

AESOP4FOOD

Action for Education Spatial Organisation and Planning For Sustainable Food

PHASE I **Exploring the** field of play

Session 1 March 24, 2022













200

multicultural

households



















European consortium from various fields of *expertise* and experience of food planning.

Group of **academics** from various disciplines ranging from the social sciences, agronomy to spatial planning (*urban planning*, *spatial planning*, *landscape architecture*, *architecture*) and **professionals** (working in NGOs or Local Authorities' Public Officers) with expertise in bottom-up approaches in sustainable food planning.





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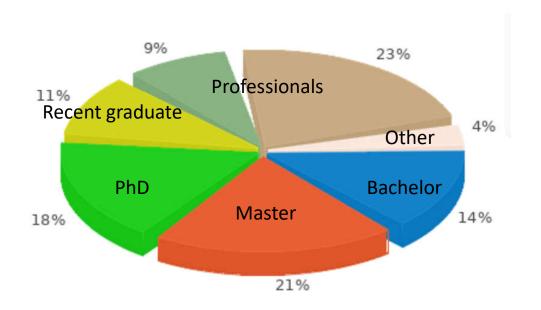


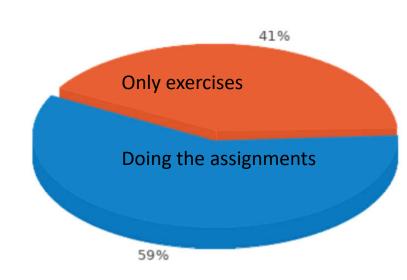






The participants in the seminar



















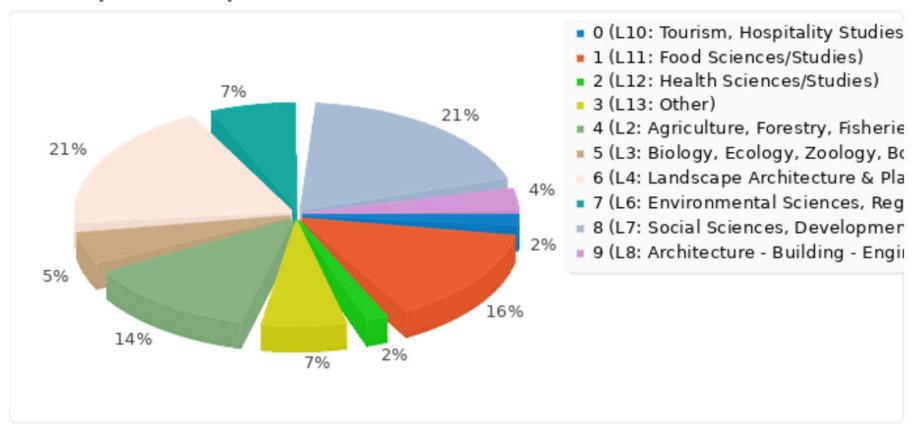








The participants in the seminar

















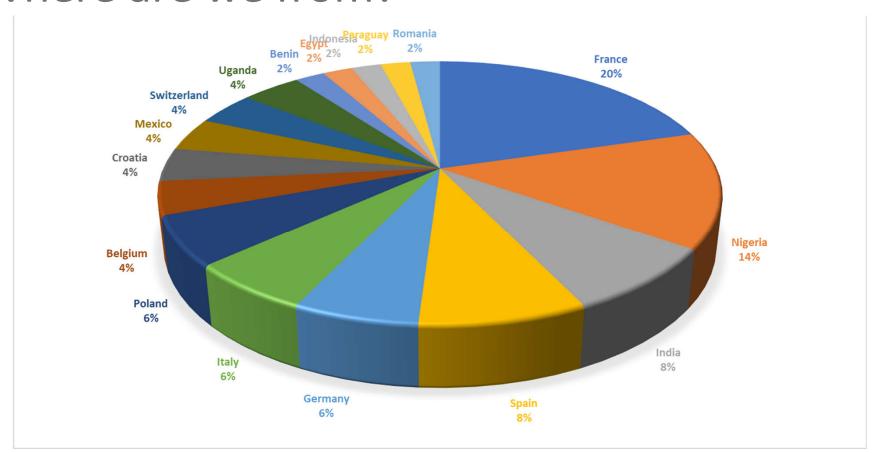








Where are we from?

























AGENDA of the session

- Introduction to the seminar:
 - Welcome and schedule,
 - the field of play of sustainable food planning and the role of the course in this,
 main content of the phases,

 - · approach of Participatory Action Learning and Research.
- Learning objectives and results of the survey of March 10
- Interactive: your position in food planning
- Concepts: Agroecology, Food democracy, Food justice
- Intro to exercise, communication tools, reading material, forming teams and assignment 1.



















Online Seminar



COURSE SCHEDULE

March 24 - June 30, 2022

Thursday or Wednesday / 17:00 to 18:30 CET



Student FINAL PRESENTATION

ASSIGNMENTS

Assignement 1 - Exploring the field of play

Assignement 2 - Analysing your local foodscape

Assignement 3 - Collaborative goals and vision

Assignement 4 - Strategy and interventions

Assignement 5 - Evaluation & monitoring

INHENSIVE WORKSTOP

Madrid

June 26- July 5, 2022

























PHASE 1 Exploring the field of play —lead LE:NOTRE Institute

Main challenges, Theoretical frameworks, Approaches and methods: PAR, living labs, analysing methods, Defining your position and values

PHASE 2 Analysing your local foodscape — lead Universidad Politecnica De Madrid

Mapping a food system; Mapping the stakeholders, consumers, policymakers (power mapping); SWOT analysis

PHASE 3 Collaborative goals and vision - lead SupAgro Montpellier

Collaborative goal setting; Defining the challenges; coordination

PHASE 4 Strategy and interventions — lead Ghent University

Formulating your strategy, Designing an intervention and testing it

PHASE 5 Evaluation & monitoring – lead Warsaw University of Life Sciences

Student presentation and self-reflection on the assignment





















The scope of the seminar: the subject

Food systems
City-region approach
Agroecology
Spatial planning
Agroecological urbanism























The scope of the seminar: learning concepts

Participatory action learning

Living labs













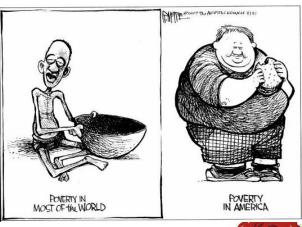




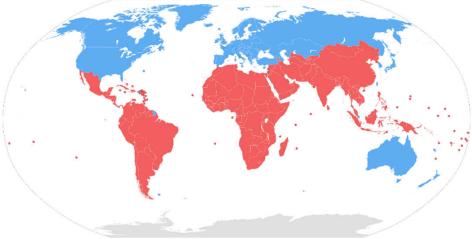


Spatial Organisation and Planning For

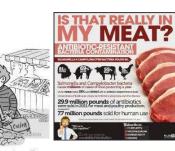
the field of play of sustainable food planning





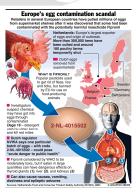
















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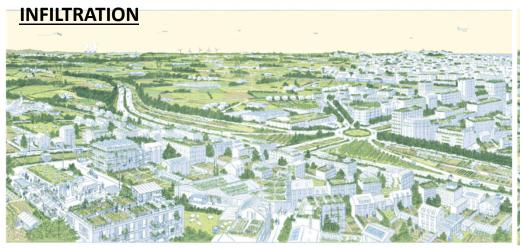


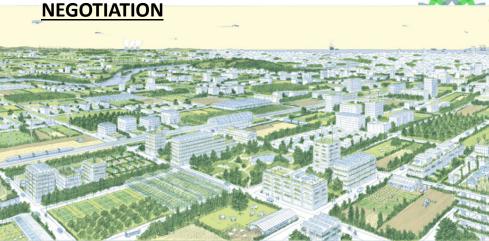


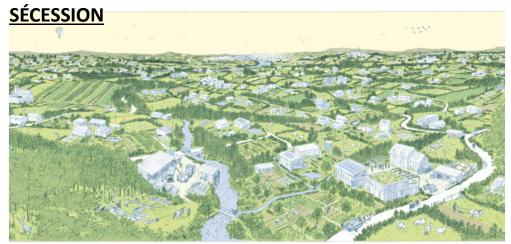


4 SCENARIOS OF SPATIAL ORGANISATION











ARCHITECTURE & AGRICULTURE_Sébastien Marot Architecture Triennal Lisbon2019





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Two scenarios

Looking ahead to 2045: Agribusiness-as-Usual

Looking ahead to 2045: Civil society as Unusual



Four pathways

Rooting food systems in diversity, agroecology, and human rights

Transforming governance structures

Shifting financial flows

Rethinking the modalities of civil society collaboration







IPES-Food: 10 Principles to guide the transition to Sustainable Food Systems

The International Panel of Experts on Sustainable Food Systems, IPES-Food, is a new initiative aimed at informing the debate on how to reform food systems. IPES-Food has identified 10 key principles to guide the urgently-needed transition to sustainable food systems.

- **Holistic & systemic.** Hunger, obesity, environmental degradation, biodiversity loss, the pressures on smallholder livelihoods, cultural erosion, workforce exploitation and other problems in food systems are deeply inter-connected. Holistic thinking is needed in order to identify systemic 'lock-ins', and to find integrated solutions and potential levers of change.
- **Power-sensitive.** Analysis of food systems must not ignore the differential power of actors to influence decision-making and to set the terms of debate for reform. Power relations and the political economy of food systems must take center-stage.
- **Transdisciplinary.** Knowledge must be co-produced with farmers, food industry workers, consumers, entrepreneurs, and other social actors and movements who hold unique understanding of food systems. Actors from fields such as public health, environment and rural development also have much to contribute to the debate on food systems reform.
- Critically engaged. Producer organizations, retailers and other actors in food chains must be fully engaged in defining and
 developing sustainable food systems. The interests of some private sector actors, in particular multinational agribusiness
 firms, have typically been aligned with existing political arrangements, e.g. policies favoring export-led production systems for
 bulk commodities and processed foods. This makes it all the more challenging, and all the more necessary, to critically engage
 agribusiness firms in the debate.
- **Independent.** Science and knowledge cannot be made to fit within the parameters set by dominant actors: IPES-Food is a fully independent panel, without financial or organizational ties to any corporations, governments, intergovernmental agencies or advocacy groups





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- **Sustainable in all dimensions.** Sustainability must be the benchmark of food systems reform, and must include environmental, health, social, cultural and economic dimensions. Sustainable food systems must deliver diets that are nutritious, affordable and culturally acceptable, and must provide food security without compromising the ability of future generations to do so. ii
- **Diverse & resilient**. Food systems must be fundamentally reoriented around principles of diversity, multi-functionality and resilience. This shift is required in agriculture in order to sustain yields and agro-ecosystems in the longer-term and must be complemented by diversity in supply chains and markets in order to support diverse and nutritious diets. As an embodiment of these principles, agroecology must be fully supported.
- **Democratic & empowering**. Decision-making in food systems must be democratized in ways that empower disadvantaged actors and help to realize the human rights of all, including the right to food. Access to these processes must not depend on gender, age, ethnicity or wealth. The needs and perspectives of small-scale farmers, indigenous communities, disadvantaged consumers and other groups must not be drowned out by more powerful and visible actors.
- **Socially & technologically innovative.** The transition to sustainable food systems requires complex and holistic change processes in which social innovation plays as big a role as technological innovation, and extends to food distribution and retail practices, as well as modes of production. The impacts of innovation pathways should not be assumed to be only benevolent and should be continually assessed.
- Adequately measured. New indicators of progress must be developed in order to capture the benefits of equitable, resilient, diverse, nutrient-rich food systems in ways that productivity growth, net calorie availability and other existing measures do not. Efforts and initiatives to improve the sustainability of food systems should be assessed with a view to seeing continuous improvement; accountability must be clearly assigned in order to hold actors to their commitments.







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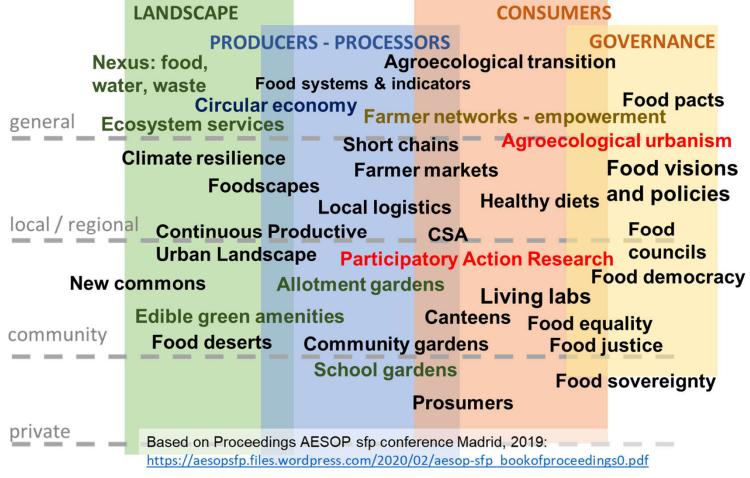






the field of play of sustainable food planning



























Learning outcomes and the results of the pre-survey





















Learning objectives AESOP4Food seminar

Phase 1: Exploring the field of play - 3 sessions + 1 presentation and feedback session

Themes: Main challenges, Theoretical frameworks, Approaches and methods: PAR, living labs, analysing methods; Defining your position and values

- 1.Understands the concept of food systems in their cultural, local and regional setting.
- 2.Can explain the main concepts related to participatory learning and research and the role of living labs.
- 3. Can explain the main concepts related to sustainable food planning.
- 4.Is aware of contemporary challenges to sustainable food systems in the context of spatial planning.
- 5.Develops an understanding of the multiple dimensions of food systems: social, environmental, economic and spatial.
- 6.Can define her/his own position and values regarding sustainable food planning.



















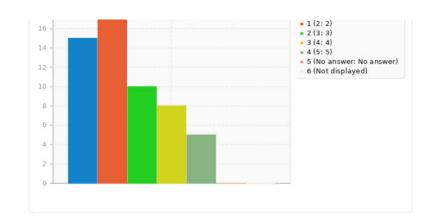


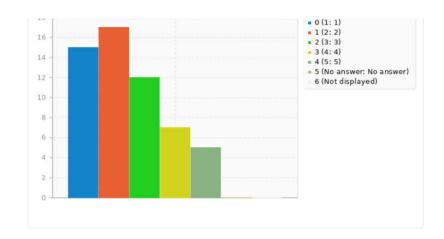
Relevance of the learning outcomes: less relevant



Can select and apply methods and tools for prototyping.

Can develop a prototype based on the strategy and present it to/discuss it with others for testing and evaluating.



























Which learning outcomes did you miss?

- Learning/ reflecting on different scales of a 'food environment', how they interact with each other -> Agroecological Urbanism
- Methods/ tools for analysis and evaluation, map a local or city/region food system -> Phase 2.
- Develop a strategy based on a joint vision making use of methods of scenario planning of alternatives -> Phase vision and strategy.
- Identify a range of possible methodologies from different disciplines, e.g. including political ecology or/and feminist studies.























Which learning outcomes did you miss?

- a. How to build up a strong networking while working on food system issues.
- b. Introducing new solutions (system and social) depending on public awareness of environmental conditions and changes.
- c. Historical and path-dependency perspective, to understand where and why we are now; identify key drivers for transformative changes in the future.
- d. Discourse analysis? Analyse how "sustainable food systems" are presented / explained in current non-expert literature (grey literature, newspapers, social media.); narratives used by different actors along the food value chain to refer to food systems.
- e. Use of single cell protein & biofertiliser, crop cycle.
- f. Behaviour of consumers towards healthy diet instead of heavy diet.























Learning approach









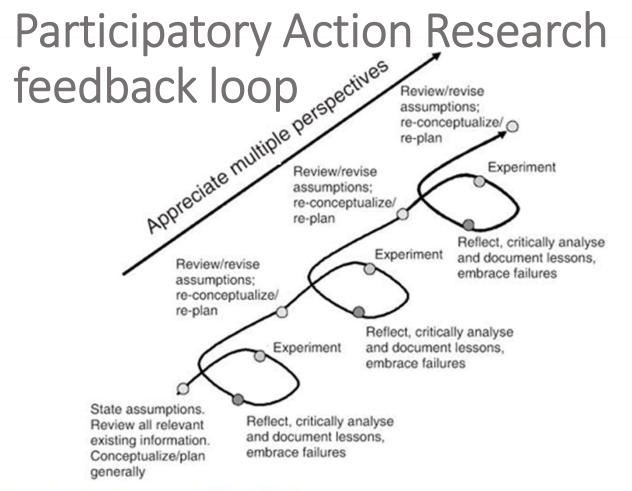














Change is Research

Action Research

"...a respect for people and for the knowledge and experience they bring to the research process, a belief in the ability of democratic processes to achieve positive social change, and a commitment to action"

Brydon-Miller, Greenwood, Maguire, 2003, p. 15.

Figure 13.1 A PAR spiral, an iterative, experiential learning guide Source: Adapted from King, 2000; Kolb, 1984.





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The scope of PALAR

Rational pragmatics of problem solving

Psycho-social focus on awareness building and transformative learning

Critical-emancipatory struggle for greater social justice

PAR in only meaningful if it meets and integrates the minimum threshold of genuine participation, tangible action and scientific research.

PAR, Theory and Methods, Chevalier and Buckles, 2020, page 3 and 31























Principle of Participatory Action Learning and Research

A form of **co-operative enquiry** where knowledge is created through dialogue and the development of critical <u>subjectivity</u>.

Subjectivity refers to the **development of an awareness of self and others** as entities with agency, identity, perspectives, feelings, beliefs and desires.

Wood, 2020, p 26





















Transformative, collaborative and democratic

Transformative: a way of thinking that is continually open to change, and constantly in search of new ideas, innovations and ways to bring about improvements

Collaborative: actively seeking out and liaising with others, particularly those who hold knowledge that we may not hae access to, to create a synergy that will broaden our minds to the possibilities of change as we work toward attaining mutual goals.

Democratic: everybody should have an equal say in decision making about het what, why, how, who, where and when of the collaborative learning process.

Wood, 2020, p 3























Values Education as a common good

A humanistic vision of education and development based on the principles of respect for life and human dignity, equal rights and social justice, respect for cultural diversity and international solidarity and shared responsibility, all of which are fundamental aspects of our common humanity.

Wood, 2020, p 29- referring to UNESCO (2015) Rethinking Education as a global common good.























SDGs for the common good

SUSTAINABLE GALS DEVELOPMENT GALS





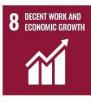
































https://sustainabledevelopment.un.org/











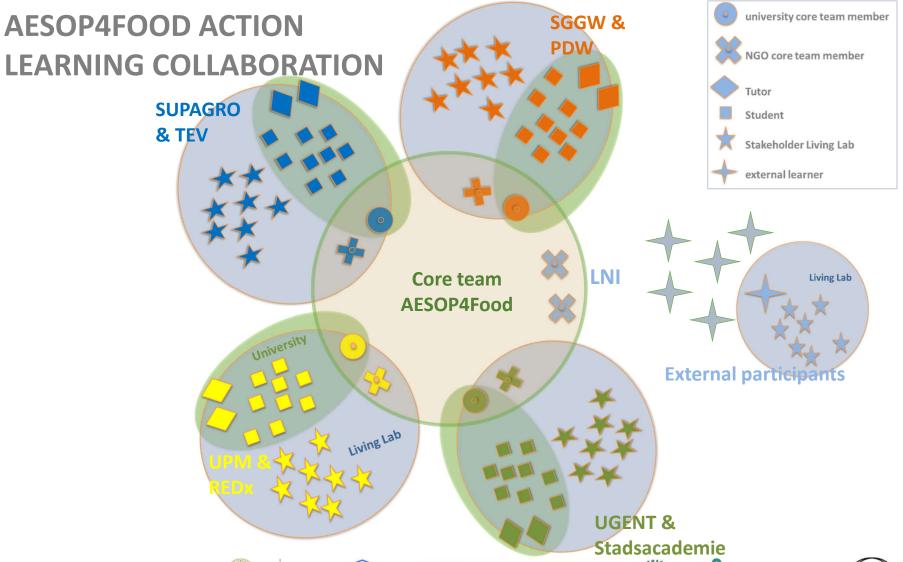


































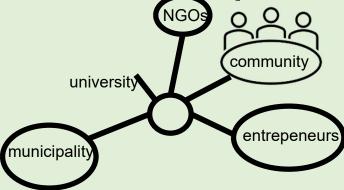
Living labs & participatory action research



ranging from informal collaboration of two



 to an institutional organisation with a complex network of partners.























Characteristics of Living Labs processes

- Participatory Action Research (PAR) involves active methods for engaging the community in the lab and in the food system approach.
 Important to sufficiently empower users for co-creating into open development environments
- **CoDesign** working together with the community, bringing stakeholders in on key points of the design process, to increase the functionality and sustainability of the foodscape.
- Community Feedback methods and solutions can be tested for gaining insightful critique from stakeholders, to understand the effectiveness of the plans.























PALAR Action Learning Collaboration

Group of teachers, researchers and students:

- collaborating towards a shared vision
- giving mutual support
- enabling all to learn with and from each other
- where ideas are evaluated, rather than people

The action learning takes places in each group of AESOP4Food:

- core team of partners developing the outputs
- teachers, NGO partners, students of the seminar
- teachers, NGO partners, living lab &communities in the ISPs
- each of the living labs with its community members,
 students, teachers and researchers.

 Wood, 2020, p 67 and 78























What is your position?

https://www.menti.com/sizasrti9t

Or

menti.com Code: 85 54 26 7























Concepts

FOOD SYSTEMS









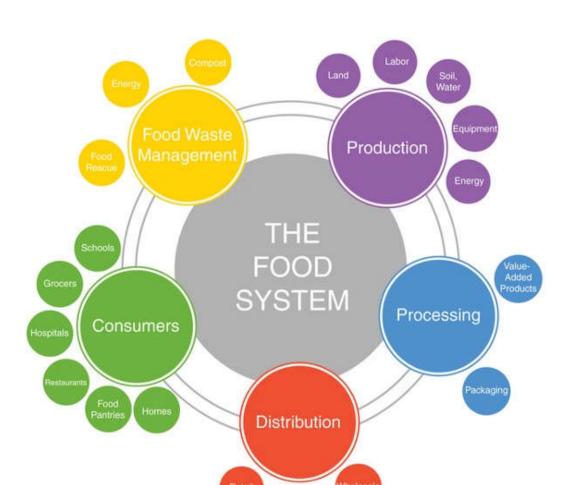














The World Food System

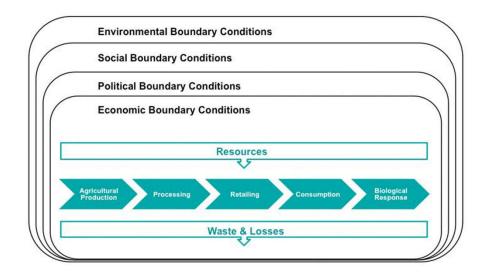


Diagram of the complexity of the World Food System. (Courtesy of Michelle Grant, World Food System Centre, ETH Zurich)



Diagram produced by Julia Pon of Wholesome Wave for the CT Farms, Food and Jobs Working Group, January 2012



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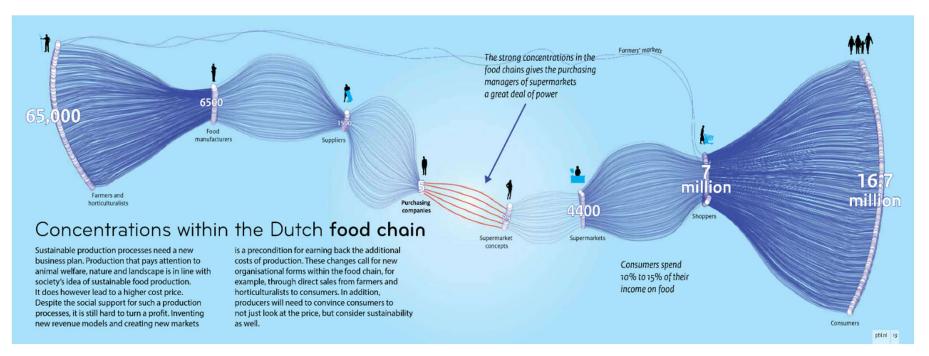






the flows of food in the Netherlands





Source PBL,2014





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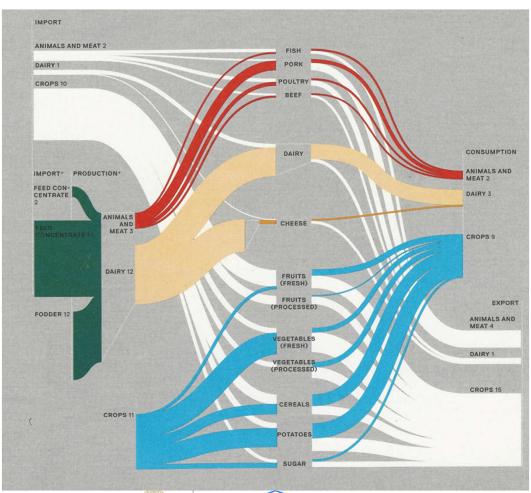






the flows of food in the Netherlands





Import
Production
Export
Consumption

An open system with a major import and culture of animal feed

Source: PBL, 2014



















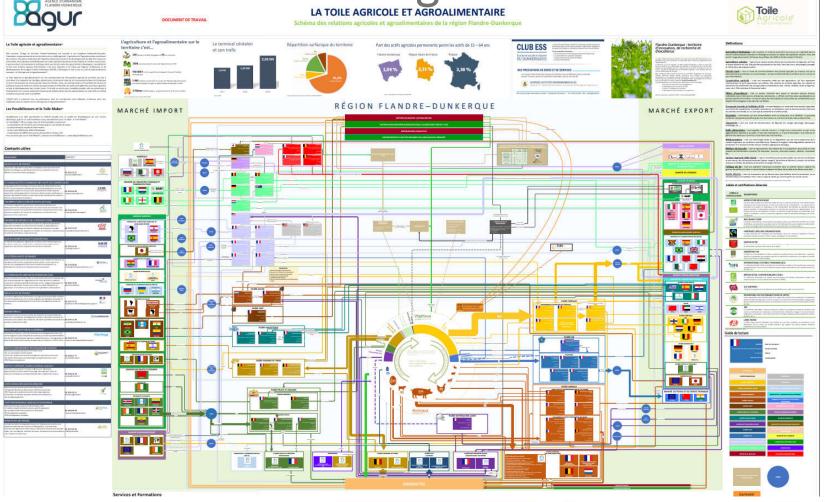


the flows of food in a region in France

LA TOILE AGRICOLE ET AGROALIMENTAIRE

Schéma des relations agricoles et agroalimentaires de la région Flandre-Dunkerque



















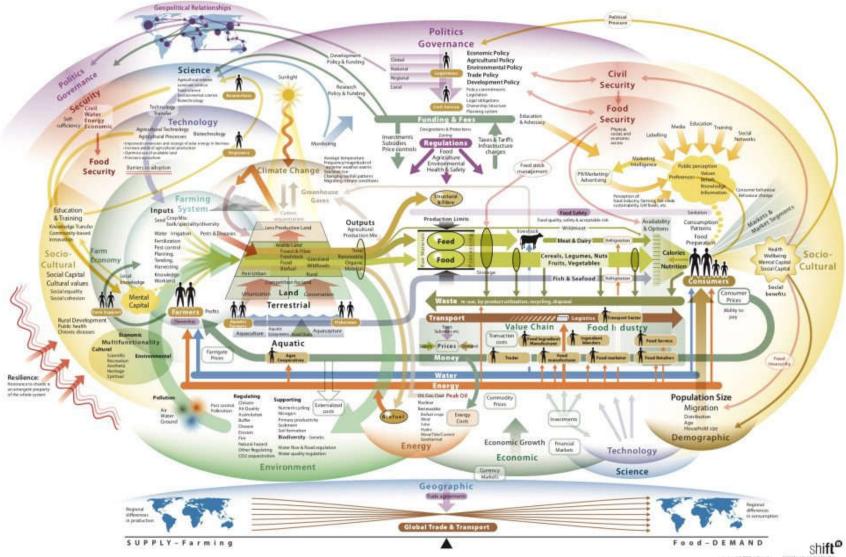






Global approach of the food system







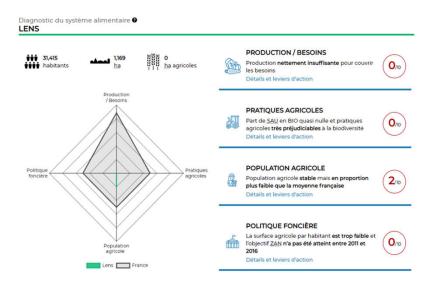


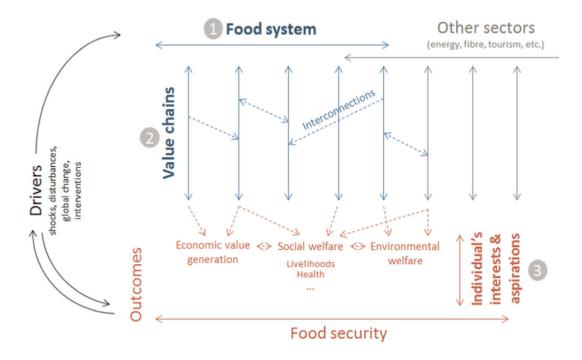
Resilient Food Systems



Food systems across multiple levels

CRAter - diagnosis of the territory's food resilience





- 1. national or regional food systems
- 2. composed of value chains ranging from the local to the global spatial scale
- 3. these lead to outcomes affecting various stakeholders at the scales of businesses, communities, households and individuals for example





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the application of ecological principles to the study, design and management of agroecosystems that are both productive and natural resource conserving, culturally sensitive, socially just and economically viable

Altieri and Toledo 2011; Gliessman 2012; Fernandez et al. 2013.

a practice, a science and a social movement that has been embraced by the international food sovereignty movement through the Declaration of the International Forum for Agroecology

Anderson et al. 2015:3 & Nyéleni Declaration, Mali, 27 February 2015





















Food Justice



The food disabling city in relation to food justice



Source: Dehaene & Tornaghi, lecture Spring 2021, April 29, On:https://www.landscape-portal.org/sustainable-food-planning-2021/#AGROECOLOGICAL_URBANISM























Food Democracy

how actors may regain democratic control over the food system enabling its sustainable transformation

agroecology is political; it requires us to challenge and transform structures of power in society. We need to put the control of seeds, biodiversity, land and territories, waters, knowledge, culture and the commons in the hands of the peoples who feed the world.

Nyeleni Declaration-2015

https://www.foodsovereignty.org/wp-content/uploads/2015/02/Download-declaration-Agroecology-Nyeleni-2015.pdf























Communication and tools

Mail: (check your spam folder, add LNI to safe senders): meetings, main info

Slack channel: for questions and answers

Wiki: for general content, the learning aims, presentations, recordings, etc.















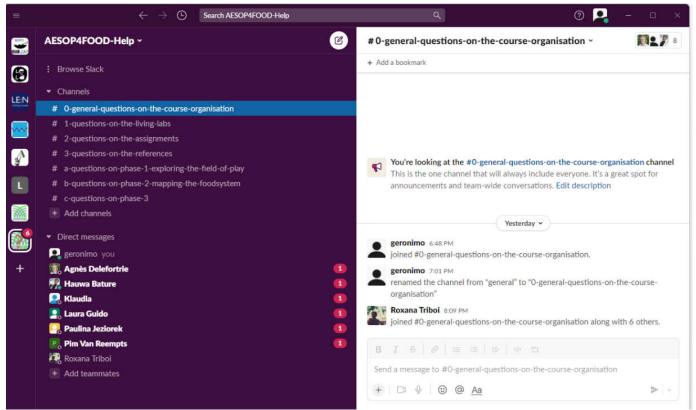








Slack channel for Q&A



https://join.slack.com/t/aesop4food-help/shared_invite/zt-15tvapgz7-aCf5bdH51FhlbmBkK~WGYQ

















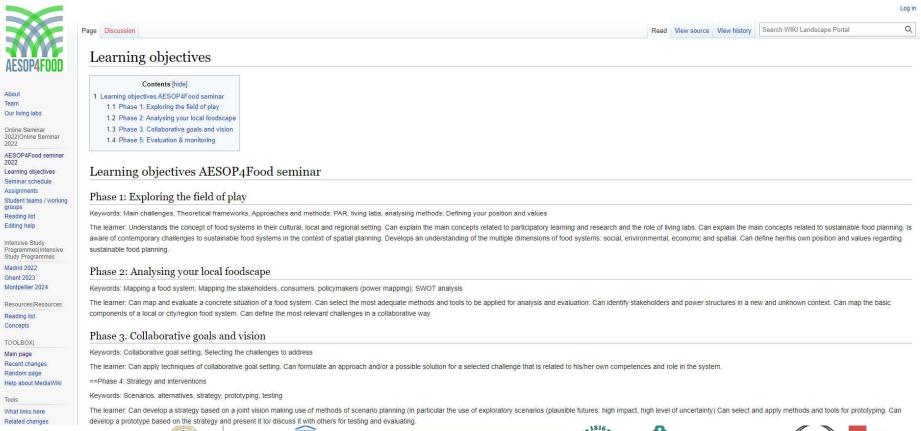






Wiki page

https://wiki.landscape-portal.org/index.php?title=AESOP4FOOD







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Reading and presentations to review for the coming week

Tornaghi, Chiara. (2016). Urban Agriculture in the Food-Disabling City: (Re)defining Urban Food Justice, Reimagining a Politics of Empowerment. Antipode. 49. 10.1111/anti.12291.

FAO Report: "Integrating food into urban planning" https://www.fao.org/3/CA2260EN/ca2260en.pdf

<u>Presentation and/or video on PAR</u>

<u>Presentation and/or video on Living Labs</u>





















Exercise for next week

- 1. Select a person that you think contibutes to a sustainable transformation in the food system. You just decide who: for instance a consumer who changes diets, a food activist, an urban gardener, a producer, a food retailer, networker.
- 2. Do a short interview (just phoning, meeting or otherwise) and ask about (1) activities, (2) transformative actions, (3) ambitions and (4) challenges.
- 3. Make a persona out of this person (see example in slide 3)
- 4. Fill out slide 2 of this powerpoint, font size 22.

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- 5. Save the slide as an image (jpeg)
- 6. Post it before March 30 on the padlet: https://padlet.com/geronimo2/bmu8228757e2ldns



- · My own name: Jeroen de Vries
- The persona: a technical engineer who decided to start a CSA, with his management skills he organised the communication with the consumers, organised the website. He works with a combination of an association of the consumers and a enterprise for the CSA. With new acquisition of land, partly funded by the members, the amount of subscribers could grow from 200 to 400.
- Transformation: So he contributed to a growth of local production, in combination with an attractive area to harvest.
- His/her ambition: create happy consumers, who feel responsible for the land, and enjoy picking and harvesting.
- His/her concerns: limitations in the local regulations: not allowing for tree planting and rules for delivering vegetables to shops



















Session 2: March 31



- LNI Recap of session 1 & questions on the PAR Video & questions on the reading material
- Concepts: Challenges, background in governance: IPES Long food movement, Milan food pact.
- Exercise: example of a transformative persona in the food system
- Michiel Dehaene: Agroecological Urbanism, Agroecological Urbanism and the difference with traditional planning approaches
- Q&A
- Closing























Living labs and teams for working on the assignments

- a. You are already in a team
- b. You are willing to join a team (Madrid or Warsaw)
- c. You have your own project / living lab
- d. You are looking for others to form a team









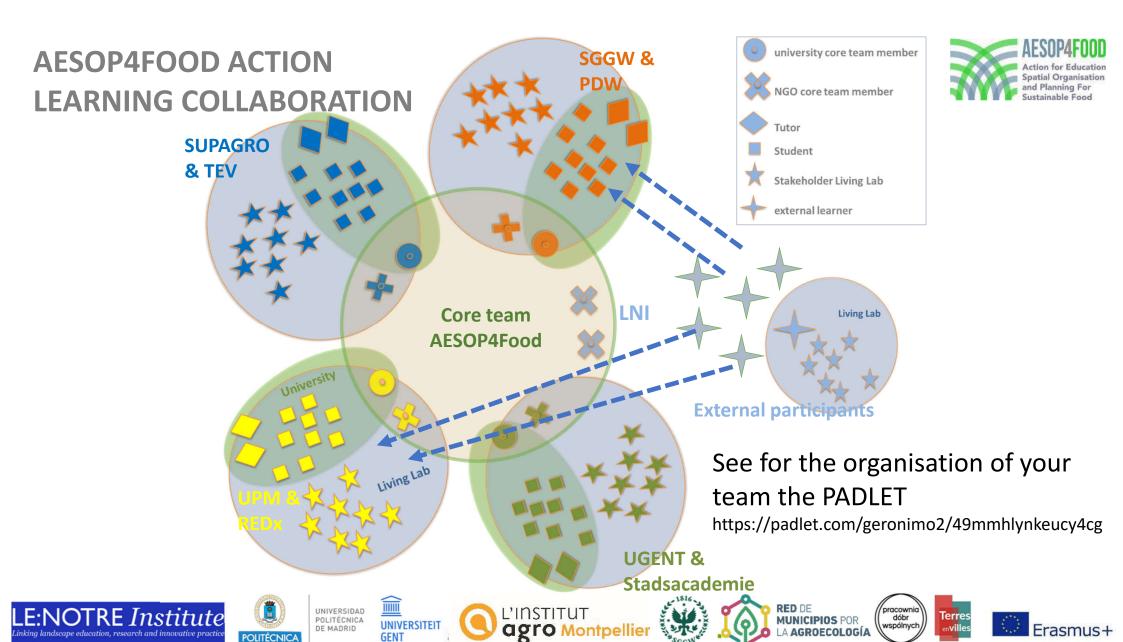














Assignment 1: Field of Play

The scope of the food system and the concepts and methods you use

Answer the following questions:

- Who are in your team?
- What is your given (provided by your university) or self selected task (a local case study or living lab relating to a community);
- What is the main theme you address for this task: access to land, circular economy/metabolism, food deserts, food justice, (we will update this list)
- What skills and methods do you already have before the course started to address the assignment (methods of your discipline, personal skills)?
- Which methods and concepts that were presented in the first three sessions are suitable for addressing your task?

Reflection: What has changed in your perception by the first lectures?

Thursday April 21: Present your assignment in 10 minutes using the PowerPoint format to your colleagues and tutors.























References





















References subject

IPES, 2019, Towards a Common Food Policy for the European Union. The Policy Reform and Realignment that is Required to Build Sustainable Food Systems in Europe

IPES, 2021. A long food movement.

OXFAM, 2013, Behind the brands, Food justice and the "Big 10" food and beverage companies.

Willoughby, R. & T. Gore. (2018). Ripe for Change: Ending human suffering in supermarket supply chains.

PBL, 2014. The Netherlands in 21 infographics. Facts and figures on the human environment. [online]. Available at www.pbl.nl/21infographics [Accessed October 2014]

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https://www.pbl.nl/en/publications/the-netherlands-in-21-infographics



















References education and research

Chevalier, J. M. & Daniel J. Buckles, 2019. Participatory Action Research. Theory and Methods for Engaged Inquiry, Routledge

Wood, L., 2020. Participatory Action Learning and Action Research, Theory, Practice and Process, Routledge

Internet sources:

- Action Research: https://journals.sagepub.com/home/arj
- Action Learning, Research and Practice: <u>www.tandfonline.com/loi/calr20</u>
- www.sas2.net/mca
- United Nations Sustainability Goals: https://sustainabledevelopment.un.org/
- Video by Jack Whitehead on Supervision and Validity in Explanations of Educational Influence; https://youtu.be/Cy5UlabWaEU, consulted on 2021-12-29



