D7.1. Capacity building and training activities (v1)

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About SecureFood

The European Union's (EU) Farm to Fork strategy, the Biodiversity strategy and the European Green Deal, lay down important actions that set a long-term vision concerning the change of the way we produce, distribute, and consume food.

In response to these ambitious aims, SecureFood adopts an integrated systems-thinking approach that acknowledges and embraces the complexity of the food supply chain, including all the actors, elements, processes, activities, infrastructure and essential services of importance in the production, distribution and consumption of food in order to maximise the resilience of the food supply chain.

The goal of SecureFood is to create an ecosystem of scientific knowledge, collaborative processes, and digital tools that will provide evidence-based indications of the risks and vulnerabilities of the different food value categories in different geographies in order to safeguard food security and to ensure that a secure and resilient food supply chain is assured.

The two crucial pillars of the programme are the Food Systems Resilience Management Framework with connected resilience and sustainability orientations, as well as a Resilience Governance Framework that draws upon all of the collaborative principles and guidelines of the successful cooperation between the food supply chain stakeholders, which will be created, tested, and demonstrated in real-life case studies. These two frameworks will function as applicability and sustainability mechanisms for organizing and adopting the project's results by applying the developed scientific knowledge, and by enhancing the food system resilience at different levels.

The ambition of the programme consists of four critical dimensions, which are: 1) the evolution of scientific knowledge and development of the exploratory approach, combining research approach methods that facilitate the risk identification process; 2) the successful safeguarding of the food supply by framing the system resilience and broadening its lens, as well as by assessing and measuring it through a holistic approach which goes beyond national borders and strategies; 3) the acceleration of the transformation of the food systems network, which can be achieved by applying a systematic agency driven collaborative governance approach; 4) and finally, the application of innovative scientific knowledge with the use of advanced digital tools, which will contribute to the successful collection and processing of data sets from several platforms to reshape and redesign the food system trajectory.

The methodology employed is based on three foundational and interconnected elements: the scientific knowledge (existing and developing), the collaborative principles which are dynamically integrated into the methodology, as well as the development of digital solutions which will cover all parts of the project (forecasting, statistical analysis etc.)

PROJECT PARTNERS

Partner	Country	Short name
EUROPEAN DYNAMICS LUXEMBOURG SA	LU	**ED**
EUROPEAN DYNAMICS ADVANCED INFORMATION TECHNOLOGY AND TELECOMMUNICATION SYSTEMS SA	*EL*	***EDAT***
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ALL-UKRAINIAN PUBLIC ORGANISATION UKRAINIAN AGRARIAN CONFEDERATION	UA	**UAC**
ASSOCIATION UKRAINIAN AGRIBUSINESSCLUB	UA	**UCAB**
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ELAFINA ANONYMI ETAIREIA	EL	**ELAF**
NGO Smart Country	UA	**SMARTC**

[Entries in *italic* are affiliated entities]

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List of Abbreviations and Acronyms

Acronym	Meaning
CA	Consortium Agreement
D	Deliverable
DoA	Description of Action
ENOLL	European Network of Living Labs
EO	Expected Outcome
GA	Grant Agreement
KER	Key Exploitable Result
LMCS	Learning Management and Communication System
M	Month
O	Objective
T	Task
UAC	ALL-UKRAINIAN PUBLIC ORGANISATION UKRAINIAN AGRARIAN CONFEDERATION, a partner of SecureFood
WP	Work Package

Executive Summary

Titled as the *D7.1. Capacity building and training activities (v1)* of the SecureFood's Work Package 7, task *7.1 Living Labs for food actors and consumer empowerment* and *T7.2 Educational curricula and training courses* this deliverable presents the first achievements of the first months of the work of above-mentioned two tasks. The document outlines how SecureFood will strengthen food system resilience through knowledge-sharing, participatory engagement, and tailored education.

This deliverable is the first version of altogether three deliverables. The emphasis of this first one is on the planning of the activities that will be carried out during the following 22 months (from M20 to M42, i.e., the end of the project). The two others, i.e., D7.2 Capacity building and training activities (v2) and D7.3 Capacity building and training activities (Final version) will be published on M31 and M42 and concentrate more on reporting the results.

The document is in two parts: the first part concentrates on the Living Lab activities, and the second one on the education and training activities.

The first part introduces the concept and objectives of the SecureFood Living Lab, which will act both as an exhibition environment for project results and as a participatory platform for stakeholders. Its framework is based on the European Network of Living Labs (ENoLLL) methodology, applying the Quadruple Helix approach to involve citizens, government, industry, and academia. Planned activities include the creation of an online and physical Living Lab environment, with stakeholder roadmaps to be refined in forthcoming deliverables.
The second part addresses educational curricula and training courses for diverse food system stakeholders, ranging from producers, processors, and policymakers to consumers and students. A systematic review of existing educational offerings demonstrates that while numerous initiatives exist globally, they are fragmented and inconsistent. SecureFood will therefore develop the SecureFood School, a digital and modular training environment hosted on LMCS Moodle and linked to partner platforms, ensuring broad accessibility, stakeholder customisation, and integration of project outputs. Educational materials will include courses, case studies, guidelines, digital tools, and age-specific awareness-raising videos.

Finally, the deliverable presents concrete steps for implementation through pilot activities such as the BarLaurea Living Lab, combining digital tools, sustainability practices, and stakeholder workshops. The overall aim is to establish a sustainable and collaborative framework for capacity building, ensuring that SecureFood knowledge and tools are disseminated, validated, and embedded in practice across Europe and beyond.

1. Introduction

1.2 Purpose of the Document

This deliverable is part of the work of SecureFood project's Work Package 7, (Tasks 7.1 and 7.2). These tasks are described in the Description of Action (DoA) for the project as follows:

Task 7.1: Living lab for food actors and consumers empowerment

This task is responsible for empowering food actors and improving their knowledge on food security through several activities. This goal will be achieved by demonstrating the results and outcomes of SecureFood in a LivingLab that will act as an exhibition and open space for presenting the SecureFood ecosystem. At the living lab, all relevant stakeholders will have the opportunity not only to learn but also to make an impact to the outcomes of the project. T7.1 will utilize the toolkits developed in the European Network of Living Labs (ENoLL), especially those that are designed to evaluate users' reactions to the solutions.

Task 7.2: Educational curricula and training courses

This task aims to develop the SecureFood School which will provide educational curricula and training courses for the food systems stakeholders. The educational and training material will be customised and contextualised to address the educational and training needs of farmers, fishers, aquaculture farmers, industrial processors, distributors, retailers, consumers, governmental entities and policymakers. Moreover, dedicated courses will be developed and made available to university students, while EKP will create more interactive video materials adjusted to different student age groups' needs (ages 6-12 & 13-17) to raise their awareness on the importance of consumer behaviour. The SecureFood School will be available on an e-learning platform, based on LMCS Moodle and will include different didactic and multimedia resources, such as: documents (.pdf), videos, FAQ, glossary, test for self-evaluation with responsive feedback, forums etc. It will also be linked to SecureFood partners' existing platforms, such as UAC's Food Safety School, NULES eDorada[1] etc.

The aim of this deliverable is to present the plans on how SecureFood project will achieve the goals presented in the above descriptions of the tasks.

The aims of the project, as reflected in the description, focus on strengthening knowledge, awareness, and engagement around food security among a wide range of stakeholders. The project seeks to empower food system actors by providing them with opportunities to learn, engage, and directly influence outcomes through interactive platforms such as the SecureFood Living Lab. This open and participatory environment is designed to showcase project results, encourage dialogue, and gather feedback that can refine solutions in practice.

A further central aim is the creation of the SecureFood School, which will deliver tailored educational curricula and training courses. These will be adapted to the specific needs of various stakeholder groups, from primary producers such as farmers and fishers to industrial actors, policymakers, and consumers. The initiative also extends to university students and younger learners, with a strong focus on shaping awareness of consumer behaviour and food security from an early age.

[1] eDorada is an electronic advisory and knowledge-sharing project developed within NULES (Ukraine). It is part of the university's broader efforts to disseminate information and promote digital extension by applying innovative communication tools across agriculture, tourism, and related fields. The UAC has also its own platform for education in this field, called Food Safety School.

By using a digital e-learning platform enriched with interactive resources, the project intends to ensure broad accessibility and sustained learning opportunities. Through connections with existing partner platforms, the SecureFood School will embed itself in a wider ecosystem of food safety and security initiatives, thereby supporting long-term knowledge transfer and capacity building across Europe.

In short, Tasks 7.1 and 7.2 aim to empower stakeholders through participatory engagement in a Living Lab setting, to develop and deliver customised training and curricula for diverse audiences, and to foster awareness and knowledge about food security at multiple levels of society.

1.3 Structure of the Document

This document is divided into two parts. The first, concentrates on the task 7.1, i.e., on the living labs, and the Part II is dedicated to the educational curricula and the courses. However, one must bear in mind that there are many overlaps, not only within the WP7, but also with other SecureFood activities.

The introduction

The introduction has outlined the scope of WP7 and its connection to the broader SecureFood project. The key conclusion is that both Task 7.1 and Task 7.2 are essential for strengthening knowledge, awareness, and engagement across the food system. The deliverable serves as a foundation for capacity-building efforts, setting out the rationale and intended pathways for Living Lab activities and educational curricula.

Part I:

Chapter 1: SecureFood Living Lab Objectives

The objectives of the Living Lab emphasise empowerment, awareness-raising, and stakeholder engagement. The conclusion is that the Living Lab provides both an exhibition space and a participatory environment where actors can learn from SecureFood results and directly shape project outcomes.

Chapter 2: Living Lab Framework

The framework discussion highlights the need for clear positioning within SecureFood, avoiding duplication and maximising synergies with other WPs. The conclusion is that the Living Lab acts as a unifying structure that integrates user-centred methods, ensures stakeholder inclusion, and operationalises the Quadruple Helix model.

Chapter 3: Living Lab Activities & Roadmap

The roadmap section makes clear that planning must be systematic, aligned with project outcomes, and co-created with partners. The conclusion is that the Living Lab will only succeed if its activities remain connected to ongoing work, responsive to partner input, and adaptive to evolving needs. The full roadmap will be finalised in D7.2.

Part II: Educational Curricula for Food System Stakeholders

Chapter 1: The Stakeholders

The stakeholder analysis confirms the breadth of actors engaged in food systems, from producers to consumers to policymakers. The conclusion is that SecureFood must adopt differentiated approaches to meet these groups' diverse learning needs while maintaining coherence across its training offer.

Chapter 2: Analysis of Available Education

The review of existing courses demonstrates variety but also fragmentation. The conclusion is that SecureFood has a clear opportunity to address gaps by offering structured, customisable, and stakeholder-specific curricula that integrate scientific knowledge with practical applications.

Chapter 3: Training Courses for Food System Stakeholders

The training programme design builds directly on WP outcomes and stakeholder needs. The conclusion is that SecureFood can translate research outputs into accessible learning formats, thereby ensuring real uptake and long-term relevance.

Chapter 4: Videos

The two videos targeting younger audiences will support awareness-raising and communication objectives. The conclusion is that these materials extend the project's reach, engage new generations, and promote early understanding of food security challenges, thereby complementing formal curricula.

Chapter 5: Putting in Action

This section shows how digital platforms (LMCS Moodle, partner systems) and physical Living Lab environments (BarLaurea) will be used to integrate training and stakeholder engagement. The conclusion is that SecureFood combines technological infrastructure with experiential learning, ensuring that project results are widely disseminated and embedded in practice.

1.4 Intended Audience

This document is designed to help SecureFood partners understand how the planned activities connect with other SecureFood work and initiatives, with particular relevance for those directly involved in Tasks 7.1 and 7.2. Its purpose is straightforward: it will form the foundation for future activities.

1.5 Relationship to other SecureFood deliverables

This first version of the deliverable series focuses on establishing the roadmap, framework and the training plans while the following versions (V2 on M31 and final version on M42) will mainly focus on reporting on activities and results.

PART I: Living Lab

1. SecureFood Living Lab Objectives

Task 7.1 *Living Lab for food actors and consumer empowerment* is responsible for empowering food actors and improving their knowledge on food security through several activities. This goal will be achieved by demonstrating the results and outcomes of SecureFood in a Living Lab that will act as an exhibition and open space for presenting the SecureFood ecosystem.

At the Living Lab, all relevant stakeholders will have the opportunity not only to learn but also to make an impact on the outcomes of the project. T7.1 will utilize the toolkits developed in the European Network of Living Labs (ENoLL), especially those that are designed to evaluate users' reactions to the solutions.

T7.1 Living Lab guidelines

Living Lab framework and roadmap will be guided by the following project *Objectives (O), Expected Outcomes (EO) and Key Exploitable Results (KER)*:

EO4	*Enhanced resilience of nutritionally appropriate food supply and improved food security in the EU and Associated Countries, in a changing world*	KER 8: *Living Lab for interaction, training and empowerment* *of food systems' stakeholders*	Verification: *D7.3* *Capacity building and training activities (final version) M42*
O6	*Stimulate knowledge, empower, and train stakeholders through the promotion of culture-building* *activities and the delivery of guidelines*		
O8	*Establish efficient collaboration channels with organizations and initiatives related to the scope of SecureFood*	KER 12: *SecureFood knowledge sharing activity, to support efforts undertaken by relevant initiatives and promote results uptake*	

Table 1. Project guidelines for Living Lab

T7.1 Living Lab Activity Reflection

Task 7.1 participating partners are: LAU (Lead), EKP, CARR, IAMO, MINAG, UAC, UCAB, ELGO, NULES, MC, MCH.

SecureFood's work package 7 (WP7) started in April 2025. After the general WP7 kick-off at the beginning of April, a specific joint kick-off for T7.1 and 7.2 was organized on 29th April for task designated partners. Since Living Lab activities (T7.1) and Educational Curricula and Training Courses (T7.2) are closely connected to each other through synergy and collaboration, it was important to get started with common kick-off and support the collaboration from the very beginning.

The activities during the first three months (April-July 2025):

- Joint kick-off with T7.2 on 29th April 2025 with participating partners
- Definition of Living Lab and its role in SecureFood project. Clarification of task objectives, expected outcomes and key exploitable results
- Building co-operation with other work packages, especially WP6 and WP8
- WP7 co-creation workshop in project's plenary meeting in Chania 11th June 2025 for stakeholder mapping and creating Living Lab activity roadmap. As a result, we have a collection of inputs and ideas for Living Lab activity roadmap as well as stakeholders to be involved
- Formulating more precise definition of Living Lab and its role in SecureFood project
- Co-writing the deliverable 7.1

2. Living Lab Framework

SecureFood project's Living Lab will utilise methodology and tools provided by European Network of Living Labs (ENoLL). Prior to starting the work, it is essential to understand the role of Living Lab in SecureFood project. The project has started already in January 2024, and the research and development work has already involved and will involve various co-creation activities for relevant stakeholders in ongoing work packages. Therefore, it is vital to recognize and understand the synergy between various work packages in the project and define the specific role of Living Lab in SecureFood project and meanwhile avoid double work and instead find the best possible way to support the ongoing project tasks as well as meet the project objectives.

Living Lab is a wide term, and therefore we need to describe the Living Lab in our project more specifically. According to ENoLL (2025) Living Lab can be described as follows:

> *Living Labs are open innovation ecosystems in real-life environments based on a systematic user co-creation approach that integrates research and innovation activities in communities and/or multi-stakeholder environments, placing citizens and/or end-users at the centre of the innovation process.*

In SecureFood project Living Lab description is:

> *Living Lab will be an exhibition environment for SecureFood Ecosystem and its solutions with the purpose of raising awareness, empowering and activating food actors, and collecting feedback.*

More precisely, the mission of SecureFood Living Lab is twofold. The main mission is to empower and raise food actors' awareness through a dedicated living lab and culture building activities (Figure 1).

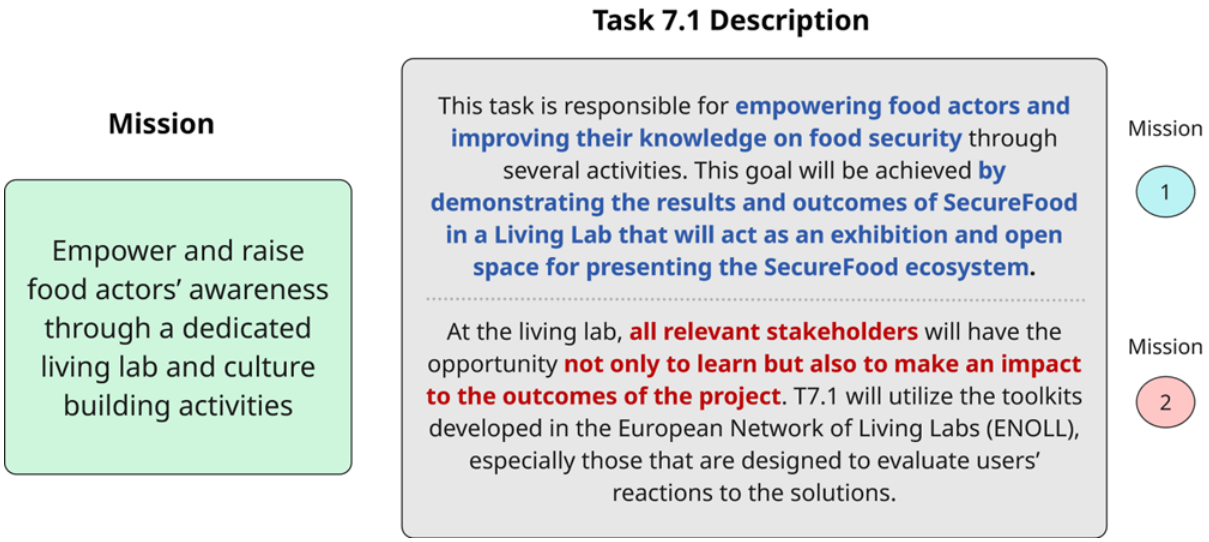

Figure 1. Living Lab Mission in SecureFood project (Seppänen 2025)

In practice as illustrated in Figure 2, *the mission part 1* will aim at demonstrating the results and outcomes of SecureFood in a living lab that will act as an exhibition and open space for presenting the SecureFood ecosystem.

The mission part 2 focuses on engaging all relevant stakeholders not only to learn but also to make an impact on the outcomes of the project. This will be achieved by utilising tools and methodologies developed by the European Network of Living Labs (ENoLL). The Living Lab mission is both communicative and participatory in nature.

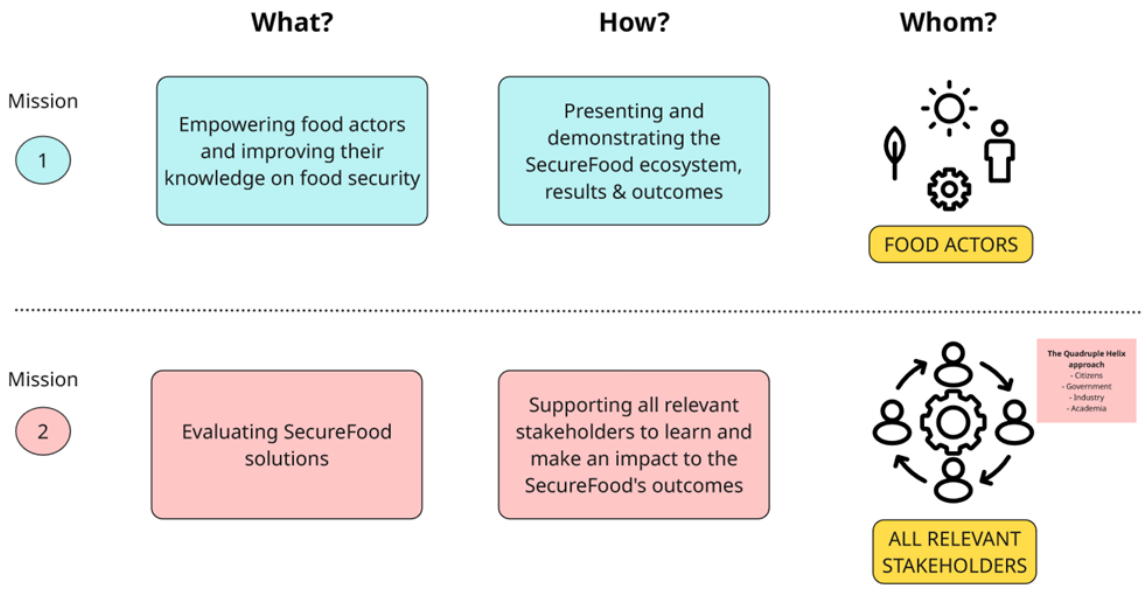

Figure 2. Living Lab Missions: What, How & Whom (Seppänen 2025)

The Quadruple Helix approach (ENoLL 2025) is implemented in Living Lab regarding the stakeholders and target groups of various activities. The Quadruple Helix divides stakeholders in four main groups:

1. Citizens
2. Government
3. Industry
4. Academia

The more specific target groups and participants will be identified when the Living Lab roadmap with various activities is finalized. At this moment when writing the report, the roadmap is still under construction.

SecureFood Living Lab Universe

Living Lab will involve and implement all SecureFood outcomes. It will act as a universe for showcasing, communicating and providing a platform for validating project innovations. Living Lab universe will include and promote for example Case Studies (Grain, Fruits & Vegetables, Fish & Aquaculture Products, Milk & Dairy Products), SecureFood Ecosystem, Resilience Governance Framework, Crisis Communications Plan, and tools such as Observatory Dashboard, Wastesec, Digital Twin, 3D XR Simulator etc.

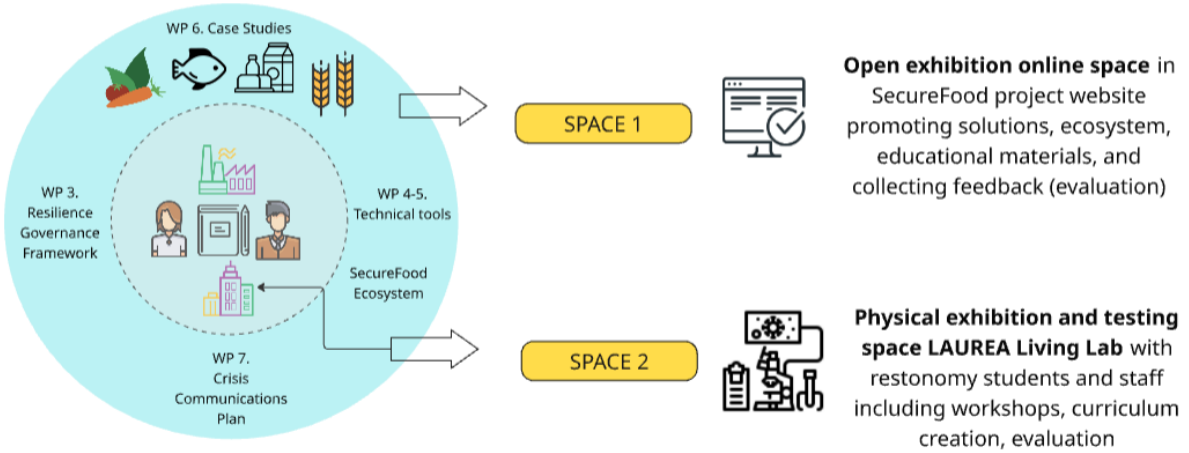

Figure 3. SecureFood Living Lab Universe (Seppänen 2025)

In practice, Living Lab will operate in both online and physical environments. However, the emphasis will be on activities in online environment, but there will also be activities facilitated in a physical Living Lab environment.

As illustrated in the figure 3, *the online space (1)* will be established on the SecureFood project's website. This landing page will communicate and promote SecureFood solutions, ecosystem, educational materials, and it will also act as a platform for collecting feedback for evaluation and validation purposes.

Furthermore, *the physical exhibition and testing space (2)* will be built at Laurea University of Applied Sciences. More specifically, it will be in Leppävaara Campus in Espoo where Laurea's restonomy and hospitality management education is provided. This space will be created and implemented in cooperation with restonomy students and staff including workshops, curriculum creation and evaluation activities.

All the activities in task 7.1 (Living lab for food actors and consumers empowerment) will be connected and built in co-operation with task 7.2 (Educational curricula and training courses) and task 7.3 (Crisis communication during food supply and security disruptions). The main contents of Living Lab will be provided by the project and its work packages, i.e. solutions and framework, which form the foundations for Living Lab activities.

3. Living Lab Activities & Roadmap

It is said that involving relevant stakeholders, especially users, in the development of solutions and systems increases the likelihood that the results will be useful and usable (Holst, Ståhlbröst & Sällström 2009). As Living Labs can be both practice-driven organisations that facilitate and foster open, collaborative innovations, as well as real-life environments where new solutions are developed and validated, they enable to generate concrete and desired innovations based on user and community contributions (Robles, Hirvikoski, Schuurman & Stokes, 2015).

To succeed in both SecureFood and Living Lab objectives, a roadmap with a timeline for various activities is needed. The construction of roadmap has been started by gathering insight of project outcomes, their deadlines and by understanding the various activities that will be carried out in terms of testing, piloting and validation in all the SecureFood work packages. This internal research is essential for understanding the gaps and needs for the support that Living Lab can provide for the whole project.

In addition, it is vital to know what kind of activities and measures are being already taken to avoid double work and unnecessary repeats of activities. The information on project outcomes and their timeline have been already collected, and the roadmap is being built based on this information with project partners. The roadmap will be presented in the next version of this document, i.e., D7.2.

PART II: The Educational Curricula for the Food Systems Stakeholders

1. The Stakeholders

SecureFood School engages a wide range of stakeholders from across the food system and policy landscape (Figure 4). Key stakeholders include:

- Primary producers, such as farmers, fishers, and aquaculture workers;
- Middle-chain actors, such as industrial processors, distributors, and retailers;
- End-consumers – citizens and households.
- Policymakers and government institutions, including ministries, agencies, and associations that shape food and crisis policies;
- Students and instructors from universities, schools, and training providers contribute to education and capacity building.

All of these groups are involved through the Living Lab, SecureFood School, and policy-shaping tasks.

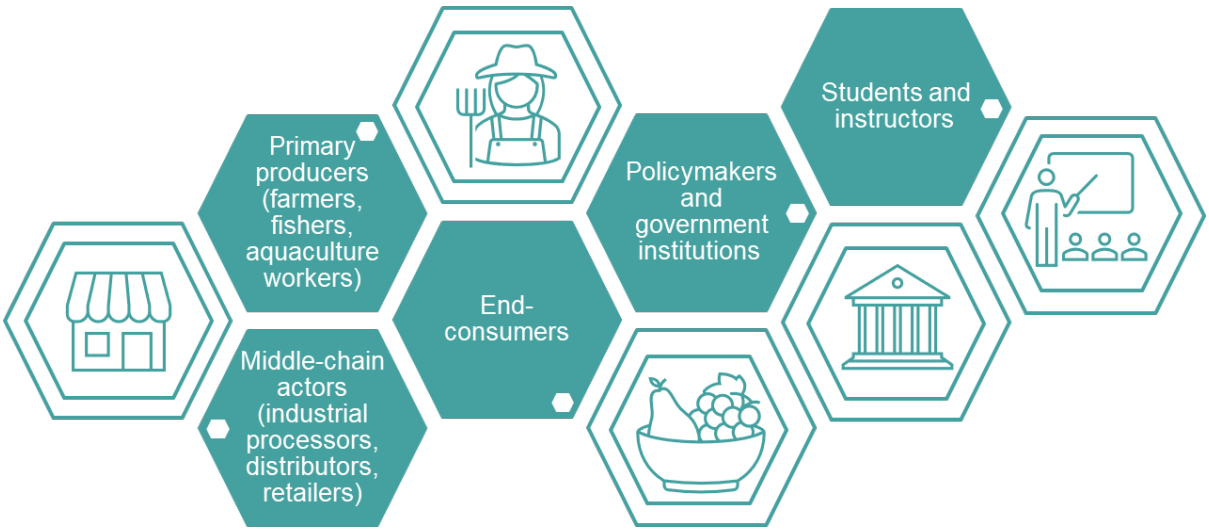

Figure 1: SecureFood School user groups

2. The Available Education

When designing a new curriculum, it is essential to begin by examining what is already available in the field. This review process fulfils several important functions that are comparable to the role of a literature review in academic research.

First, it demonstrates a clear understanding of the current educational landscape. By mapping out existing curricula, we wish to show that SecureFood is aware of ongoing practices, innovations, and challenges. This prevents the duplication of effort and ensures that the new curriculum adds genuine value rather than repeating what has already been developed.

Second, reviewing existing material helps identify gaps, weaknesses, and opportunities for improvement. Just as a literature review in research work highlights what has not yet been addressed in research, a curriculum review reveals areas where current educational offerings fall short, whether in content coverage, pedagogical methods, accessibility, or alignment with evolving professional and societal needs.

Third, this review supports the development of a sound conceptual and pedagogical framework for the new curriculum. By learning from the strengths and shortcomings of other programmemes we can define the principles, priorities, and intended learning outcomes more clearly. This process strengthens the rationale for the new curriculum and situates it within broader educational trends.

Fourth, looking at what already exists provides methodological insights into teaching and assessment practices. Analysing how other curricula structure modules, integrate practical learning, or assess competencies can inform decisions about the most effective approaches for the new design. It also allows us to avoid pitfalls observed in earlier models.

Furthermore, reviewing current curricula enhances credibility and acceptance among stakeholders. Demonstrating that the new curriculum is built upon a critical understanding of existing work reassures educators, students, policymakers, and accrediting bodies that the SecureFood curriculum is robust, evidence-based, and responsive to real educational and societal needs.

In short, reviewing existing curricula is not merely a preliminary step but a foundational one. It provides the necessary context, justification, and inspiration to design a curriculum that is innovative, relevant, and sustainable, while firmly anchored in the lessons learned from previous efforts.

Therefore, this Part I of this document, will start presenting the results of two research study on available education already on the market.

The first was a systematic online search on available education done by Laurea. A systematic online search is a structured way to identify, collect, and analyse existing material. We used a method for the analysis that was a basic internet (Google) search, with a Microsoft 365 Copilot supplement to the online search. The basis was a use of the following keywords or combinations: food resilience, food system resilience, sustainable food system.

We limited the geographical scope mainly to Europe. Courses could be distance learning or classroom-based, vary in length and credits. Courses could be targeted at different groups, so this search could bring up as many perspectives as possible when searching with the keywords mentioned. ECTS credits (where stated) ranged from 3 to 120. Course format options were on-site, online and blended. All results were collected in Excel format with following subjects:

course title, Institution, description, ECTs, duration, target audience, delivery mode, course link.

An analysis of the dataset can be described as follows:

The gathered dataset provides information on seventeen educational offerings related to food resilience; each associated with a different institution. This diversity of institutions indicates that the field of food resilience is being addressed globally, rather than being concentrated in a single region or academic centre. The courses vary significantly in their scope, ranging from research-focused programmes and university modules to professional training and online learning opportunities.

Despite the range of courses, only three offerings provide explicit ECTS credits, which suggests that most of the content is not formally aligned with the European higher education credit system. Similarly, duration is specified for only five courses, and information on the target audience is available in only five cases. This lack of consistent detail may present challenges for prospective students or professionals who wish to compare courses on the basis of academic weight, time investment, or suitability for their profile.

The dataset also highlights differences in delivery modes. Of the seven courses that specify a mode, two are explicitly offered online, while the remaining five are delivered in other formats, such as in-person or blended approaches. The inclusion of online learning options, such as the FAO eLearning Academy, reflects an increasing emphasis on accessibility and global reach in food resilience education. However, the limited reporting of delivery modes suggests that many providers do not clearly define or publicise the format of their teaching.

Overall, the results show that while there is a rich variety of educational offerings in food resilience, the available information is fragmented and inconsistent across institutions. This variation makes it difficult to establish direct comparisons, but it also underlines the broad interest in the subject and the different ways in which it is being taught, from academic courses to professional training programmes.

In more detail, the available course content can be described as follows:

Course descriptions:

1 Examine food security challenges in Arctic regions and their global implications.
2 Online courses covering food system resilience, sustainability, and policy frameworks.
3 Course on food security strategies and resilience in global food systems.
4 Training in assessing and improving resilience in food security programmes.
5 Focuses on climate adaptation strategies and food security planning.
6 Practical course on building resilience in food systems under climate stress.
7 Blended Erasmus+ course combining online and on-site learning. Focuses on food system transformation, sustainability, and mental resilience through real-world case studies and interdisciplinary teamwork.
8 Interdisciplinary master's programme focuses on designing future food systems that balance food production with environmental protection. Includes agroecology, sustainability, and social sciences.
9 Advanced research course on resilience theory and food systems transformation.

10 Undergraduate programme addressing disaster preparedness and food system resilience.
11 Research institute offering programmes on food safety, security, and sustainability
12 Online course exploring the intersection of food systems and climate change.
13 Master's programme focused on sustainable food production and policy.
14 Course on disaster resilience in food systems including COVID-19 and climate change.
15 A 2-year joint degree programme covering sustainable food chains, food technology, economics, and innovation. Includes mobility across at least two European countries.
16 Multidisciplinary MSc focuses on food science, sustainability, safety, and computational food technology. Includes joint degree and optional professional competence module.
17 Two-year double degree programme combining food processing, sustainability, and innovation. Includes study in both France and Italy, with a strong focus on practical skills and industry collaboration.

The target groups for the courses were the following:

- Master's students
- Students with background in natural or social sciences
- Students with a bachelor's degree in food science, agriculture, environmental science, or related fields
- Graduates in food science, chemistry, biology, engineering, or related fields
- Students with backgrounds in agricultural, food, nutritional, economic, or social sciences

The second study was done by NULES, and they analysed also existing online courses, training programmes, and educational platforms related to food security, sustainability, and food safety. This investigation aimed to identify best practices, evaluate the relevance of available resources, and determine gaps that the SecureFood school could address. We based our review on a set of criteria including thematic relevance, target groups, the presence of structured curricula, the use of digital and multimedia formats, accessibility, institutional background, multilingual availability, integration with real-world practice, and sustainability strategies.

The results are presented in the table below.

School, course, training	Pedagogical framework and learning objectives	Structure of curriculum/modules	Stakeholder-specific customisation	Types of learning resources (PDFs, videos, quizzes, etc.)	Platform functionality and usability (*1 = poor, 2 = fair, 3 = good*)	Engagement methods and outreach strategies	Certification and assessment mechanisms	Sustainability and update strategy	Language availability	Integration with real-world practice
FAO eLearning Academy Courses food security[2]	In courses discusses ingredients for food security in the multilateral trading system, and at the national and global level.	Introduction to trade, food security and nutrition; Governance of trade, food security and nutrition Trade policy supportive of food security and nutrition; Linkages between food security, nutrition and social protection: An introduction to basic concepts and principles; The ISPA-FSN tool: Assessing social assistance	eLearning courses promote sustainability by ensuring that new competencies are embedded in local institutions and are tailored to country-specific needs	PDFs, videos	3	Universities and university consortia, other organizations, including United Nations agencies, development agencies, international and intergovernmental organizations, private sector, academic and research institutions, CSOs and NGOs	Final certification test aimed at obtaining verification of skills and competencies. Certification of creation through a digital badge system	Courses are closely aligned with the Sustainable Development Goals and FAO strategic programmes, and are peer reviewed by a wide range of experts to ensure content accuracy, quality and coherence	Arabic Chinese English French Russian Spanish	Are peer reviewed by a wide range of experts to ensure content accuracy, quality and coherence

[2] https://elearning.fao.org/local/search/?src=eyJ0ZXN0byI6ImZvb2Qgc2VjdXJpdHkiLCJzZXJpZXMiOiIiLCJyZWxlYXNlZGF0ZSI6IiIsImxpbmd1YSI6ImVuIiwiaXNuZXciOiIiLCJjZXJ0IjoiIiwibW9iaWxlIjoiIn0%3D

		programmes for better food security and nutrition - Developing a monitoring and evaluation (M&E) plan for food security and agriculture programmes.								
FutureLearn[3], Global Food Security: Addressing the Challenge[4]	The course introduces the issue of food security and explores some of the different ways in which it has been described both in research and practice and considers key challenges for the future.	Global Food Security: Addressing the Challenge	Partnered with top universities, organisations and brands such as UCL, King's College London, Durham University, NHS, Bloomsbury Publishing, BFI, British Council, Accenture and more	Microcredentials, which are specialist courses that offer the opportunity to gain a professional credential, completely online. bootcamp which is more of an intensive study programme that typically focuses on more practical or technical subjects Mix of bite-sized videos, long- and short-form articles, audio, and practical activities	3	Universities and university consortia, other organizations	Final certification test, business case, accredited credential	No commitment to achieving sustainable development goals stated	English	Integration with real practice is ensured by real cases and practical tasks.

[3] https://www.futurelearn.com

[4] https://www.futurelearn.com/courses/food-security

DisasterReady[5] Free Courses on Food Security and Nutrition[6]	Cours on food security and nutrition created by leading organizations and agencies in the humanitarian and development sector	-Effects of Emergencies on Health & Nutrition: An Advanced Guide; -Effects of Emergencies on Health & Nutrition: An Introduction;	It is possible to choose a topic from those offered	word docs, PowerPoint files and PDFs, If you do not have internet speed sufficient to download materials, videos, and downloadable guides	2	Universities and university consortia, other organizations	Final certification test, accredited credential	Achieving Sustainable Development Goals through tailored training	English, Arabic, French Spanish	The training is aimed at increasing general awareness.
Africa Training Institute[7] Food Security and Nutrition in Humanitarian Emergencies Diploma Courses - Africa Training Institute	The course helps raise awareness about the importance of addressing gender equality in food and nutrition security and agricultural policy and programming.	- Monitoring & Evaluation of Nutrition and Food Security Projects (The Following are the Key Thematic Areas Participants Will Cover: - Food Security and Nutrition in Humanitarian Emergencies	It is possible to choose a topic from those offered, and to choose the duration of training.	PDFs, videos	2	Dissemination among governmental and non-governmental organizations, educational institutions of various levels	Certificate courses; Diploma courses; Post Graduate Diploma courses; Short Courses	Achieving Sustainable Development Goals through tailored training	English, French	The training is aimed at increasing general awareness.
Ukraine Global Faculty[8]	•Ensure student/professional outreach and engagement during the war	•Ensure student/professional outreach and engagement during the war	It is possible to choose a topic from those offered	PDFs, videos	2	Dissemination among governmental and non-governmental organizations,	Final certification test, electronic certificate	No commitment to achieving sustainable development goals stated	English	Integration with real practice is provided by real cases and practical

[5] https://www.disasterready.org

[6] https://www.disasterready.org/food-security-nutrition-courses

[7] https://www.africatraininginstitute.org/

[8] https://ugf.academy/lectures

	•Offer global excellence in educational content •Provide equal educational opportunities to Ukrainians	•Offer global excellence in educational content •Provide equal educational opportunities to Ukrainians				educational institutions of various levels				tasks in some courses
Alison's Online Courses[9] Fundamentals of Food Security Management[10]	Learn the methodologies for implementing food defense and mitigating food fraud	Fundamentals of Food Security Management	Alison's courses fall into three study areas: academic, workplace, and personal development	PDFs, videos	2	courses are CPD UK accredited	Final certification test. A CPD accredited Alison Diploma/Certificate certifies	No commitment to achieving sustainable development goals stated	English	All courses a re CPD UK accredited and taught by subject matter experts, including many university lecturers
EIT Food[11]	Empower the brightest minds all over Europe and beyond, arming them with skills and expertise to drive positive change in the Food Industry.	-Inspire - Digital Technologies in the Food System; RIS Inspire - Sustainable Food Production and Consumption	PhDs & Researchers; Professionals; Food Retailer; Aspiring Entrepreneurs	PDFs, videos	3	Dissemination among governmental and non-governmental organizations, educational institutions of various levels	Final certification test, electronic certificate	Achieving Sustainable Development Goals through tailored training	English	All courses are accredited and taught by subject matter experts, including many university lecturers
NSF[12]	Training are about Health Sciences	ISO 45001 Lead Auditor	leading companies in the food and	Information not available for analysis.	2	NSF is a World Health Organization	Information not available for analysis.	No commitment to achieving sustainable	English,	NSF is a World Health Organization

[9] https://alison.com

[10] https://alison.com/course/fundamentals-of-food-security-management

[11] https://learning.eitfood.eu/courses

[12] https://www.nsf.org/training/area/food-safety

	Solutions and Food Safety, Quality and Standards	ISO 14001 Lead Auditor Introduction to Food Safety	beverage industry			(WHO) Collaborating Center on Food Safety, Water Quality and Medical Device Safety		development goals stated		(WHO) Collaborating Center on Food
Food Safety Preventive Controls Alliance (FSPCA)[13]	It is the source of education and training programmes for U.S. food manufacturers, importers, foreign suppliers, and food safety professionals around the world wanting to understand and use one or more of the prevention-oriented standards of the Food Safety Modernization Act (FSMA)	FSPCA Preventive Controls for Human Food Version 2.0 Lead Instructor Course	Food manufacturers, importers, foreign suppliers, and food safety professionals	Information not available for analysis.	2	Food Safety Preventive Controls Alliance (FSPCA	Information not available for analysis.	No commitment to achieving sustainable development goals stated	English,	Food Safety Preventive Controls Alliance (FSPCA

[13] https://www.fspca.net/

Zosi Learning[14]	An online training solution for developing professional skillsets, achieving industry certifications, and accessing valuable resources to help professionals in the supply chain with career growth and compliance	The Food Safety Course and others	Food manufacturers, importers, foreign suppliers, and food safety professionals	Information not available for analysis.	1	each food safety course is by Intertek Alchemy - the global leader in food safety training	Information not available for analysis.	No commitment to achieving sustainable development goals stated	English,	each food safety course was Intertek Alchemy
AIB Education & Research[15]	making expert-led training, practical resources, and independent research available to every food and beverage company	The Food Safety Course and others	Food manufacturers, importers, foreign suppliers, and food safety professionals	Information not available for analysis.	1	information missing	Information not available for analysis.	No commitment to achieving sustainable development goals stated	English,	information missing
The ServSafe Food Safety Training programme[16]	It leads the way in providing current and comprehensive educational materials to the restaurant industry	The Food Safety Course	Food manufacturers, importers, foreign suppliers, and food safety professionals	Information not available for analysis.	1	information missing	d Information not available for analysis.	No commitment to achieving sustainable development goals stated	English,	information missing

[14] https://www.zosilearning.com/

[15] https://aibinternational.com/

[16] https://www.servsafe.com/

The analysis revealed that several well-established platforms offer comprehensive, high-quality training. For example, the FAO eLearning Academy offers peer-reviewed, multilingual courses addressing food and nutrition security, governance, and sustainable resource management, strongly aligning with the Sustainable Development Goals. Similarly, FutureLearn and DisasterReady offer structured multimedia courses on global food security, nutrition, and humanitarian contexts in collaboration with leading universities and international organizations. EIT Food complements these platforms by offering specialized training to professionals, researchers, and entrepreneurs with a focus on innovation and sustainability in food systems.

We also identified regional and specialized initiatives. The Ukraine Global Faculty delivers international educational content to Ukrainian students and professionals, including topics related to food security in wartime. The Africa Training Institute offers diploma and certificate programmes focusing on nutrition and food security in humanitarian emergencies and integrating gender considerations. Other providers, such as NSF, FSPCA, ServSafe, and AIB International, concentrate on food safety, compliance, and industry standards, offering certification to food sector practitioners.

We observed a variety of access models across these platforms. Some are free and open, such as FAO, DisasterReady, and Alison, while others operate on a partially free or commercial basis. Digital and multimedia formats, such as PDFs, videos, and quizzes, are widely used, and many courses offer certification or assessment. However, integration with real-world practice and the sustainability of regular content updates remain uneven across providers.

A significant amount of online educational resources is already available. At the same time, there are still gaps in areas such as multi-stakeholder customization, incorporation of real-life case studies, and ensuring the long-term accessibility of training materials. These insights provide a valuable foundation for developing the SecureFood school, enabling us to build on established best practices while addressing critical gaps and unmet needs.

3. The Education Material Resulting from SecureFood

The SecureFood School will combine the results of various work packages into training programmes, knowledge exchanges, and courses. The goal is to make research results accessible to a wide range of stakeholders, including students, researchers, industry professionals, logistics providers, and consumers. Outcomes will include scientific publications, case studies, standards, manuals, and innovative digital tools.

Table 4: Planned input from WPs

WP	What	For Whom	How	Timeline
WP2	Food security pillars, drivers, legislation, standards	Students, trainees, food security experts	Publications, brochures, info sheets	Available
WP3	Best practices, risk management methods, prediction models	Industry, researchers, food actors, technical experts	Publications, brochures, training, gamification	End 2025 (publications); After M28 (training/models)
WP4	DIGITAL TWIN, AGRIPOLIS, 3d XR solution	Academia, end-users, food actors	Publications, website, code, training courses, manuals	2026
WP5	RESILOG tool, supply chain digital tools	Logistics stakeholders, food actors	Training, manuals, prototype testing	Prototype M24; Training M32
WP6	Case studies (grain, dairy), supply chain criticalities	Producers, students, industry, tech providers, consumers	Training, validation, assignments, online courses, checklists, gamification, roadmaps	Progressive; available during project

4. The Videos

For WP7, and as part of the project's broader outreach and engagement activities, the SecureFood project will develop two animated, educational videos designed to raise awareness of the issue of food security, targeted to younger audiences. The aim of these videos is to help communicate the key concepts of the project in a manner that is both age appropriate and engaging to the respective audiences, as well as to help in supporting the project's broader ambitions of communicating a better understanding of global food systems and the importance of securing them against sweeping and extensive threats.

The target groups for the videos are as follows:

- Video 1: Children aged 6-12
- Video 2: Young people aged 13-17

In the following paragraphs, we will explore the outline and initial concepts for both videos, conceived as of August 2025. It is important to note, however, that the outlines provided are initial iterations and are subject to modification as the work of this task progresses.

4.1 Video 1 (Ages 6-12)

The first video, for children aged between 6 and 12, will adopt a storytelling style, utilising colour animation and playful characters to explore the journey of food from farm to fork. To help conceptualise this journey and keep the attention of younger audiences, a team of animated fruit and vegetable heroes known as the 'Farm Fresh Friends' will be created, whose mission is to help repair a broken food system. Accompanied by a wise farmer named Professor Earth, the Farm Fresh Friends team will travel through the food supply chain collecting magical crystals that represent the five core pillars of food security: availability, access, utilisation, stability, and agency.

A friendly and accessible tone will be implemented for this video, with a cheerful narrator who uses simple language and gentle humour in guiding the story. The style of the video will mimic that of other children's series, using bright and colourful animations with a character-driven story that comprises a clear beginning, middle, and end. Where appropriate, the video will pause to ask questions of the viewer, such as helping the characters to make a decision that will advance the story, thus seeking to encourage interaction and curiosity.

By watching this video, children ages 6 to 12 will learn about those who grow, transport, and sell food, the importance of food that is healthy and reliable, and the important role that multiple actors play in ensuring a safe and secure food system.

4.2 Video 2 (Ages 13-17)

The second of the two animated videos will seek to target an older audience, between the ages of 13 to 17. In contrast to video 1 for young children, video 2 will take a more direct and relatable approach to conveying the information by mixing elements of animated storytelling with real-world footage and data to emphasise how food systems have a real, tangible effect on their lives and futures. Specifically, the video will explore how global circumstances such as conflict, climate change, and disruptions to the supply chain threaten the stability of food security, and how the solutions and technologies put forward by SecureFood will help to reinforce and protect against such events.

Initial ideas for visuals include animated scenes that are overlayed with real-world statistics and split-screen examples of contrasting experiences (e.g., a family shopping in a supermarket that is well stocked versus a supermarket with bare shelves due to a regional drought or conflict). By viewing this footage, teenagers and young adults will be encouraged to engage in critical thinking about the origins of the food that they consume, and how they can take meaningful action, whether at home, in school, or the wider community, to play a role in securing the global food system.

Focusing on relatability and real-world relevance, video 2 will adopt a tone that is clear and empowering, striking a balance between being informative and engaging. The tone of the narrator will be one that is authoritative but also conversational, speaking *to* the audience rather than *at* the audience in a manner that acknowledges their capacity to understand and appreciate the interconnected complexity of global food systems. Where appropriate, the video will ask open-ended questions of the viewer to invite self-reflection or spark curiosity, such as "Where does your lunch come from?" or "What would you change about your school's food choices?" as examples.

In summary, the second SecureFood video will help this more mature age group to understand the real-world impact of global challenges like conflict, climate change, and supply chain disruptions on food security. It will employ an empowering and conversational tone to not only inform but also to motivate young people to see themselves as empowered actors that can contribute to a more resilient and secure global food system.

5. Putting in action

5.2 Integration into LMCS Moodle and other platforms

The National University of Life and Environmental Sciences of Ukraine's (NULES) Moodle-based Learning Management and Communication System (LMCS) will serve as the primary hosting platform for all electronic courses. The system will provide robust technical infrastructure for course delivery, resource management, and learner engagement. The system will comply with privacy, security, and access policies while supporting interactive features such as discussion forums, self-assessment quizzes, and progress tracking.

To enhance accessibility and ensure long-term sustainability, the e-courses and related resources will be designed to be interoperable with other educational and institutional platforms used by project partners and stakeholders. This integration will facilitate wider dissemination, ensure compatibility with existing systems, and strengthen the long-term impact and availability of the training modules beyond the project's lifetime.

Integration activities include configuring the LMCS, testing technical compatibility, and developing maintenance and update guidelines for the platform. Additionally, we will collect continuous user feedback to improve the functionality, user experience, and overall effectiveness of the learning environment.

5.3 Living Lab: part of SecureFood education

SecureFood will engage future professionals of food resilience at Laurea University for Applied Sciences. The forum will be the university's teaching restaurant – BarLaurea – on Laurea's Leppävaara campus. The teaching restaurant is also a Living Lab. It includes a lunch restaurant, an à la carte restaurant, a café, conference and catering services, as well as the BarLab beverage experience environment.

Students in Laurea's degree programme in Hospitality Management gain practical training in the restaurant world of BarLaurea during their first and second years of study. BarLaurea has a permanent staff consisting of a restaurant manager, head chef, and catering coordinator, along with two rotating trainee supervisors. The teachers and lecturers also guide students in their restaurant work.

BarLaurea serves around 500 customers daily, with the main clientele being Laurea's staff and students. In addition to daily operations, BarLaurea carries out various cooperation projects, such as SecureFood, together with businesses and Laurea's key partners, always involving students in the process.

In this living lab setting SecureFood can engage stakeholders through practical workshops. The BarLaurea session will be a pilot that seeks to demonstrate best practices in digital innovation, sustainability, and food safety.

The planned content is as follows:

Topic

The topic focuses on practical stakeholder engagement using workshops. Key areas include:

- Climate-smart food production
- HACCP and traceability compliance
- Digital tools (IoT, blockchain)
- Knowledge transfer and capacity building
- Multi-actor collaboration across the food chain

The Workshop:

The workshop aims to:

- Share best practices for sustainable and safe food systems
- Provide hands-on tools like checklists and stakeholder mapping
- Introduce digital solutions for traceability and quality control
- Facilitate discussions and reflections to co-create solutions
- Foster networking among producers, processors, retailers, students, and policymakers

The Action Plan

Below is the action plan for the BarLaurea pilot workshop. It includes tasks, responsibilities, and timelines.

Details	NB!	Timeline
Finalise workshop agenda	Use the BarLaurea WS draft, adapt to local needs	1 week
Confirm speakers/facilitators	Invite subject experts on HACCP, traceability, IoT	2 weeks
Prepare materials	Slides, checklists, stakeholder tables, quiz	2 weeks
Arrange logistics	Venue, seating, Wi-Fi, catering	2 weeks
Promote to target groups	Email, social media, direct invites to processors, retailers, students	3 weeks
Run pilot workshop	Deliver the session as per agenda	Workshop day
Collect feedback	Feedback forms, group reflections	End of workshop
Analyse results	Review feedback, adjust future sessions	1 week after
Report outcomes	Summarise key learnings for Task 7.1 members and to the whole consortium. The learnings are also to be reported in the deliverables (D7.1 v2 and v3).	1-4 weeks after

6. CONCLUDING REMARKS

SecureFood's WP7 activities on Living Labs, curricula, and training courses are complementary and mutually reinforcing. Together, they create a robust framework for building awareness, transferring knowledge, and empowering stakeholders across the food system. By linking digital and physical environments, formal and informal learning, and multiple stakeholder groups, SecureFood is positioned to deliver impactful and sustainable capacity-building outcomes.

This deliverable is the beginning of the activities: a starting point for the action. The theoretical framework for living labs serves as a base for the related activities whilst, for example, the studies for existing education on SecureFood's domain helps us to fill in the gaps and concentrate on what is really needed on our field. The videos and the living lab activities as Laurea University for Applied Sciences educational restaurant BarLaurea have also a solid base for action. The following deliverables will present in more detail the activities and results.

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