



SFEntre

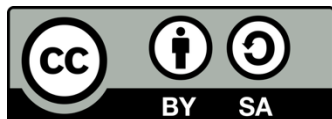
Reskilling and empowering culinary entrepreneurs towards slow food movement aligned enterprises

Erasmus+

KA220-VET - Cooperation partnerships in vocational education and training
(KA220-VET)

Work Package 3

TR 3.2 SFEntre training curriculum



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Information about SFEntre

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Introduction

Overview and objectives

The overall objective of the **SFEntre Training Course** is to equip culinary entrepreneurs with the knowledge, skills, and practical tools required to develop and manage sustainable food businesses inspired by the principles of the **Slow Food movement**.

The course aims to support both aspiring and existing food entrepreneurs in adopting business practices that promote environmental sustainability, cultural heritage, responsible consumption, and local food systems. By integrating entrepreneurial competencies with Slow Food values, the programme encourages the development of innovative food businesses that contribute to sustainable local economies and communities.

It is important to note that the purpose of this **Training Curriculum** is to define what learners are expected to know and be able to do by the end of the training programme. The curriculum provides a structured overview of the course architecture, including:

- training modules
- learning objectives
- expected competencies and learning outcomes
- approximate duration of each module

This document does **not include detailed lesson content, step-by-step teaching instructions, or practical exercises**. These elements are developed separately within the project deliverable **Course Materials (TR.3.3)**, which will constitute the final learning content available through the **SFEntre training platform**.

Following the guidelines provided in **Work Package 2 (WP2)**, the training curriculum is organised into **six main modules**, with a total maximum learning duration of **60 hours**, plus **30 minutes for the final evaluation test**.

Structure of the training modules and the training programme

Each module follows a consistent pedagogical structure in order to ensure coherence, accessibility, and effective learning progression throughout the training programme.

Each module will include the following sections:

Section	Content Description
Module Title	A clear and concise title reflecting the topic of the module
Duration	Approximately 8–10 hours per module
Target Audience	Description of the learners for whom the module is intended
Learning Objectives	Explanation of the main objectives and purpose of the module
Learning Outcomes	3–5 key competencies, skills, or knowledge areas learners will acquire
Practical Exercises	Guided activities or tasks allowing learners to apply the concepts learned
Real-life Examples	Case studies and examples relevant to the Slow Food philosophy and sustainable food businesses
Interactive Elements	Learning engagement tools such as quizzes, trivia, mini-games, or reflection activities
Self-Assessment	A final quiz that learners must complete to unlock the next module and to get the final micro-credential

Section	Content Description
Downloadables	Editable templates, checklists, worksheets, or practical tools
Theoretical Content	Clear and concise explanations supported by visuals and examples
Resources	Tools and equipment required (e.g., laptop, internet access, software)
References	Optional further reading materials and external sources

Overall, the **SFEntre curriculum** is structured around **six core modules**, each addressing essential knowledge areas and practical competencies required by culinary entrepreneurs who wish to align their business practices with the **Slow Food philosophy**.

The modules combine conceptual knowledge with practical entrepreneurial tools. Topics range from understanding **sustainable food systems and Slow Food principles**, to **business development, financial management, marketing, digital tools, and customer engagement**.

The table below provides an overview of the modules, including their main topics, leading partner, and estimated duration.

Module	Title	Main Topics	Lead Partner	Duration (Academic Hours)
M1	Introduction to Slow Food, Sustainable Food Systems and Entrepreneurship	History and philosophy of the Slow Food movement; EU and national policy frameworks; sustainability and green transition concepts; regulatory framework for food businesses in the EU	OMNIA	8 hours
M2	Entrepreneurship Skills for Slow Food Businesses: Business Model Design	Business model development; design thinking approaches; business planning; development of local and sustainable supply chains	COCIS	10 hours
M3	Financial Literacy, Sustainability Practices and Circular Economy	Financial planning and budgeting; cost structures and pricing strategies; identifying funding opportunities; circular economy principles; waste reduction strategies; local sourcing; environmental standards	CFP Zanardelli	10 hours
M4	Branding, Marketing and Storytelling for Food Businesses	Creating an authentic brand identity; storytelling techniques; communication strategies aligned with Slow Food values; marketing	YET	10 hours

Module	Title	Main Topics	Lead Partner	Duration (Academic Hours)
		approaches for sustainable food enterprises		
M5	Digital Tools for Small Food Businesses	E-commerce platforms; digital promotion; social media strategies; online customer engagement tools	FASE	8 hours
M6	Customer Engagement and Networking	Building meaningful relationships with customers; understanding customer profiles; developing local partnerships; collaboration with communities and stakeholders	IRIS SD	8 hours

Evaluation and assessment

Module Self-Evaluation

At the end of each module, learners will complete a **self-evaluation test** designed to assess their understanding of the key concepts covered.

- Each module test includes **10 questions**.
- The average completion time is **approximately 20 minutes per module**.
- The tests are designed to reinforce learning and allow participants to verify their progress before moving to the next module.

Total estimated time for module assessments: **2 hours**.

Final Evaluation

At the end of the training programme, learners will complete a **final evaluation test** covering the knowledge and competencies acquired across all six modules.

- **Duration:** 30 minutes
- **Scope:** Questions addressing the main concepts of the entire curriculum
- **Purpose:** Verification of overall learning achievement and eligibility for unlocking the microcredential

Module 1 – Introduction to Slow Food Entrepreneurship

Module Summary

Duration	Hours	EQF Level	Module Type	Micro-Credential Title
1 week	8 hours	EQF 4	Theoretical and Practical	Introduction to Slow Food and Sustainable Food Systems Entrepreneurship

Learning Objectives

- 1. Understand the origins and philosophy of the Slow Food movement, including its core principles: Good, Clean, and Fair.**

This objective focuses on introducing learners to the philosophy behind Slow Food, which emphasizes good, clean, and fair food. It helps participants appreciate how these principles influence global and local food practices. Understanding this foundation is essential for aligning entrepreneurial ideas with sustainability values.

- 2. Explore what sustainability means in the context of food systems, from production to consumption.**

Learners will examine how traditional food practices and biodiversity contribute to resilient food systems. This objective encourages critical thinking about the cultural dimension of

sustainability and why preserving local varieties matters. It sets the stage for creating businesses that respect ecological and cultural heritage.

3. Recognize entrepreneurial opportunities within sustainable food systems.

This objective aims to spark creativity and business awareness in learners. They will identify niches such as farm-to-table concepts, local sourcing, and eco-friendly packaging. It prepares participants to see sustainability not only as an ethical choice but also as a viable business strategy.

4. Gain awareness of EU and national policies, strategies, and regulations that shape sustainable food systems and food entrepreneurship.

Understanding the regulatory environment is crucial for compliance and strategic planning. This objective introduces learners to frameworks like the EU Farm to Fork Strategy and national adaptations. It ensures participants can navigate legal requirements and leverage policy-driven incentives.

5. Reflect on their own food experiences and values, connecting personal choices to global food challenges.

6. Collaborate in discussions or short activities that demonstrate the link between creativity, sustainability, and entrepreneurship in food.

Learning Outcomes

1. Describe the main ideas behind the Slow Food movement and explain why it emerged as a response to fast food culture and globalization.

Learners will understand how the Slow Food movement began in Italy as a cultural and social reaction to the spread of fast food and the loss of local food traditions. They will explore the movement's guiding principles — *Good, Clean, and Fair* — and how these relate to quality, sustainability, and social equity. Through examples and discussion, they'll connect these ideas to the ways globalization influences what and how we eat today. By the end, students should be able to articulate how Slow Food values encourage mindful eating and cultural preservation.

2. Identify key components of sustainable food systems and their impact on local communities.

Learners will explore what a **food system** is — the entire journey food takes from how it's grown or produced, to how it's processed, transported, eaten, and even what happens to leftovers and waste. They will understand that a *sustainable food system* is one that cares for the planet, treats people fairly, and keeps food traditions alive. Through the lens of the **Slow Food movement** and its *Good, Clean, and Fair* principles, learners will discover how local farmers, artisans, and communities around the world are building systems that value quality, culture, and connection over speed and profit. By the end of the module, learners will be able to explain how Slow Food provides a model for creating fairer, more resilient, and more sustainable food systems.

3. Differentiate between traditional entrepreneurship and sustainable/Slow Food entrepreneurship, identifying real-life examples (local and global).

Learners will be introduced to the idea that entrepreneurship can be values-driven, aiming for positive environmental and social impact rather than profit alone. They'll compare conventional business models with those inspired by Slow Food, such as community-supported agriculture or farm-to-table enterprises. By analyzing case studies, learners will identify how these ventures create value while respecting ecosystems and cultures. They will develop an understanding that entrepreneurship can be both innovative and ethical.

4. Discuss how policies, such as local food laws, labeling regulations, or international agreements (e.g. SDG 12 – Responsible Consumption and Production), influence sustainable food practices.

Learners will gain awareness of the basic policies and frameworks that shape food production and consumption, from farm subsidies to eco-labeling and fair trade certifications. They'll examine how such policies encourage responsible business behavior and support sustainable entrepreneurs. By engaging in discussions or short research tasks, learners will connect these policies to real-world examples in their region. This helps them understand that sustainable food systems depend not only on individual choices but also on supportive governance and regulation.

5. Show awareness of how individual and collective choices impact food systems and how young people can take part in positive change through enterprising action.

Finally, learners will reflect on their own food habits and understand how small actions — like choosing local products, reducing waste, or supporting ethical businesses — can contribute to larger systemic change. They'll discuss how collective efforts, from youth initiatives to social enterprises, can strengthen sustainable food movements. This outcome emphasizes

empowerment and agency, showing learners that their choices matter. By the end, they will feel motivated to be part of a community of “slow entrepreneurs” and conscious consumers.

Interactive Elements and Assessment Method

Suggested Readings (Papers/Articles)

1. [Our History – Slow Food](#)
 - **What it covers:** A timeline of the movement from its birth in Italy in 1986 to becoming a global network. Explains key milestones like the Slow Food Manifesto, Terra Madre, and the slogan “Good, Clean, Fair.”
 - **Why it’s great:** Short, visual timeline format makes history easy to follow and connects events to values like biodiversity and social justice.
2. [A Beginner’s Guide to the Slow Food Movement](#)
 - **What it covers:** Simple explanation of what Slow Food is, its three pillars (Good, Clean, Fair), and why it matters today. Includes a quick history and practical tips for living the philosophy.
 - **Why it’s great:** Conversational tone and actionable ideas make it relatable for teens who want to connect theory to everyday life.
3. [What Is Slow Food? Principles, Benefits and 7 Ways to Live It](#)
 - **What it covers:** Origins of the movement, its global impact, and seven easy habits to adopt Slow Food principles.
 - **Why it’s great:** Combines history with lifestyle tips—students can see how philosophy translates into real choices like cooking local recipes or reducing food miles.
[\[terraselene.com\]](https://terraselene.com)

Relevant Video Resources (2–3 Short Clips)

1. Slow Food Movement 101: Eat Well, Live Better & Support Local

- **Duration:** 1:26

- **Why it works:** Quick, upbeat introduction to Slow Food principles and how they connect to sustainability and local economies. Perfect for sparking interest.
- **Watch here:** [YouTube Link \[youtube.com\]](#)

2. We are Slow Food

- **Duration:** 1:48
- **Why it works:** This video clearly explains the global slow food movement and its mission to make food systems more sustainable. It shows how food connects culture, environment, and community in a simple, inspiring way
- **Watch here:** [YouTube Link \[youtube.com\]](#)

3. The Rise of the Slow Food Movement: A Gastronomic Revolution

- **Duration:** 0:43
- **Why it works:** A super-short, visually appealing clip that highlights Slow Food as a global revolution—ideal for grabbing attention at the start of a lesson.
- **Watch here:** [YouTube Link \[youtube.com\]](#)

Bonus for policy and entrepreneurship inspiration:

- **Food Waste and Farm to Fork (EU Commission Animation) – 1:13**
Shows how EU policy connects to sustainability and business opportunities.
[Watch here \[youtube.com\]](#)

Practical autonomous exercises:

1. Participants start the topic with assessing their slow food habits through a series of questions in the form of a quiz that has no correct or wrong answer. Find the quiz here: [My Food habits](#)
2. Participants start to think entrepreneurially in relation to Slow Food.
 - They analyse and compare a fast food case study with a slow food case study: *McDonald's Europe (or another fast food of their choice) v. "Osteria Francescana" – Modena, Italy (Chef Massimo Bottura) (or other slow food of their choice)*

- Practical (autonomous) Exercises:
 - Learners will brainstorm for the first time on something they would like to create. Find the template here: [My Slow Food Enterprise](#)
- Final Assessment Method:
 - Online multiple-choice quiz (10 questions) to unlock micro-credential.

Learning and Teaching Delivery Methods

- Just before the topic starts, learners assess their slow food habits through a series of questions in the form of a quiz that has no correct or wrong answer. Find the quiz here: [My Food habits](#) (15–30min)
- Theme 1 – Introduction to Slow Food and Sustainable Food Systems Entrepreneurship (2h)
 - Learners explore a 15–20 slide PowerPoint presentation introducing the core concepts, principles and philosophy of Slow Food, a short recounter of its history, the importance it has, and its deep connection to sustainability and developing green practices. It also connects this movement into an intro to slow food entrepreneurship and finally ends with some policies and regulations in regards to this topic. The presentation includes short explanations, visuals, and guiding questions to support independent understanding.
- Theme 2 – Case Study Exploration: Fast v. Slow Food in Action (2h)
 - a. Learners **choose one pair of examples** (let students pick):

Fast Food Example: McDonald's, Burger King, Domino's, Starbucks

Slow Food Example: Local farmers' market, farm-to-table café, or small-scale artisan producer (like *Cheese Valley, Netherlands* or *Terra Madre producers* in Italy).
 - b. **Learners research both** (15–20 mins each) using websites, short videos, or social media.

- c. **Learners Use the comparison template** to analyze.
- d. **Learners write a 300–400 word reflection** answering:
“What can Slow Food entrepreneurs teach fast food businesses about sustainability and community impact?”
- Interlude Resources – Readings and Video Materials (Self-Paced)
 - Before progressing to Theme 3, learners review: the suggested short papers/articles, and the three short video clips to deepen their understanding of persona logic, emotional triggers, and customer loyalty mechanisms. These resources support independent learning and can be revisited later as reference material.
 - Theme 3 – Creation of their own slow food enterprise “My Slow Food Start - up” (2h)
 - Learners apply learning to get a broader grasp of opportunities and entrepreneurial potential of slow food businesses, by creating a brief idea of their slow food business. They need to answer the question “If you could start a small food-related project that’s *Good, Clean, and Fair*, what would it be?”

Examples: a local smoothie bar using imperfect fruits, a zero-waste bakery, a youth-run herb garden.

They complete the template [My Slow Food Enterprise](#)
 - Theme 4 – Self-Evaluation Activity and Final Quiz (2h)
 - Learners reflect on their knowledge of slow food movement and slow food enterprises, as well as their knowledge of the journey of food. They will also be tested here on their knowledge of basic policies and regulations regarding Slow Food Movement. They then complete the multiple-choice quiz (10 questions) to unlock the micro-credential. Activities are self-assessed and can be collected as evidence of learning in future entrepreneurial or educational settings.

Independent Learning Activities

Participants are encouraged to explore additional resources such as videos, podcasts, and articles from the [Slow Food International website](#).

Resources

- SFENTRE online learning platform (connected to the project's website).
- Laptop or tablet with Internet access.
- Downloadable materials: case studies, templates, and checklists.
- Video resources and interactive quizzes available online.

Implementation Notes / Technical Delivery Notes

- Ensure all materials are accessible online and mobile-friendly.
- Adapt examples to each partner's national context where applicable.
- Collect learner feedback through the platform's evaluation form.
- Update resources and links during the project's implementation to maintain relevance.

Assessment

Type	Description	Weight
Quiz	10 questions on theory and application	100%

Module 2 – Entrepreneurship Skills: Slow Food Model Design

Module Summary

Duration	Hours	EQF Level	Module Type	Micro-Credential Title
2 weeks	10 hours	EQF 4	Theoretical and Practical	Business Model Design for Slow Food

Learning Objectives

Understanding Slow Food Business Models

By the end of this module, learners will understand the strategic components of a business model. More importantly, they will learn how to adapt the traditional Business Model Canvas (BMC) to reflect the unique values of a Slow Food enterprise. This includes prioritizing community value, environmental stewardship, and fair partnerships over pure profit maximization.

Applying Design Thinking

Participants will learn to apply fundamental Design Thinking methodologies to foster deep empathy for both their future customers and their potential producer partners. Learners will explore how this empathic approach uncovers real-world needs and leads to more innovative, relevant, and human-centered business solutions that solve genuine problems.

Analyzing and Designing Local Supply Chains

Learners will develop the ability to analyze the strategic importance of building short, transparent, and resilient local supply chains. They will understand how these chains function not just as a logistical element, but as a core part of the business's identity and a key partnership in delivering the 'good, clean, and fair' promise to the customer.

Outlining an Initial Business Plan

Participants will learn to articulate the "heart" of their business through foundational business planning. This objective focuses on crafting a clear mission (the "why"), vision (the "where"), and a compelling value proposition (the "what"). This provides the strategic guide for all future business decisions.

Learning Outcomes

Define and Populate a Slow Food Business Model Canvas

Learners will be able to define all nine blocks of the Business Model Canvas and, crucially, populate them for a specific Slow Food venture. They will be able to justify how their choices in blocks like "Key Partners," "Key Activities," and "Cost Structure" directly reflect Slow Food principles.

Create Stakeholder Empathy Maps

Participants will demonstrate the ability to use a simple Design Thinking tool to create a basic Customer Empathy Map (to understand their audience) and a Producer EmpathyMap (to understand their suppliers). This outcome is about showing they can move beyond assumptions and gather insights.

Visually Map a Local Supply Chain

Learners will be able to create a simple visual diagram of a local supply chain. This map will identify the key actors (e.g., farmers, artisans, cooperatives, distributors), illustrate the flow of goods, and highlight opportunities for building fair and collaborative relationships.

Draft Core Business Planning Statements

Finally, learners will be able to write a concise Mission Statement (defining their purpose), a Vision Statement (defining their long-term aspiration), and a unique Value Proposition (defining their promise to the customer) for their proposed Slow Food business.

Interactive Elements and Assessment Method

- Suggested Readings (Papers/Articles)
 1. ["Excerpts from 'Business Model Generation'"](#) (Osterwalder & Pigneur) – This foundational reading will explain the 9 building blocks of any business model.
 2. ["What is Design Thinking?"](#) – This will explain the human-centered process of Empathy, Definition, Ideation, Prototyping, and Testing.
 3. ["Short Food Supply Chains and Local Food Systems in the EU. A State of Play of their Socio-Economic Characteristics"](#) – A study exploring the economic, social, and environmental benefits of local sourcing models.

- Relevant Video Resources (2–3 Short Clips)
 1. ["The Business Model Canvas explained step by step"](#) (A fast-paced, animated overview of the 9-block tool).
 2. ["Design Thinking in Practice: A Food Project Example"](#) (A study showing how empathy for a user led to a new food service, product, or experience).
 3. ["Exploring Cooperative Business Models"](#) (In this video, we dive into the world of cooperative business models—an alternative approach to traditional business that's gaining traction worldwide).

- Practical autonomous exercises: **Business Model Canvas** (BMC) for a Slow Food Venture (Downloadable Template)

Learners will download and complete a Customer Persona Canvas to define:

- Key Partners,
- Key Activities,
- Value Proposition,
- Customer Relationships,
- Customer Segments,
- Key Resources,
- Channels,
- Cost Structure,
- and Revenue Streams.

Template (simple to fill): <https://miro.com/templates/business-model-canvas/>

- Practical autonomous exercises: **Stakeholder Empathy Mapping**

Learners will create two empathy maps to practice the Design Thinking process:

1. A Customer Persona (e.g., "The Conscious Urban Shopper" or "The Rural Family Looking for Quality").
2. A Producer Persona (e.g., "The Small Organic Farmer" or "The Heritage Artisan").

They will brainstorm what this person "Thinks, Feels, Says, and Does" in relation to food, price, community, and sustainability. This exercise builds the foundation for effective marketing and customer engagement.

Accessible mapping tool: <https://miro.com/templates/empathy-map-for-customer-support/>

- Practical (autonomous) Exercises:

- Case study: "[La Ojinegra – Experience of El Camino ESS in Aragón. Interview \(Feb 2024\)](#)". La Ojinegra shares their journey in rural Aragón (Spain). They discuss how they are implementing the principles of the Slow Food movement (good, clean and fair food) and the social-economy approach through the project El Camino ESS. Set in the region

of Aragón, the conversation explores how local producers, small-scale restaurateurs and community initiatives collaborate to reconnect gastronomy with territory, tradition and sustainability.

- Final Assessment Method:
- Online multiple-choice quiz (10 questions) to unlock micro-credential.

Learning and Teaching Delivery Methods

- Theme 1 – The 'Canvas': A Visual Tool for Your Business Idea (2.5h)
 - This theme introduces the core strategic tool of the module. Learners will explore a 15-20 slide PowerPoint presentation that defines what a business model is and visually introduces the 9 blocks of the Business Model Canvas. To make the concepts tangible, the presentation will use clear, contrasting examples (e.g., a standard industrial supermarket vs. a community-supported agriculture (CSA) box or a local farmers' market) to highlight the profound strategic and ethical differences in a Slow Food model.
- Theme 2 – 'Design Thinking': Empathy for Customers and Producers (2.5h)
 - This theme is a hands-on dive into the "human-centered" approach. Learners will watch the short video resources that explain the Design Thinking process (Empathize, Define, Ideate) and the specific tool of an Empathy Map. Immediately after, they will be guided by a step-by-step checklist to complete the autonomous "Stakeholder Empathy Mapping" exercise. This activity is crucial for learning to move beyond assumptions and build a business that serves real-world needs.
- Interlude Resources – Readings and Video Materials (Self-Paced)
 - Before progressing to Theme 3, learners review: the suggested short papers/articles, and the short video clips to deepen their understanding of the concepts from the two previous themes. These resources support independent learning and can be revisited later as reference material.
- Theme 3 – 'The Chain': Local Sourcing as Your Strategic Advantage (2.5h)

- o Here, learners connect theory to a real-world, inspiring example. They will analyze "La Ojinegra" video case study. Following this, they will complete a simple autonomous exercise to visually map a potential supply chain for their own idea, identifying potential producers, logistical steps, and key community partners.
- Theme 4 – 'The Plan': Building Your Canvas & Final Quiz (2.5h)
- o In this final capstone theme, learners bring everything together. They will undertake the main autonomous exercise: filling out their own "Business Model Canvas" from start to finish. This is a self-directed, reflective activity where they apply the concepts from all previous themes to their personal business idea. Finally, they will complete the 10-question multiple-choice quiz to assess their understanding of the module's key concepts and unlock their micro-credential.

Independent Learning Activities

Participants are encouraged to explore additional resources such as videos, podcasts, and articles from the [Slow Food International website](#).

Resources

- SFENTRE online learning platform (connected to the project's website).
- Laptop or tablet with Internet access.
- Downloadable materials: case studies, templates, and checklists.
- Video resources and interactive quizzes available online.

Implementation Notes / Technical Delivery Notes

- Ensure all materials are accessible online and mobile-friendly.
- Adapt examples to each partner's national context where applicable.
- Collect learner feedback through the platform's evaluation form.
- Update resources and links during the project's implementation to maintain relevance.

Assessment

Type	Description	Weight
Quiz	10 questions on theory and application	100%

Module 3 – Financial Literacy, Sustainability Practices & Circular Economy

Module Summary

Duration	Hours	EQF Level	Module Type	Micro-Credential Title
1 week	10 hours	EQF 4	Theoretical and Practical	Financial Literacy, Sustainability Practices & Circular Economy

Learning Objectives

Mastering Financial Planning and Sustainable Pricing Strategies

Objective: By the end of the module, participants will be able to develop a basic financial plan for a Slow Food micro-enterprise, including an analysis of fixed and variable costs.

Focus: They will be able to define ethical and sustainable pricing strategies that cover operating costs, ensure a fair profit margin and reflect the added value of products aligned with Slow Food principles (e.g. quality, local sourcing, ethical practices).

Identify Financing Opportunities and Manage Investments

Objective: Participants will be able to identify and evaluate different sources of financing relevant to local gastronomic initiatives (e.g. microcredit, regional/European calls for proposals, crowdfunding, impact investors).

Focus: They will develop the ability to draft a concise financing proposal that highlights the environmental and social impact of their project.

Apply the Principles of Circular Economy and Waste Reduction

Objective: Participants will be able to analyse the life cycle of products in their company to identify at least three key areas of waste (food, energy, water).

Focus: They will develop and propose concrete Circular Economy strategies (e.g. creative reuse of waste, composting, local industrial symbiosis) to reduce environmental impact and operating costs.

Understanding and Complying with Environmental Sustainability Standards

Objective: Participants will be able to describe the main environmental and health and hygiene standards and certifications relevant to gastronomic activities and local sourcing (e.g. organic, PDO/PGI, local regulations).

Focus: They will evaluate how to integrate local and seasonal sourcing into their operations in an ethical and cost-effective manner, reducing their carbon footprint.

Learning Outcomes

Mastering Financial Planning and Sustainable Pricing Strategies

Operating Cost Model: Participants will be able to construct a basic income statement model, accurately identifying and quantifying the fixed and variable costs relevant to Slow Food production (e.g. cost of skilled labour, Presidium raw materials, depreciation).

Break-Even Point Calculation: They will be able to calculate the sales volume (in units or revenue) necessary to reach the break-even point of the business, which is essential for risk management.

Ethical Justification of Price: They will be able to set a final price that not only guarantees a fair profit margin, but is also justifiable to the customer in terms of quality, transparency and support for the local supply chain (fairness for the producer).

Identify Financing Opportunities and Manage Investments

Strategic Analysis of Capital Sources

Participants will be able to carry out a comparative analysis of the main forms of financing. They will be able to select and justify the choice of the most suitable capital options, depending on the stage of the business (start-up, growth) and its risk-impact profile.

Development of Measurable Impact Indicators (KPIs)

They will be able to translate Slow Food values into relevant environmental and social key performance indicators (KPIs). For example: Environmental KPI or social KPI

Apply the Principles of Circular Economy and Waste Reduction

Development of Circular Solutions and Creative Reuse

They will be able to design and document in detail for the reuse or valorisation of waste (upcycling or by-product valorisation).

Cost-Benefit Assessment of the Circular Transition

They will be able to estimate the economic return (ROI) from the implementation of circular strategies, quantifying: Savings on disposal, energy or raw material purchase costs.

Understanding and Complying with Environmental Sustainability Standards

Mapping Regulatory and Certification Compliance

Participants will be able to clearly identify and differentiate between: Mandatory Standards: The main health and hygiene regulations (e.g. HACCP, traceability) and environmental regulations (e.g. waste management, discharges) specific to their business. Voluntary Certifications: The requirements and benefits of key certifications for sustainable and quality gastronomy (e.g. Organic, PDO/PGI, Slow Food Standards or impact certifications such as B Corp), assessing their applicability and costs.

Development of a Sustainable Local Sourcing Plan

They will be able to design a Local and Seasonal Sourcing Plan that: sets a target percentage of purchases from suppliers within a certain radius. Assesses and minimises the carbon footprint associated with logistics, optimising deliveries and reducing long-distance transport.

Ensures that purchasing practices are ethical, guaranteeing fair and stable prices for local producers.

Cost-Benefit Analysis of Operational Sustainability

Participants will be able to quantify the economic return from adhering to high standards, for example by estimating the long-term savings from improved energy or water efficiency or by assessing the increase in customer perception of value, which may justify higher prices for certified or ethical products.

Interactive Elements and Assessment Method

- Suggested Readings (Papers/Articles)
 1. [The Comprehensive Business Case for Sustainability](#)
 2. [How finance can boost innovation in agri-food](#)
 3. [Food and the circular economy – deep dive](#)

- Relevant Video Resources
 1. [How To Calculate Your Breakeven Point For Your Food Business – 4.4 Foodiepreneur's Finest Program](#)
 2. [How Impact Investing Is Transforming the Food System](#)
 3. [Environmental, Social and Governance \(ESG\) | Framework and Standards](#)
 4. [Reducing Food Waste and Supporting Farmers with Upcycled Foods](#)
 5. [Measuring the Circular Economy: metrics for the linear to circular transition](#)
 6. [What is HACCP and what are the seven HACCP principles? HACCP Explained | Food Safety](#)
 7. [How Does Local Sourcing Reduce Hospitality's Carbon Footprint?](#)
 8. [Sourcing Sustainable, Locally Grown Food](#)
 9. [True Cost - From Costs to Benefits in Food and Farming](#)
 10. [A Cost/Benefit Analysis of Sustainability](#)

- Practical autonomous exercises based on downloadable Google Sheet and Google Documents
 - Exercise: Cost Analysis and Ethical Pricing Calculation Model (Data Input; classify fixed and variable costs, break-even point, ethical price, result)
 - Exercise: Financing Assessment Sheet and Impact KPIs Interest rate, impact on liquidity, impact KPIs: targets
 - Exercise: Circular Audit and Action Plan ROI and Cost-Benefit:
 - Exercise: Compliance Checklist and Local Sourcing Plan
 - Compliance Checklist; Sourcing Plan: Participants must complete a table simulating the Local Sourcing Plan, Ethical Assessment

- Final Assessment Method:
 - Online multiple-choice quiz (10 questions) to unlock micro-credential.

Learning and Teaching Delivery Methods

- Theme 1 – Introduction to Slow Food Financial Literacy, Sustainability Practices & Circular Economy
 - Learners explore a slide presentation introducing the core concepts
- Theme 2 – Mastering Financial Planning and Sustainable Pricing Strategies
 - Learners explore presentation slides, videos, interim micro-assessments, exercises using Google Sheets or Google Docs templates regarding financial planning and Sustainable Pricing: The objective of developing a basic financial plan and defining ethical prices translates directly into the outcomes of the Operating Cost Model (identification of fixed and variable costs), Break-Even Point Calculation, and Ethical Price Justification.
- Theme 3– Identify Financing Opportunities and Manage Investments
 - Learners explore presentation slides, videos, interim micro-assessments, exercises using Google Sheets or Google Docs templates regarding Funding Opportunities and Investment Management: The objective of identifying sources of funding (e.g., microcredit, crowdfunding) and drafting proposals with social/environmental impact is consistent with the need for Strategic Analysis of Capital Sources and the Development of Impact Indicators (KPIs).
- Theme 4 – Apply the Principles of Circular Economy and Waste Reduction
 - Learners explore presentation slides, videos, interim micro-assessments, exercises using Google Sheets or Google Docs templates regarding Circular Economy and Waste Reduction: Life cycle analysis to identify waste (food, energy, water) and propose reuse strategies (composting, industrial symbiosis) leads to the outcomes of Circular Solution Development (Upcycling) and Cost-Benefit Analysis (ROI) of the circular transition.
- Theme 5 – Understanding and Complying with Environmental Sustainability Standards
 - Learners explore presentation slides, videos, interim micro-assessments, exercises using Google Sheets or Google Docs templates regarding Environmental Sustainability

Standards: The objective of describing standards (HACCP, Organic, PDO/PGI) and evaluating ethical sourcing to reduce carbon footprint is aligned with the Mapping of Mandatory and Voluntary Standards, the Development of a Local Sourcing Plan, and the Cost-Benefit Analysis of Operational Sustainability.

Independent Learning Activities

Participants are encouraged to explore additional resources such as videos, podcasts, and articles.

Resources

- SFENTRE online learning platform (connected to the project’s website).
- Laptop or tablet with Internet access.
- Downloadable materials: case studies, templates, and checklists.
- Video resources and interactive quizzes available online.

Implementation Notes / Technical Delivery Notes

- Ensure all materials are accessible online and mobile-friendly.
- Adapt examples to each partner’s national context where applicable.
- Collect learner feedback through the platform’s evaluation form.
- Update resources and links during the project’s implementation to maintain relevance.

Assessment

Type	Description	Weight
Quiz	10 questions on theory and application	100%

Module 4 – Branding, Marketing & Storytelling: Building an Authentic Brand

Duration	Hours	EQF Level	Module Type	Micro-Credential Title
1 week	10 hours	EQF 4	Theoretical & Practical	Branding, Marketing & Storytelling – Building an Authentic Brand

Module Summary

This module introduces learners to the principles of **authentic branding, ethical marketing, and narrative-driven storytelling** within the context of **Slow Food entrepreneurship**. Participants will explore how food businesses can communicate their purpose, values, and identity while engaging audiences in meaningful ways that foster trust and loyalty.

Drawing inspiration from real-life Slow Food enterprises, learners will acquire tools and frameworks to **build a brand identity**, develop a **value-based communication strategy**, and apply **storytelling techniques** that connect emotionally with consumers. By the end, learners will have a **personal brand blueprint** aligned with sustainability and authenticity values.

Learning Objectives

1. **Understand the fundamentals of branding** – what makes a brand authentic, how values and culture shape brand identity, and how to differentiate ethically within the food and hospitality sectors.
2. **Explore the power of storytelling** as a branding tool – understand narrative structure, emotion, and purpose in crafting a story that resonates with audiences.
3. **Apply sustainable and responsible marketing principles** – develop awareness of conscious consumer trends and how to communicate without greenwashing.

4. **Learn the essentials of visual identity** – colours, typography, logo, imagery, and how these elements visually express authenticity and purpose.
5. **Develop a personal or enterprise brand story** – integrate personal values, mission, and vision into an actionable brand statement and content plan.
6. **Build communication confidence** – translate the brand story into a simple marketing strategy suitable for social media, local promotion, or community engagement.

Learning Outcomes

Upon completion of this module, learners will be able to:

- **Define** key elements of authentic branding and articulate the relationship between brand, purpose, and values.
- **Create** a short, coherent brand story that reflects their mission as a Slow Food entrepreneur.
- **Identify** ethical marketing practices and recognize misleading or greenwashing tactics.
- **Design** a visual brand moodboard or identity template using digital tools such as Canva or PowerPoint.
- **Plan** a simple content and communication strategy tailored to their target audience.
- **Reflect** on how storytelling can connect communities, culture, and sustainability through entrepreneurship.

Interactive Elements and Assessment Method

Suggested Readings / Resources

1. **“The Brand Gap” – Marty Neumeier**
Explains how to bridge strategy and creativity in building authentic brands.
Link: <https://archive.org/details/brandgaphowtobri00neum>
2. **Sustainable Marketing: Principles and Practice – OER textbook (Saylor Academy)**
A practical, open-access text that integrates ethics, environmental awareness, and

community-based marketing – perfectly aligned with the Slow Food philosophy.

Link:

<https://resources.saylor.org/wwwresources/archived/site/textbooks/Principles%20of%20Marketing.pdf>

3. **Ethical Marketing and the New Consumer – OpenLearn, The Open University**

A free, university-certified course introducing ethical decision-making, responsible advertising, and how modern consumers connect with authentic brands.

Link: <https://www.open.edu/openlearn/money-business/marketing-the-21st-century/content-section-0?intro=1>

4. **Canva Design School – Visual Branding Basics**

Online learning material for visual communication design.

Link: <https://www.canva.com/learn/branding/>

Relevant Video Resources (2–3 Short Clips)

1. **Simon Sinek – Start with Why** (TED Talk, 18 min)

Explores how great brands inspire action through purpose and authenticity.

Link: https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

2. **The Story of an Authentic Brand: Patagonia** (YouTube, 5 min)

Demonstrates storytelling and values-based marketing in practice.

Link: <https://www.youtube.com/watch?v=WfsM2bP64-k>

3. **Building a Slow Food Brand – Terra Madre Case Study** (YouTube, 4 min)

Showcases how local producers communicate tradition, sustainability, and culture.

Link: <https://www.youtube.com/watch?v=dqdzvQ2wp00>

Practical and Interactive Exercises

1. **Activity 1: Discovering Your Brand Story (2h)**

Learners use a guided template to describe:

- Who they are,
- Why they do what they do, and
- How their work contributes to “Good, Clean, Fair” values.

2. **Activity 2: Authenticity Audit (1h)**

Learners complete a checklist comparing their current communication and practices with ethical branding principles.

3. **Activity 3: Visual Identity Creation (2h)**

Using Canva or PowerPoint, learners create a simple brand board (colours, fonts, logo idea, and imagery) aligned with their story.

4. **Activity 4: Mini Marketing Plan (2h)**

Participants create one-page marketing plans focusing on one authentic communication channel (e.g., Instagram, community events, local partnerships).

5. **Final Quiz & Reflection (1h)**

10-question multiple-choice quiz + short reflective question:

“How does your brand reflect your values and your story?”

Learning and Teaching Delivery Methods

The module follows a **blended and self-paced online learning** structure through the **Omnia platform**, combining short theory inputs, visual learning, guided creative exercises, and autonomous reflection.

Each theme is supported by OER materials, practical templates, and discussion prompts that encourage learners to think critically and apply insights to their own brand projects.

Supplementary Notes on Delivery

- **Pedagogical flow:** Each theme follows a cycle of *Learn* → *Reflect* → *Create* → *Share* → *Evaluate*.
- **Self-paced flexibility:** Participants can revisit readings or pause between creative tasks. Each section includes micro activities (polls, reflection prompts, or discussion questions) to enhance engagement.
- **Trainer facilitation:** Trainers act as guides, providing feedback on brand story drafts and design outputs via the platform’s comment feature.
- **Inclusivity:** Examples and visual materials are designed to reflect diverse cultural and linguistic contexts within the EU.
- **Integration:** The module connects with prior modules (especially M3 on business planning) and prepares learners for M5 (digital and operational skills).

Theme	Focus	Learning Activity / Method	Duration
Theme 1: What is an Authentic Brand?	Understanding brand fundamentals and authenticity.	PowerPoint lecture (15–20 slides) introducing key principles, followed by a short reflection quiz.	2h
Theme 2: Storytelling for Entrepreneurs	How to craft and communicate a brand story.	Learners complete “Brand Story Template” and watch <i>Simon Sinek – Start With Why</i> .	3h
Theme 3: Visual Identity & Ethical Marketing	Exploring sustainable communication and design.	Canva activity: building a visual identity; short case study of Slow Food enterprises.	2h
Theme 4: Communication Strategy & Quiz	Applying learning in a final reflection and assessment.	Create a mini marketing plan + complete quiz to unlock micro-credential.	3h

Independent Learning Activities

Learners are encouraged to explore:

- [Slow Food International](#)
- [Canva Design School Tutorials](#)
- [EIT Food Entrepreneurship Stories](#)
- [Podcast: The Future of Food Marketing \(BBC Food Programme\)](#)

Assessment

Type	Description	Weight
Quiz	10 multiple-choice questions + reflective question	100%
Micro-Credential	Upon completion, learners can move on to the next module and get the chance to earn the final microcredential	—

Module 5 - Digital Tools for Small Food Businesses

Module Summary

Duration	Hours	EQF Level	Module Type	Micro-Credential Title
1 week	8 hours	EQF 4	Theoretical and Practical	Digital Strategies for the Success of your business: e-commerce, marketing and social media to boost sales and build customer loyalty.

Learning Objectives

Identify the main digital tools for selling and promoting food products online

Participants will learn about the different platforms and applications that allow a small food business to sell, promote, and manage its products online. They will learn to distinguish between e-commerce, digital marketing, and social media tools, understanding their specific function and how to integrate them coherently to improve the competitiveness and visibility of their business.

Understand the basic functionalities of e-commerce platforms and social media applied to the food sector

Participants will be able to understand the general operation of the main online sales platforms and social media networks, adapting them to the needs of the food sector. They will analyze how to create effective product listings, configure payment methods, and leverage visual and narrative resources to connect with digital consumers and build trust.

Evaluate which tools best suit the size, resources, and type of product of your company

Through practical examples, participants will learn to compare the different options available according to their technical complexity, cost, reach, and target audience. You will develop the ability to select the tools that best suit your company's size, budget, and the type of food products you offer.

Design a basic digital strategy to promote and sell your products online.

Participants will be able to develop an initial digital strategy that combines e-commerce, social media, and online promotion. They will understand the importance of planning measurable objectives, scheduling content, segmenting audiences, and analyzing results. This strategy will serve as a roadmap to begin the sustainable digital transformation of their food business.

Test the application of knowledge in a real-world case study in the food sector.

The case study demonstrates that, even in challenging times, small businesses can find ways to innovate, adapt, and maintain their market relevance. Social media and new digital tools can help them adapt.

Learning Outcomes

Identify the main digital tools for selling and promoting food products online

Participants will learn about the different platforms and applications that allow a small food business to sell, promote, and manage its products online. They will learn to distinguish between e-commerce, digital marketing, and social media tools, understanding their specific function and how to integrate them coherently to improve the competitiveness and visibility of their business.

Understand the basic functionalities of e-commerce platforms and social media applied to the food sector

Participants will be able to understand the general operation of the main online sales platforms and social media networks, adapting them to the needs of the food sector. They will analyze how to create effective product listings, configure payment methods, and leverage visual and narrative resources to connect with digital consumers and build trust.

Evaluate which tools best suit the size, resources, and type of product of your company

Through practical examples, participants will learn to compare the different options available according to their technical complexity, cost, reach, and target audience. You will develop the ability to select the tools that best suit your company's size, budget, and the type of food products you offer.

Design a basic digital strategy to promote and sell your products online.

Participants will be able to develop an initial digital strategy that combines e-commerce, social media, and online promotion. They will understand the importance of planning measurable objectives, scheduling content, segmenting audiences, and analyzing results. This strategy will serve as a roadmap to begin the sustainable digital transformation of their food business.

A real-world case study from the food sector as a guide.

This case study can serve as a guide for participants to adapt and thrive in times of crisis. It can also provide a foundation for developing their own digital plan and strengthening the digital skills necessary to sell, promote, and consolidate their company's online presence in today's food market.

Interactive Elements and Assessment Method

- Suggested Readings (Papers/Articles)
 1. [DHL – E-Commerce Trends Report 2025 \(Business Edition\)](#). (DHL Group)
 2. [NielsenIQ – Key Grocery Trends 2025 / Omnichannel](#). (NIQ)
 3. [ScienceDirect – From post to table: social media marketing of food \(2025\)](#). (ScienceDirect)
 4. Thakur, Kanchan & Pandey, Bobby. (2022). Exploring the Motivations and Challenges Faced By Small-Scale Food Business Owners in Adopting Digital Marketing Strategies for Promoting Healthy Food Choices. 10.13140/RG.2.2.24380.96644. Available in OA at

https://www.researchgate.net/publication/393420088_Exploring_the_Motivations_and_Challenges_Faced_By_Small-Scale_Food_Business_Owners_in_Adopting_Digital_Marketing_Strategies_for_Promoting_Healthy_Food_Choices

5. Jagannathan, Vandana. "TRANSFORMING THE FUTURE: STRATEGIC AI ADOPTION FOR SMALL FOOD & BEVERAGE BUSINESSES." (2025). Available in OA at <https://openresearch.ocadu.ca/id/eprint/4794/1/Master%27s%20Research%20Project%20-%20Vandana%20Jagannathan%20April%202025.pdf>

- Relevant Video Resources

1. [Google Analytics 4 For Beginners – 2025 Tutorial](#) (YouTube).
2. [How to Build a Shopify Store in 2025 \(STEP BY STEP\)](#) (YouTube).
3. [How To Start An Online Food Business \(Step-by-Step Tutorial\)](#) (YouTube).
4. [How to Use Shopify for Restaurants | Full Tutorial 2025](#) (YouTube).
5. [How to Master Social Media in 2025 \[COMPLETE GUIDE\]](#) (YouTube).

- [Practical autonomous exercise 1](#): Reflect and act on the current level of digitalization of your business.
 - Step 1 – Diagnosis: Do you currently sell online? What digital tools do you currently use? On which social media platforms do you have a presence? Do you measure the results of your campaigns or posts?
 - Step 2 – Digital maturity analysis in the following areas: Use of digital tools, Online promotion capacity, social media management, analytics and results tracking, and Integration across channels.
- Practical autonomous exercise 2: Create a mini digital plan for your own company (real or fictitious) in a 1–2-page document, a short presentation or a board. Using the downloadable [Digital Marketing Plan Checklist](#) complete these tasks:
 - Define digital marketing objectives, both qualitative and quantitative, and a broader strategy.
 - Select specific tools (1 e-commerce platform, 2 social media platforms, 1 promotional tool).
 - Design a post using Canva or a similar tool.
 - Plan a small campaign or promotion with a weekly schedule.

- Practical (autonomous) Exercises:
 - Case study: [“Using Social Media to Preserve Consumers’ Awareness on Food Identity in Times of Crisis: The Case of Bakeries”](#) – self-paced analysis and reflection.
- Final Assessment Method:
 - Online multiple-choice quiz (10 questions) to unlock micro-credential.

Learning and Teaching Delivery Methods

- Theme 1 – Introduction to Digital Tools for Small Food Businesses (2h)
 - Participants explore a 15- to 20-slide PowerPoint presentation that introduces digital tools for e-commerce, online promotion, and social media for small food businesses. The presentation includes brief explanations, visuals, and guiding questions to facilitate independent understanding.
- Theme 2 – Case Study Analysis: Adapting to change in times of crisis (2h)
 - Learners analyse the online case study “Using Social Media to Preserve Consumers’ Awareness on Food Identity in Times of Crisis: The Case of Bakeries”. It offers valuable marketing, crisis management, and adaptation strategies that can be applied by small food businesses to improve their resilience and strengthen their customer relationships, especially in uncertain times.
- Interlude Resources – Readings and Video Materials (Self-Paced)
 - These are recent and highly relevant sources of information (consulting firms, academic journals, and practical tutorials) to cover strategy, market data, regulations, and technical execution. The videos serve to demonstrate reproducible technical steps (GA4, Shopify, product launch, and viral content creation).
- Theme 3 – Reflection on the current level of digitalization of your business. (2h)
 - Reflection on the current level of digitalization of your business. Diagnosis and analysis of digital maturity. Participants conduct a diagnosis and analysis of their business's digital maturity following the provided [workbook](#) (practical autonomous exercise 1). This assessment will be useful for future application in professional settings. They are not evaluated externally.
- Theme 4 – Self-Evaluation Activity and Final Quiz (2h)
 - Participants define a personal digital action plan for their business (practical autonomous exercise 2 through a [Digital Marketing Plan Checklist](#)). They then complete a multiple-choice questionnaire (10 questions) to earn a micro-credential. The

activities are self-assessed and can be used as evidence of learning in future business or educational settings.

Independent Learning Activities

Participants are encouraged to explore additional resources:

- [Google Digital Garage](#) – Free courses on digital marketing, SEO, e-commerce, and social media. Ideal for strengthening technical skills and getting certified.
- [Shopify Blog](#) (E-commerce for Food Businesses) – Articles on how to sell food products online, manage inventory, and build your brand. Updated weekly.
- [HubSpot Academy](#) – Free, certified courses on inbound marketing, email marketing, and digital analytics.
- [Think with Google](#) (Consumer Insights 2025) – Up-to-date consumer trends and data to help adapt digital marketing strategies to new consumer demands.
- [Social Media Examiner](#) – Practical tips and guides on social media and creating viral content on various platforms (Instagram, TikTok, YouTube).
- [The Digital Marketing Podcast](#) – Short episodes about social media, SEO, and tools for small and medium-sized businesses.
- [Shopify Masters](#) – Real stories of food entrepreneurs who have scaled thanks to e-commerce.
- Social Pros Podcast (available on different digital platforms such as Spotify and Apple Music) – Interviews with social media professionals, viral strategies, and best practices.

Resources

- SFENTRE online learning platform (connected to the project's website).
- Laptop or tablet with Internet access.
- Downloadable materials: case studies, templates, and checklists.
- Video resources and interactive quizzes available online.

Implementation Notes / Technical Delivery Notes

- Ensure all materials are accessible online and mobile-friendly.
- Adapt examples to each partner's national context where applicable.
- Collect learner feedback through the platform's evaluation form.
- Update resources and links during the project's implementation to maintain relevance.

Assessment

Type	Description	Weight
Quiz	10 questions on theory and application	100%

Module 6 - Customer Engagement & Networking

Module Summary

Duration	Hours	EQF Level	Module Type	Micro-Credential Title
1 week	8 hours	EQF 4	Theoretical and Practical	Customer Engagement & Local Ecosystems

Learning Objectives

Understanding Customer Engagement in Slow Food Entrepreneurship

By the end of this module, learners will understand the strategic role of customer engagement within the framework of Slow Food entrepreneurship. They will be able to explain how meaningful and value-driven relationships with customers contribute to long-term business sustainability, brand authenticity, and community loyalty. Learners will explore how ethical practices, transparency, and storytelling influence customer trust and strengthen the identity of local gastronomic initiatives.

Identifying and Profiling Different Customer Groups

Participants will develop the ability to distinguish between different customer profiles relevant to local food ecosystems. They will analyse demographic, behavioural, and cultural characteristics, as well as motivations such as authenticity, sustainability, provenance, and

community connection. By understanding these variations, learners will be able to adjust their communication style, personalise experiences, and design targeted engagement strategies.

Analysing Real-World Examples and Community Partnerships

Learners will observe real-world case studies of Slow Food-aligned enterprises to identify effective customer engagement practices, community involvement strategies, and partnership models. They will evaluate how collaborations with local producers, cultural institutions, tourism services, and community organisations can enhance customer participation, increase visibility, and generate shared value within the local gastronomic ecosystem.

Designing Customer Personas and Engagement Pathways

Participants will apply structured methodologies to design basic customer personas using templates that identify goals, needs, pain points, communication preferences, and behavioural patterns. They will learn how personal development supports tailored engagement approaches, targeted marketing efforts, and more meaningful customer experiences aligned with Slow Food values.

Applying Networking Strategies in Local Food Ecosystems

Learners will be able to apply fundamental networking principles by identifying stakeholders, mapping local ecosystems, and initiating value-based collaborations. They will recognise how networking contributes to co-creation, educational activities, community identity, and customer loyalty. Through reflection activities, they will evaluate their own interpersonal communication style and identify opportunities for professional development across digital and physical environments.

Learning Outcomes

Defining Key Characteristics of Slow Food Entrepreneurship

Upon completion of this module, learners will be able to clearly define the fundamental characteristics of Slow Food entrepreneurship, including its ethical principles, community orientation, focus on local identity, and commitment to sustainability. They will articulate how these elements differentiate Slow Food business models from conventional gastronomy and identify the added value they bring to the local food ecosystem.

Applying Sustainability Principles to Customer Engagement

Learners will be capable of applying sustainability concepts to practical customer engagement strategies, integrating responsible consumption, local sourcing, circularity, and ethical communication into everyday business interactions. They will demonstrate an understanding of how these principles can be translated into customer experiences that reinforce loyalty and trust.

Demonstrating Awareness of Ethical and Local Production Systems

Participants will be able to demonstrate awareness of the social, cultural, and environmental implications of local production systems. They will evaluate the role of transparency in customer relationships and recognise how ethical supply chains influence customer perceptions, purchasing decisions, and the reputation of Slow Food enterprises.

Participating in Reflective and Peer-Based Dialogue

Learners will engage in reflective dialogue and peer exchange activities, demonstrating the ability to discuss food system challenges, community dynamics, and customer expectations in an informed and respectful manner. Through reflection prompts and self-assessment tasks, they will develop critical thinking approaches to customer engagement within community-based gastronomy.

Proposing Collaborative Networking Actions in Local Contexts

Finally, learners will be able to propose basic networking initiatives that connect Slow Food entrepreneurs with customers, producers, community actors, and cultural stakeholders. They will identify opportunities for co-creation, educational outreach, and local partnerships that promote visibility, strengthen brand identity, and enhance the social value of food enterprises within their communities.

Interactive Elements and Assessment Method

- Suggested Readings (Papers/Articles)
 1. ["The pleasures of slow learning: cultivating communities through food education"](#)
 2. ["Community Food Enterprise: Local Success in a Global Marketplace"](#)
 3. ["Role of Retail Store Attributes on Store and Customer Engagement in Food Industry" -](#)
- Relevant Video Resources (2–3 Short Clips)
 1. [A Community-Based Business](#)

2. [What is a Customer Persona?](#)
 3. [The Three Things That Build Strong Customer Relationships](#)
- Practical autonomous exercises: Customer Persona Canvas (Downloadable Template)
Learners will download and complete a Customer Persona Canvas to define:
 - Demographics & behaviours
 - Motivations & expectations
 - Pain points
 - Digital / physical touchpoints
 - Sustainability values as drivers of loyalty

Template (simple to fill): <https://miro.com/templates/customer-persona/>

- Local Stakeholder Mapping (Community Networking Exercise)
Learners identify relevant local actors that can support customer engagement:
 - Farmers & local producers
 - Cultural associations
 - Tourism networks
 - Municipal initiatives
 - Food events & markets

Accessible mapping tool: <https://miro.com/templates/stakeholder-map/>

- Practical (autonomous) Exercises:
 - Case study: [“Making Local Bakery Business Successful – Oulu Region, Finland”](#) – self-paced analysis and reflection.
- Final Assessment Method:
 - Online multiple-choice quiz (10 questions) to unlock micro-credential.

Learning and Teaching Delivery Methods

- Theme 1 – Introduction to Customer Engagement in Slow Food Entrepreneurship (2h)
 - Learners explore a 15–20 slide PowerPoint presentation introducing the core concepts of customer engagement, community-based value creation, experiential loyalty, and

the role of local identity in gastronomy. The presentation includes short explanations, visuals, and guiding questions to support independent understanding.

- Theme 2 – Case Study Analysis: Community-Based Customer Engagement (2h)
 - Learners analyse the online case study “Making Local Bakery Business Successful – Oulu Region, Finland” to observe how heritage, storytelling, and local networks influence customer loyalty. Learners complete a short guided reflection in the platform to consolidate understanding. This activity is self-directed and can be used as personal evidence in future professional contexts.
- Interlude Resources – Readings and Video Materials (Self-Paced)
 - Before progressing to Theme 3, learners review: the suggested short papers/articles, and the three short video clips to deepen their understanding of persona logic, emotional triggers, and customer loyalty mechanisms. These resources support independent learning and can be revisited later as reference material.
- Theme 3 – Persona Design and Stakeholder Mapping (2h)
 - Learners complete the Customer Persona Canvas and create a simple Local Stakeholder Map. These outputs are intended for personal development, portfolio use, and future application in professional settings. They are not evaluated externally.
- Theme 4 – Self-Evaluation Activity and Final Quiz (2h)
 - Learners reflect on their personal communication style and identify one realistic engagement action relevant to their local context. They then complete the multiple-choice quiz (10 questions) to unlock the micro-credential. Activities are self-assessed and can be collected as evidence of learning in future entrepreneurial or educational settings.

Independent Learning Activities

Participants are encouraged to explore additional resources such as videos, podcasts, and articles from the [Slow Food International website](#).

Resources

- SFENTRE online learning platform (connected to the project's website).
- Laptop or tablet with Internet access.
- Downloadable materials: case studies, templates, and checklists.
- Video resources and interactive quizzes available online.

Implementation Notes / Technical Delivery Notes

- Ensure all materials are accessible online and mobile-friendly.
- Adapt examples to each partner's national context where applicable.
- Collect learner feedback through the platform's evaluation form.
- Update resources and links during the project's implementation to maintain relevance.

Assessment

Type	Description	Weight
Quiz	10 questions on theory and application	100%

Conclusion

The **SFEntre Training Curriculum** has been designed to provide a comprehensive and structured learning pathway for culinary entrepreneurs who aim to develop sustainable, responsible, and community-oriented food businesses aligned with the principles of the **Slow Food movement**. By integrating sustainability concepts with entrepreneurial competencies, the programme supports learners in transforming traditional food knowledge and local resources into viable and innovative business opportunities.

Through its six modules, the curriculum addresses the key dimensions required for the creation and management of sustainable food enterprises. Participants progressively acquire knowledge related to **sustainable food systems, business model development, financial management, branding and marketing, digital tools, and customer engagement**. This multidisciplinary approach ensures that learners develop both strategic understanding and practical skills necessary to operate in today's evolving food sector.

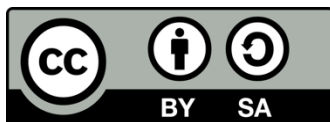
The curriculum is structured to ensure **clarity, consistency, and accessibility**, following a modular design that facilitates flexible learning and allows participants to progress at their own pace. Each module combines theoretical knowledge with practical components, interactive elements,

real-life examples, and self-assessment tools, ensuring an engaging and learner-centred experience. The integration of micro-credentials and evaluation tests further supports the recognition of learning achievements and encourages continuous engagement with the training materials.

Importantly, the curriculum serves as the **framework for the development of the SFEntre Course Materials (TR.3.3)**, which will provide the detailed content, activities, and learning resources available on the SFEntre training platform. Together, these outputs aim to create a high-quality educational resource that can be used by vocational education and training providers, aspiring food entrepreneurs, and professionals interested in sustainable culinary innovation.



Reskilling and empowering culinary entrepreneurs towards slow food movement aligned enterprises



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