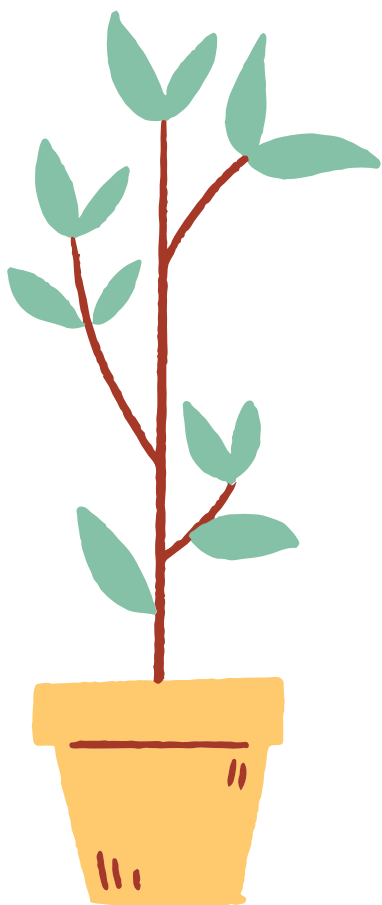
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# TABLE OF CONTENTS




<b>3</b>	About this Project
<b>3</b>	Our Funder Erasmus +
<b>4</b>	Activities
<b>9</b>	Partners
<b>17</b>	Non-Formal Education
<b>20</b>	Quotes
<b>25</b>	Final Results
<b>26</b>	Lesson Plan
<b>27</b>	References





## About this Project

This transnational project aims to enhance cooperation among Europe and other regions of the World, with a particular reference to Asia and Oceania, in the entrepreneurial exploitation of the opportunities displayed by food sustainability as well as in the concrete pursuit of environmental priorities. The main aim will be pursued through exchange of good practices and transnational cooperation functional to the production of a Training Format supporting youth operators in the regions involved in the transfer of entrepreneurial competences sustainable food business to young people. The Format, tested with the target of youth operators in a TC, will be the first step towards intervening directly towards the ultimate target of entrepreneurial youths. The target will be directly involved in a specific Youth Exchange implemented at the transnational level.



## Our Funder Erasmus +

This project is funded by the Erasmus+ programme and facilitated by the European Union. Erasmus+ is a programme that supports education, training, youth, and sport within Europe. The Erasmus+ programme was established in 2014 and offers organisations the opportunity to apply for funding each year to undertake creative and worthwhile activities. Erasmus+ aims to modernise education, training, and youth work organizations across Europe. Organisations across all lifelong learning sectors, including school education, further and higher education, adult education, and the youth sectors are supported under the Erasmus + programme. The program offers exciting opportunities for participants to study, work, volunteer, teach and train abroad in Europe and around the world.



# ACTIVITIES

## *In Italy*

- Ice-Breaking Games and Teambuilding,
- Country Presentations (Youth sector good practices in the environmental field at the national level),
- Overview of the Challenge of Environmental Sustainability (Global Perspective),
- Food and Sustainability,
- Non Formal Education Simulations on Environmental Issues and Sustainability,
- Introducing the Entrepreneurial Dimension of Environmental Sustainability (Presentation of Good Practices),
- Sustainable Food and Business (Existing types of Sustainable Food Businesses and Presentation of Good Practices),
- Skills and Competences of Entrepreneurs working in the field of Sustainable Food,
- Exploring instruments and practices of Food Sustainability, Digital instruments and Sustainable Food Business.,
- Development of NFE tools enhancing Environmental awareness and Sustainable Food Business competences for testing in transnational YE.

## What we did first

We got to know each other through introductions then did some team building /ice breaker games.

Icebreaker games are a good start for any meeting and long training sessions as they break up the work/activities and help to break down barriers that may exist. It is also an excellent way to start communication and build trust.



## The games we played



### ◆ *Ninja Game*

Players stand in a circle or close together and place their hands together. When the countdown starts players strike a pose. Players then take turns attacking their opponents by swiping at their arms/hands the defending opponent may dodge the attack if they think they will be hit; however after each attack and defence the players must freeze. If the player is hit then that arm/ hand is out and the player must only use the other hand. If both hands are hit then you are automatically out of the game. All players must have one foot on the floor at all times. The last person in the game is the winner.

### ◆ *Trust Walk/Blind Fold Lead*

Participants are blindfolded and led on a walk being guided to a destination by another player touching them or directing them without speaking. For example if the player touches you on your right hand you turn right or on your back you go straight.



### ◆ *Trust Fall*

This is a team building exercise in which a person deliberately falls trusting a member of the group to catch him.

### ◆ *Blind Fold Shapes*

Players are blindfolded and given rope and they must use the rope to create shapes.



### ◆ *Learn to play*

This activity was done to understand different learning styles through a game of basketball. Each team was evenly spread and had 10 persons on each team.

### ◆ *Trading Game*

Participants were divided into 5 groups and given different items with different values. Each group had to go to different groups to try and trade their products. In the end each group has to count how much they had of each item.

## Other Learning Activities

### ◆ *Know Food Around the World*

Participants were divided into groups and each group was to Google pictures, Videos, good practices of how farming is done in each of their own countries. Then one one participant from each country presents. Next page are the good practices gathered.



COUNTRY	GOOD PRACTICE
Sweden	<ul style="list-style-type: none"> <li>• Social enterprise for homemade food from local resources</li> <li>• Organic Farming</li> </ul>
Turkey	<ul style="list-style-type: none"> <li>• Drip irrigation pipe for agriculture farming to save water</li> </ul>
Thailand	<ul style="list-style-type: none"> <li>• Developing sustainable food system and value chains in Asia and the Pacific</li> <li>• Sufficiency economy</li> </ul>
Italy	<ul style="list-style-type: none"> <li>• Centre for food &amp; Sustainability studies</li> <li>• Agriculture, Environmental and Food science &amp; technology</li> </ul>
India	<ul style="list-style-type: none"> <li>• Crop diversification</li> <li>• Rain water Harvesting</li> <li>• Micro Irrigation</li> <li>• Organic Farming</li> </ul>
Vietnam	<ul style="list-style-type: none"> <li>• Participatory guarantee system for organic farming</li> <li>• Poly crop</li> </ul>



### ◆ *Farming Atom*

Participants from two groups each representing organic and inorganic farming constituents and their present roles in farming practices and processes. Participants then had to analyse the effect on each other.

### ◆ *Activity: Sustainable agricultures*

Group of 6, then 2 groups forming a big group. Discuss about agriculture in the past, present and future. Where/Are/Will they be sustainable? How do they contribute to sustainable agriculture? The whole group will then present to the class.

Group Presentations of National Good Practices in the Environmental Field

### ◆ *Farm Visit*

The participants visited an organic farm that produces vegetables on other organic products. then participants are put into groups and assigned an activity. The groups then share their experiences.

## *In India*



## Youth Exchange

### **Sustainable food ideas for Youth :**

- Use public land for a community garden where children and youth can grow organic food.
- Contact food banks for volunteering
- Learn about animal welfare





# PARTNERS

## **Sweden's Context**

Green-minded Swedish food producers are among the world's leading innovators in the fields of sustainable farming and organic food production:

- Ensure a fossil-free industry by 2030
- Cut food waste by half in their own production
- Achieve 100% of recycling materials for all types of packaging by 2030

## **Hello Youth, Sweden**



**Hello Youth** (HeY) is an NGO which aims to promote active citizenship and participation of young people in all aspects of society. We encourage young people to participate in European projects as we recognise the immensely powerful way they are able to help young people to improve themselves. Several young people make up this organisation from different cultural, economic, and social backgrounds that need support in being an active young person. The age of our target group is diverse and ranges between 13-30 years old. The organisation was formed in 2013, first as an informal group but now developed into a stable NGO at a fundamental stage in its development. We are young people working for young people. We are a diverse group of young people with a passion to make a difference. We are working locally, nationally, and internationally. We believe that youth work should be about listening to young people's ideas, values before taking action.



## *Italy's Context*

Italy is one of the European Union's largest agricultural producers, but land degradation is becoming a significant problem. Italy generates 2.2 million tons of food waste every year, but has strong national policies in place to combat the phenomenon such as:

- Initiatives to promote healthy styles among the population.
- Presence of agricultural insurance schemes.
- Relatively low greenhouse gas emissions
- Positive initiatives from the Third Sector



Food is an integral part of every culture. The production and consumption have a tremendous impact on our natural resources. Intensive farming is what Italy believes is needed in order to ensure food security. This is based on the fact that agriculture is the second biggest green gas emitting sector. This has therefore led to an environmental crisis and to the depletion of natural resources. Nearly 75% of what we eat comes from 12 plant types and 5 kinds of animals. Change in consumption can alter the food system through sustainable practices.

## Mine Vaganti NGO, Italy

**Mine Vaganti NGO** is a non-profit organisation born in Sardinia in 2009. MVNGO has 4 offices that are located in Sassari, Uri, Olbia and Tempio Pausania covering all the North of Sardinia with other branches in the rest of Italy. MVNGO promotes intercultural dialogue, social inclusion through sport and environmental protection using non-formal education. MVNGO is an educational training provider at a local and European level to promote and develop European and trans-continental projects. The main area of MVNGO expertise is using sport as a tool of social inclusion. MVNGO has a considerable record in hosting international volunteers, having hosted 4 international volunteers (from Russia, Slovakia, Armenia and Jordan), since 2011.



## **Turkey's Context**

Pesticides, fertilizers and soil erosion of the arable land, are the three main issues within the agricultural sector. Extreme drought is a fourth, but lesser issue in the Eurasian country. The interior part of the territory suffers from a dryer climate. Such conditions can have a significantly prejudicial impact on the arable land and rural economy in its entirety. Even though multiple issues have emerged, sustainable agriculture in Turkey has increased over the past years. **The Turkish Government is focused on providing training to create more awareness on sustainable agriculture**

- **Soil Management:** is to maintain and improve soil productivity by appropriate crop rotations, manure application, pasture management.
- **Water:** The most efficient and commercially practical water delivery system should be used to ensure the best use of water.
- **Animal Production:** Livestock require adequate space, feed, and water for welfare and productivity.
- **Harvest and On-farm Processing and Storage:** Crops must be harvested in a manner to minimize contamination.
- **Crop Protection:** Maintenance of crop health is essential for successful farming for both yield and quality of produce. Protection of crops against pests, diseases, and weeds must be achieved using appropriate control measures.
- **Wildlife and Landscape:** Good practices related to wildlife and landscapes will include those that identify and conserve wildlife habitats and landscape features, such as isolated trees, on the farm and minimize the impact of operations such as tillage and agrochemical use on wildlife



## Faal DERNEGI, Turkey

**Faal** association was established to increase communication and interaction between cultures and to prevent possible problems and violence between cultures. The organization is situated in the Kecioren area which is one of the biggest districts in Ankara. The organization was founded at the end of 2013 for the main purpose of empowering people who can take an active role in society and by working with active citizenship, social inclusion, and integration of disadvantaged groups.

The mission of Faal is to foster and support the sustainable development of local communities and individuals' empowerment through education and training, human rights, and international cooperation. Faal works with the Kecioren Municipality, schools, and other youth organizations in its environment in order to increase its impact. The organization consists of a diverse board of directors and a wide network that promotes the exchange of ideas and experiences both on a local and international level.



## *Vietnam's Context*

Despite the challenges, Vietnam is working on sustainable practices to preserve its gastronomic culture and at the same time reduce its impact in the environment.

- Educating food producers and consumers about safe farming and sustainable food.
- Encouraging local grown food consumption
- Scaling-up rice-fish farming



## Centre for Development of Community Initiative and Environment, Vietnam

**Centre for Development of Community Initiative and Environment (C&E)** is a Vietnamese NGO working to promote participation and improve capacity of local community groups and organisations for better solutions to environmental issues.

C&E was established in August 2008 and targets local communities, community-based organizations, and civil society organizations (CSOs). However, young people are the most important target beneficiary of C&E. Young people today constitute an important group within our consumer societies. It is this organization's belief that the habits they develop now will play a decisive role in future consumption patterns. Their decisions as consumers exercise a growing influence on markets and lifestyles. Therefore, they deserve special attention in efforts to change wasteful consumption patterns into ones that are more attuned to sustainable development.

Ethnic minority groups are another main target beneficiary of C&E. In Vietnam ethnic minority groups account for 13 percent of the country's population and make up 60 percent of the country's poor population (UNDP, WB). Natural resources are important in most of the ethnic groups' livelihood and culture (shifting cultivation, collecting forestry products). However, most of the current state policies / programs relating to forestry management ignore or exclude the traditional characteristics, hindering the development of the ethnic group.

C&E promotes a participatory & culturally appropriate management of natural resources balancing environmental interests and indigenous groups' traditional livelihood, then culture. Disadvantaged women are another group that C&E includes in its targeted audience. For that reason, gender is mainstreamed in most of C&E projects.



## **Thailand's Context**

Thailand's National Food Committee shares the vision that: "Thailand can produce safe and high-quality food and have sustainable food security for the people of Thailand and the world." To achieve that, Thai's government is working:

- To increase the efficiency of resource management for sustainable national food production.
- To ensure that food products from households, communities and industries are of good standard, conform to food safety standards and are of high nutritional value.
- To create food education and research systems to generate a body of knowledge on all food production aspects, including the distribution of knowledge to interested agencies.
- To improve the efficiency of the food management system, including food related laws, information, etc.
- To create food security in households and communities during normal times and during emergencies

Also, Thailand's high dependency on agriculture led to a change in previous farming techniques. These new practices enhanced sustainable agriculture in Thailand:

- Integrated farming system
- Organic farming
- Natural farming
- Agroforestry



## Volunteer Spirit Association, Thailand

**Volunteer Spirit Association** (VSA Thailand) is an Informal Education Organization / Non Profit Organization (NPO) / Non-Government Organization (NGO) / Social Enterprise / Peace organization that collaborates on international voluntary projects for people of all ages, cultures, religious and economic backgrounds. Workcamps and International voluntary activities are based on non-formal learning. with the belief that, by learning, sharing, and understanding conflicts, we can achieve our final goal of PEACE. VSA Thailand uses non-formal education in order to focus on intercultural language learning. The association is grateful to share the knowledge and best practices in these fields. Also as the partners, there will be the VSA potential representatives to fulfil the output of the project with motivation:

- InterCultural and Language knowledge
- Middle Long Term Volunteer exchanging methodology.



## **India's Context**

Hunger and food insecurity are major issues in India; the nation is home to 15 percent of the world's undernourished people. The United Nations' FAO estimates that every single day, more than 195 million people in India suffer from hunger. Facing this challenge, India has started working on more sustainable farming methods and practices to make agriculture more efficient to increase exportation and improve people's lives.

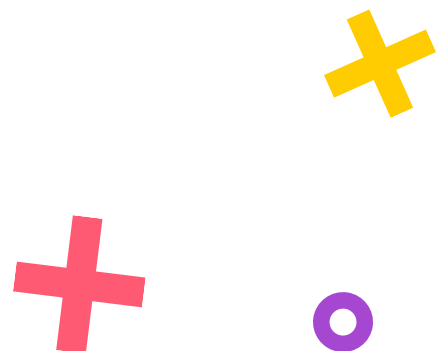
- Sustainable farming methods
- The Natural Farming Movement (<https://www.nationalgeographic.com/environment/article/partner-content-getting-back-to-nature>)
- Zero Budget Natural Farming (<http://www.fao.org/3/bl990e/bl990e.pdf>)



## Awaaz, India

**Awaaz** is a youth organization based in Chandigarh, in Northern India and was established out of the common resolve of a group of volunteers interested in sports and recreation as well as in the area of equity and social inclusion. The organization relies on a dedicated staff of volunteers with a core of committed full-time trainers. The main beneficiaries of Awaaz activities are young people from deprived slums in Chandigarh, who are often excluded from education and at risk of falling prey to socially destructive phenomena such as drug consumption, prostitution, stealing and street violence.

Awaaz carries out regular activities of Sport, physical and recreational activities with a view to giving these youngsters an opportunity of positive interaction that will strengthen their sense of belonging to the community as well as acceptance in the frame of the latter. Among the most recent activities offered by the organization are local programmes of education giving young people the opportunity of acquiring competences in cooking as a means to provide them with further opportunities of employability. The focus is on traditional Indian food and Awaaz, therefore, considers this project a powerful opportunity to both share its knowledge and offer better activities to its beneficiaries.



# NON-FORMAL EDUCATION

**Non-formal education** is education that occurs outside of the formal school system but can include various planned, structured situations or programmes that are designed to improve a range of skills and competences, outside the formal educational curriculum. It is often provided to guarantee all the rights of access to education. Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing.

## Why is non-formal education important?

The benefits of non formal education can be summarized as follows:

- Helps grow and mature, on a personal level, as well as within society. In many cases, teamwork, or coexisting, can play an important role.
- By developing the skills of each individual, you boost their self-esteem.
- The capacity to learn and discover on your own develops a healthy critical attitude of your surroundings, social norms, and power mechanisms.
- Boosts job placement opportunities and encourages self-employment.

## Problems in the promotion of non-formal education

A major problem in the promotion of non-formal education is its lack of recognition in comparison with formal, academic education. As a result, the importance of non-formal education is not fully recognised and the opportunities to use it are not fully realised. The financial means required for non-formal education are not sufficiently allocated given the increasing demands placed on finite resources and time.

While formal education can be quantified and described, this is more difficult in the case of non-formal education, which largely escapes structure and is difficult to assess quantitatively and qualitatively. Hence, funding is a problem. National education planners should reconsider their policy and practice in order to promote non-formal education as a means of increasing skills and knowledge.

## Non-formal education sustainability

Good quality education is an essential tool for achieving a more sustainable world. Education for sustainable development (ESD) promotes the development of the knowledge, skills, understanding, values and actions required to create a sustainable world, which ensures environmental protection and conservation, promotes social equity and encourages economic sustainability. The concept of ESD developed largely from environmental education, which has sought to develop the knowledge, skills, values, attitudes and behaviours in people to care for their environment. The aim of ESD is to enable people to make decisions and carry out actions to improve our quality of life without compromising the planet. It also aims to integrate the values inherent in sustainable development into all aspects and levels of learning.

There are a number of key themes in ESD and while the dominant focus is on environmental concerns, it also addresses themes such as poverty alleviation, citizenship, peace, ethics, responsibility in local and global contexts, democracy and governance, justice, human rights, gender equality, corporate responsibility, natural resource management and biological diversity.

## Examples

Non-formal education is what happens in places such as youth organisations, sports clubs, community centres where young people meet, for example, to undertake projects together, play games, discuss, go camping, or make music and drama. Examples of non-formal learning include sports and fitness programs, programs developed by organisations, non-credit adult education courses, and professional conference style seminars and theatre.



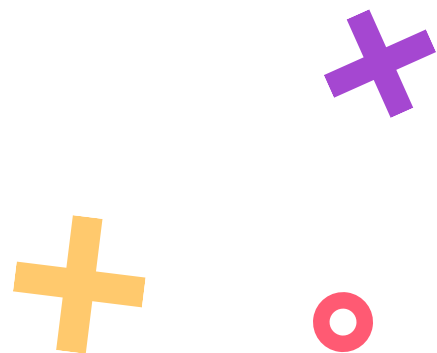
### *Non-formal education should also be:*

- Voluntary
- Accessible to everyone (ideally)
- An organised process with educational objectives
- Participatory
- Learner-centred
- About learning life skills and preparing for active citizenship
- Based on involving both individual and group learning with a collective approach
- Holistic and process-oriented
- Based on experience and action
- Organised on the basis of the needs of the participants.

### *Non-formal education*

This training program utilizes non-formal education techniques to generate awareness of sustainable food practices and help create an eco-friendly business model. Participants from various countries work simultaneously to understand what sustainability is; how our political, social, cultural, economic and ecological systems influence each other and what can be done to resolve the crisis.

Participants share vital inputs on good/bad farming practices in their respective countries. They brainstorm on an ecologically sustainable



# QUOTES

## *Italy*

*“It was a project where we had an opportunity to meet people from different countries and get to know different cultures through culture nights. This project that we became aware of with the studies on sustainable food and which we felt was the pulse of local tradesmen, was very efficient in terms of applicability.”*

**- Muhammed Demirkol**

*“An amazing and instructive project in Sardinia. I enjoyed the experience of exchanging and knowing other cultures and things.”*

**- Asmat Hosseini**

*“For me , It was a project in which I could develop my knowledge on sustainable food, communication skills and team work.”*

**- Sebastiá Sugrañes Bauza**

*“With the Sust Food project I learned from other, more experienced, participants about other ways a food business can be implemented. The main characteristics needed for business management, the steps to make and achieve goals. Personally I learned how the process of learning (1. feeling-2 watching-3 thinking and 4 acting), not to forget the richness of sharing with other people points of view, how others see life, how I consume, what I do everyday related to food consumerism. What could I do differently to help others and the whole environment? I experienced joy with the people I was surrounded with. I felt more close to their culture and I keep good memories from that project.”*

**- Marya Arieda**

*"Thank you so much for your supper host for Italy trip. That trip has changed my start-up life."*

**- Lo Thanh Hoa / Food Hub Start-Up**

 **India**

*“The project was an enriching experience for me. I really enjoyed the visit to the strawberry farm- to see sustainable work in a field first hand was really unique. During the project I also got the chance to learn more about the fascinating Indian culture through talking to the people living there and that was very interesting.”*

**- Sohaila Hani Ammar**

*“Participating in Sust Food brought me a lot of benefits. I had a chance to learn about organic farming and digital marketing and Indian culture, making friends... In addition, my collaboration skills were improved. Last but not least, Sust Food project is the best international program which I joined.”*

**- Hiên Búi**

*“The exchange was a great experience, truly multicultural as it was in a different continent from mine, with participants coming from Asia and Europe. The most insightful thing that I learnt was about Indian culture, especially concerning the food. It was not a case that the Sust Food program was also held there. I started loving Indian food since then.”*

**- Christian Galletta**



## Both

*“Sust Food project gives an insight at the alternative and more efficient ways of using our resources. It bridges the gap between the food scarcity and food wastage which are two major problems faced by mankind at the moment. How technology can help in evolving the food industry and most importantly it emphasises on food for all.”*

**- Amarbir Singh Salar**

*“Sust Food was one of my firsts, a project that significantly changed my life purpose and my point of view of the world. In addition to learning about Erasmus Plus opportunities, I saw how strong bonds could be made in one week with people coming from different countries of the world by witnessing different cultures, and meeting for the same purpose. In this project, which is one of the effective ways to strengthen my intercultural communication, language and business networks, I also realized how important sustainable food is for our present and future. The harmony of European and Asian cultures, the taste of the food, the spirit of the music, the sincerity of the people and finally the strawberry fields were priceless.”*

**- Merve Duman**

*“The project has helped me shape the way I think about non-formal education. Since then I have applied the techniques that I learned to my business and it has a great impact on my teaching career. It helps me to be more confident to coach students and create a unique, interesting class by applying the non-educational methods into the class. I sincerely thank the project.”*





*"I joined the Sust Food Project's training course in Italy and youth exchange in India. We learned different agricultural practices from each country in the training course in Italy. Also we gained a different perspective on the sustainability of agriculture in an event that we planned and developed our agricultural product as each national group. As the Turkish group, we have created an applicable agricultural policy in our country. We also learned that many things we know right about food and agricultural practices are wrong. In addition to what we learned in this training course, we had a very nice week in Italy with the project team. And then I went to India for this project. It was unforgettable for me to meet a very different culture in India. Every moment we spent with our teammates was a great experience. We also advertised our own sustainable food with short films that we prepared in small groups and we had a lot of fun. The strawberry field visit we went for the sake of sustainability was also very nice. It was a great example of agriculture in India."*

**- Leyla Meletli**

*"A good chance to exchange the cultures and meet new people from other countries, with different background but has the same goal of protecting the environment. A better overview of sustainable food and youth unemployment by the discussion lessons. Improve English and teamwork skills through many interesting games. Tried many delicious dishes and experienced the typical culture from Italy, Sweden, Thailand..."*

**- Phàng A Minh**

*"Overall, the program was very successful with a nice place for training, good trainers with meaningful activities. The only one point needed to improve is accommodation. The house is too small for big numbers of participants. I loved the curriculum of the training program. Trainers and supporters were very active and helpful. The place of training was a very good location for study and training. The food needs to be improved, with good food participants may have more energy to contribute for the program."*

**- Dao Xuan Loc / Bamboo Boat Fish Start-Up**



*"I am grateful for everything I got from you guys + the main points for improvements I think is the content. If we can have more time to put into practice what we learnt and more time to present the presentations and get opinions from someone who is more professional in the food field, that would be great. The positive thing that I received is the method of non-formal education. It is so good that it helps me quickly get a connection with everyone easily. The food was awesome, fresh and organic. The travels, you guys have helped us a lot with caring and loving. The place we live in was clean and I always had so much fun with one another. I am so satisfied. If there is one thing that I would suggest to the host to improve is that the host should have not changed anything. Because I am grateful and I am the most satisfied."*

**- Tran Thi Kim Hoan / C&E Center**

*"Training coaches are very skilled in training, but the content needed more theory on Sust Food and needed more practice with eco farms in Sassari. I love the motivation of training and the design of training and the trainers and supporters are very active and helpful. The place of training is a very good location for study and training."*



# FINAL RESULTS

## Kick off meeting in Sweden

2 participants from each organization, 12 participants in total. A detailed plan and agreement was done by each partner.

## Training course in Italy

There was one training course in Italy with 5 participants from each organization so 30 participants in total and the training took place from the 18th - 26th of May. This resulted in presentations of each country training of skills and competences of entrepreneurs in sustainable food and development of tools that can enhance environmental awareness and competences in sustainable food business.

## Mid-term meeting in Vietnam

2 participants from each partner 12 participants in total. This is where planning, evaluations and reporting was done

## Youth Exchange in India

There was one Youth exchange with 15 participants in total. There were supposed to be a total of 48 participants but there were organizations and participants that couldn't attend. In order to see the impact of this youth exchange program a video was produced. The video shows the experience and activities from all the participants. There were developments of competencies and methodologies that were developed in the training course in Italy. An introduction of a project web platform was also done.



# Lesson Plans for Youth Workers working with sustainable food and youth

- **Does the level of granularity of your Canvas correspond to your objectives?**

Your Canvas should only contain the most important building blocks when your objective is to explain the essence of your business model. Your Canvas should have more detail if its objective is to serve as a blueprint for implementation.

- **Is every Building Block in your Canvas connected to one another?**

Great Canvases have a story and flow where every building block relates to another. You should not have any "orphan" building blocks in your Canvas that don't connect to another building block.

- **Is every Building Block in your Canvas precise enough?**

Make sure every building business model block is self explanatory



- **Do you make smart use of both images and words to convey your message?**

It takes our brain longer to process words than images. Hence, the use of images allows our brain to process a Canvas much quicker. To avoid ambiguity, the use of an image and a label for a building block is the most effective.

- **Do you make good use of color-coding?**

Using color-coding to explain specific aspects of your business model is a quick and easy way to clearly communicate even complex aspects of your business model.

- **Does your Canvas distinguish between "as-is" and "to-be"?**

Make sure you clearly distinguish between what exists in your business model the "as-is" state and what you want to or plan to build the "to-be" state. Color-coding can help achieve this distinction easily.

- **Does your Canvas distinguish between "knowns/facts" and "unknowns/assumptions"?**

When you are designing new business models, make sure you clearly distinguish between what you know and what you don't know. You have facts to prove what you know, but only assumptions about the building blocks you think could work.

# References and links for more information

## **Sweden**

- **GOTHENBURG CENTRE FOR SUSTAINABLE DEVELOPMENT (GMV)**  
<https://gmv.gu.se/english/student>
- **THE INTERNATIONAL YOUTH INITIATIVE PROGRAM**  
<https://yip.se/>
- **2022 INITIATIVE FOUNDATION**  
<https://www.2022initiative.org/>
- **NATURSKYDDSFÖRENINGEN** - Nature's Protection Organization  
<https://www.naturskyddsforeningen.se/en/about-us>
- **SWEDISH UNIVERSITY OF AGRICULTURE SCIENCES**  
<https://www.slu.se/en/education/programmes-courses/masters-programmes/outdoor-environments-for-health-and-well-being/>
- **LUND UNIVERSITY**- Sustainable, Inclusive and Climate-Resilient Cities  
<https://www.lunduniversity.lu.se/admissions/professional-education/capacity-building-progra>
- **TOO GOOD TO GO**  
<https://toogoodtogo.org/en/movement>



 **Turkey**

- **BOOSTING COMMUNITY- BASED TOURISM**  
<https://www.communitybasedtourism.eu/for-volunteers/>
- **Youth Inclusion Association**  
<https://www.communitybasedtourism.eu/>
- **BALKAN INSIGHT**  
<https://balkaninsight.com/2020/12/02/turkeys-ambitious-greens-aim-to-colour-countrys-politics/>

 **Italy**

- **EUROPEAN VOLUNTARY SERVICES IN ITALY**  
<https://europeanvoluntaryservice.org/european-voluntary-service-italy/>
- **YOUTH 4 YOUTH PROGRAM**  
<https://europeanvoluntaryservice.org/european-voluntary-service-italy-social-environmental-activities/>
- **SUSTAINABLE DEVELOPMENT SOLUTIONS NETWORK YOUTH**  
<https://sdsnyouth.org/about>
- **SALTO YOUTH**  
<https://www.salto-youth.net/tools/european-training-calendar/training/personal-responsibility-for-global-sustainability.2305/>
- **YES TO SUSTAINABILITY**  
<https://yestosustainability.org/>





## Vietnam

- **Environmental Science & Youth Leadership and Development**  
<https://www.ipsl.org/vietnam>
- **THE ASIA FOUNDATION**  
<https://asiafoundation.org/about/>
- **SUSTAINABLE VIETNAM**  
<http://sustainablevietnam.com/2020/02/17/putting-the-power-of-youth-behind-sustainability-innovation/>
- **UNBOUND**  
<https://www.unbound.edu.au/sustainable-development-vietnam.html>
- **INTERNATIONAL CULTURAL YOUTH EXCHANGE**  
<https://www.icye.org/>



## India

- **IYF YOUTH**  
<https://iyfglobal.org/youth-organizations>
- **YES - Youth, Environment and Sustainability / India**  
<https://www.uwc.org/>
- **GLOBAL YOUTH FOR ENVIRONMENT AND SUSTAINABILITY**  
<https://www.gy4es.org/>
- **SWECHHA**  
<https://swechha.in/>
- **LEAD EARTH SHIP**  
<https://www.teriin.org/LEADearthSHIP/>



- **YKA** - Youth Ki Awaaz  
<https://www.youthkiawaaz.com/about/>
- **RSPO** - Roundtable on Sustainable Palm Oil  
<https://www.rspo.org/news-and-events/news/youth-for-sustainability-initiative-launched-in-india-by-rspo>
- **CENTRE FOR ENVIRONMENT EDUCATION**  
<https://www.cceindia.org/education-for-youth>

 **Thailand**

- **GIVE A DAY GLOBAL**  
[https://www.giveadayglobal.org/volunteer/clean-and-reduce-waste-trash-hero-thailand/?gclid=CjwKCAjw9r-DBhBxEiwA9qYUpa2sq0oo3nph1VPlI9OKBijBEqOryfzX7JWY5UFZJxgk0UhsiIyKMRoCi2QQAyD\\_BwE](https://www.giveadayglobal.org/volunteer/clean-and-reduce-waste-trash-hero-thailand/?gclid=CjwKCAjw9r-DBhBxEiwA9qYUpa2sq0oo3nph1VPlI9OKBijBEqOryfzX7JWY5UFZJxgk0UhsiIyKMRoCi2QQAyD_BwE)
- **ASIA PACIFIC YOUTH EXCHANGE**  
<https://www.apyethailand.org/>
- **Environmental Education Centre Thailand**  
<https://eecthailand.com/about-eec/>
- **PERMACULTURE INSTITUTE OF THAILAND**  
<https://www.permacultureinstitutethailand.org/schools/>





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