

## Trainers Guidebook

# PLANT POWER



Boosting Innovation for Food SMEs

[www.plantpowerproject.eu](http://www.plantpowerproject.eu)

2025  
Tutor's Guidebook

By  
Momentum



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## Our Mission

We aim to provide modular, flexible, and innovative learning materials to trainers to help them better support and provide opportunities for Food SMEs, VET providers, and Policymakers.

- We want to enable them to offer inclusive, accessible, contextualised, sensitive, and relevant education about **plant-based product development**.
- Promote innovative, individualised, and contextualised offers that match the specific knowledge gaps and skill sets needed to tackle challenges.
- The learning materials provided will help close skill gaps in making, selling, and promoting sustainable plant-based foods.
- Allow the Open Educational Resources to be used in different contexts and formats to match both specific teaching and learning requirements and equip trainers with the competencies needed to generate impact.



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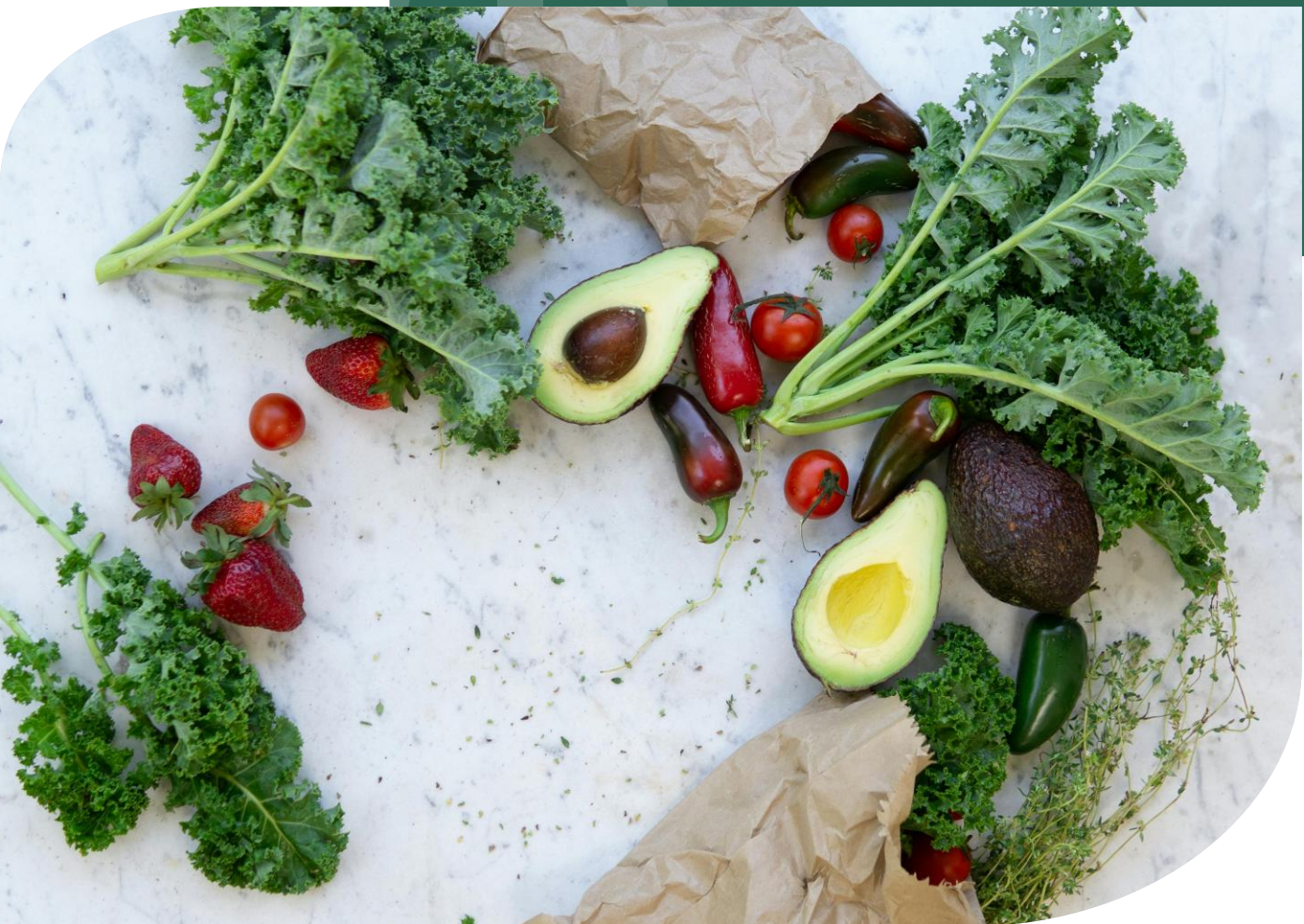


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01

WELCOME TO  
PLANT  
POWER





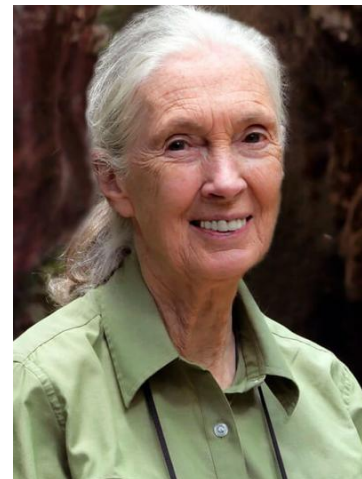
## Overview

Collaboration is key to our success. We bring together food entrepreneurs, educators, and policymakers across Europe to **share knowledge, spark innovation, and build a sustainable future for the food industry.**

Join us in reshaping the food sector. Together, we can reduce environmental impact, meet demand for plant-based products, and build a sustainable future!

Plant Power is a European project that supports the food sector in adopting plant-based innovation and sustainability. **Our practical resources help food SMEs develop essential skills and create innovative products**, while trainers gain valuable content to enhance their educational programmes. Policymakers also benefit from strategies to promote sustainable growth and advance climate action. Together, we're shaping a greener, more resilient future for Europe's food industry. Our project believes that the power of knowledge and collaboration drives positive change.

The Plant Power Project addresses the urgent need to reduce the environmental impact of Europe's food sector. Food production is a major contributor to climate change, but through innovative training and resources, we aim to transform this challenge into an opportunity. By equipping food SMEs and educators with the skills, tools, and knowledge they need, we empower them to adopt sustainable practices, develop plant-based products, and meet growing consumer demand. The Plant Power project is a vital step toward a healthier, greener future where businesses thrive and the planet benefits.



**“We can create a sustainable future by eating more plants and wasting less food”.**

Dr. Jane Goodall  
Primatologist and Environmentalist

## Meet the Team



### Slovak University of Agriculture

SUA brings its expertise in sustainable agriculture, food production, and climate action. With a rich history in research and education, SUA leads the project by ensuring robust collaboration between partners and delivering knowledge-based solutions. Their role includes overseeing project activities, contributing to research, and promoting sustainable innovation in plant-based food systems across Europe.



**SPU**  
Slovenská  
poľnohospodárska  
univerzita v Nitre



### Rezos Brands

An agrifood SME from Greece, that contributes its expertise in functional foods and sustainable farming. With a strong focus on research and development, Rezos supports the project by sharing insights into plant-based product development and sustainability practices. Their "Fam to Fork" strategy ensures a practical, industry-driven perspective, aiding SMEs in adopting innovative, eco-friendly approaches to food production.

## MEET THE TEAM



### ITACyL

Instituto Tecnológico Agrario de Castilla y León (ITACyL) contributes in agricultural research and food innovation, providing technical support and advanced facilities for product development. Their role includes facilitating knowledge transfer through living labs and pilot plants, helping SMEs and educators explore new plant-based food innovations.



### Momentum

Momentum specialises in designing progressive learning programmes aligned with sustainability and labour market needs. Their role involves developing capacity-building resources and ensuring effective dissemination of project results. With expertise in training and digital education, Momentum plays a key part in creating tools that empower educators and SMEs to innovate and thrive in the plant-based food industry.

## MEET THE TEAM



### European E-Learning Institute (EUEI)

EUEI leads digital learning efforts, designing the online course and platform. The focus is on creating inclusive, engaging learning experiences for SMEs and educators. EUEI ensures that the Plant Power resources are accessible, user-friendly, and impactful, helping participants develop the skills to drive sustainable change.



### BIA Innovator Campus CLG

BIA Innovator Campus is a centre of excellence for food innovation and entrepreneurship. Their role in the project is to connect regional food SMEs with resources, training, and knowledge to scale their businesses sustainably. Through their extensive experience in food education and incubation, BIA ensures SMEs are equipped with the skills to innovate in the plant-based market.

## MEET THE TEAM



### University of Valladolid (UVa)

The University of Valladolid, established in 1241, is one of Spain's oldest public universities. In the 2024 QS World University Rankings, it is placed in the 951–1000 bracket globally. Similarly, the 2024 Times Higher Education World University Rankings position it between 1201–1500 worldwide. The university is recognized for its research output, with over 32,000 scientific papers published and more than 465,000 citations received. They are an associated member to ITACyL and through the faculty of medicine (Center of Investigation CIENC).



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## INSTRUCTIONS FOR TRAINERS



# Aim of Open Education Resources

## Methodological Approach

The Open Educational Resources (OERs) consist of 6 Modules and the Trainer's Guidebook to introduce trainers to the scope and potential of Plant Power project in a way that is both rigorous and congruent with academic research and focused on the real-world use of innovation and adaptations in the plant-based food sector.

The Open Educational Resources (OERs) are based on the understanding that there are opportunities present, but that SMEs need to stay abreast of developments within the sector to remain competitive and to contribute to societal changes. In addition, they demonstrate how competency can be consolidated through new learnings, compliance, and ethical frameworks, which provide practical insights into learning a new skill set in a future-proofing way.

The Open Educational Resources (OERs) are aligned with DigCompEdu and GreenComp, ensuring that training delivery supports both digital competence development and sustainability-oriented learning.

Furthermore, trainers should adopt inclusive and flexible approaches to accommodate mixed-ability and diverse learner backgrounds, using differentiated activities, clear communication, and varied participation methods to ensure all learners can engage meaningfully and progress at their own pace.

## General Instructions

Please read this guide thoroughly before conducting the training.

Follow our instructions:

- Ensure a consistent orientation towards the specifications of the OERs and Trainers Guidebook.
- Aim to make the resources modular thus enabling their use as classroom courses, hybrid learning models, and online self-study. The modularity also allows the OERs to be used as a supplement to existing courses.
- Increase the consistent case-based learning approach and the inclusion of current topic examples and role models.

The Open Education Resources have been designed to accommodate a range of teaching styles and cultures. As a common thread, each module is presented with the following design:

- The topic is introduced briefly before delving into the subject matter.
- Information moves from general definitions to more detailed applications, enabling the scope of the topic to be understood.
- Knowledge is reinforced, and skills are developed as students participate in practical exercises.

# Time Management for a Single-Session Delivery

To ensure effective delivery of each module within a single session, trainers should adopt a structured and flexible time management approach. The Plant Power modules are designed to be modular and adaptable, allowing trainers to prioritise key learning outcomes while maintaining learner engagement.

## Recommended Session Structure (2–3 hours)

A typical session can be organised as follows:

### 1. Introduction and Orientation (10–15 minutes)

- Outline session objectives and relevance to real-world practice.
- Activate prior knowledge through a short discussion or prompt.
- Clearly link the topic to sustainability and/or plant-based innovation.

### 2. Core Content Delivery (30–45 minutes)

- Present key concepts using slides, visuals, or short videos.
- Focus on essential knowledge only to avoid cognitive overload.
- Highlight practical examples (e.g., SMEs, case studies, EU context).

### 3. Interactive Learning Activity (30–40 minutes)

- Facilitate group discussions, scenario analysis, or problem-solving tasks.
- Encourage peer learning and application of concepts.
- Use guiding questions to structure engagement.

### 4. Practical Application / Exercise (30–40 minutes)

- Apply learning to real or simulated contexts.
- Examples:
  - Designing a plant-based product concept

- Mapping local sourcing opportunities.
- Evaluating sustainability impacts.
- Encourage collaboration or small group work.

### 5. Reflection and Discussion (15–20 minutes)

- Invite learners to reflect on key insights.
- Use prompts such as: “What surprised you?” “How can this apply to your context?”
- Reinforce links to sustainability and innovation.

### 6. Wrap-Up and Next Steps (10 minutes)

- Summarise key learning points.
- Signpost additional resources or follow-up activities.
- Encourage continued learning (e.g., online modules, further reading).



# Time Management Principles

## ➤ **Prioritise Learning Outcomes**

Focus on depth over breadth. It is more effective to explore fewer concepts in detail than to cover all content superficially.

## ➤ **Use Flexible Delivery**

Adapt timing based on

- Learner experience levels
- Group size
- Delivery format (online, blended, in-person)

## ➤ **Balance Input and Interaction**

Aim for a balance between:

- Trainer input (≈40–50%)
- Learner activity (≈50–60%)

This supports active learning and retention.

## ➤ **Build in Transition Time**

Allow short transitions (2–5 minutes) between activities to maintain flow and avoid fatigue.

## ➤ **Prepare Adaptation Options**

Trainers should identify:

- Essential content (must deliver)
- Optional content (if time allows)

Effective time management supports not only content delivery but also learner engagement, inclusion, and knowledge retention. Trainers are encouraged to remain responsive to learner needs while maintaining a clear structure to ensure that each session achieves its intended outcomes.



# 03

## OERs DELIVERY OPTIONS & TOOLS





## Delivery Options

### In-Person

Classroom training remains one of the most popular techniques for building skills capacity. Typically, it is instructor- centered face-to-face training that takes place at a fixed time and place. The Plant Power Open Educational Resources suggest using the resources provided in the following ways.

Suggested delivery mechanisms:

- **Small group discussions.** Break the students down into small groups and give them case studies and Social Innovation topics, challenges, or situations to discuss or solve. This allows for knowledge transfer between learners.
- **Q & A sessions.** Informal question-and-answer sessions are most effective with small groups and for learning something new and updating existing knowledge.
- **Multimedia.** Multimedia training materials tend to be more provocative and challenging and, therefore, more stimulating to the learners' minds. Trainers should ensure that these are used to their full potential.

- **Interactive tools.** The engagement of learners can be easily achieved by using interactive tools. An example of a free tool is Kahoot! which is a game-based learning and trivia platform used in classrooms, offices, and social settings. You can compile a quiz, which can be answered by the learners on their phones/tablets/computers. It is possible to get immediate feedback and results.

### Online Learning

Innovative learning and access to the internet is so important now more than ever to take advantage of and participate in today's digital economy. Before the COVID-19 pandemic, a growing trend towards digital technology was already changing the way we do things as a society – with access to services, information, and support increasingly going 'digital by default'.

Online Learning as a delivery method uses Internet technologies embedded in the Plant Power OERs to deliver a broad array of solutions to enable learning. The Open educational Resources are provided as an online learning programme for direct access by all stakeholders including adult trainers and others interested in acquiring new skills.

Online learning exposes learners to a wide range of resources available online, covering their areas of interest, which they can learn at their own pace, personally. Taking charge of their education like this can be very empowering and can give learners a sense of self-confidence that helps them to do even better.

# Delivery Options

## Blended Learning

Blended Learning combines online digital media with traditional classroom methods. Blended learning is a method of teaching that integrates technology digital media and the traditional instructor or trainer. It requires the physical presence of both trainer and learner, with some element of learner control over time, place, path, or pace. Learners still attend a classroom setting with a trainer present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. It gives learners a more flexible customized learning experience.

## Hybrid Lessons

Hybrid lessons combine both in-person and online learning. They are a flexible and inclusive approach for learners since they promote the strengths of both modalities to create a comprehensive and inclusive learning experience. Hybrid lessons give learners flexibility to choose between attending in-person or online. This type of delivery accommodates different needs and preferences. Trainers offer learners the access to lessons regardless of their location. However, they require very effective use of technology to ensure seamless interaction and communication between all participants.





## Classroom Training & Tools

The most popular training technique for building capacity is this one. It is often by a trainer, face-to-face with learners, and takes place at a fixed location and time. The following boxes show the Plant Power training tools. We showcase use along with some additional resources to make the learning accessible.

Tool	Use	Additional Resources
PowerPoint Presentation	Display the training materials on a large screen.	Laptop, Projector, and large screen
Videos	Explain content, and present case studies	Audio/ Sound System
Exercises	Homework or activities in a group	Whiteboard Pens or markers
Case Studies	Analyse real-world scenarios	Whiteboard Pens or markers
Self-Assessment Questionnaires	Reflect on knowledge or skills	Google Microsoft Forms Printed



## Online Training & Tools

Online lessons are very popular. Using online applications such as Teams, Google Meet, Zoom or others, instructors, and learners can interact instantly via the internet. These lessons offer the benefits of traditional classroom settings while allowing the flexibility of attending classes from any location. This style of learning reduces travel time, costs, and accessibility.

Online Tool	Use	Additional Resources
Online Platform	Create online classroom & provide a calendar of lessons	Teams, Zoom, Google Meet
Technology	Appropriate software & a stable connection	Participants need a laptop
PowerPoint Presentation	Training materials developed in a PowerPoint	Need an online training material depository
Videos	Used to explain certain training content	Make sure learners can hear
Exercises	Used as homework or as group activities in class.	Use Breakout rooms to divide the online class

04

## PEDAGOGICAL APPROACHES





## Scenario Analysis

**Scenario Analysis** is a powerful **pedagogical approach** that immerses learners in realistic, often complex situations that require critical analysis, decision-making, and reflection. Focused on **constructivist and experiential learning theories**, it allows students to actively build understanding through engagement with authentic contexts. By simulating real-world challenges, learners apply theoretical knowledge, test different strategies, and experience the consequences of their decisions in a safe and controlled environment. This aligns closely with principles of effective education, such as active learning, critical reflection, and higher-order thinking.

Research across disciplines consistently shows that scenario-based learning enhances **student motivation, retention, and professional readiness**. Learners who participate in scenario analysis develop stronger problem-solving skills, improved judgment, and a deeper capacity for transferring classroom knowledge to practical contexts. Because scenarios often mirror the complexities of professional practice, they help students cultivate foresight, adaptability, and ethical awareness skills which are essential in the modern world.

This approach supports **inclusive education**, allowing for diverse perspectives and flexible learning formats that meet a range of learner needs.

From a training standpoint, scenario analysis is both **innovative and adaptable**. Trainers can use it through simple written case prompts, classroom discussions, or technology-enhanced simulations, depending on available resources. It encourages interdisciplinary connections and prepares learners to think systemically about uncertainty and change. Furthermore, it can be implemented in any educational setting with moderate preparation, making it a practical and transformative method for fostering active, reflective, and future-oriented learning.





## Collaborative & Co-Created Pedagogy

**Collaborative and Co-Created Pedagogy** is an approach to teaching that redefines the relationship between trainers and learners as a partnership. Instead of positioning the trainer as the sole authority, this pedagogy invites learners to share in the design, delivery, and reflection of their learning experiences. Rooted in **constructivist, social constructivist, and humanistic learning theories**, it views education as a shared process of inquiry and meaning-making. Through dialogue, mutual respect, and joint problem-solving, both teachers and learners contribute to constructing knowledge that is relevant, contextual, and transformative.

Research consistently highlights the **real-world effectiveness** of this pedagogy in promoting deeper engagement, motivation, and critical thinking. When learners are active participants in shaping their education. For example, by using co-designing assessments, contributing to course content, or collaborating on authentic projects then they tend to develop stronger ownership of their learning, and reflective capacity. These approaches naturally support **inclusion** and **accessibility**, as they welcome diverse

perspectives, experiences, and learning styles. They align with the principles of **Universal Design for Learning (UDL)** by providing multiple avenues for participation and expression, ensuring that all voices are valued.

It can be implemented in simple ways, such as peer-learning discussions or group projects, or in more advanced forms, like co-designed curricula and community-engaged learning. Digital tools also make collaboration easier across contexts, allowing for flexible and participatory experiences. While it requires a shift in mindset, it is increasingly recognised as an essential approach for developing autonomy, empathy, and democratic engagement in modern education. Ultimately, collaborative and co-created pedagogy transforms classrooms into **learning communities** where everyone teaches, learns, and grows together.





## Framing and Reframing

**Framing and Reframing** is an approach that teaches learners to examine how perspectives, assumptions, and contexts shape their understanding of problems. Students are encouraged to identify the “**frame**” through which they interpret an issue and then to “**reframe**” it by considering alternative viewpoints, disciplinary lenses, or cultural contexts. This pedagogy helps learners develop the ability to question assumptions, engage in reflective inquiry, and construct a deeper understanding of complex topics.

Research demonstrates that framing and reframing enhances **critical thinking, creativity, and problem-solving** across educational fields. By learning to shift perspectives, learners become more adaptable and reflective, enabling them to navigate uncertainty and think about challenges more effectively. It also supports **inclusion and accessibility**, as it naturally values diverse viewpoints and encourages students to bring their personal experiences, cultural backgrounds, and ways of knowing into the learning environment. Furthermore, this pedagogy allows learners

to uncover hidden biases, challenge stereotypes, and develop empathy by understanding how different people may interpret the same situation.

Framing and reframing is an **innovative** yet highly accessible pedagogy. It requires no specialised resources and can be integrated into discussions, writing tasks, case studies, or project-based learning. As learners practice reframing, classrooms become reflective spaces where multiple interpretations are examined. This makes the approach both easy to adopt and deeply transformative, equipping learners with the mindset needed for thoughtful and flexible engagement.





## Reflective & Inquiry-Based Learning

**Reflective & Inquiry-based Learning** encourages learners to explore questions, investigate ideas, and think critically about their learning experiences. Instead of simply receiving information, learners construct their own understanding by questioning, observing, experimenting, and reflecting on their actions. Drawing from constructivist, experiential, and transformative learning theories, this method positions learners as active participants who seek **meaning** and **connections**. Reflection deepens this process by helping learners analyse their thinking, identify assumptions, and integrate new insights into future actions.

Educational research shows that reflective and inquiry-based instruction improves **critical thinking, conceptual understanding, creativity, and learner autonomy**. They engage more deeply when they investigate meaningful questions and reflect on what and how they are learning. This approach also supports **inclusion** and **accessibility**, as it values diverse viewpoints, encourages personal relevance, and provides multiple expression. Inquiry-based learning empowers those who may not thrive in traditional, lecture-based settings. Reflective exercises like journals,

self-assessments, and portfolio work further support individual learning needs.

From a practical viewpoint, reflective and inquiry-based learning is **innovative** and highly **adaptable**. Trainers can introduce it through simple reflective prompts, guided investigations, or longer project-based inquiries depending on the context. It requires no special materials just a teaching mindset that prioritises curiosity, questioning, and thoughtful reflection. Digital tools such as collaborative platforms, virtual experiments, and reflective blogs can further enrich the learning experience. Ultimately, this pedagogy transforms the learning into a community of inquiry where learners develop the skills, habits, and mindset necessary for thoughtful engagement in a rapidly changing world.





## Critical Thinking & Design Thinking

**Critical Thinking and Design Thinking** are complementary pedagogical approaches that cultivate essential skills for navigating complex, changing environments. **Critical Thinking** focuses on the ability to analyse information, question assumptions, evaluate evidence, and make reasoned judgments. It is based on constructivist and reflective learning theories, emphasising active meaning-making, and intellectual focus. **Design Thinking**, meanwhile, takes a human-centered, creative approach to problem-solving through empathy, ideation, prototyping, and iterative refinement. Rooted in experiential and collaborative learning theories, it encourages students to explore real-world challenges with curiosity, flexibility, and innovation.

Evidence from education, industry, and professional practice strongly supports the effectiveness of these approaches. Critical thinking enhances academic performance, improves decision-making, and prepares learners to engage thoughtfully with diverse viewpoints. Design thinking has proven its value in fostering creativity, collaboration, and resilience, enabling learners to tackle problems and co-create

solutions with peers or community stakeholders. Both pedagogies support **inclusion**, and **accessibility** by encouraging diverse perspectives, validating different ways of thinking, and offering multiple entry points for engagement. Design thinking's emphasis on empathy and multimodal expression, in particular, allows learners of varied backgrounds and abilities to contribute meaningfully.

From an instructional standpoint, both critical thinking and design thinking are highly **adaptable** and **practical** for the classroom. Critical thinking can be incorporated through questioning techniques, source analysis, reflective writing, or structured reasoning tasks. Design thinking can be introduced through simple brainstorming exercises, empathy interviews, low-tech prototyping, or more complex project-based challenges. Neither approach requires specialised technology but a willingness to facilitate inquiry, dialogue, and iteration. When integrated into teaching practice, these pedagogies transform classrooms into active, collaborative learning environments where students learn to reason deeply, and solve problems with compassion.





## Supporting Mixed-Ability & Mixed-Background Groups

The Plant Power training is designed to be **inclusive** and **adaptable** to learners with diverse abilities, educational backgrounds, cultural contexts, and professional experiences. Trainers play a key role in creating a learning environment where all participants can engage meaningfully and contribute confidently.

### Key Principles:

#### Differentiation

Adapt content, activities, and support based on learner needs:

- Provide **simplified explanations** alongside more advanced insights
- Offer optional **extension tasks** for more experienced learners

#### Universal Design for Learning (UDL)

Use multiple ways of teaching and engaging learners:

- Present information through **visuals, discussion, and practical examples**
- Allow learners to express understanding in **different ways** (discussion, written, practical tasks)

#### Inclusive Communication

- Avoid jargon or explain key terms clearly
- Encourage respectful dialogue and diverse perspectives
- Be mindful of cultural and language differences

#### Learner-Centred Approach

- Recognise and build on learners' existing knowledge
- Encourage peer learning and knowledge exchange
- Create opportunities for learners to relate content to their own contexts

#### Practical Strategies for Trainers

##### Use Tiered Activities

Design activities with different levels of complexity:

- **Basic level:** understanding key concepts
- **Intermediate:** applying knowledge
- **Advanced:** analysing or creating solutions

##### Facilitate Peer Learning

- Mix learners with different experience levels in group work
- Encourage sharing of real-life examples
- Position learners as co-creators of knowledge

##### Scaffold Learning

Provide structured support:

- Step-by-step instructions
- Templates or examples
- Guided questions

Gradually reduce support as confidence increases.

# Delivery Options

## Offer Flexible Participation Options

- Individual, pair, or group work
- Verbal or written responses
- Online or offline contributions (for blended learning)

## Check Understanding Regularly

- Use quick feedback methods (e.g., polls, short discussions)
- Ask open-ended questions
- Adapt pace based on learner responses

## Create a Safe and Supportive Environment

- Encourage participation without pressure
- Acknowledge all contributions
- Normalise different learning speeds and styles

Working with mixed-ability and diverse groups enhances learning by bringing multiple perspectives and experiences into the training environment. When effectively facilitated, this diversity becomes a key strength, supporting deeper understanding, collaboration, and innovation in line with the inclusive and learner-centred values of the Plant Power project.





## Alignment with European Competence Frameworks

The pedagogical approaches adopted within the Plant Power Trainers' Guidebook are aligned with key European competence frameworks, ensuring that learning is both **digitally enriched** and **sustainability-oriented**. In particular, the framework aligns with the DigCompEdu and GreenComp, which support the development of essential competences for the green and digital transitions across Europe.

**DigCompEdu** provides a structured model for enhancing trainer's digital competences across teaching, learning, and assessment. **GreenComp** defines the essential competences needed to support the green transition, including systems thinking, sustainability values, futures literacy, and action competence. Together, these frameworks ensure that Plant Power delivers digitally enriched, sustainability-driven learning that is aligned with European policy priorities such as the green and digital transitions.

**Module Level Alignment Module 1:**  
Opportunities for Innovation in SMEs & Digitalisation

This module aligns strongly with DigCompEdu by integrating digital tools into learning, particularly through the use of technologies for supply chains, production, and innovation. Learners develop digital problem-solving skills and gain exposure to real-world applications of technology in the food sector. From a GreenComp perspective, the module supports systems thinking by enabling learners to understand how digital innovation interacts with broader food systems and sustainability challenges. It also fosters adaptability, preparing learners to respond to evolving technological and environmental contexts.

### **Module 2:** Adding Value to Plant-Based at Farm and Processor Level

This module emphasises applied, case-based learning approaches that align with DigCompEdu's focus on effective teaching and learner empowerment. It supports inclusive learning by acknowledging diverse agricultural practices and contexts. In terms of GreenComp, the module reinforces sustainability values by highlighting ethical food production, resource efficiency, and environmental responsibility. It also strengthens systems thinking by linking production methods with ecological and social outcomes.

### **Module 3:** Creating Plant-Based Innovations for Retail

This module aligns with DigCompEdu through its use of interactive and multimedia learning approaches, as well as through assessment practices that evaluate learners' understanding of market trends, product development, and innovation strategies.



## Alignment with European Competence Frameworks

GreenComp alignment is evident in the development of critical thinking and futures thinking competences. Learners are encouraged to analyse consumer behaviour, assess sustainability claims, and anticipate future shifts in food systems and consumption patterns.

### **Module 4:** Sourcing and Mapping Local/Regional Raw Materials

This module supports DigCompEdu through the use of digital tools for mapping, data analysis, and resource identification. It enhances learners' information and data literacy by requiring them to evaluate sourcing options and interpret regional data. From a GreenComp perspective, the module is strongly rooted in systems thinking and action competence. Learners gain practical skills to design sustainable sourcing strategies that reflect local ecosystems, reduce environmental impact, and support regional economies.

### **Module 5:** Imagining a Better World via Plant Power

This module aligns with DigCompEdu by promoting learner-centred, reflective, and participatory approaches supported by

multimedia and collaborative learning environments. It empowers learners to engage actively with content and contribute their perspectives. GreenComp alignment is particularly strong in this module, as it develops futures thinking, sustainability values, and agency. Learners are encouraged to envision alternative food futures and reflect on their role in driving positive change within society and the environment.

### **Module 6:** Creating Plant-Based Innovations for Food Service

This module reflects DigCompEdu through its emphasis on practical, real-world application and collaboration with industry contexts. It supports experiential learning and professional engagement, key components of effective digital-age education. In alignment with GreenComp, the module develops action competence by enabling learners to implement sustainable practices in food service settings. It also strengthens adaptability, equipping learners to respond to changing consumer demands and sustainability challenges.

# Cross-Cutting Competence Development

Across all six modules, the **Plant Power Open Educational Resources (OERs)** demonstrate a coherent integration of digital and sustainability competences.

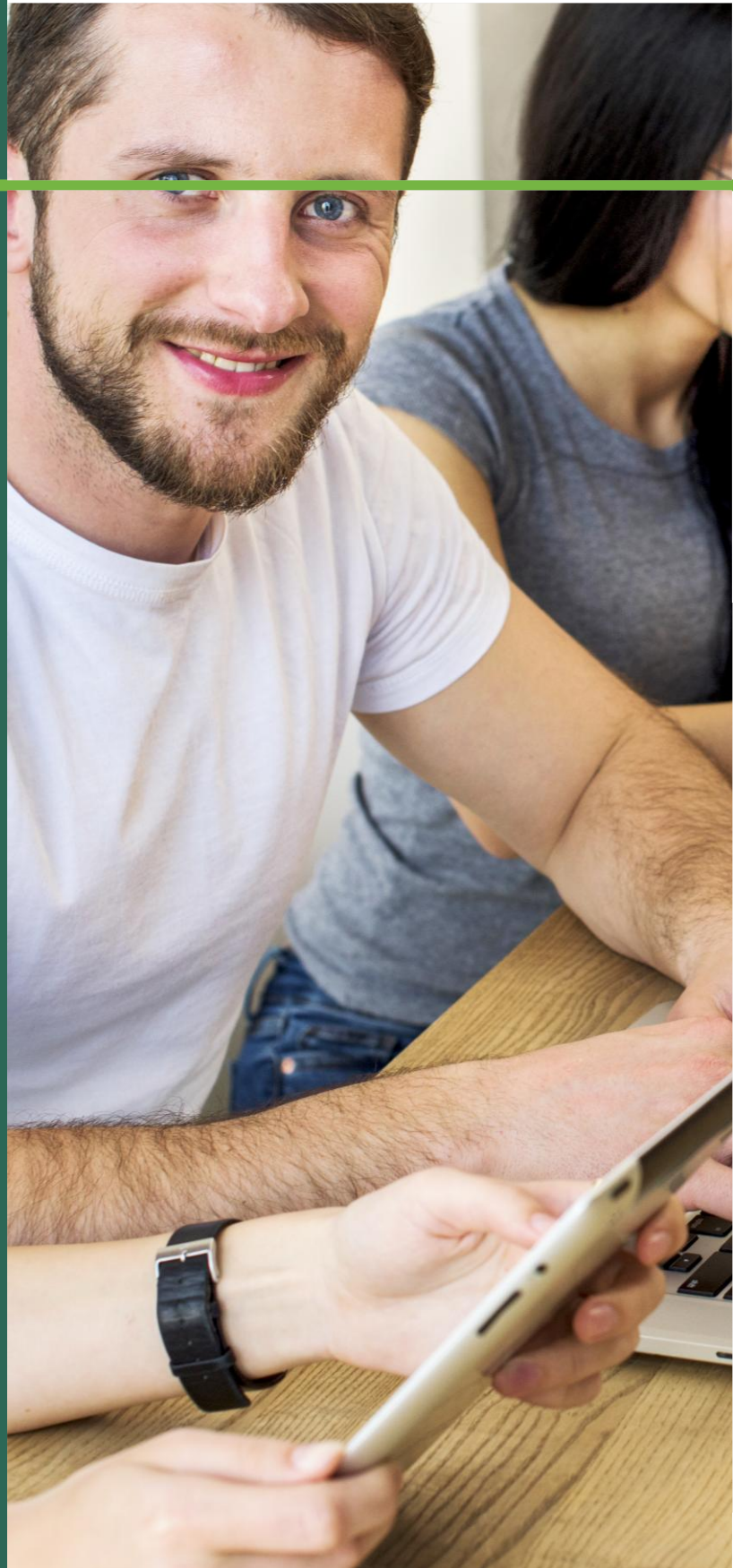
From a **DigCompEdu** perspective, the programme incorporates:

- The use of digital tools and multimedia resources.
- Flexible delivery methods (online, blended, in-person).
- Learner-centred and inclusive teaching approaches.
- Development of digital literacy and problem-solving skills.

From a **GreenComp** perspective, the curriculum consistently promotes:

- Systems thinking in relation to food, environment, and society.
- Ethical and sustainability-oriented values.
- Futures thinking and innovation.
- Action-oriented learning that translates knowledge into practice.

The Plant Power modules demonstrate strong alignment with both DigCompEdu and GreenComp, ensuring that the learning experience is both digitally competent and sustainability-focused. By combining innovative pedagogical approaches with real-world application, our OERs equip learners with the knowledge, skills, and values required to contribute meaningfully to Europe's green and digital transitions. This alignment enhances the relevance, impact, and transferability of the project's outputs within the European VET ecosystem, supporting educators and SMEs in building a more sustainable, resilient, and future-oriented food sector.



05

**OPEN  
EDUCATIONAL  
RESOURCES  
OVERVIEW**



# Course Content Overview

The Open Educational Resources (OERs) are comprised of six modules structured as a journey of learning to understand innovation, entrepreneurial skills, and sustainability practices.

**Module 1:** Opportunities for Innovation in SMEs & the Power of Digitisation and Innovative Technologies

**Module 2:** Adding Value to Plant-Based at the Farm and Food Processor Level

**Module 3:** Creating Plant-Based Innovations for Retail, Prepared Consumer Goods

**Module 4:** Sourcing/ Mapping Local/ Regional Raw Materials

**Module 5:** Imagining a Better World Via Plant Power

**Module 6:** Creating Plant-Based Innovations for Food Service Outlets



# Course Content

## Detailed Overview



### **Module 1: Opportunities for Innovation in SMEs & the Power of Digitisation and Innovative Technologies**

This module aims to equip participants with a comprehensive understanding of how SMEs can leverage opportunities through the use of digital tools for smarter supply chains and production. This module's main goal is to empower SMEs to compete and scale in a tech-driven food economy.

The interactive further learning materials included will serve as tools for reinforcing knowledge and ensuring a well-rounded learning experience.



### **Module 2: Adding Value to Plant-Based at the Farm and Food Processor Level**

This module aims to provide learners with a comprehensive insight into how modern technologies and traditional methods enhance plant-based foods. We look to explore nutritional quality to market readiness.

This module bridges ancestral wisdom with cutting-edge processing techniques. The interactive content in this module is designed to facilitate active engagement.



### **Module 3: Creating Plant-Based Innovations for Retail, Prepared Consumer Goods**

This module aims to provide a comprehensive understanding of the consumer trends and market demand for plant-based ready-to-eat and retail products. It explores innovative strategies for developing plant-based products that appeal to diverse consumer segments, while analysing challenges and solutions related to formulation, shelf life, packaging, and distribution.

The interactive content is designed to facilitate active engagement and assess the grasp of the course content fostering a deep learning experience.



### **Module 4: Sourcing/ Mapping Local/ Regional Raw Materials**

This module enables learners to understand how local and regional sourcing supports sustainable plant-based food systems. It provides practical methods for finding, mapping, and assessing raw materials in a given region.

By the end, learners will be able to prepare an evidence based regional sourcing plan and propose how locally available ingredients could be used in future plant-based products.

# Course Content

## Detailed Overview



### Module 5: Imagining a Better World Via Plant Power

This module empowers learners to understand the critical role plant-based food systems play in shaping a sustainable and resilient future. Learners are encouraged through exploration of the interconnections between food, environment, health, and equity to reflect on current global challenges and imagine transformative solutions rooted in plant-based innovation.

We blend theory, multimedia content, and practical activities so learners will develop the awareness, values, and motivation to become agents of change in the transition to sustainable food systems.



### Module 6: Creating Plant-Based Innovations for Food Service Outlets

This module covers aspects such as developing new menu items using plant-based ingredients, adapting recipes to ensure nutritional balance and taste. Training staff on the preparation and marketing of plant-forward dishes is another aspect. The main aim of this section is to help chefs and restaurateurs meet the growing demand for sustainable dining options.

The interactive further learning materials included will reinforce knowledge and ensure a well-rounded learning experience.



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**SAMPLE  
TIMETABLE**



## Sample Timetable

To allow for embedded and deep progressive learning, you can choose to spread the Plant Power learning across the week, for example, one day per week.

The table below is designed to deliver the complete Plant Power Modules within 6 days. However, you may adapt it to suit your schedule. The modules are designed in a way that they can be downloaded, modified, shortened, mixed up, or become part of an existing or new curriculum. Learners should use two hours in the afternoon of each day to look over other learning materials and to watch videos provided in the modules. Please note that for copyright purposes not to remove any project branding or copyright. For those limited to technology and digital resources, the learning resources can be downloaded and

printed or accessed via student mobile devices.

### Resources:

Depending on what is available and what your learner's individual needs are; at a minimum, you will need a reliable mobile-phone, laptop, or computer device with internet access and a comfortable environment with a chair and working space for each learner. Other optimal resources; printer and paper, earphones, traditional school supplies, television screen, white-screen, whiteboard with markers, and paper.

DAY	TRAINING CONTENT
Day 1	09.00 - 12.00 Module 1 13.00 - 15.00 Module 1
Day 2	09.00 - 12.00 Module 2 13.00 - 15.00 Module 2
Day 3	09.00 - 12.00 Module 3 13.00 - 15.00 Module 3
Day 4	09.00 - 12.00 Module 4 13.00 - 15.00 Module 4
Day 5	09.00 - 12.00 Module 5 13.00 - 15.00 Module 5
Day 6	09.00 – 12.00 Module 6 13.00 – 15.00 Module 6

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**USEFUL  
LINKS**



## Useful Links

### Plant Power Resources:

<https://plantpowerproject.eu/>

### Instagram:

<https://www.instagram.com/plantpowererasmus>

### LinkedIn:

<https://www.linkedin.com/company/plant-power-erasmus/?viewAsMember=true>

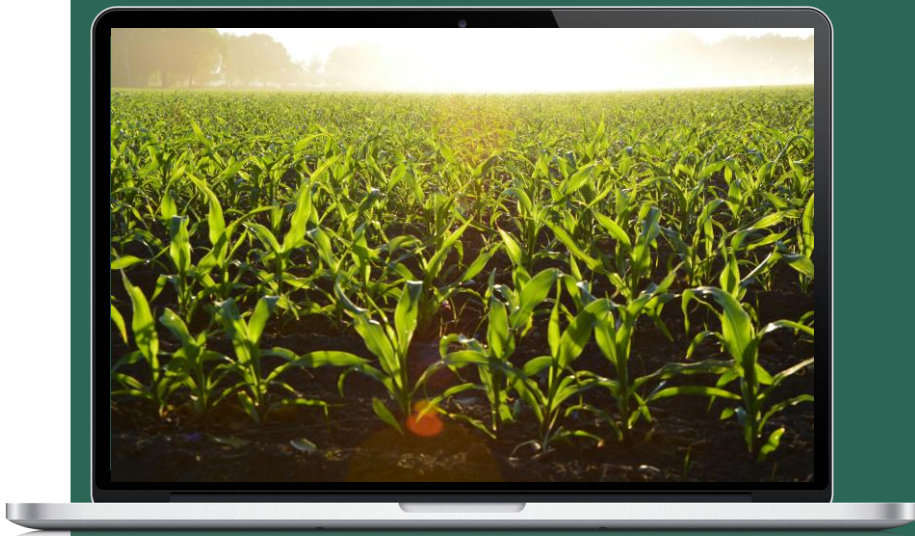
### YouTube:

<https://www.youtube.com/@PlantPowerEU>



# plant power

Boosting Innovation for Food SMEs



[www.plantpowerproject.eu](http://www.plantpowerproject.eu)



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