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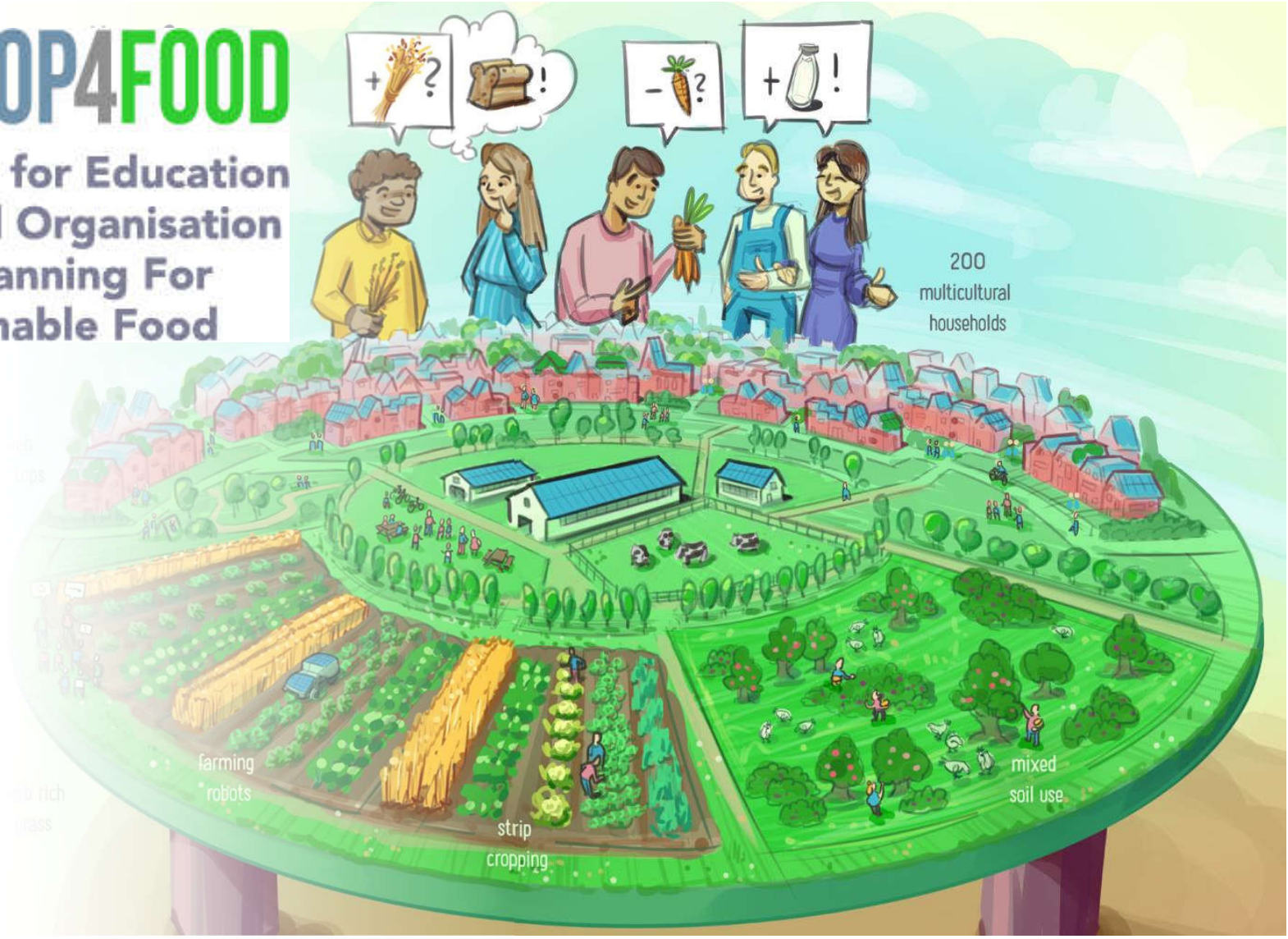

PHASE I

Exploring the field of play

Session 1

March 24, 2022

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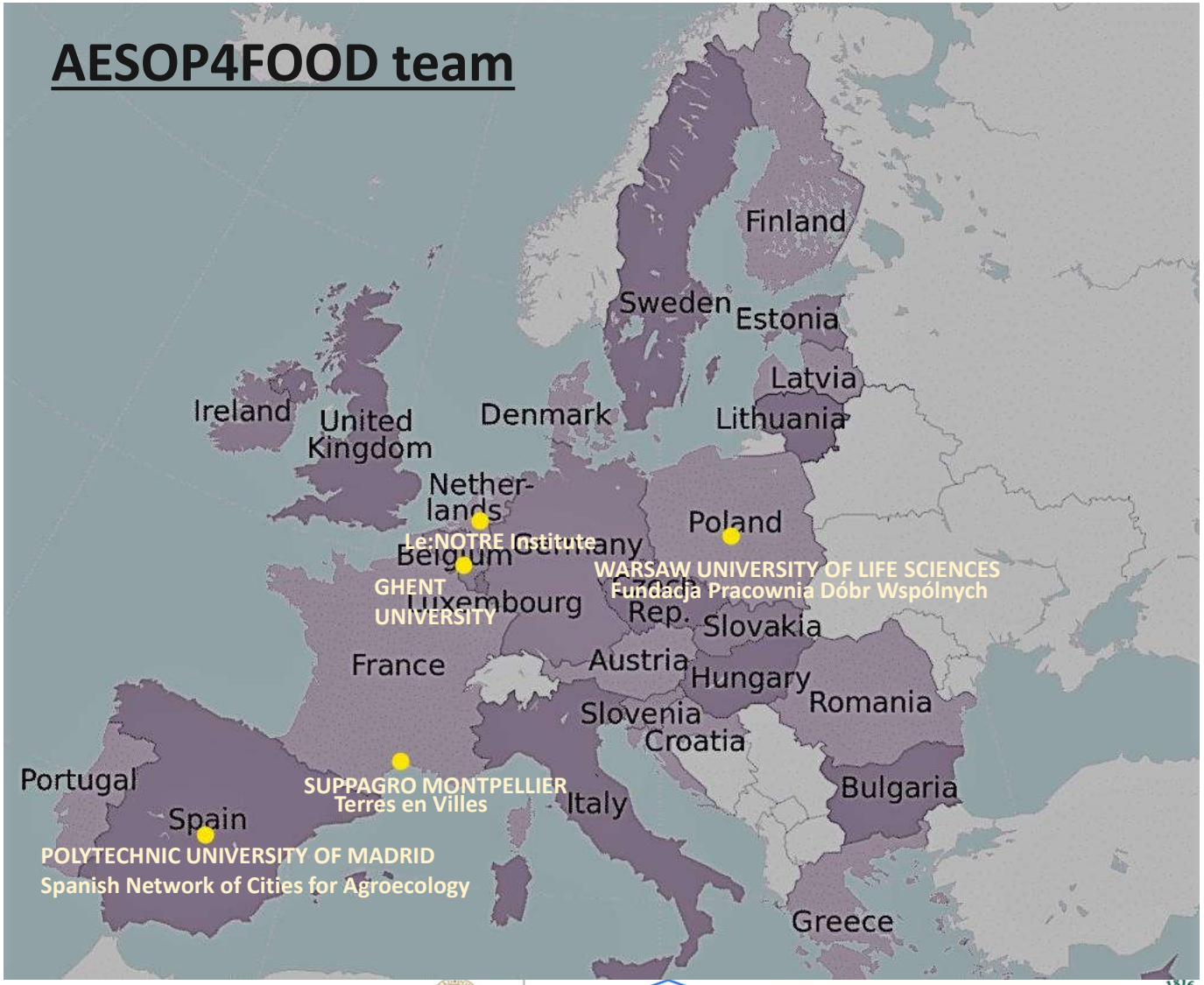
AESOP4FOOD team



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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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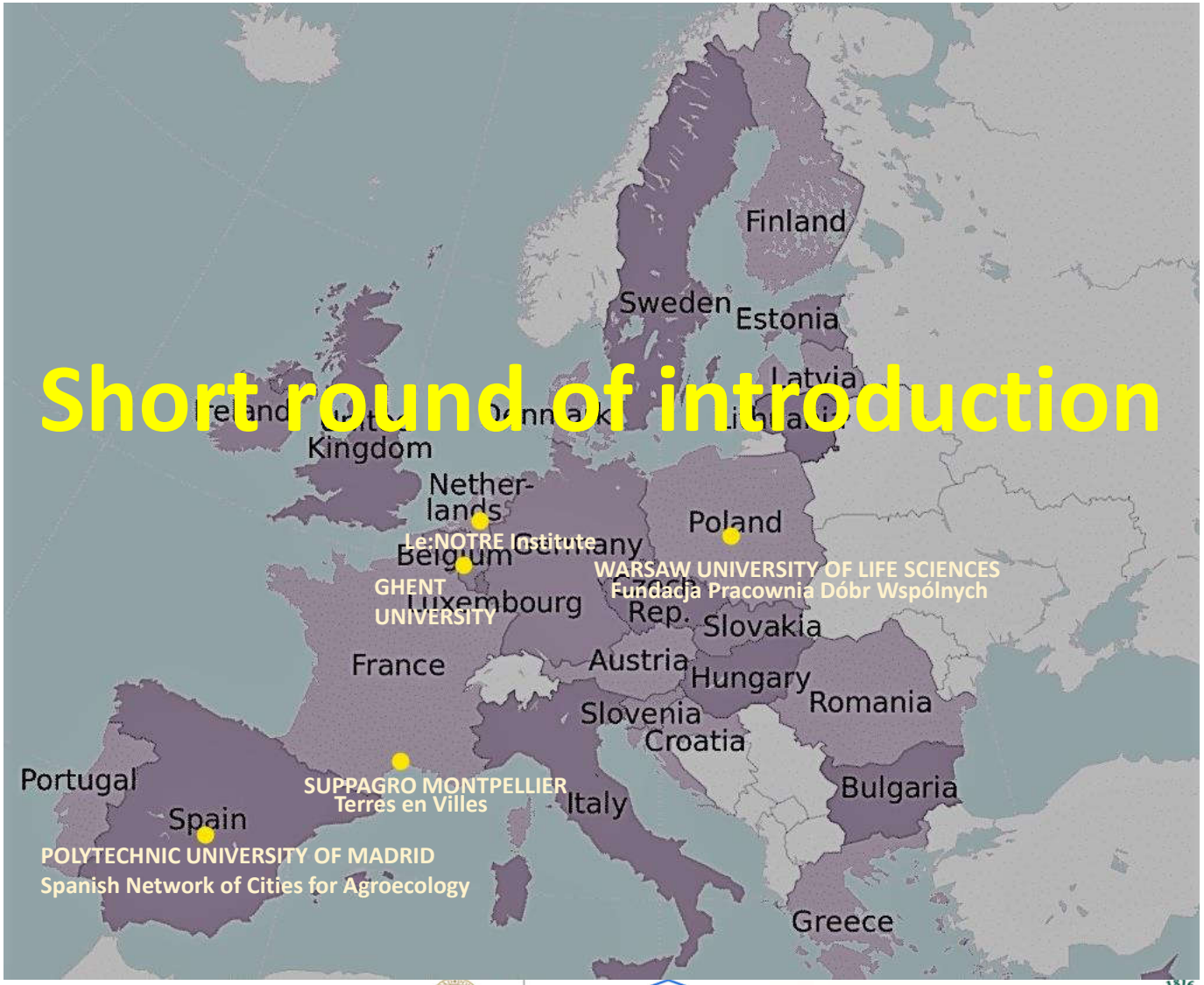
Short round of introduction



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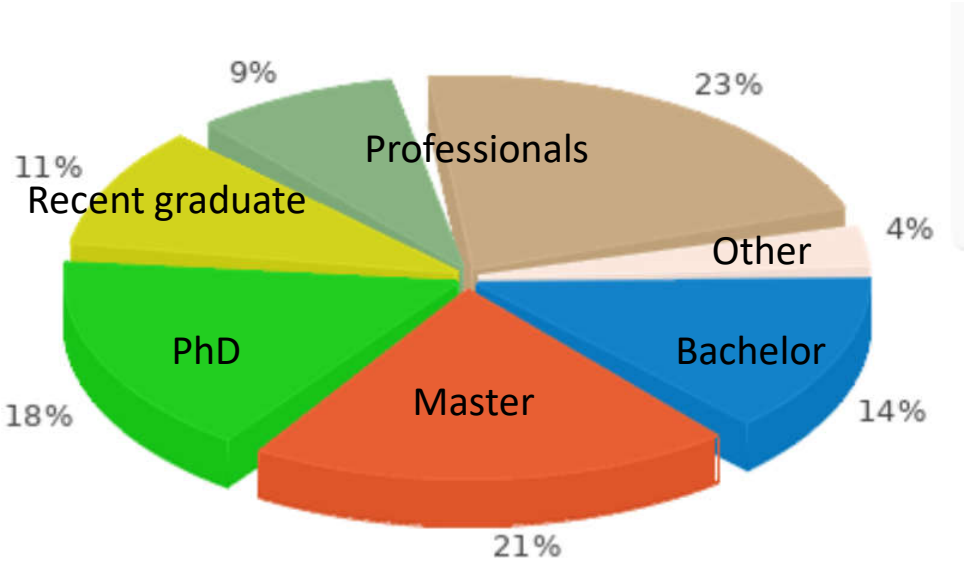
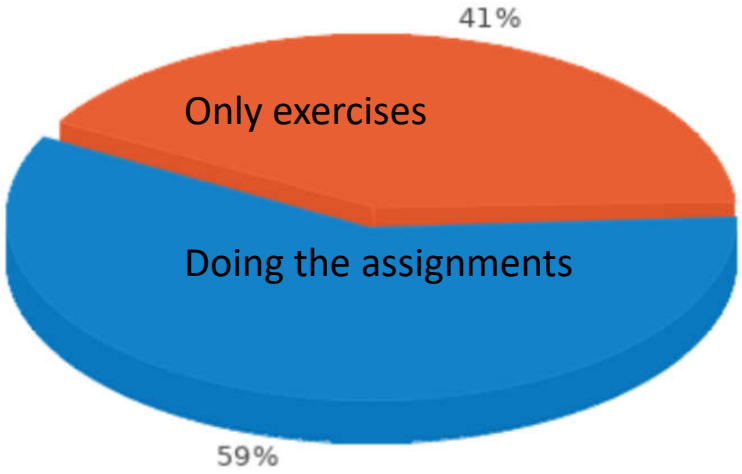
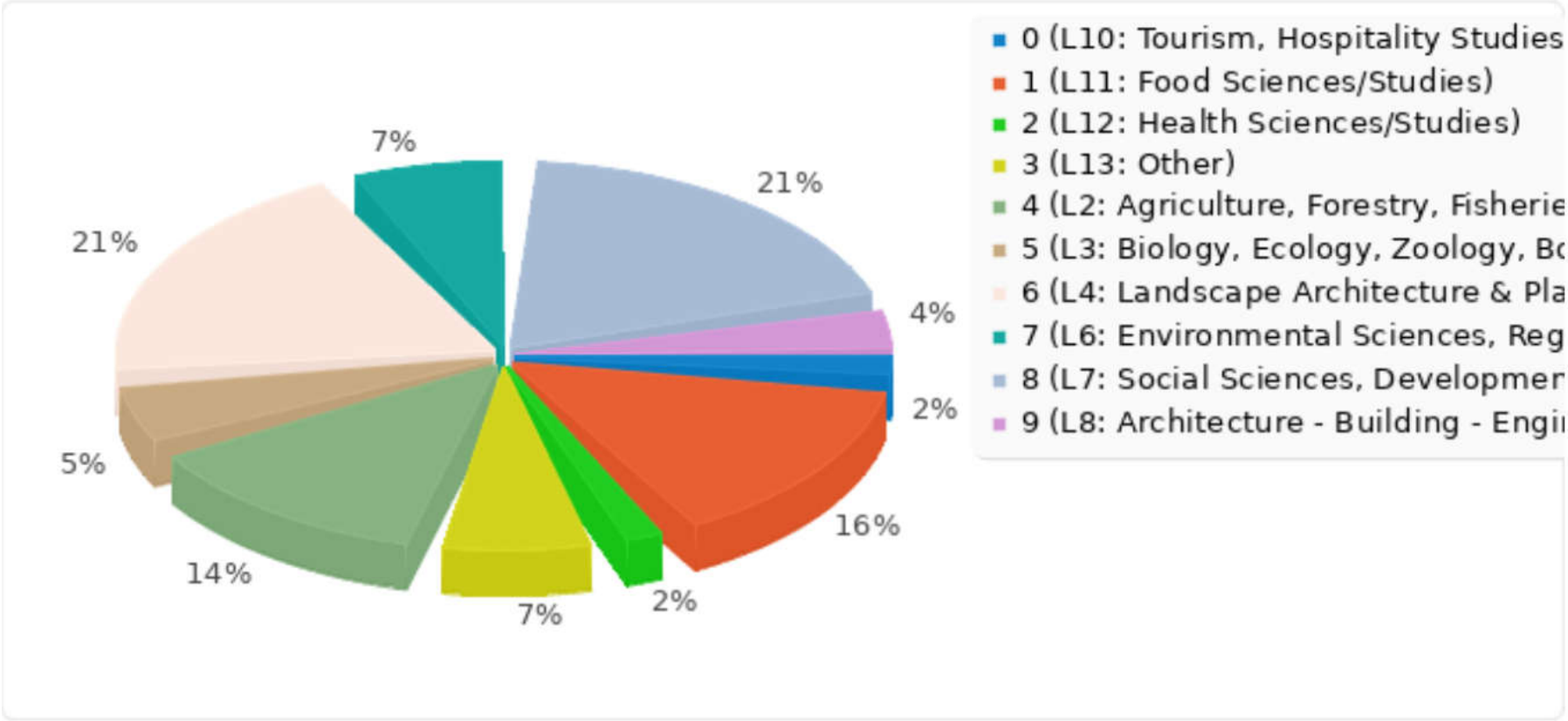
The participants in the seminar

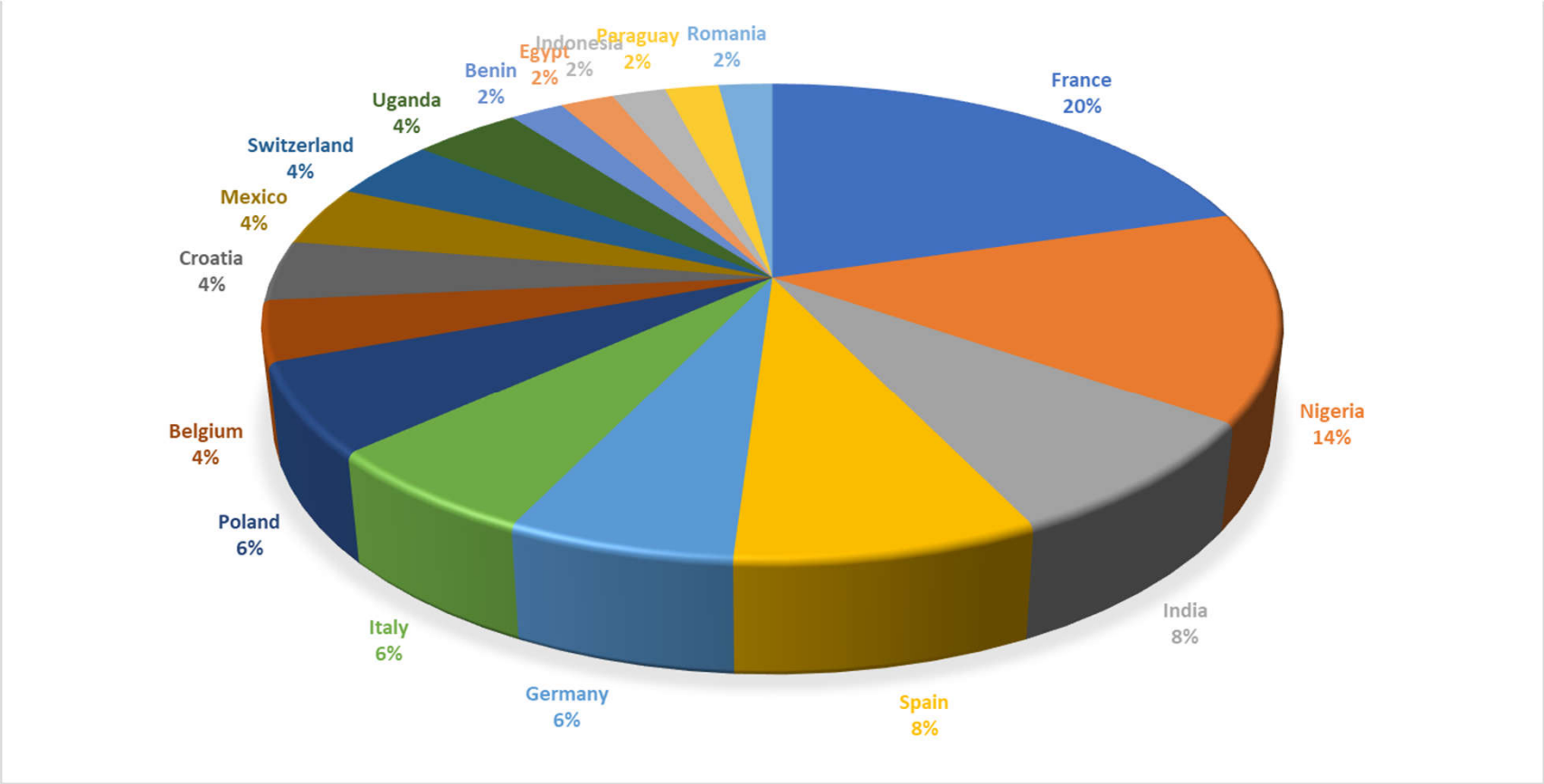




The participants in the seminar



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

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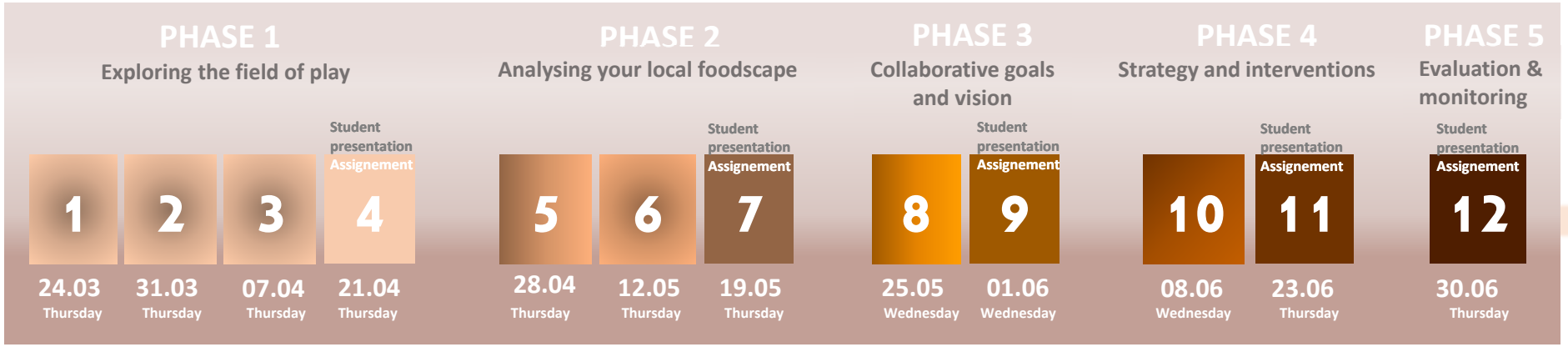
COURSE SCHEDULE

March 24 - June 30, 2022 Thursday or Wednesday / 17:00 to 18:30 CET



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

INTENSIVE WORKSHOP Madrid June 26- July 5, 2022

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main content of the phases

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

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The scope of the seminar: the subject

Food systems

City-region approach

Agroecology

Spatial planning

Agroecological urbanism

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The scope of the seminar: learning concepts

Participatory action learning

Living labs

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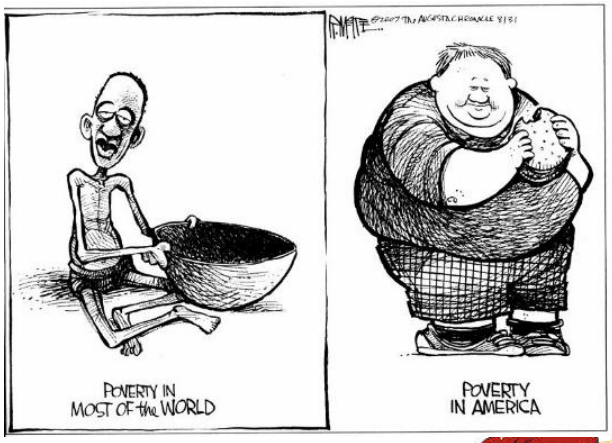
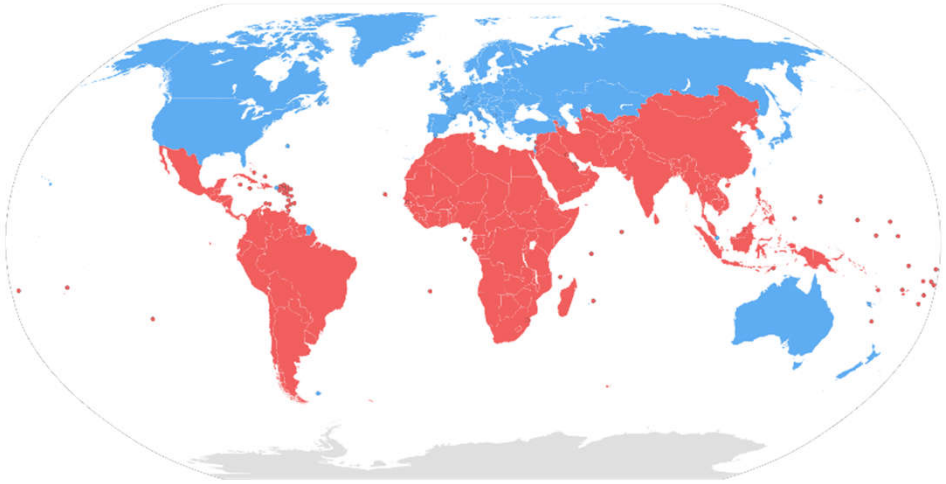
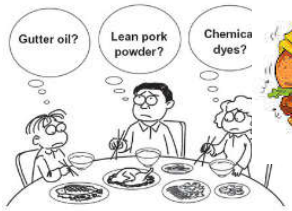
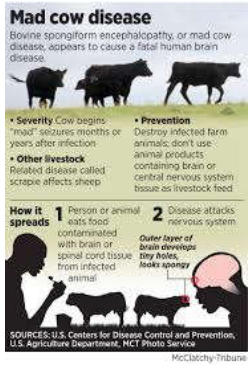
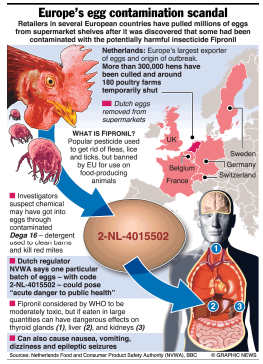
the field of play of sustainable food planning











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4 SCENARIOS OF SPATIAL ORGANISATION

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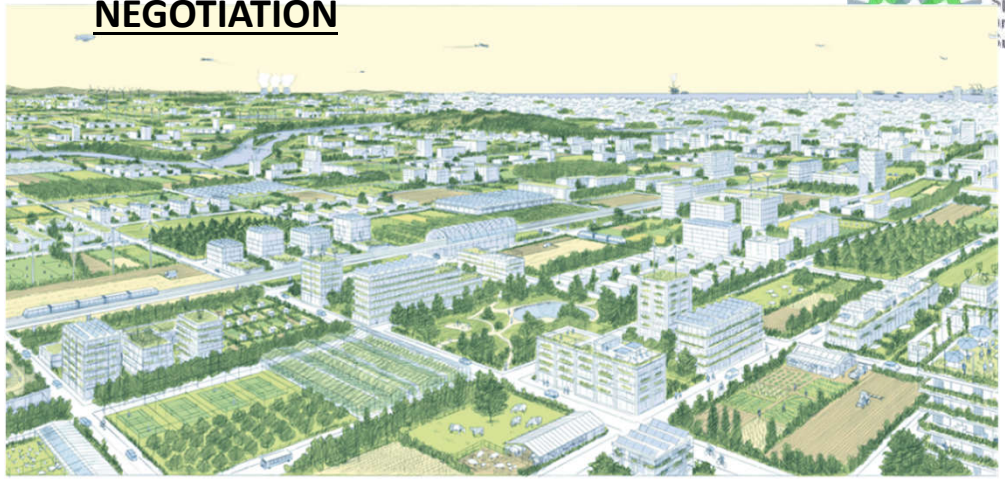
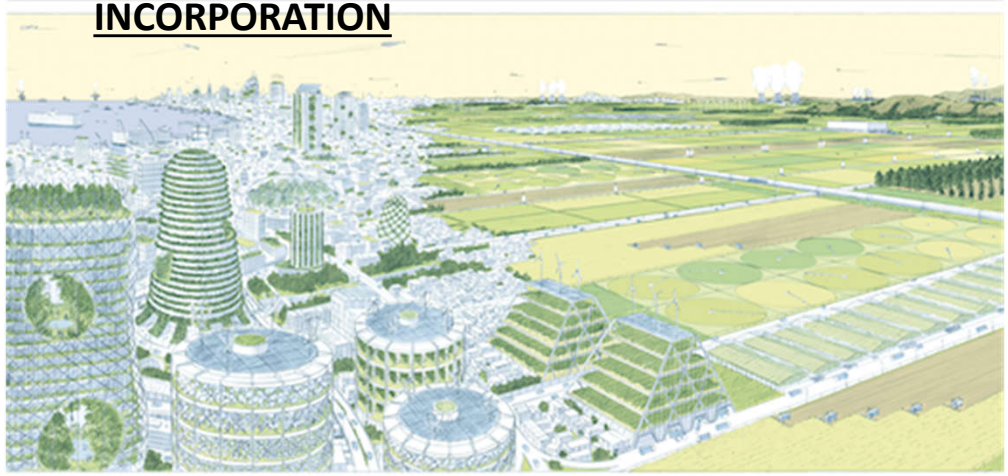
INFILTRATION

NEGOTIATION



SÉCESSION

INCORPORATION



ARCHITECTURE & AGRICULTURE Sébastien Marot Architecture Triennal Lisbon2019

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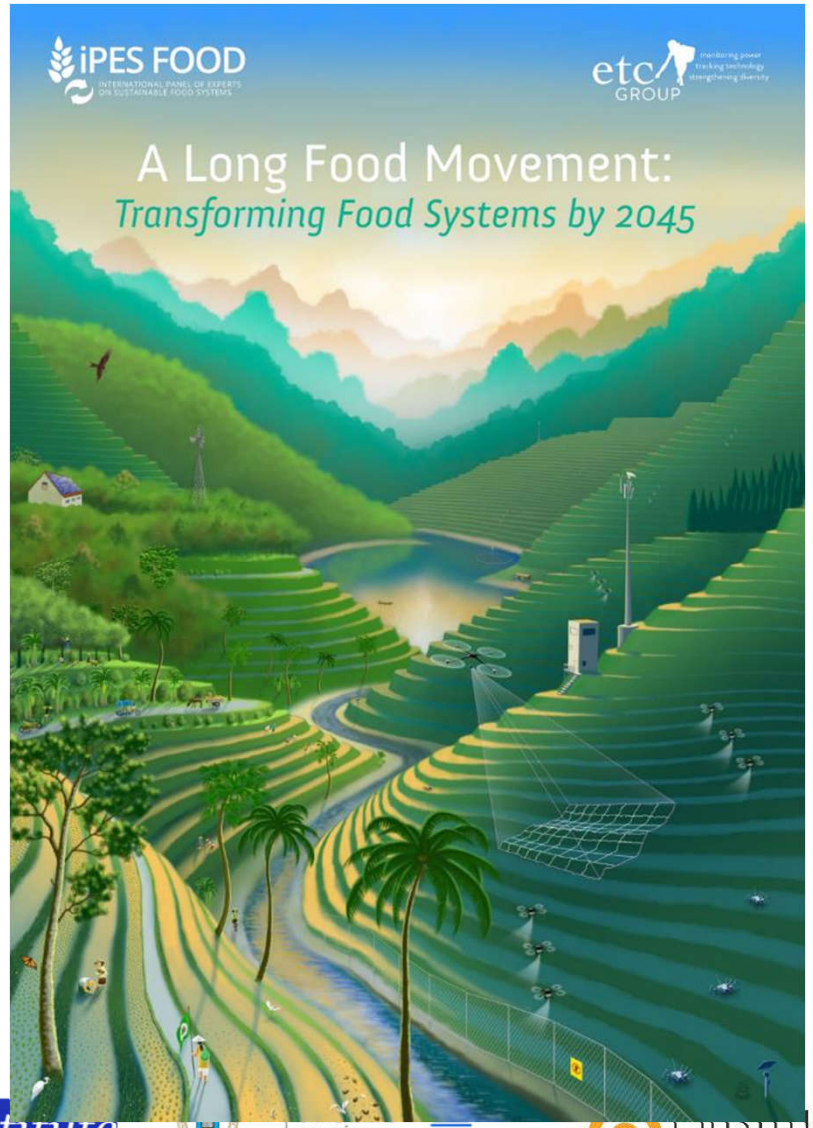


Two scenarios

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

http://www.ipes-food.org/pages/LongFoodMovement

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

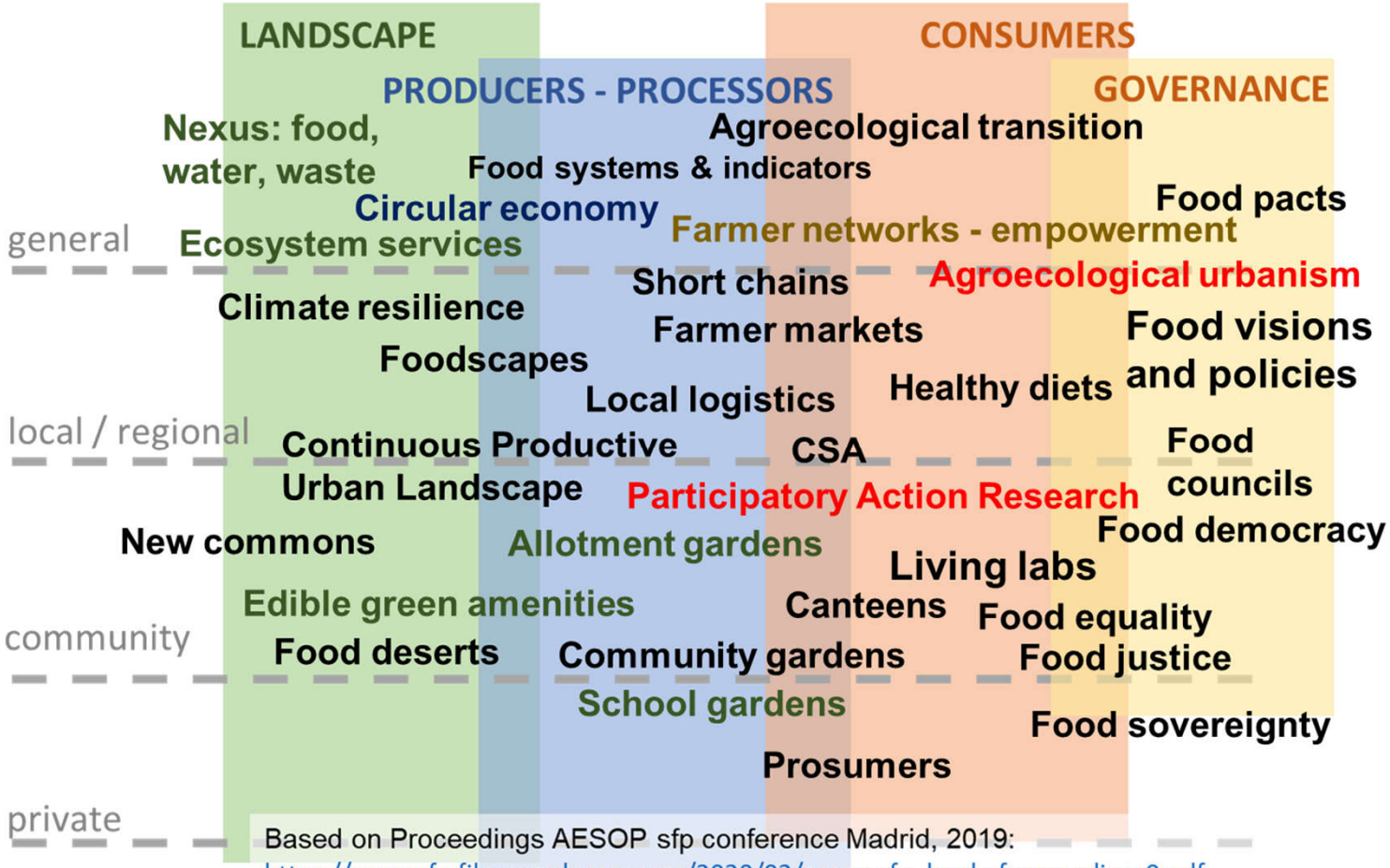
www.ipes-food.org

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

- **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.

the field of play of sustainable food planning



Based on Proceedings AESOP sfp conference Madrid, 2019:
https://aesopsfp.files.wordpress.com/2020/02/aesop-sfp_bookofproceedings0.pdf

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Learning outcomes and the results of the pre-survey

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Learning objectives AESOP4Food seminar

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

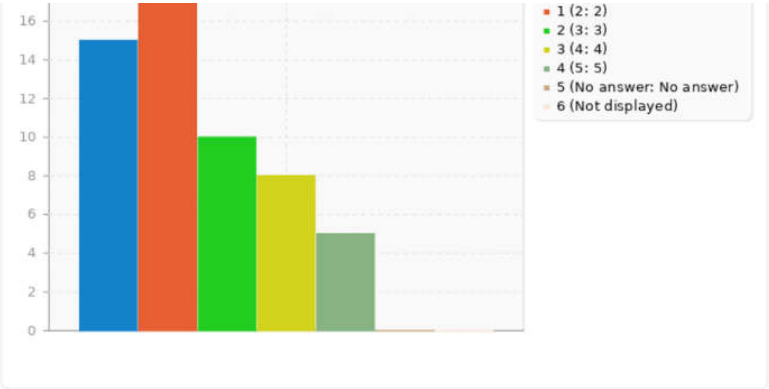
Themes: *Main challenges, Theoretical frameworks, Approaches and methods: PAR, living labs, analysing methods; Defining your position and values*

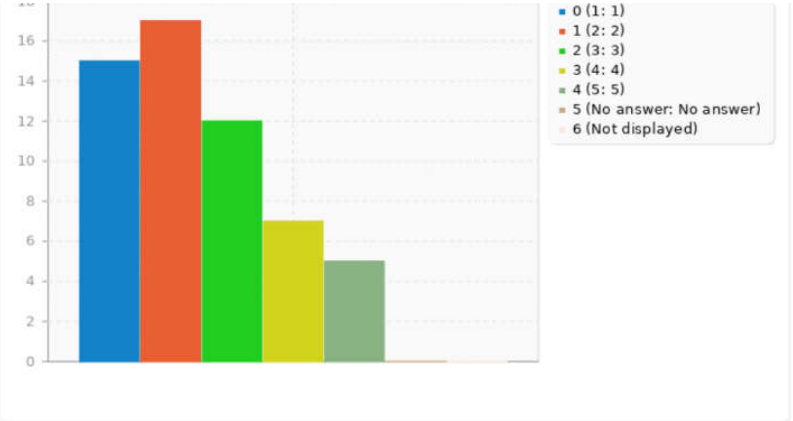
1. Understands the concept of food systems in their cultural, local and regional setting.
2. Can explain the main concepts related to participatory learning and research and the role of living labs.
3. Can explain the main concepts related to sustainable food planning.
4. Is aware of contemporary challenges 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.

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Learning approach

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Participatory Action Research feedback loop

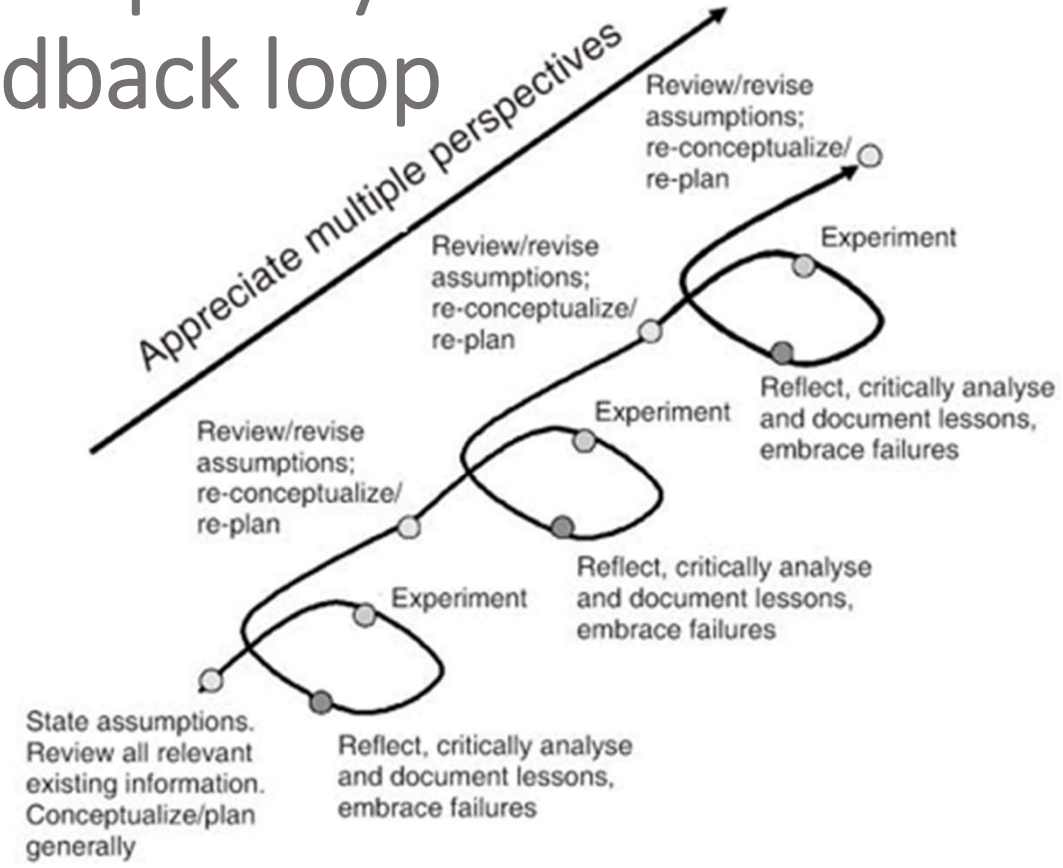

Figure 13.1 A PAR spiral, an iterative, experiential learning guide
Source: Adapted from King, 2000; Kolb, 1984.

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.

Slide from LED2LEAP course

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 subjectivity.

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.

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SDGs for the common good

https://sustainabledevelopment.un.org/

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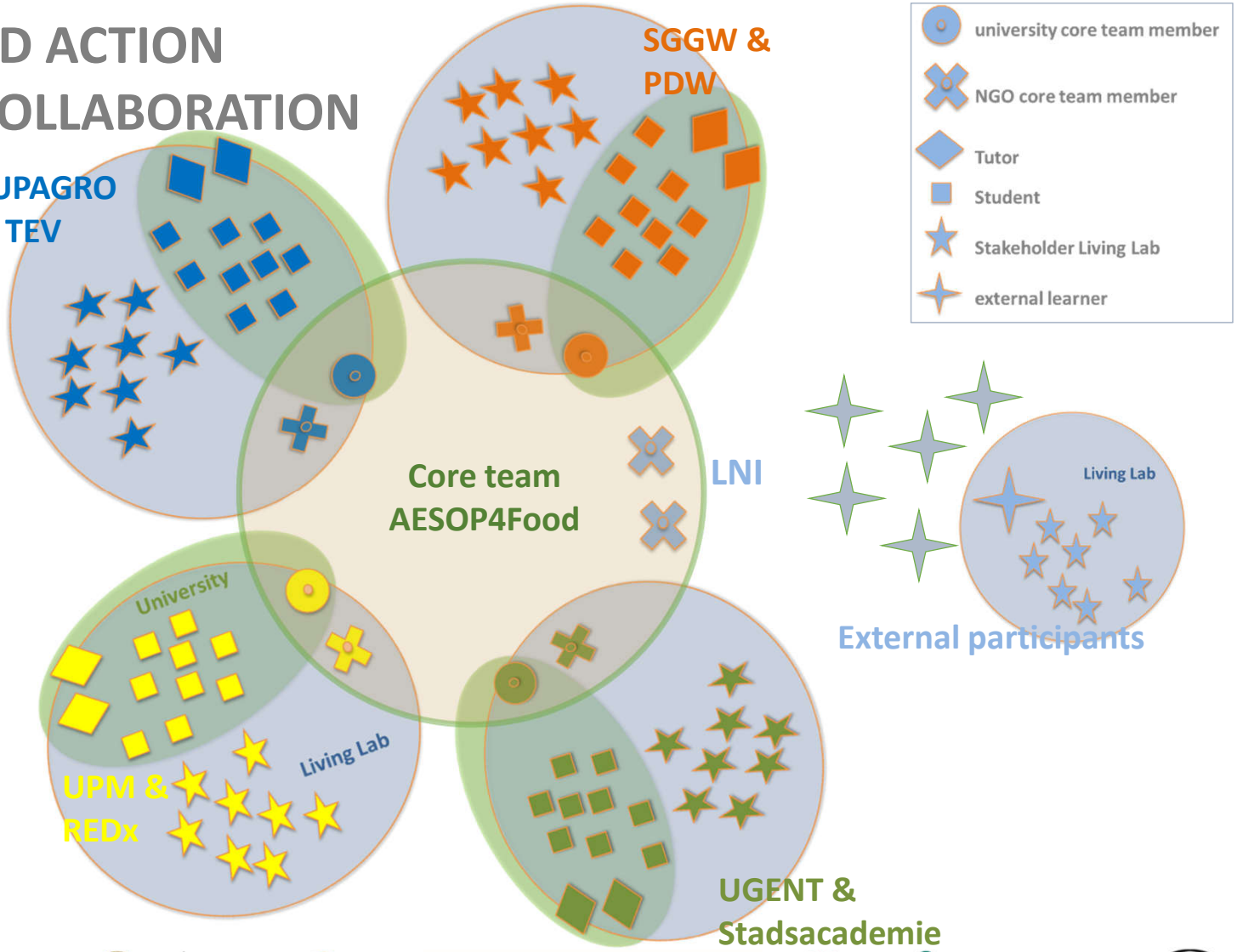
AESOP4FOOD ACTION LEARNING COLLABORATION



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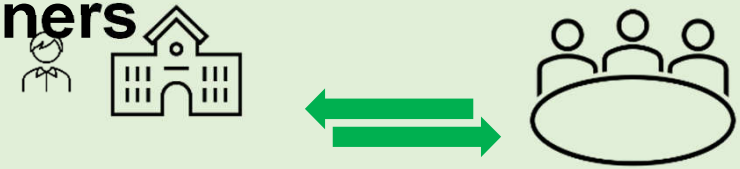
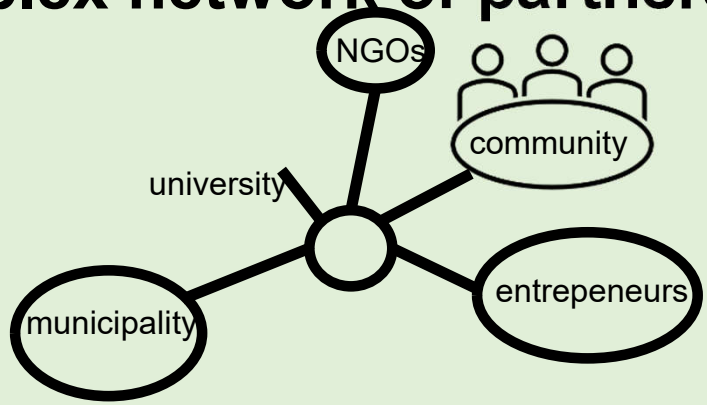
Living labs & participatory action research

- **ranging from informal collaboration of two partners**



- **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.

AESOP4FOOD 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 seminar and outputs
- teachers, tutors, NGO partners, participants 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

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Concepts

FOOD SYSTEMS

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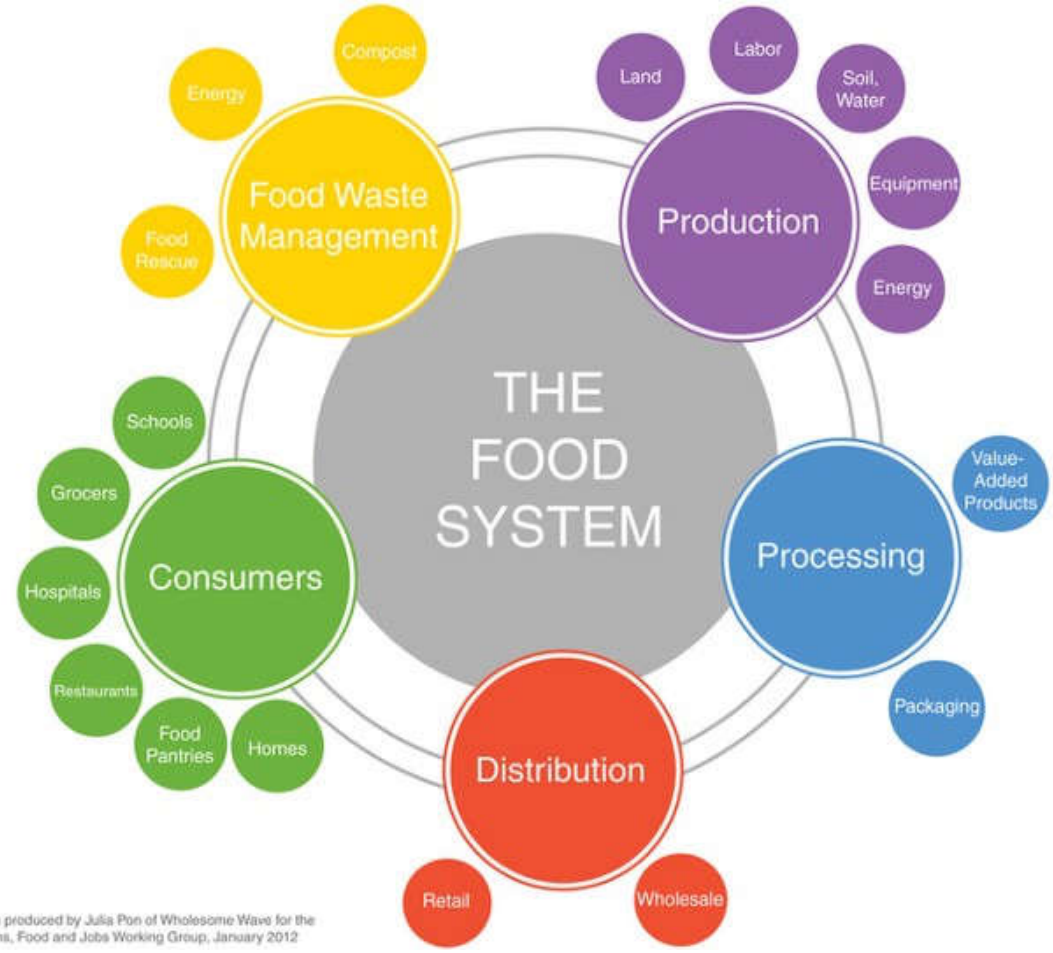


The World Food System

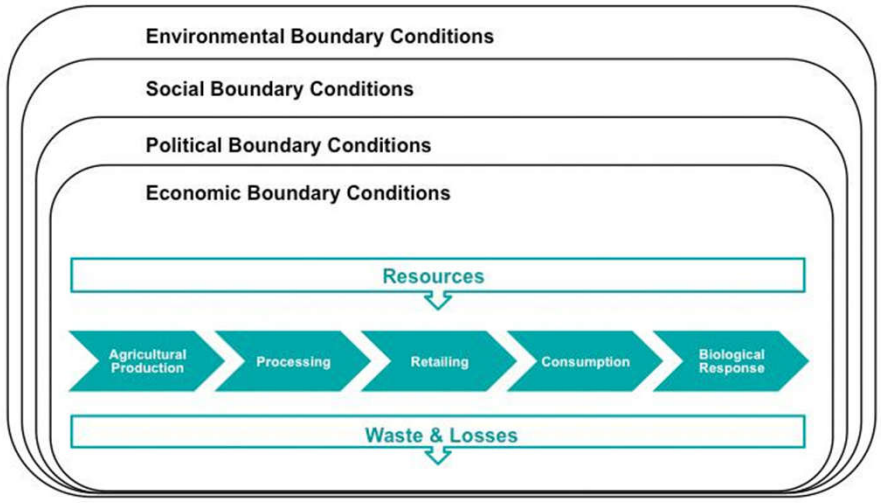
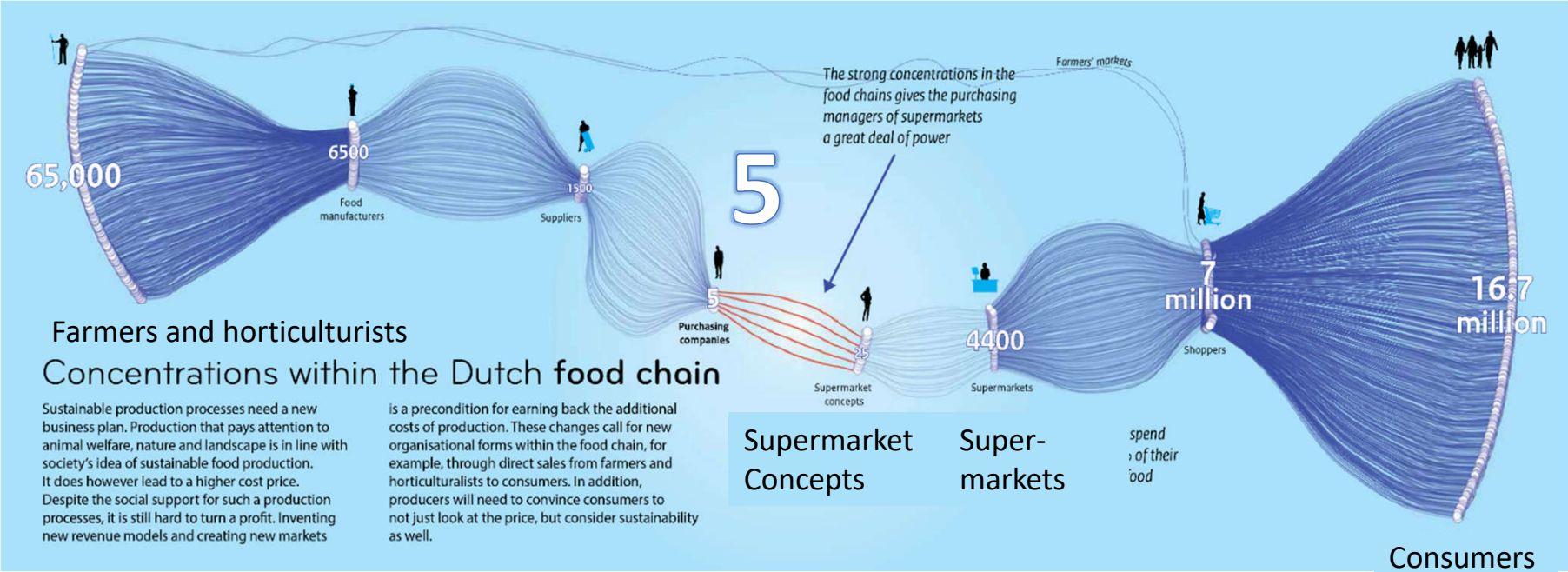


Diagram of the complexity of the World Food System. (Courtesy of Michelle Grant, World Food System Centre, ETH Zurich)

the flows of food in the Netherlands

power concentration in the food chain

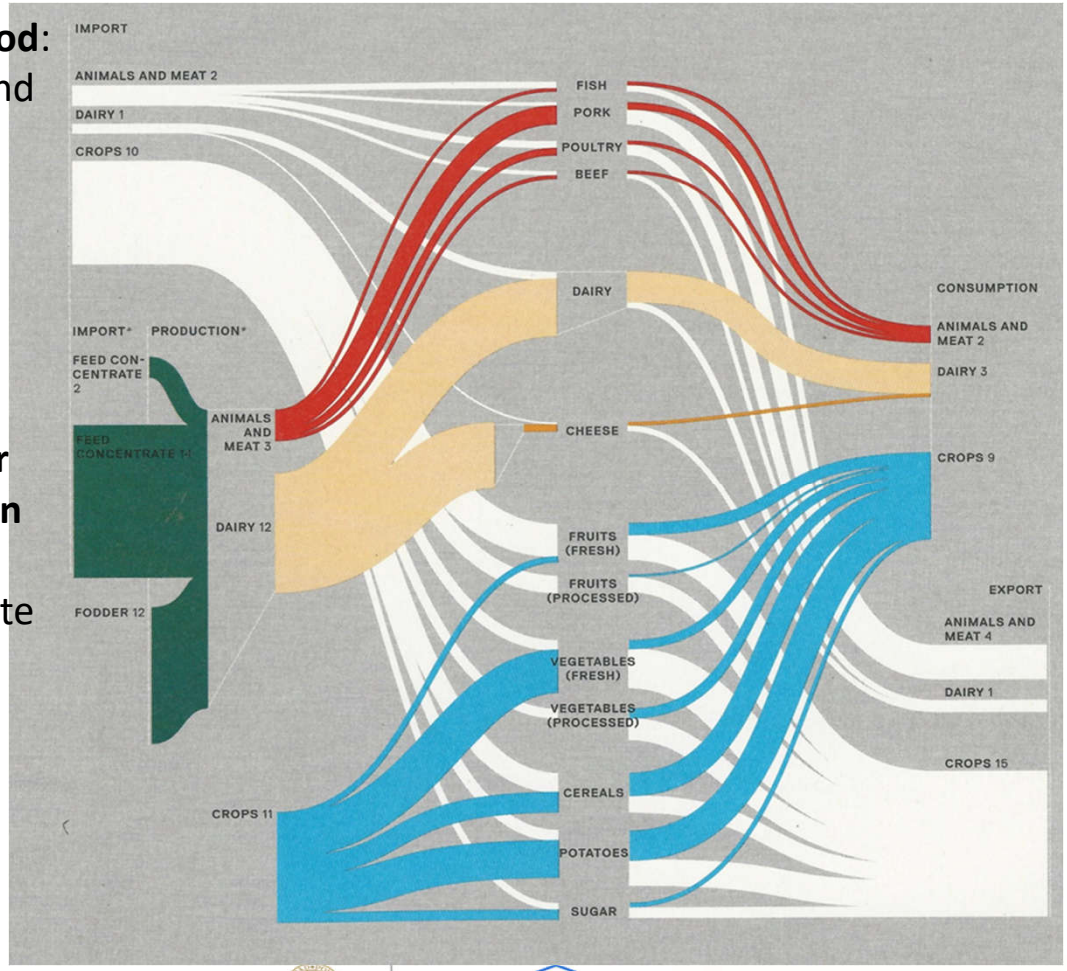


Source PBL,2014

the flows of food in the Netherlands

Import food: animals and meat, dairy and crops

Import for production Feed concentrate Fodder



Consumption of animals and meat, dairy and crops

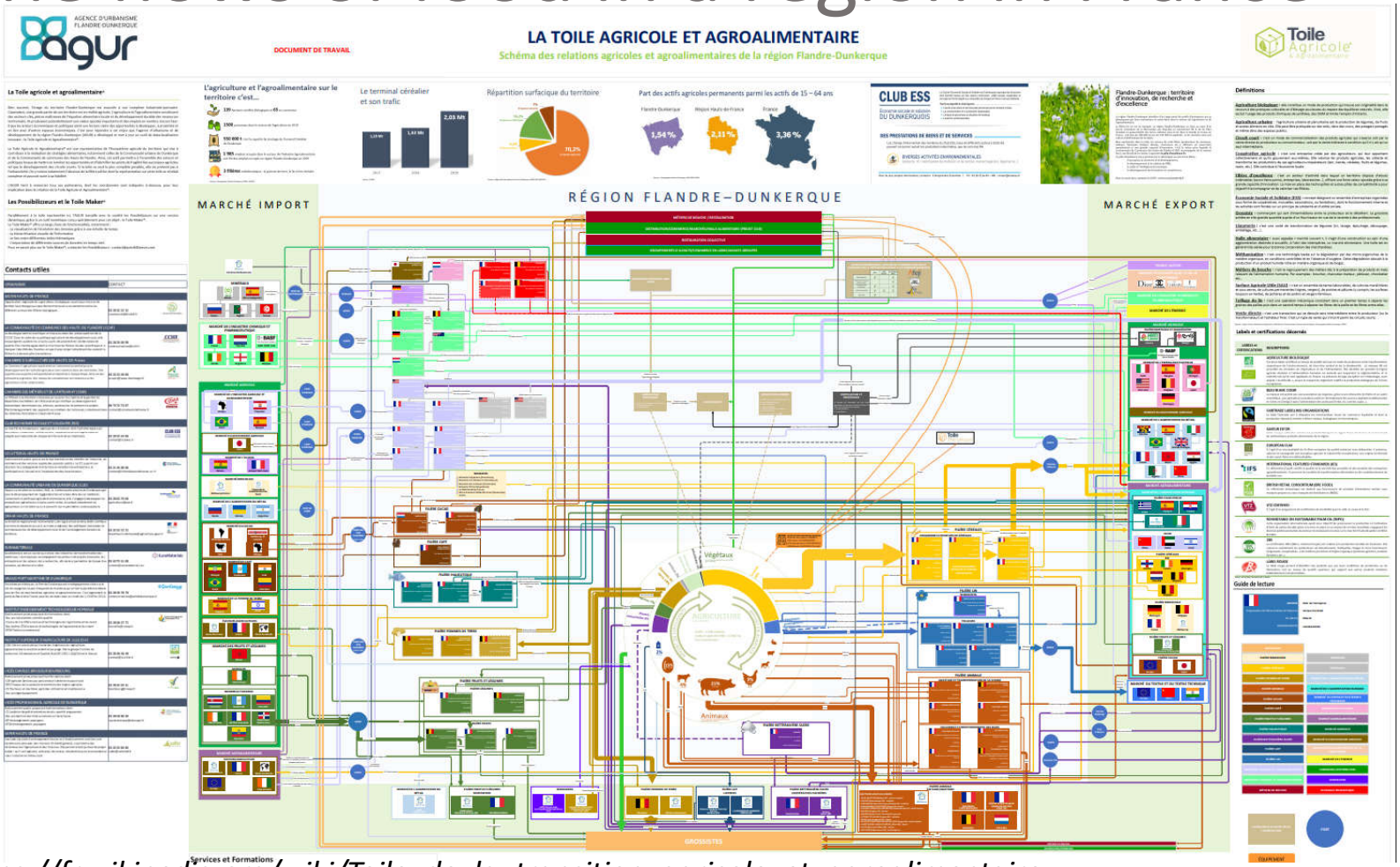
Export of animals and meat, dairy and crops

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



https://fr.wikipedia.org/wiki/Toile_de_la_transition_agricole_et_agroalimentaire

This Web of agricultural and agri-food transition of the Flandres Dunquerke region is a representation of the agricultural ecosystem of a territory and a decision-making tool for food strategy. A real tool for revealing opportunities, the web is inspired by the industrial web and the energy web.

Global approach of the food system

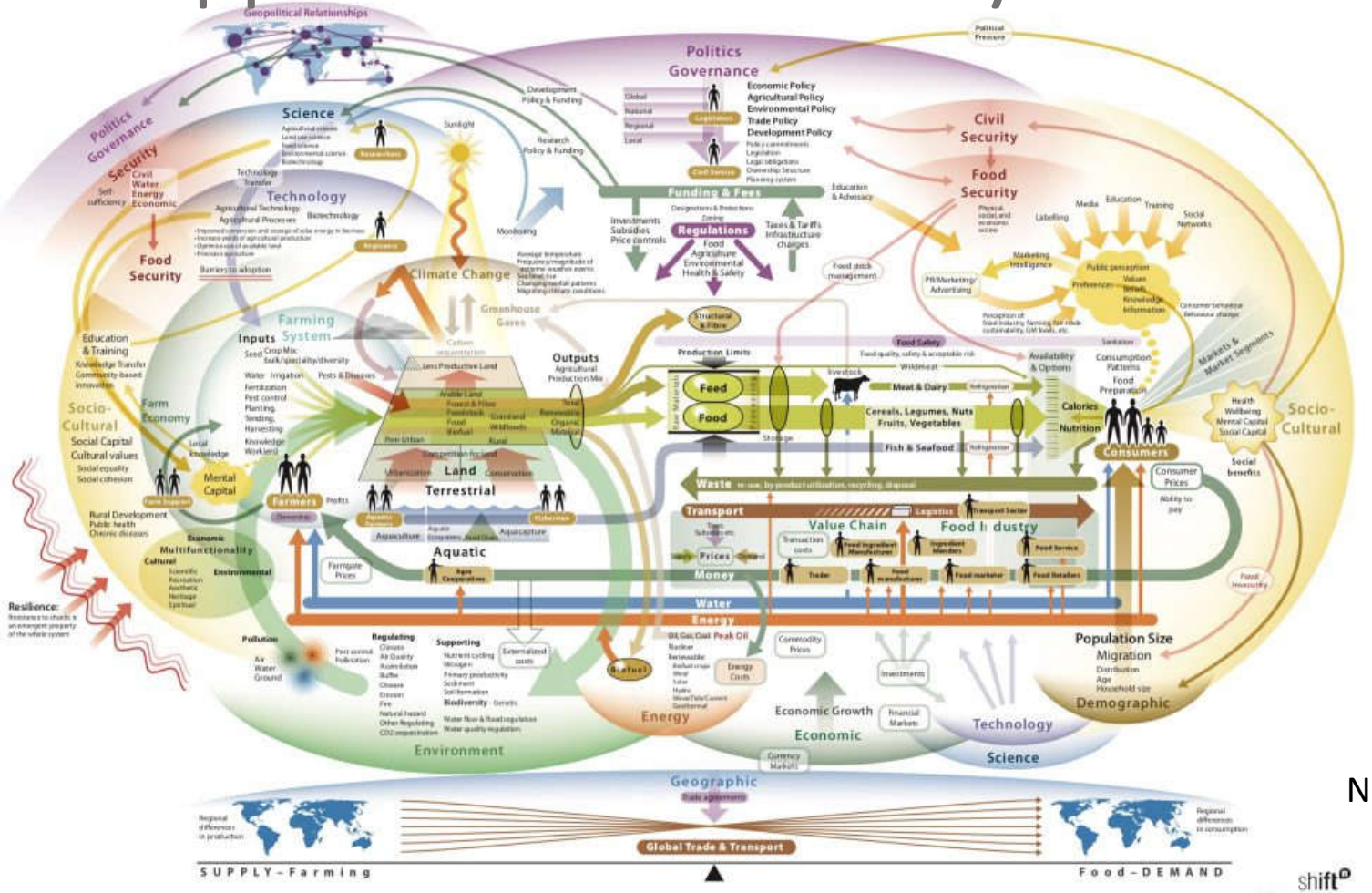
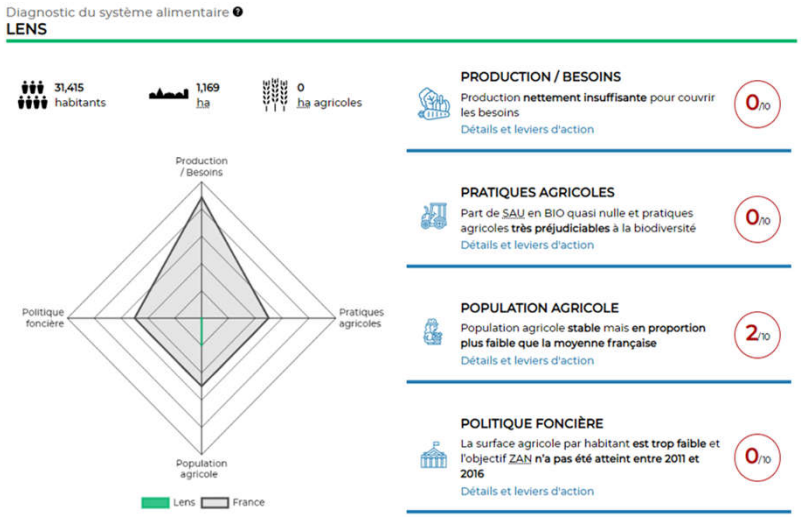


Figure 1: Global Food System Map 3. Source: ShiftN, 2009

Nicholson, C.F. et al. 2019.

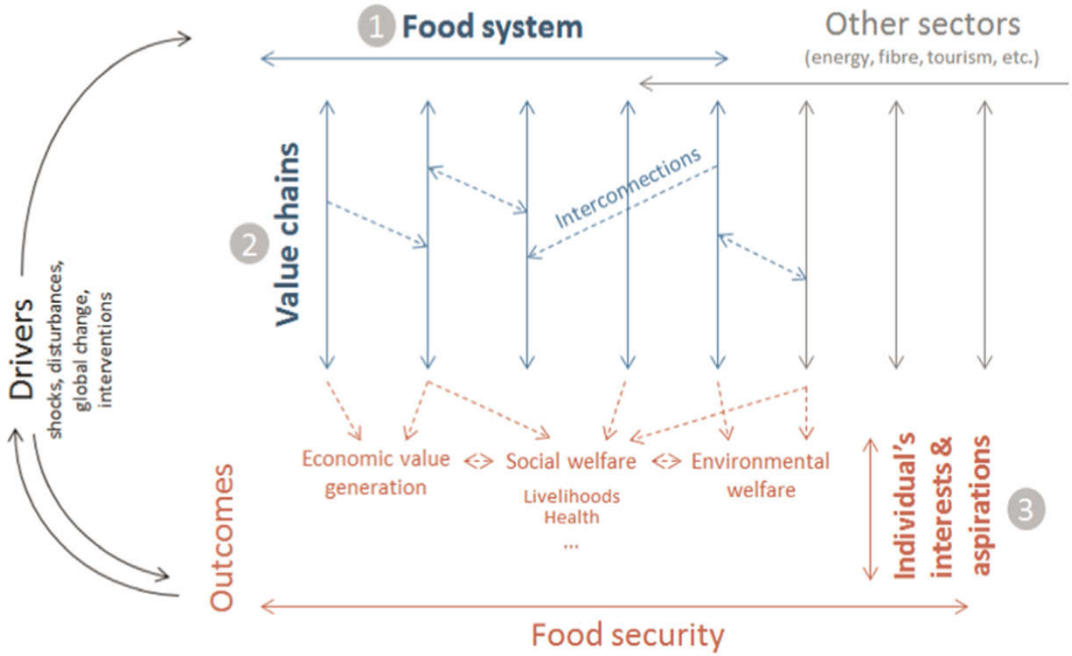
Resilient Food Systems

CRAter - diagnosis of the territory's food resilience



Source: https://crater.resiliencealimentaire.org/

Food systems across multiple levels



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

Agroecology

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

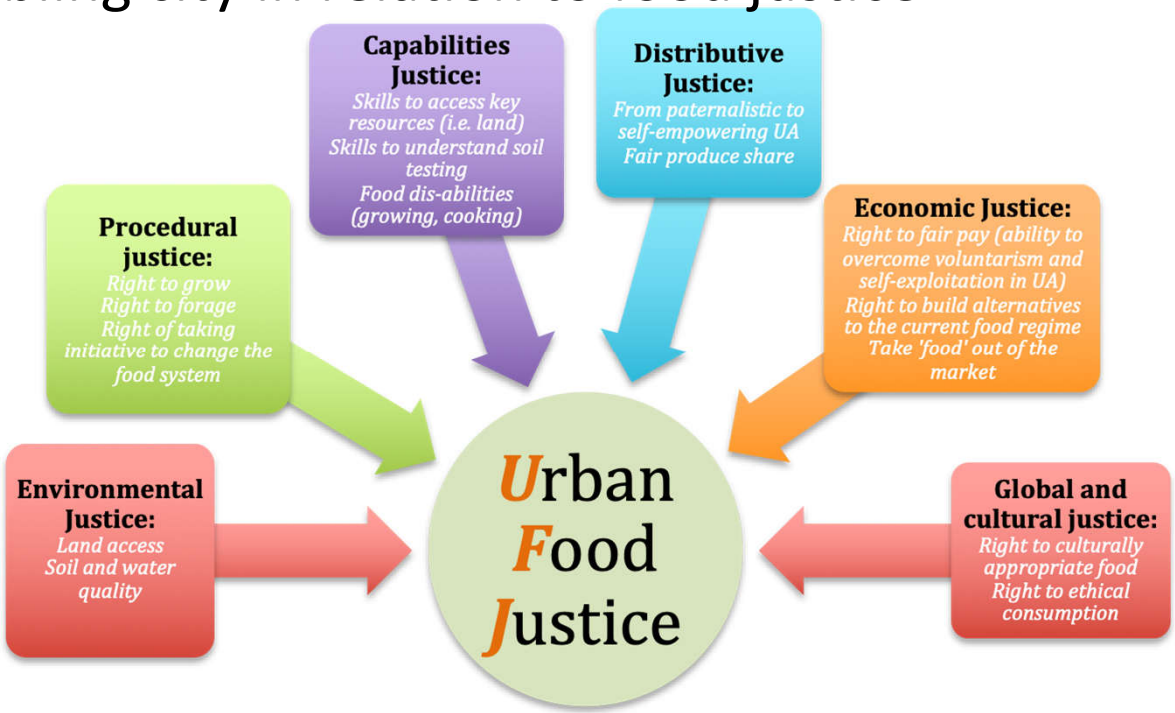
Altieri and Toledo 2011; Gliessman 2012; Fernandez et al. 2013.

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

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

Presentation and/or video on PAR

Presentation and/or video on Living Labs

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.

Nicholson, C.F. et al. 2019. Setting priorities to address the research gaps between agricultural systems analysis and food security outcomes in low-and middle-income countries doi: 10.13140/RG.2.2.32520.06404. Report number: CGIAR Working Paper No. 255

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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References education and research

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

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- *Action Research:* https://journals.sagepub.com/home/arj
- *Action Learning, Research and Practice:* www.tandfonline.com/loi/calr20
- 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/Cy5UIabWaEU, consulted on 2021-12-29*