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## TRAINERS IN ACTION

Innovate vocational training through solidarity and sustainable development

Italian experimentation within the Erasmus+VET project  
*“Strengthening VET trainers’ competencies and skills” 2018-2021*

### BERGAMO AREA EXPERIMENTATION

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#### “LABELING MATTER!”

Learning Education Unit (UDA - Unità Didattica di Apprendimento)  
1st and 2nd VET Courses - Agriculture and commercial sector

#### INTRODUCTION

The label of a product is first and foremost the image of its sustainability: it speaks to us of work (decent or slave), international trade, supply chains, consumption (responsible or not), forms of logistics, distribution and sales (different ways of organizing them), corporate organization, relationship with the communities of reference, environmental impact.

The label, however, can also tell us the story of the people who worked to make that product: of their lives, the motivations that led them to do business, the ways they chose to do it (starting from the place of origin and the social context in which they live and work).

**“Labeling matter!”**, therefore, because the label counts, and not only among the shelves of a store, but also among the desks of a class and within society. On the one hand, it refers to knowing how to behave in different social contexts, applying appropriate rules of behavior each time (etiquette and the so-called bon ton); on the other hand, it refers to the importance that today the brand assumes for young people: the attention to the logo and the brand as signs of belonging and identity symbols, which hide the risk of an exclusionary stigmatization.

Entering labels, knowing how to read them and grasp the power they have in telling a story, truthful or not, can easily involve young people in broader discussions on the topic of communication and the often ambiguous nature of the messages that are conveyed (fake news, misleading advertising, scams, symbols ...).



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## EDUCATIONAL OBJECTIVES

- Learn how to read the labels of food and non-food products and the symbols contained in them (from qr-code, to barcode, to certifications);
- Know how to critically analyze the concepts of certification and traceability;
- Know how to verify the content of labels through a research work (through internet or privileged expert witnesses);
- Becoming aware, through the reading of labels, of the geopolitical dynamics and economic relations between countries that govern international trade and the worldwide distribution of wealth;
- Learn to distinguish, from the label, the companies or realities that work in the Social Solidarity Economy;
- Be aware of the main differences between the Social Solidarity Economy and the mainstream economy;
- Learn how to read advertisements and product marketing campaigns;
- Learn how to carry out a marketing campaign, using the languages, codes, messages of a Social Solidarity Economy;
- Learn how to use the semi-structured interview tool;
- Learning to work in a team through collaborative methodologies

1ST YEAR – COMMERCIAL/AGRICULTURE/SALES SERVICES			
Activity	Subjects	Abilities/Competences	Description
<b>Let's label us!</b>	Italian	<p><b>COMPETENCE:</b> Communicate in Italian language, in personal, professional and life contexts</p> <p><b>ABILITY:</b></p> <ul style="list-style-type: none"> <li>-Expose information and argue in different communication situations</li> <li>-Apply communicative interaction modes</li> </ul>	<p>In order to introduce the theme of the label and the mandatory information written on it, the students, divided into pairs, will have to make the label of each other reporting all the information required by law, adapting them also ironically to themselves.</p> <p>Here are the main information required:</p> <ul style="list-style-type: none"> <li>- The label must contain some mandatory information:</li> <li>- the name of the product with the addition of the physical state (powdered, liquid, freeze-dried, frozen, smoked, concentrated, etc.).</li> <li>- the list of ingredients to be indicated as a percentage in descending order with respect to the quantity used and with the specific name</li> <li>- indication of any allergens</li> <li>- the indication of maximum limits for the fat content of meat products</li> <li>- the net quantity in volume for liquids and in mass units for other products</li> <li>- the date of minimum/maximum shelf life expressed in day, month, year</li> <li>- the date of consumption limit and any special conditions of storage and use for perishable products</li> <li>- the name, address and business name of the manufacturer or packer</li> <li>- the place of origin and provenance of the products</li> <li>- instructions for use, if necessary</li> <li>- the alcoholic strength for beverages with an alcohol content of more than 1.2%.</li> </ul> <p>Feedback to the group</p>
<b>Label analysis</b>	Law, Security	<p><b>HISTORICAL, SOCIO-ECONOMIC COMPETENCE</b></p> <p>Identify the distinctive culture, the system of rules and opportunities of one's work context, in their evolutionary dimension and in relation to the sphere of rights, needs and duties.</p> <p><b>SECURITY</b></p> <p>Operate safely and in compliance with the rules of hygiene and environmental protection, identifying and preventing situations of risk to themselves, others and the environment</p>	<p>The issues of traceability, certifications traceability will be analyzed.</p> <ul style="list-style-type: none"> <li>- Collection of labels of different products (agricultural and not agricultural, variety is important): in a group the students must discover as many things as possible of that product with the help of the computer. Production of a video that documents the research phases to be presented to the class.</li> <li>- Collective return on the symbols and information found, comparison between the labels according to the products → topic of quality certifications</li> </ul>

		<p><b>COMPETENCE:</b> Define and plan phases of the operations to be carried out on the basis of the instructions received and the system of relations.</p>	
<p><b>ANALYSIS OF THE SUPPLY CHAIN THROUGH PRODUCTS – Visit to the cooperative "Il Sole e la Terra"</b></p>	<p>Geography, Mathematics</p>	<p><b>MATEMATICS</b>  <b>COMPETENCE:</b> Master basic mathematical and scientific concepts, simple calculation and analysis procedures to describe and interpret systems, processes, phenomena and to solve problems of various kinds related to their daily and professional life context.</p> <p><b>GEOGRAPHY</b>  <b>COMPETENCE:</b> To identify the distinctive culture, the system of rules and the opportunities of one's work context, in their evolutionary dimension and in relation to the sphere of rights, and duties.</p>	<p>- Divided into groups, the students will choose some products (of different nature) and starting from the information on the label they will build a common map in which they can track the various products and retrace the entire supply chain.</p> <p>- Cataloguing of products and analyzed in an excel sheet</p>
<p><b>BARCODE AND QR-CODE</b></p>	<p>Information Technology, Mathematics</p>	<p><b>Information Technology, Mathematics</b></p> <p><b>COMPETENCE:</b>  To master fundamental mathematical and scientific concepts, simple calculation and analysis procedures to describe and interpret systems, processes, phenomena and to solve problematic situations of various kinds related to one's daily and professional life.</p>	<p>Starting from some products already analyzed the students will discover how to read the barcode and qr-code</p>
<p><b>WHEN THE LABEL TELLS A STORY - CASE STUDY ANALYSIS</b></p>	<p>Economy, Marketing</p>	<p><b>ECONOMY</b>  <b>COMPETENCE:</b> To identify the distinctive culture, the system of rules and the opportunities of one's own work context, in their evolutionary dimension and in relation to the sphere of rights, needs and duties.</p>	<p>What do I discover through a label?</p> <p>Some possible examples:  1) irisbio  2) <a href="#">Fair Trade</a>  3) Zara</p>

		<b>MARKETING COMPETENCE:</b> Taking care of the sales service on the basis of the assigned specifications, implementing the promotion, reordering and display	
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<b>2ND YEAR – COMMERCIAL/AGRICULTURE/SALES SERVICES</b>			
<b>Activity</b>	<b>Subjects</b>	<b>Abilities/Competences</b>	<b>Description</b>
<b>Labels comparison: stories of economic life</b>	Economy	<b>ECONOMY</b>  <b>COMPETENCE:</b> To identify the distinctive culture, the system of rules and the opportunities of one's work context, in their evolutionary dimension and in relation to the sphere of rights, needs and duties.	Starting from the comparison with stories of different companies and products, it will be possible to introduce the values and principles of Social Solidarity Economy.
<b>Question of choices: 1. responsible consumption</b>	Ethic/Citizenship, Sciences	<b>SCIENCES</b>  <b>COMPETENCE:</b> To master fundamental mathematical and scientific concepts, simple calculation and analysis procedures to describe and interpret systems, processes, phenomena and to solve problematic situations of various kinds related to one's daily and professional life.  <b>HISTORICAL, SOCIO-ECONOMIC COMPETENCE</b> Identify the distinctive culture, the system of rules and opportunities of one's work context, in their evolutionary dimension and in relation to the sphere of rights, needs and duties.	Responsible consumption:  - From a nutritional point of view: analysis of nutritional values through the label  - From a political point of view: meeting with a GAS (Solidarity Purchasing Group)

<p><b>Question of choices:</b> <b>2. On the seller's side</b></p>	<p>Economy, Business Organization, Law, Sales techniques, Commercial technique</p>	<p><b>ECONOMY</b> COMPETENCE: To identify the distinctive culture, the system of rules and the opportunities of one's work context, in their evolutionary dimension and in relation to the sphere of rights, needs and duties.</p> <p><b>BUSINESS ORGANIZATION</b> Define and plan phases of the operations to be carried out on the basis of the instructions received and the system of relations.</p> <p><b>HISTORICAL, SOCIO-ECONOMIC COMPETENCE</b> Identify the distinctive culture, the system of rules and opportunities of one's work context, in their evolutionary dimension and in relation to the sphere of rights, needs and duties.</p> <p><b>SALES TECHNIQUES COMPETENCE:</b> Support the different phases of the purchase, offering a product/service that meets the customer's needs.</p> <p><b>COMMERCIAL TECHNIQUE COMPETENCE:</b> To carry out simple administrative, fiscal and accounting formalities, applying the reference regulations.</p>	<p>Comparison between different places of sale with interviews with those who work or organize sales and video simulation of a purchase focus on work and company name</p> <p>1) Visit to the cooperative Il Sole e la Terra: organizational choices and choice of products</p> <p>2) Visit to the local farmers' market of Mercato&amp;Cittadinanza association (Market&amp;Citizenship, part of the SSE network: Sustainable Citizenship)</p> <p>3) Visit to a traditional supermarket</p> <p>4) Visit to a neighborhood store</p> <p>Analysis of Article 41 of the Constitution on economic relations between citizens -&gt; look at their work in relation to the community.</p>
<p><b>QUALITY CERTIFICATION BETWEEN FORMAL AND INFORMAL</b></p>	<p>Quality</p>	<p><b>QUALITY</b> COMPETENCE: Operate according to the quality criteria established by the company protocol, recognizing and interpreting the needs of the customer/user internal/external to the organizational structure/function</p>	<p>Beyond the stamp, the trust between citizen and producer: participatory certification experiences</p> <p>Visit to a farmer who has been involved in the Participatory Guarantee System experience → possible involvement of the students in the products' harvest (day trip)</p>
<p><b>MAKING of a LABEL</b></p>	<p>Marketing, Communication, English</p>	<p><b>MARKETING</b> COMPETENCE: To take care of the sales service on the basis of the assigned specifications, implementing the promotion, reordering and display</p>	<p>In a group the students have to invent a label for a product that is assigned to them (from a list of products - not only agri-food stuffs - chosen between Economy Solidarity and not only), with logo/image, denomination, qr-code They have to build a marketing campaign on the product through the realization of a video (with slogans ...)</p>

		<p><b>COMMUNICATION</b>  <b>COMPETENCE:</b> Define and plan phases of the operations to be carried out on the basis of the instructions received and the system of relations.</p> <p><b>ENGLISH</b>  <b>COMPETENCE:</b> Communicating in a foreign language in personal, professional and life contexts level "A2" Common Framework of Reference for Languages (CEFR, 2001)</p>	<p>They must create a product sheet in English</p>
<p><b>Measure yourself in the sale of your product</b></p>	<p>Sales techniques, Italian</p>	<p><b>SALES TECHNIQUES</b>  <b>COMPETENCE:</b>  Support the different stages of the purchase, offering a product / service that meets the needs of the customer.</p> <p><b>ITALIAN</b>  <b>COMPETENCE:</b>  Communicating in Italian language, in personal, professional and life contexts  <b>SKILL:</b>  -Expose information and arguments in different communication situations  -Apply communicative interaction modes</p>	<p>Role play with the products made by the students in the previous activity -&gt; creation of a store, in turn the group will practice to sell and promote their product.</p> <p>Reflection (individual and then collective) on the experience: comparison between selling common products and ESS products.</p>

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