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D.3.2.1 Joint Training Programmes

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Reducing Food Waste and its Environmental Footprint through Sustainable Food Systems

D.3.2.1 Joint Training Programmes

WP3 – Act. 3.2

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1. INTRODUCTION

The purpose of this document is to provide detailed needs profiles for five specific target groups—consumers, retail, food service, primary production, and waste management—in order to inform the design of joint training programmes under Work Package 3 (Activity 3.2) of the ECOFOODCYCLE project.

These profiles are **directly derived from data collected through the ECOFOODCYCLE Food Waste Audit (D.1.1.2)** and further informed by insights from the **Stakeholder Engagement Model (D.1.4.1)**. As such, the analysis is firmly grounded in empirical evidence and reflects actual behavioural patterns, operational practices, and systemic constraints observed across the project areas.

The assessment explicitly considers the specific Adriatic cross-border context, encompassing the Italian regions of Veneto, Abruzzo, and Puglia, and the Croatian counties of Primorje-Gorski Kotar, Karlovac, Zadar, and Lika-Senj. Particular attention is given to regional disparities, tourism-driven demand fluctuations, and shared structural challenges affecting food waste generation and management.

The findings presented in this document form the **analytical foundation for the development of Joint Training Programmes**, ensuring that training content, delivery methods, and expected outcomes are fully aligned with the needs identified across the food system. The specific focus of local training activities is further informed by the food waste mapping and gaps identified during the Work Package 1 (WP1) activities.

2. TARGET GROUP NEEDS ANALYSIS

The Target Group Needs Analysis provides a structured assessment of the key behavioural, operational and systemic factors influencing food waste generation across the ECOFOODCYCLE project area. The analysis is based on empirical data derived from the ECOFOODCYCLE Food Waste Audit (D.1.1.2) and is complemented by qualitative insights from the Stakeholder Engagement Model (D.1.4.1).

Five model-defined target groups have been identified as critical actors within the food system: consumers and households, retail sector, food service and hospitality, primary production, and the waste management sector. Each of these groups contributes to food waste generation in distinct ways and is affected by specific structural constraints, regulatory frameworks, and behavioural patterns.

While these model-defined target groups provide the overall analytical framework for the Joint Training Programmes, partners are not required to address all target groups in their local implementation. Each partner may focus on one or several stakeholder groups, depending on local relevance, stakeholder availability and project priorities, while ensuring alignment with the overall methodology.

The analysis presented in this chapter aims to identify:

- key knowledge gaps related to food waste prevention and management
- operational barriers affecting efficiency across the food value chain
- opportunities for targeted interventions through capacity building and training

In addition to sector-specific findings, the analysis also considers cross-cutting factors characteristic of the Adriatic region, including tourism seasonality, rural–urban

disparities, and cross-border coordination challenges. These elements are essential for ensuring that subsequent training programmes are context-specific, relevant and applicable across different territorial settings.

The findings presented in this chapter serve as a flexible analytical basis for the design of local training activities. They are intended to guide partners in selecting relevant content, target groups and learning priorities, rather than to prescribe a fixed implementation model.

The results of this analysis form the foundation for the design of the Joint Training Programmes presented in the following chapter, ensuring a direct link between identified needs and proposed training interventions.

2.1. CONSUMERS & HOUSEHOLDS

2.1.1. Baseline Knowledge

Findings derived from the ECOFOODCYCLE Food Waste Audit (D.1.1.2, pages 29–30) indicate that **65.96% of respondents identify food spoiling as the main cause of waste**, demonstrating a relatively high level of general awareness.

However, this awareness does not translate into adequate practical knowledge. Only **5.67% of respondents demonstrate a clear understanding of the distinction between "use by" and "best before" labels**, which represents a critical gap in food management practices.

Additional knowledge gaps include:

- limited understanding of proper food storage techniques (4.96%)
- low awareness of environmental impacts associated with food waste
- insufficient recognition of how everyday behavioural practices contribute to waste generation

These findings highlight a clear disconnect between awareness and practical application, which training programmes must address directly.

2.1.2. Typical Barriers to Reducing Food Waste

Barriers identified from Food Waste Audit data include:

1. Food spoiling before consumption (65.96% of respondents)
2. Cooking oversized portions (23.4%)
3. Excessive food purchasing (23.4%)
4. Poor inventory management (23.4%)
5. Inadequate leftover management (21.28%)
6. Difficulty using leftovers or edible food parts (10.64%)

From a systemic perspective, households represent the **largest contributor to food waste**, generating more than 50% of total waste in the analysed regions, with an average of **4.3 kg per person per week** (D.1.1.2, page 48).

2.1.3. Three Priority Learning Outcomes

Based on the identified gaps, the following learning outcomes are defined to ensure measurable behavioural change at household level:

- **LO1:** Participants will be able to correctly interpret food date labels and extend the usable life of perishable foods by applying proper storage techniques.
- **LO2:** Participants will develop weekly meal planning skills to align purchasing with actual consumption needs, thereby reducing oversized portions and over-purchasing by at least 20%.



- **LO3:** Participants will demonstrate practical and creative techniques to repurpose leftovers and utilise all edible parts of food (e.g., vegetable scraps for stock, reuse of stale bread).

These learning outcomes are designed to directly address the discrepancy between awareness and practical implementation identified in the Food Waste Audit.

2.1.4. Suggested Local Examples / Case Studies

To ensure contextual relevance and practical applicability, the following case studies are incorporated into the training design:

1. **Adriatic Regional Case:** Analysis of seasonal tourism impact on household consumption patterns in coastal Croatian regions (Zadar, Lika-Senj), where food waste increases by 30–40% during peak summer periods.
2. **Italian Best Practice:** Community composting initiatives in Veneto and Abruzzo, as well as the successful adoption of digital redistribution solutions such as the *Too Good To Go* application in Puglia.
3. **Croatian Initiative:** Pilot e-donation systems connecting households with local food banks, as identified in the Stakeholder Engagement Model (D.1.4.1).

2.1.5. Three Practical Behaviours to Change

Training interventions focus on the adoption of the following practical behaviours:

1. **Before shopping:** Develop structured meal plans and shopping lists based on existing household inventory; conduct pre-purchase checks of refrigerator and pantry.
2. **During storage:** Apply FIFO (First In, First Out) principles; organise storage by product type and shelf life; correctly store fruits and vegetables (e.g., separation of ethylene-producing items).



3. **After meals:** Implement a "zero leftover waste" approach; store leftovers in transparent, labelled containers with clear date marking to ensure timely consumption.

2.2. RETAIL SECTOR (SUPERMARKETS, GROCERY STORES)

2.2.1. Baseline Knowledge

Findings derived from the ECOFOODCYCLE Food Waste Audit (D.1.1.2, pages 48–51) indicate that **only 20% of retail respondents are aware of national or EU food waste regulations**, while approximately 60% report no awareness.

Key knowledge gaps include:

- insufficient understanding of cold chain management
- weak implementation of date rotation systems
- limited awareness of legal frameworks enabling food donation (e.g., Italy's Gadda Law)

This indicates a need for targeted training focused not only on operational practices but also on regulatory literacy.

2.2.2. Typical Barriers to Reducing Food Waste

Barriers identified from audit data include:

1. Raw materials expiring before use (70.00% of respondents)
2. Rejection of food due to aesthetic or quality standards, or packaging damage (60.00%)
3. High operational costs associated with redistribution
4. Overstocking due to uncertainty in demand forecasting



5. Lack of infrastructure for surplus donation, particularly in Croatian peripheral regions (D.1.4.1)
6. Consumer expectations for visually "perfect" products

Retail-specific context further indicates that:

- bread waste accounts for more than 97% in large enterprises
- meat waste represents the highest environmental impact in medium and small enterprises (D.1.1.2, page 76)

2.2.3. Three Priority Learning Outcomes

- **LO1:** Participants will implement dynamic pricing strategies (e.g., 30–50% discounts) for products approaching expiration, combined with FIFO-based stock rotation.
- **LO2:** Participants will establish partnerships with at least one local food bank or charity, including navigation of legal frameworks and tax incentives for food donation.
- **LO3:** Participants will implement waste tracking systems (manual or digital) to identify the top three waste categories and define measurable reduction targets (D.1.1.2, page 40).

2.2.4. Suggested Local Examples / Case Studies

1. **Italian Model:** Application of the Gadda Law (2016), enabling tax deductions for food donations; case study of a Veneto retail chain reducing waste by 35% through discount-based redistribution platforms.
2. **Croatian Challenge:** Addressing supply-demand imbalances between central logistics hubs (e.g., Zagreb) and peripheral Adriatic regions (Karlovac, Lika-Senj), supported by pilot e-donation systems (D.1.4.1).



3. **Cross-border Collaboration:** Joint procurement strategies between Italian and Croatian retailers to optimise stock levels during off-season periods.

2.2.5. Three Practical Behaviours to Change

1. **Daily:** Conduct shelf inspections; apply dynamic pricing to near-expiry products; train staff to communicate date labeling to customers.
2. **Weekly:** Track and quantify all discarded food by category; identify top waste streams; adjust procurement and stocking accordingly.
3. **Monthly:** Coordinate donation logistics with food banks; ensure compliance with food safety protocols; document donation volumes for reporting and tax purposes.

2.3. FOOD SERVICE & HOSPITALITY

2.3.1. Baseline Knowledge

Findings derived from the ECOFOODCYCLE Food Waste Audit (D.1.1.2, pages 29–30, 48–51) indicate that **only 35.7% of respondents are aware of relevant regulations**, while **64.3% report no awareness**.

Key knowledge gaps include:

- significant misunderstanding of health and safety regulations related to food donation (28.57% cite this as a barrier)
- lack of training in portion control and demand forecasting
- limited knowledge of food repurposing techniques

These findings highlight that regulatory uncertainty and operational inefficiencies are key drivers of food waste in the food service sector.



2.3.2. Typical Barriers to Reducing Food Waste

Barriers identified from audit data include:

1. Leftovers from customers or patients not being reused (50.00% of respondents)
2. Health and safety regulations restricting food reuse (28.57%)
3. Overproduction or excess inventory (21.43%)
4. Incorrect handling or preparation of food (14.29%)
5. Changing or uncommunicated customer preferences (14.29%)
6. Lack of awareness or incentives to reduce waste (14.29%)

A critical contextual factor is the **seasonal impact of tourism**, particularly in Croatian coastal regions (Zadar, Primorje-Gorski Kotar), where significant food surpluses occur during peak tourist periods due to mass catering and demand uncertainty (D.1.1.2, page 11).

Food waste composition further indicates that:

- large operators primarily waste dairy products (80.8%)
- medium-sized operators generate the highest share of meat waste (41.0%) (D.1.1.2, pages 76–80)

2.3.3. Three Priority Learning Outcomes

- **LO1:** Participants will be able to apply structured approaches (e.g. Target–Measure–Act) to monitor and analyse food waste in their operations.
- **LO2:** Participants will be able to identify key sources of plate waste and apply practical measures to reduce waste in daily operations.
- **LO3:** Participants will understand the key elements of safe and compliant surplus redistribution practices, including relevant procedures and regulatory considerations.



2.3.4. Suggested Local Examples / Case Studies

1. **Croatian Tourism Case:** A hotel in Zadar implementing pre-order systems for buffet meals during peak season, reducing food waste by 40%; complemented by menu downsizing during off-season periods.
2. **Italian Institutional Model:** A university canteen in Puglia (Foggia) implementing trayless dining and portion size options (small/medium/large), resulting in a 25% reduction in plate waste.
3. **Cross-border Hospital Initiative:** Collaboration between institutions in Abruzzo and Croatia to repurpose edible surplus for staff meals and redistribution, within food safety regulations.

2.3.5. Three Practical Behaviours to Change

1. **Before service:** Use historical data and seasonal patterns to forecast demand; prepare approximately 80% of estimated needs while maintaining flexibility for additional production.
2. **During service:** Offer portion size options; use smaller plates to reduce waste; monitor buffet levels regularly (e.g., every 30 minutes).
3. **After service:** Separate edible surplus from plate waste; ensure rapid cooling (within 2 hours); establish daily coordination with donation partners.

2.4. PRIMARY PRODUCTION (FARMERS, AGRICULTURAL PRODUCERS)

2.4.1. Baseline Knowledge

According to the Food Waste Audit (D.1.1.2, pages 29–30, 48), **37.5% of respondents report awareness of regulations**, while a significant proportion (43.8%) did not provide a clear response.

Key knowledge gaps include:

- limited understanding of post-harvest loss prevention techniques
- uncertainty regarding regulatory compliance (50% “not sure”)
- lack of awareness of alternative market opportunities for non-standard produce.

2.4.2. Typical Barriers to Reducing Food Waste

Barriers identified from audit data include:

1. Losses during harvesting or product selection (31.25%)
2. Raw materials expiring before use (25.00%)
3. Overproduction relative to demand (18.75%)
4. Pests and diseases affecting crops or livestock (18.75%)
5. Rejection of products due to aesthetic or quality standards (12.50%)
6. Damage caused by extreme weather events (12.50%)

In addition, structural constraints include:

- lack of storage infrastructure (D.1.4.1)
- insufficient development of cold chain systems, particularly in Croatian regions (D.1.1.2, page 11).

Waste composition analysis shows that while fruit and vegetables dominate by volume, **meat waste has the highest environmental impact (>2,000 mPt/kg)** (D.1.1.2, page 6).

2.4.3. Three Priority Learning Outcomes

- **LO1:** Participants will understand and apply key approaches to reducing on-farm losses, including Integrated Pest Management (IPM) and climate adaptation practices.

- **LO2:** Participants will be able to identify alternative market opportunities for surplus and non-standard produce.
- **LO3:** Participants will understand and apply basic post-harvest handling practices to extend product shelf life.

2.4.4. Suggested Local Examples / Case Studies

1. **Croatian Infrastructure Solution:** A cooperative cold storage facility in Karlovac County serving multiple small farms, reducing post-harvest losses by 40%.
2. **Italian Processing Model:** A producer in Puglia converting grade-B products into value-added goods (e.g., tomato passata, olive paste), reducing waste by 50%.
3. **Cross-border Network:** Joint initiatives between Italian and Croatian producers to expand acceptance of non-standard products in processing markets.

2.4.5. Three Practical Behaviours to Change

1. **Pre-harvest:** Improve demand forecasting through pre-harvest contracts; use maturity indicators to optimise harvest timing.
2. **At harvest:** Sort produce into quality categories (Grade A/B/C); ensure immediate cooling of high-quality products.
3. **Post-harvest:** Invest in basic storage solutions; establish regular agreements with processors or food banks for surplus collection.

2.5. WASTE MANAGEMENT SECTOR

2.5.1. Baseline Knowledge

Stakeholder insights and audit findings indicate a **moderate understanding of organic waste treatment options**, but limited awareness of the full food waste hierarchy (prevention → redistribution → recycling → disposal).

Key gaps include:

- lack of reliable data on food waste volumes
- uncertainty regarding the economic feasibility of separate collection systems
- limited cross-border knowledge exchange.

2.5.2. Typical Barriers to Reducing Food Waste

Identified barriers include:

1. Insufficient infrastructure for separate food waste collection
2. High implementation costs in rural and island areas
3. Lack of coordination between stakeholders (D.1.1.2, page 11)
4. Difficulty identifying intermediaries for redistribution (D.1.4.1)
5. Limited access to composting or anaerobic digestion facilities
6. Absence of standardised data tracking systems

Additionally, audit findings indicate low levels of waste tracking across sectors (e.g., only 42.86% in hospitality and 37.50% in primary production track waste levels).

2.5.3. Three Priority Learning Outcomes

- **LO1:** Participants will understand the principles of integrated food waste management systems, with emphasis on prevention and redistribution.
- **LO2:** Participants will be able to apply basic approaches to food waste quantification and monitoring.
- **LO3:** Participants will be able to identify key elements of feasibility assessment for composting or anaerobic digestion solutions.



2.5.4. Suggested Local Examples / Case Studies

1. **Croatian E-Donation Platform:** Digital system linking donors and recipients, supported by logistics coordination.
2. **Italian Bio-waste Model:** Veneto PAYT system achieving high organic waste diversion rates.
3. **Adriatic Island Solution:** Mobile composting systems adapted to seasonal demand fluctuations.

2.5.5. Three Practical Behaviours to Change

1. **Upstream engagement:** Collaborate with businesses on waste prevention; conduct audits and training.
2. **Infrastructure development:** Pilot separate collection systems and establish local partnerships.
3. **Data and reporting:** Implement tracking systems and publish regular reports to support decision-making.

2.6. CROSS-CUTTING CONSIDERATIONS FOR ALL TARGET GROUPS

2.6.1. Adriatic Regional Context

- **Tourism seasonality:** Significant increase in food waste (2–3x) during peak periods in both Croatian and Italian coastal regions.
- **Rural–urban divide:** Urban areas benefit from better infrastructure, while rural and island regions require low-cost, decentralised solutions.
- **Cross-border cooperation:** Shared challenges create opportunities for joint initiatives and knowledge exchange.



2.6.2. References to ECOFOODCYCLE Project Documents

- Food Waste Audit (D.1.1.2): sectoral analysis, supply chain stages, and environmental impact
- Stakeholder Engagement Model (D.1.4.1): identified barriers and engagement approaches.

2.7. CONCLUSION

This needs analysis provides a comprehensive, evidence-based foundation for the development of Joint Training Programmes under Work Package 3 (Activity 3.2).

Across all target groups, four key themes emerge:

1. knowledge gaps regarding regulations and best practices
2. economic barriers requiring demonstration of return on investment
3. infrastructure and coordination challenges
4. strong influence of Adriatic-specific seasonal and geographic factors

Training programmes must therefore combine technical knowledge with practical tools, local case studies and peer learning mechanisms in order to ensure effective implementation and achievement of the **RCR81_2.2 and RCR79_2.2 indicators**, including a minimum of 15 participants per Project Partner and at least 100 participants at project level.

3. JOINT TRAINING PROGRAMMES FRAMEWORK

The Joint Training Programmes Framework defines the conceptual and operational basis for the design and delivery of training activities within the ECOFOODCYCLE project. It



ensures that all training interventions are systematically aligned with the findings of the Target Group Needs Analysis and grounded in the empirical evidence provided by the ECOFOODCYCLE Food Waste Audit (D.1.1.2). The framework is supported by a common set of training materials and tools (toolbox), including presentation materials, practical templates, case studies and supporting resources, ensuring consistency across partners while allowing local adaptation.

The framework establishes a structured approach to capacity building across the food system, linking identified knowledge gaps, behavioural patterns and operational challenges with targeted training responses. It also ensures consistency in delivery across the cross-border context, while allowing for adaptation to local and sector-specific conditions.

3.1. PURPOSE OF THE TRAINING PROGRAMME

The Joint Training Programmes (D.3.2.1) are designed as structured capacity-building interventions aimed at supporting key stakeholders across the food system in reducing food waste and improving resource efficiency.

The programme is organised into five dedicated training modules, each corresponding to one of the model-defined target groups identified in the Needs Analysis. These modules are implemented through a series of local training events in Italy and Croatia, ensuring both contextual relevance and cross-border knowledge exchange.

While five modules are defined at programme level, partners are not expected to implement all modules. Each partner may select and implement those modules most relevant to their local context, target groups and operational priorities.

The primary objective of the programme is to achieve measurable impact in line with Programme Indicators RCR81 (completion of joint training schemes) and RCR79 (uptake of joint strategies and action plans), particularly by supporting participants in applying acquired knowledge in their respective operational contexts.



The local training events may be delivered in in-person, online or hybrid format, depending on local conditions, participant availability and organisational capacity.

The structure and schedules presented in this document should be considered as a recommended framework rather than a strictly prescriptive model. Partners are encouraged to adapt the format, duration and content of the training to their local context, while ensuring overall methodological consistency across the project.

3.2. PEDAGOGICAL APPROACH

The training methodology follows a "Learn–Do–Apply" framework, based on adult learning principles and designed to maximise both knowledge acquisition and practical application.

The approach is structured around the following key elements:

- **Interactive**: Minimising lecture-based delivery in favour of group discussions, case studies and hands-on exercises
- **Contextual**: Using data and findings from the ECOFOODCYCLE Food Waste Audit (D.1.1.2) to ensure relevance to local conditions
- **Action-Oriented**: Focusing on practical behavioural and operational changes rather than theoretical knowledge
- **Cross-Border**: Integrating best practices from Italian and Croatian partners to support knowledge exchange and mutual learning

This approach ensures that participants are actively engaged in the learning process and are equipped to apply acquired knowledge within their respective operational environments.

3.3 FACILITATOR GUIDELINES

Effective delivery of the training programme depends on the role of facilitators as both subject-matter experts and moderators of interactive learning processes.



Facilitators should be local professionals with strong knowledge of food systems and relevant sectoral practices, and should be proficient in the local language (Italian or Croatian).

Each training module is designed for approximately 15 participants to ensure active engagement, interaction and effective knowledge transfer.

Facilitators are responsible for:

- reviewing the module content and structure prior to delivery
- preparing all required materials and supporting documentation
- adapting case studies and examples to reflect local and regional specificities
- facilitating discussions, exercises and group work
- collecting monitoring and reporting data, including attendance sheets and participant feedback forms
- preparing all required materials and supporting documentation, including the use of the common ECOFOODCYCLE toolbox

Particular attention should be given to ensuring that training sessions are participatory, context-specific and oriented towards practical implementation of food waste reduction measures.

4. JOINT TRAINING PROGRAMMES

The Joint Training Programmes have been designed as a direct response to the findings of the Target Group Needs Analysis and the ECOFOODCYCLE Food Waste Audit (D.1.1.2). The programme is structured into five dedicated training modules, each targeting one of the model-defined target groups within the food system and addressing the identified knowledge gaps, behavioural patterns and operational constraints.



Each module translates analytical findings into structured and actionable training interventions, ensuring that the content is tailored, context-specific and directly applicable to real operational environments across the project area.

The overall methodology follows a "Learn–Do–Apply" approach, combining analytical input, practical exercises and reflection on applicable food waste reduction practices. Through this modular structure, participants are not only supported in acquiring knowledge, but are also equipped to implement measurable improvements in food waste prevention and management.

The design of the modules directly reflects the five model-defined target groups analysed in the previous chapter, ensuring full alignment between identified needs and proposed training solutions, as well as consistency in delivery across the cross-border context.

Across all modules, target groups are indicative and may be adapted depending on local stakeholder availability. In addition to the primary target groups, partners may include participants such as Higher Education Institutions (HEIs), students and the research community, where relevant to the training objectives.

Partners may adapt the delivery format of the training modules to accommodate local stakeholder availability, including adjustments in scheduling, duration and format (in-person, online or hybrid). Furthermore, partners are not required to deliver all five modules. Instead, they may select and implement those modules or broader thematic areas (e.g. retail, food service, primary production) that best reflect their local needs and findings from WP1.

4.1. MODULE 1: CONSUMER EMPOWERMENT & BEHAVIOUR CHANGE

This module directly addresses the key behavioural gaps identified in the Needs Analysis for consumers and households, particularly in relation to food storage



practices, consumption planning, and the interpretation of date labelling. It translates identified knowledge gaps into practical skills and everyday behavioural changes aimed at reducing household food waste.

4.1.1. Overview & Learning Objectives

Target Group: Households, students, consumer associations.
Possible participants may also include Higher Education Institutions (HEIs), students and the research community, where relevant to the local context.
Focus: Reducing domestic food waste through better planning, storage, and cooking habits.

Key Learning Outcomes (LOs):

- **LO1:** Understand the environmental and economic impact of household food waste.
- **LO2:** Interpret date labels ("Use By" vs. "Best Before") correctly.
- **LO3:** Apply practical skills in meal planning and creative cooking with leftovers.

4.1.2. Day 1 Schedule: Awareness & Planning

Time	Session	Activity Description
09:00 - 09:30	Registration & Welcome	Sign-in, introductory discussion and icebreaker: "My Fridge Reality Check."
09:30 - 11:00	The Cost of Waste	Presentation of regional audit data (D.1.1.2). Exercise: Calculating personal financial loss from waste.
11:00 - 11:15	Coffee Break	
11:15 - 12:45	Decoding Labels	Workshop: Real product examples. Sorting game: "Eat, Freeze, or Compost?" Clarifying EU regulations on date marking.

12:45 - 13:45	Lunch Break	
13:45 - 15:15	Smart Shopping	Activity: Creating a "Shop-Your-Pantry" first meal plan. Psychology of impulse buying. Checklist for sustainable grocery shopping.
15:15 - 15:30	Break	
15:30 - 16:30	Proper Storage	Demonstration: Fridge organization logic (FIFO method). Optimal storage conditions for common perishables (fruit, veg, bread).
16:30 - 17:00	Day 1 Wrap-up	Q&A and reflection on key takeaways from the session.

4.1.3. Day 2 Schedule: Skills & Action

Time	Session	Activity Description
09:00 - 09:30	Review & Reflection	Sharing reflections on current household practices and challenges.
09:30 - 11:00	Zero-Waste Cooking	Demonstration (or video case study): Creative recipes for stale bread, overripe fruit, and vegetable scraps. Tasting session if facilities allow.
11:00 - 11:15	Coffee Break	
11:15 - 12:45	Composting 101	Introduction to domestic composting solutions (vermicomposting, bokashi, community bins) for unavoidable waste.
12:45 - 13:45	Lunch Break	
13:45 - 15:15	Digital Tools	Guided tour of the ECOFOODCYCLE Platform/App. Hands-on session: Using apps for inventory tracking and recipe finding.
15:15 - 15:30	Break	

15:30 - 16:30	Practical Application	Discussion of practical ways to reduce household food waste and identification of feasible improvements in daily habits.
16:30 - 17:00	Closing & Certification	Wrap-up discussion and feedback collection using the feedback form (Annex A), distribution of certificates (Annex D).

4.1.4. Facilitator Notes & Materials

To ensure effective delivery and participant engagement, facilitators should use a combination of practical materials and behaviour-oriented communication approaches.

- Materials: Product samples with various dates, fridge magnets/infographics, "Shop-Your-Pantry" worksheets, tablets/phones for app demo.
- Key Tip: Keep the tone non-judgmental. Focus on "saving money" as a primary motivator alongside environmental benefits.
- Reference: Use the "Consumer Guidelines" from the ECOFOODCYCLE Toolbox.



4.2. MODULE 2: RETAIL OPTIMIZATION & WASTE MINIMIZATION

This module responds to operational inefficiencies identified in the retail sector, particularly in relation to stock management, product expiry, demand forecasting and surplus redistribution mechanisms. It translates these challenges into practical approaches aimed at reducing food waste while improving operational efficiency and economic performance.

4.2.1 Overview & Learning Objectives

Target Group: Supermarket managers, independent grocers, market vendors. **Possible participants** may also include Higher Education Institutions (HEIs), students and the research community, where relevant to the local context.

Focus: Inventory management, donation logistics, and consumer engagement at the point of sale.

Key Learning Outcomes (LOs):

- LO1: **Identify key waste hotspots** within retail operations, particularly in fresh produce, bakery, and dairy categories.
- LO2: **Understand and apply** dynamic pricing and visual merchandising strategies to reduce losses from near-expiry products.
- LO3: **Understand the principles of** legally compliant and operationally efficient food donation systems in cooperation with local partners.

4.2.2. Day 1 Schedule: Inventory & Operations

The first training day focuses on identifying operational inefficiencies and improving inventory management practices to prevent food waste at the retail level.

Time	Session	Activity Description

09:00 – 09:30	Introduction	Welcome, objectives, current retail waste statistics in IT/HR.
09:30 – 11:00	Audit & Diagnostics	Overview of typical retail waste points and identification of high-loss categories. Group exercise: discussing a sample waste scenario.
11:00 – 11:15	Coffee Break	
11:15 – 12:45	Inventory Excellence	Best practices in ordering accuracy, stock rotation, and cold chain maintenance. Practical approaches to improving demand planning and stock management.
12:45 – 13:45	Lunch Break	
13:45 – 15:15	The “Ugly” Food Opportunity	Marketing imperfect produce. Case studies of successful “imperfect” lines in Europe. Brainstorming in-store campaigns.
15:15 – 15:30	Break	
15:30 – 16:30	Staff Engagement	Training employees to identify at-risk products and advise customers. Interactive exercise: discussing customer communication on date labels and product use.
16:30 – 17:00	Wrap-up	Summary and preparation for Day 2.

4.2.3 Day 2 Schedule: Circularity & Donation

The second training day focuses on implementing circular approaches, including food donation systems, in-store processing, and strategic waste reduction practices.



Time	Session	Activity Description
09:00 - 09:30	Recap	Review of Day 1 concepts.
09:30 - 11:00	Donation Legal Framework	Specifics of IT (Gadda Law) and HR donation laws. Liability protections and tax incentives. Guest speaker from a local food bank (if possible).
11:00 - 11:15	Coffee Break	
11:15 - 12:45	Setting Up Donation Partnerships	Step-by-step guide to partnering with charities. Logistics: sorting, storage, and transfer documentation.
12:45 - 13:45	Lunch Break	
13:45 - 15:15	In-Store Processing	Transforming surplus: In-store kitchens using unsold produce (soups, salads, juices). Feasibility and hygiene requirements.
15:15 - 15:30	Break	
15:30 - 16:30	Retail Action Practices	Discussion of practical approaches to reducing food waste in retail operations and identifying feasible improvements.
16:30 - 17:00	Closing	Wrap-up discussion and feedback collection using the feedback form (Annex A), distribution of certificates (Annex D).

4.2.4. Facilitator Notes & Materials

To ensure effective delivery, facilitators should emphasize both operational improvements and the economic benefits of waste reduction.

- **Materials:** Copies of national donation legislation (IT/HR), sample donation agreements, calculators for ROI exercises.
- **Key Tip:** Emphasize the business case—reduced disposal costs, improved efficiency and tax benefits.



- **Reference:** Retail Guidelines from the ECOFOODCYCLE Toolbox.

4.3. MODULE 3: FOOD SERVICE & HOSPITALITY WASTE REDUCTION

This module addresses operational inefficiencies and behavioural patterns in the food service and hospitality sector, particularly regarding portion control, demand forecasting, and surplus management. It provides practical tools for reducing food waste while maintaining service quality and operational efficiency.

4.3.1 Overview & Learning Objectives

Target Group: Restaurants (chefs and owners), hotels (managers), catering services (staff), institutional kitchens.
Possible participants may also include Higher Education Institutions (HEIs), students and the research community, where relevant to the local context.
Focus: Reducing plate waste, improving kitchen efficiency, and managing surplus food safely.
Key Learning Outcomes (LOs):

- **LO1:** Distinguish between prep waste, spoilage and plate waste, and identify key sources of food waste across preparation, service and post-consumption stages.
- **LO2:** Apply portion control, menu design, and demand forecasting techniques.
- **LO3:** Understand and apply safe and compliant surplus redistribution practices and guest communication strategies (“Doggy Bags”, portion options).

4.3.2. Day 1 Schedule: Kitchen Operations & Menu Design (Waste Prevention)



Time	Session	Activity Description
09:00 - 09:30	Introduction	Welcome. The specific challenge of tourism seasonality in the Adriatic.
09:30 - 11:00	Waste Awareness	Introduction to common approaches to understanding kitchen waste streams. Exercise: categorizing typical kitchen waste scenarios.
11:00 - 11:15	Coffee Break	
11:15 - 12:45	Menu Engineering	Designing menus for cross-utilization of ingredients. Reducing menu size without compromising quality. Activity: "Menu Audit."
12:45 - 13:45	Lunch Break	
13:45 - 15:15	Prep Efficiency	Techniques for "Root-to-Stem" and "Nose-to-Tail" cooking. Maximizing yield. Practical examples/videos from sustainable chefs.
15:15 - 15:30	Break	
15:30 - 16:30	Inventory & Storage	FIFO in professional kitchens. Vacuum sealing, freezing, and labeling protocols. Managing seasonal opening/closing stock.
16:30 - 17:00	Wrap-up	Q&A and Day 1 conclusion.

4.3.3. Day 2 Schedule: Surplus Management & Practical Application

Time	Session	Activity Description
09:00 - 09:30	Recap	Review of kitchen strategies.
09:30 - 11:00	Buffet Management	Strategies for hotels: smaller serving platters, live cooking stations, last-hour discount policies. Case study: "The Breakfast Challenge."

11:00 - 11:15	Coffee Break	
11:15 - 12:45	Plate Waste & Portions	Analyzing plate waste. Offering portion sizes (small/regular). The cultural aspect of "Doggy Bags" in Italy/Croatia and how to normalize it.
12:45 - 13:45	Lunch Break	
13:45 - 15:15	Communication	How to tell the sustainability story to guests without "preaching." Menu language, table tents, and digital feedback.
15:15 - 15:30	Break	
15:30 - 16:30	Practical Application	Discussion of practical approaches to improving kitchen operations and identifying feasible improvements in food waste reduction.
16:30 - 17:00	Closing	Wrap-up discussion and feedback collection using the feedback form (Annex A), distribution of certificates (Annex D).

4.3.4. Facilitator Notes & Materials

- **Materials:** Sample menus, portion size guides, illustrative materials on food waste practices.
- **Key Tip:** Focus on food cost percentage (cost control and profit as a motive). Chefs listen when you talk about saving ingredient costs.
- **Reference:** “Food Service Guidelines” from ECOFOODCYCLE Toolbox.

4.4. MODULE 4: PRIMARY PRODUCTION EFFICIENCY & VALORISATION

This module addresses the key challenges identified in the Needs Analysis for primary production, particularly in relation to harvest losses, post-harvest handling, and limited market access for surplus and by-products. It translates these challenges into practical

approaches aimed at improving efficiency and increasing the economic value of agricultural outputs.

4.4.1. Overview & Learning Objectives

Target Group: Farmers, fishers, cooperatives, and agricultural associations.

Possible participants may also include Higher Education Institutions (HEIs), students and the research community, where relevant to the local context.

Focus: Reducing harvest losses, improving post-harvest handling, and identifying alternative markets for surplus/by-products.

Key Learning Outcomes (LOs):

- LO1: Analyse causes of on-farm losses (weather, market standards, labour constraints).
- LO2: Understand and apply best practices in post-harvest handling and cold chain management.
- LO3: Identify secondary markets for surplus (processing, donation, bio-energy).

4.4.2. Day 1 Schedule: Harvest & Post-Harvest

Time	Session	Activity Description
09:00 - 09:30	Introduction	Welcome. Specific challenges of Mediterranean agriculture/fisheries.
09:30 - 11:00	Loss Mapping	Identifying where losses occur: field, harvest, sorting, storage. Group discussion on "unavoidable" vs. "avoidable" losses.
11:00 - 11:15	Coffee Break	

11:15 - 12:45	Harvest Best Practices	Timing of harvest, handling techniques to minimize damage, field sorting. Fisheries: By-catch management.
12:45 - 13:45	Lunch Break	
13:45 - 15:15	Post-Harvest Storage	Low-cost cooling technologies. Curing and drying methods. Hygiene in storage facilities to prevent spoilage/pests.
15:15 - 15:30	Break	
15:30 - 16:30	Market Standards	Understanding EU marketing standards vs. customer expectations. Negotiating with buyers on specifications.
16:30 - 17:00	Wrap-up	Summary and Day 2 preview.

4.4.3. Day 2 Schedule: Market Access & By-products

Time	Session	Activity Description
09:00 - 09:30	Recap	Recap of key topics from Day 1.
09:30 - 11:00	Processing Surplus	Value-added products (jams, sauces, dried goods) from surplus. Cooperative models for shared processing facilities.
11:00 - 11:15	Coffee Break	
11:15 - 12:45	Short Supply Chains	Direct-to-consumer models (farmers markets, box schemes) to bypass strict retail aesthetic standards. Digital platforms for B2B surplus.
12:45 - 13:45	Lunch Break	
13:45 - 15:15	Alternative Outlets	Donation to charities (gleaning networks). Animal feed (legal framework). Composting and bio-energy on-farm.
15:15 - 15:30	Break	

15:30 - 16:30	Practical Application	Discussion of practical approaches to reducing losses and identifying feasible collaboration opportunities with relevant stakeholders (e.g. processors, charities).
16:30 - 17:00	Closing	Wrap-up discussion and feedback collection using the feedback form (Annex A), distribution of certificates (Annex D).

4.4.4. Facilitator Notes & Materials

- **Materials:** Case studies of local cooperatives, low-tech storage diagrams, and lists of local processors.
- **Key Tip:** Acknowledge the economic pressure farmers face. Frame solutions as "revenue recovery", not compliance burden.
- **Reference:** "Primary Production Guidelines" from ECOFOODCYCLE Toolbox.

4.5. MODULE 5: INTEGRATED WASTE MANAGEMENT & POLICY

4.5.1. Overview & Learning Objectives

Target Group: Municipalities, waste utility companies, policymakers, NGOs.

Possible participants may also include Higher Education Institutions (HEIs), students and the research community, where relevant to the local context.

Focus: Systemic solutions, circular economy infrastructure, and policy incentives.

Key Learning Outcomes (LOs):

- **LO1:** Understand the EU Waste Framework Directive and circular economy targets.
- **LO2:** Understand key elements of effective municipal collection systems for organic waste.
- **LO3:** Explore approaches to local policies that incentivize prevention and donation.

4.5.2. Day 1 Schedule: Systems & Logistics

Time	Session	Activity Description
09:00 - 09:30	Introduction	Welcome. The regulatory landscape (EU/National/Regional).
09:30 - 11:00	Waste Analysis	Interpreting waste composition data. The "Food Waste Hierarchy" in practice. Exercise: Mapping local waste flows.
11:00 - 11:15	Coffee Break	
11:15 - 12:45	Collection Systems	Comparing models: Door-to-door vs. community bins. "Pay-as-you-throw" schemes. Reducing contamination in organic streams.
12:45 - 13:45	Lunch Break	
13:45 - 15:15	Treatment Infrastructure	Composting vs. Anaerobic Digestion. Scale considerations (centralized vs. decentralized). Site visit (virtual or real) to a facility.
15:15 - 15:30	Break	
15:30 - 16:30	Data & Monitoring	Overview of approaches to understanding and managing food waste data. Discussion of reporting requirements and available digital tools.
16:30 - 17:00	Wrap-up	Q&A and Day 1 conclusion.

4.5.3. Day 2 Schedule: Governance & Innovation

Time	Session	Activity Description
09:00 - 09:30	Recap	Review of key topics from Day 1.



09:30 - 11:00	Policy Incentives	Waste tax reductions for donors (e.g., TARI in Italy). Procurement policies for public canteens (schools, hospitals).
11:00 - 11:15	Coffee Break	
11:15 - 12:45	Stakeholder Engagement	Creating "Food Policy Councils" or local networks. Facilitating collaboration between retail, charities, and the city.
12:45 - 13:45	Lunch Break	
13:45 - 15:15	Education Campaigns	Designing public awareness campaigns. Nudging behavior change in citizens. Review of successful EU examples.
15:15 - 15:30	Break	
15:30 - 16:30	Practical Application	Discussion of potential policy approaches and identification of priority areas for improving food waste management at local level.
16:30 - 17:00	Closing	Wrap-up discussion and feedback collection using the feedback form (Annex A), distribution of certificates (Annex D).

4.5.4. Facilitator Notes & Materials

- **Materials:** Regional waste plans, examples of municipal ordinances, infographics on separation rules.
- **Key Tip:** Facilitate dialogue between technical staff (waste utility) and policymakers (city council) – they often speak different languages.
- **Reference:** "Waste Management Guidelines" from ECOFOODCYCLE Toolbox.



5. MONITORING AND REPORTING FRAMEWORK

This chapter defines the monitoring and reporting approach for the Joint Training Programmes and ensures alignment with the requirements of the Interreg Italy-Croatia 2021–2027 Programme. The framework focuses on verifying delivery, participation, completion and participant satisfaction.

The monitoring approach establishes a structured and feasible system for capturing key outputs across the training modules. In this way, the Joint Training Programmes are monitored as both a capacity-building intervention and a measurable contribution to the wider objectives of the ECOFOODCYCLE project.

5.1. MONITORING APPROACH

The monitoring system is based on a results-oriented logic that links training inputs and activities with expected outputs, outcomes, and longer-term impacts. The programme is designed to deliver seven local training events covering five target groups, with a minimum of 15 participants per Project Partner and at least 100 participants at project level. At the same time, it aims to ensure that participants do not merely attend the training, but complete it successfully and apply the acquired knowledge in their respective operational contexts.

The monitoring framework focuses on tracking participation, completion and participant satisfaction across the training events. This enables the project partnership to assess the quality of training delivery, the level of participant engagement, and the practical uptake of food-waste reduction strategies.

The monitoring logic is built on the assumption that targeted, high-quality training, supported by practical tools, can generate measurable behavioural and organisational change across the food system. It also assumes that participants have sufficient relevance or influence within their organisations or communities to apply the knowledge and practices introduced during the training.



5.2. INDICATOR FRAMEWORK

The monitoring and reporting system is aligned with both Programme-level indicators and project-specific key performance indicators. These indicators provide the basis for verifying delivery, completion, uptake, and quality of the Joint Training Programmes.

5.2.1. Programme-Level Indicators

The following Programme indicators are used to assess the performance of the Joint Training Programmes:

Indicator	Name	Definition	Unit	Baseline	Target	Data Source	Frequency	Responsible
RCO85	Participations in joint training schemes	Number of participants registered and attending at least **80%** of a joint training event	Participations	0	Min 15 per PP	Signed attendance sheets + Certificate of Completion	Per event	Local facilitator
RCR81_2.2	Completion of joint training schemes	Number of participants who complete a joint training scheme by meeting all completion criteria	Participants	0	Min 100 at project level	Certificate issuance log, attendance records and participant feedback survey	Per event	Local facilitator

5.2.2. Project-Specific KPIs

In addition to the mandatory Programme indicators, the project applies a streamlined set of internal KPIs to assess training delivery, completion and participant satisfaction. The selected

indicators are designed to ensure feasibility, consistency across partners and alignment with Programme reporting requirements.

KPI Code	KPI Description	Formula / Definition	Target	Data Source
KPI-T1	Number of participants	Total number of participants attending the training	≥15	Attendance list
KPI-T2	Completion rate	% of participants attending at least 80% of sessions	≥80%	Attendance records
KPI-T3	Satisfaction	Average score (1–5) from participant feedback forms	≥4.0	End-of-event survey

5.2.3. Disaggregation Variables

To support inclusivity and more detailed analysis, data should be disaggregated by the following variables, where relevant:

- gender
- stakeholder group
- region
- organisation size
- prior food-waste training experience.

This allows the partnership to better understand who is participating, how different groups respond to the training, and where further adaptation or support may be required.



5.3. DATA COLLECTION INSTRUMENTS

A streamlined set of data collection instruments is used to ensure consistent and feasible monitoring of the Joint Training Programmes. These tools are designed to generate evidence on participation, completion and participant satisfaction, in line with Programme reporting requirements. The key instruments include:

- **Attendance Sheet**, used to record participant presence and verify completion (including ≥80% attendance threshold)

- **End-of-Event Feedback Survey,** used to assess participant satisfaction, perceived usefulness and relevance of the training.

These instruments should be applied consistently across all modules and training events to ensure comparability and reliability of results.

5.4. DATA COLLECTION SCHEDULE

Monitoring is implemented in three stages:

1. **Before training**
   - participant registration
2. **During training**
   - attendance recording
   - observation of participation and delivery quality
3. **Immediately after training**
   - feedback survey
   - completion and certification verification



This staged approach ensures that the programme captures key outputs related to participation, completion and participant satisfaction in a consistent and comparable manner.

5.5. REPORTING AND USE OF FINDINGS

The data collected through the monitoring framework is used for several purposes:

- verification of Programme indicators
- internal quality assurance and adaptive management
- reporting to the Lead Partner and project coordination structures
- evidence for final deliverables and communication outputs.

Monitoring findings should be reviewed regularly to identify areas for improvement in facilitation, participant recruitment, training design and follow-up support. In this way, monitoring is not only a reporting requirement, but also a management tool supporting the continuous improvement of the Joint Training Programmes.

6. IMPLEMENTATION AND FACILITATION FRAMEWORK

This chapter defines the operational conditions required for the effective implementation of the Joint Training Programmes. While Chapters 3 and 4 define the conceptual framework and modular structure of the programme, this chapter addresses the practical delivery model, facilitator roles, pre-event preparation, assessment processes, certification procedures and post-event support mechanisms.

The purpose of this framework is to ensure that the training programme is delivered consistently across all local events, while remaining adaptable to the local and sector-specific context of each target group.

6.1. TRAINING DELIVERY MODEL

The Joint Training Programmes are delivered as a series of seven local training events organised across the Italy–Croatia programme area. The programme aims to reach a minimum of 15 participants per Project Partner and at least 100 participants at project level, across the five model-defined target groups: consumers and households, retail, food service and hospitality, primary production, and waste management.

Each Project Partner is responsible for organising at least one local training event within their territory, targeting relevant stakeholders within the food system.
The local training events may be delivered in in-person, online or hybrid format, depending on local conditions, participant availability and organisational capacity. Delivery may take place in Italian, Croatian or bilingually, depending on the location and participant composition.

Training is delivered through a minimum of two sessions, which may be organised over two or more days, depending on local conditions and participant availability. The sessions do not need to be held on consecutive days. Each session typically lasts between 3 to 4 hours, allowing for a balanced combination of analytical input, practical exercises and interactive discussion, while remaining accessible to participants with professional obligations. This approach allows partners to organise the training through shorter workshop sessions, ensuring flexibility and accessibility.

The proposed structure should be considered as a recommended framework rather than a strictly prescriptive model. Partners are encouraged to adapt the format, duration and delivery approach to their local context, while ensuring overall methodological consistency across the project.



The training model combines cross-border consistency with local adaptation. While the overall methodological framework, modules and tools are jointly developed at project level, partners are expected to adapt examples, case studies and practical exercises to the specific regional and sectoral context, ensuring relevance and applicability.
Training groups may include a mix of stakeholder profiles (e.g. households, public authorities, businesses, education institutions, NGOs), depending on local context and accessibility, in order to support cross-sectoral learning and maximise impact.

6.2. FACILITATOR COMPETENCIES AND ROLES

The quality of the Joint Training Programmes depends significantly on the competencies of facilitators. Facilitators are expected to combine subject-matter knowledge with adult learning skills and strong practical delivery capacity.

Essential competencies include:

- strong understanding of food waste prevention, circular economy principles and relevant EU and national policy frameworks
- ability to apply adult learning methods, including experiential learning, peer exchange and practical group work
- strong facilitation skills, including time management, active listening and group dynamics management
- ability to use monitoring and reporting tools
- awareness of accessibility and inclusion requirements
- competence in the use of project tools, templates and digital resources

In addition, desirable competencies include sectoral work experience, bilingual fluency, formal training or education certification, and prior experience in EU-funded project delivery.

Facilitators are responsible for all stages of the training lifecycle:

- **Pre-event:** preparation of materials, adaptation of content, participant communication and logistical coordination
- **During event:** session delivery, moderation of exercises, time management, conflict resolution, and data collection
- **Post-event:** reporting, certificate issuance support and documentation.

6.3. PRE-EVENT PREPARATION AND LOGISTICS

The success of each training event depends on timely and structured preparation. Pre-event preparation should cover venue readiness, participant registration, materials preparation, and technical checks.

This includes:

- confirmation of venue and facilitation arrangements
- translation and adaptation of materials where needed
- preparation of handouts, attendance sheets and feedback forms
- technical checks for presentation equipment, internet access, and demonstration materials
- participant list finalisation and communication of practical information
- collection of dietary and accessibility requirements

Venue arrangements should ensure that training activities can be delivered effectively and inclusively. This includes sufficient room capacity, flexible seating arrangements, accessible facilities, necessary equipment, and appropriate catering.

Participant recruitment should aim for relevance, diversity, and sufficient representation within each module. Particular attention should be paid to the inclusion of participants who have the capacity to apply training outcomes in practice.

6.4. TRAINING DELIVERY AND FACILITATION APPROACH

The training delivery approach follows a structured and participatory format. Each session is expected to combine the following elements:

- opening and framing of the session objective
- short analytical or instructional input
- interactive practical exercise
- debrief and group reflection
- transition to the next session or application task.

A standard 90-minute session should generally include:

- 5 minutes of introduction
- 20–30 minutes of input
- 40–50 minutes of activity
- 10 minutes of debrief
- 5 minutes of transition.

Facilitators should use a range of pedagogical methods depending on the module and target group, including:

- presentations
- case studies
- group work
- roleplay
- hands-on demonstrations
- field visits or virtual tours
- peer review exercises.



Particular attention should be given to bilingual delivery, pacing, participant energy levels, and time management. Sessions should be realistic, well-paced, and anchored in concrete regional examples.

6.5. INCLUSIVE AND ACCESSIBLE TRAINING DELIVERY

The Joint Training Programmes must be delivered in a way that is accessible, inclusive, and responsive to participant diversity.

This includes attention to:

- physical accessibility of venues
- clear visual and verbal communication
- inclusive language and examples
- availability of bilingual materials where needed
- reasonable pacing and structured instructions
- attention to dietary, socio-economic and logistical barriers to participation

Facilitators should also apply gender-responsive and culturally sensitive practices. This includes avoiding stereotypes, ensuring balanced participation and respecting the diversity of regional identities and professional backgrounds across the Italy-Croatia programme area.

6.6. COMPLETION AND CERTIFICATION

Certification supports Programme reporting and is based on clearly defined completion criteria aligned with Programme indicator RCR81. Participants are considered to have completed the training when they meet the required attendance threshold and submit the participant feedback form.



6.6.1. Certificate Award Criteria

Participants are awarded a **Certificate of Completion** if they meet the following criteria:

Criterion	Requirement
Attendance	≥80% of training sessions
Feedback Form	Completed
RCR81 Eligibility	Yes

6.6.2. Certificate Issuance Procedure

Certificate issuance follows a standardised procedure:

1. verification of participant attendance in line with the defined completion criteria (≥80%)
2. confirmation that the participant feedback form has been completed
3. generation of the certificate using the official project template
4. distribution of the certificate to participants within the agreed timeframe

Records of issued certificates should be retained by the responsible partner for reporting and verification purposes.

6.7. POST-EVENT REPORTING AND INDICATOR TRACKING

Implementation does not end with the delivery of the training event. Immediate post-event reporting is essential for documenting results and ensuring alignment with Programme indicators.

The reporting process includes:

- completion of attendance records
- collection and review of participant feedback surveys

- verification of completion criteria (≥80% attendance)
- preparation of event-level reporting data

Facilitators and coordinators should ensure that:

- attendance records are complete and accurately reflect participant presence
- feedback data is collected and reviewed
- relevant documentation is prepared for reporting purposes
- supporting evidence is retained for verification and audit

6.8. DATA MANAGEMENT, AUDIT TRAIL AND CONTINUOUS IMPROVEMENT

All training-related data must be managed in accordance with GDPR and project reporting requirements. Records should be complete, accurate and stored in a way that enables verification during internal review or external audit.

This includes:

- signed attendance sheets
- feedback forms
- certificate issuance logs
- supporting documentation for Programme indicator reporting

A structured approach to data management should be applied for both event-level and programme-level reporting. In addition, the programme should include mechanisms for continuous improvement, including facilitator reflection, review of participant feedback and adaptation of future training activities based on lessons learned.

The implementation framework should therefore be understood not only as a delivery guide, but also as a quality assurance mechanism supporting the effectiveness and credibility of the Joint Training Programmes.



7. ANNEXES

Annex A: Workshop Feedback Form

Workshop Evaluation

The content was relevant to my needs: [Strongly Disagree] … [Strongly Agree]

The facilitator was knowledgeable and engaging: [Strongly Disagree] … [Strongly Agree]

The balance between theory and practice was appropriate: [Strongly Disagree] … [Strongly Agree]

What is one thing you will implement immediately?

_____

Annex B: Illustrative Example of Food Waste Tracking (Optional)

Date	Waste Category (e.g., Prep, Spoilage, Plate)	Food Item	Reason for Waste	Quantity (kg/units)

Annex C: Attendance Sheet Template

Event: ECOFOODCYCLE Training - Module [X]

Date: _Location: _____

No.	Participant Name	Organization	Day 1 Signature	Day 2 Signature
1				
2				

**This document is required for Interreg reporting purposes.*

**** In case of online training delivery, attendance may be recorded through alternative formats, such as screenshots of the participant list, platform-generated attendance reports, or equivalent digital records, provided that participant presence and session participation can be clearly verified, in line with Programme reporting requirements.***

Annex D: Certificate of Completion Template

CERTIFICATE OF COMPLETION

This certifies that

[Participant Name]

has successfully completed the 2-day training module

(Module Title)

delivered under the ECOFOODCYCLE Project
(Interreg Italy-Croatia 2021-2027, ID ITHR0200316)

Date

Trainer
Signature

Interreg Co-funded by the European Union

Italy – Croatia

ECOFOODCYCLE

Annex E: Facilitator Checklist

▪ [Venue booked and confirmed (Projector, Flipcharts, WiFi). ▪ Catering arranged (Sustainable/Zero Waste menu!). ▪ Printed materials: Agenda, Worksheets, Attendance Sheets, FeedbackForms. ▪ Presentation slides ready and localized. ▪ [ ] Hands-on materials (scales, sample products) gathered. ▪ [ ] Camera for documenting the event (photos forreporting). [ ] Certificates printed and signed.