

OFFICIAL FEEDBACK FORM

DIALOGUE DATE	Saturday, 16 May 2020 21:00 GMT +08:00
DIALOGUE TITLE	How to Promoting Sustainable Food Education in Formal Education Systems
CONVENED BY	Sustainable Food Education Action Network, UNFSS-AT2 China Action Hub, Good Food Fund, China Biodiversity Conservation and Green Development Foundation (CBCGDF)
DIALOGUE EVENT PAGE	https://summitdialogues.org/dialogue/27316/
DIALOGUE TYPE	Independent
GEOGRAPHICAL FOCUS	China

The outcomes from a Food Systems Summit Dialogue will be of use in developing the pathway to sustainable food systems within the locality in which they take place. They will be a valuable contribution to the national pathways and also of interest to the different workstreams preparing for the Summit: the Action Tracks, Scientific Groups and Champions as well as for other Dialogues.

1. PARTICIPATION

TOTAL NUMBER OF PARTICIPANTS

13

PARTICIPATION BY AGE RANGE

0-18

1

19-30

12

31-50

51-65

66-80

80+

PARTICIPATION BY GENDER

5 Male

7 Female

1 Prefer not to say or Other

NUMBER OF PARTICIPANTS IN EACH SECTOR

Agriculture/crops
Fish and aquaculture
Livestock
Agro-forestry
Environment and ecology
Trade and commerce

10 Education
Communication
Food processing
Food retail, markets
Food industry
Financial Services

Health care
Nutrition
National or local government
Utilities
Industrial
3 Other

NUMBER OF PARTICIPANTS FROM EACH STAKEHOLDER GROUP

Small/medium enterprise/artisan
Large national business
Multi-national corporation
Small-scale farmer
Medium-scale farmer
Large-scale farmer
3 Local Non-Governmental Organization
2 International Non-Governmental Organization
Indigenous People
Science and academia

Workers and trade union
Member of Parliament
Local authority
Government and national institution
Regional economic community
2 United Nations
International financial institution
Private Foundation / Partnership / Alliance
Consumer group
6 Other

2. PRINCIPLES OF ENGAGEMENT

HOW DID YOU ORGANIZE THE DIALOGUE SO THAT THE PRINCIPLES WERE INCORPORATED, REINFORCED AND ENHANCED?

This dialogue is centered on the core topic, "How to promote sustainable food education into the formal education system today? The dialogue was divided into five sub-topics, and guests from food education and related fields were invited to discuss the topic. At the end of the discussion session, all the guests will have a free dialogue and concluding remarks around the core topic. The principle of participation will be integrated into the dialogue and enhanced in the dialogue.

HOW DID YOUR DIALOGUE REFLECT SPECIFIC ASPECTS OF THE PRINCIPLES?

Act with Urgency: In the "Clarification of Opinions" session, all participants are invited to share their thoughts and action plans. Be Respectful: The speaker, Ms. Yang Wenping (Principal of Hao Tang Village Primary School, Pingqiao District, Xinyang City, Henan Province), has been practicing food education activities in Hao Tang Village Primary School to protect and improve the personal health and well-being of school children (mainly left-behind children) while respecting the local culture and national context of the Hao Tang Village area. Recognize Complexity: The dialogue convener, Mr. Jian Yi, and Professor Shahbaz Khan, Director of UNESCO China, both focused on recognizing the complexity in their presentations. Inclusivity: Ms. Zeng Hui, Researcher, China Food and Natural Resources Program, World Resources Institute (USA) Beijing Office, and Ms. Zhang Qin, Director, Hong Kong Institute of Education for Sustainable Development, presented the importance of including stakeholders such as government, community, and business in the vision of food education.

DO YOU HAVE ADVICE FOR OTHER DIALOGUE CONVENORS ABOUT APPRECIATING THE PRINCIPLES OF ENGAGEMENT?

The principles of participation can help make the dialogue more diverse and thoughtful, and it is recommended that all participants be made aware of the principles of participation in an appropriate manner before the dialogue begins.

3. METHOD

The outcomes of a Dialogue are influenced by the method that is used.

DID YOU USE THE SAME METHOD AS RECOMMENDED BY THE CONVENORS REFERENCE MANUAL?

Yes

No

4. DIALOGUE FOCUS & OUTCOMES

MAJOR FOCUS

1. How to promote sustainable food education into the vision of the formal education system?
2. What are the needs or expectations of education systems for sustainable food education?
3. What are the challenges in implementing sustainable food education?
4. Case studies of sustainable food education in domestic schools
5. Case studies of sustainable food education in international campuses
6. What role can extra-curriculum education play in the promotion of sustainable food education?
7. Education on the Water-Food-Energy (WFE) Nexus for Sustainable Development
8. Action Tracks: Through sustainable food education, the public will be informed of the content of the five action tracks and how to translate them into concrete actions.

ACTION TRACKS

- ✓ Action Track 1: Ensure access to safe and nutritious food for all
- ✓ Action Track 2: Shift to sustainable consumption patterns
- Action Track 3: Boost nature-positive production
- Action Track 4: Advance equitable livelihoods
- Action Track 5: Build resilience to vulnerabilities, shocks and stress

KEYWORDS

- Finance
- ✓ Innovation
- ✓ Human rights
- ✓ Women & Youth Empowerment
- Policy
- Data & Evidence
- ✓ Governance
- ✓ Trade-offs
- ✓ Environment and Climate

MAIN FINDINGS

1. Sustainable food education is important to promote public understanding and practice of sustainable food behaviors.
2. Sustainable food education can promote positive youth development.
3. The concept and popularity of sustainable food education in China is still in its infancy
4. Sustainable food education organizations and stakeholders in China need to unite and take action.

ACTION TRACKS

- ✓ Action Track 1: Ensure access to safe and nutritious food for all
- ✓ Action Track 2: Shift to sustainable consumption patterns
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OUTCOMES FOR EACH DISCUSSION TOPIC - 1/4

1. What are the needs or expectations of the education system for sustainable food education?

Sustainable food education needs to be more systematic and easily accessible on campus.

ACTION TRACKS

- Action Track 1: Ensure access to safe and nutritious food for all
- Action Track 2: Shift to sustainable consumption patterns
- Action Track 3: Boost nature-positive production
- Action Track 4: Advance equitable livelihoods
- Action Track 5: Build resilience to vulnerabilities, shocks and stress

KEYWORDS

- | | | | |
|-------------------------------------|---------------------------|-------------------------------------|-------------------------|
| <input type="checkbox"/> | Finance | <input checked="" type="checkbox"/> | Policy |
| <input checked="" type="checkbox"/> | Innovation | <input type="checkbox"/> | Data & Evidence |
| <input checked="" type="checkbox"/> | Human rights | <input checked="" type="checkbox"/> | Governance |
| <input checked="" type="checkbox"/> | Women & Youth Empowerment | <input checked="" type="checkbox"/> | Trade-offs |
| <input type="checkbox"/> | | <input checked="" type="checkbox"/> | Environment and Climate |

OUTCOMES FOR EACH DISCUSSION TOPIC - 2/4

2. What are the challenges in implementing sustainable food education?

There is a lack of sufficient understanding of sustainable food education among the public and government education departments; scarce supply of teachers with a background in sustainable food education.

ACTION TRACKS

- Action Track 1: Ensure access to safe and nutritious food for all
- Action Track 2: Shift to sustainable consumption patterns
- Action Track 3: Boost nature-positive production
- Action Track 4: Advance equitable livelihoods
- Action Track 5: Build resilience to vulnerabilities, shocks and stress

KEYWORDS

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OUTCOMES FOR EACH DISCUSSION TOPIC - 3/4

3 Sustainable food education cases in domestic schools
Daohe Education: Food education for the 24 solar terms.
Hao Tang Village Primary School, Xinyang City, Henan Province: Rural campus food education.

ACTION TRACKS

Action Track 1: Ensure access to safe and nutritious food for all

Action Track 2: Shift to sustainable consumption patterns

Action Track 3: Boost nature-positive production

Action Track 4: Advance equitable livelihoods

Action Track 5: Build resilience to vulnerabilities, shocks and stress

KEYWORDS

Finance

Innovation

Human rights

Women & Youth Empowerment

Policy

Data & Evidence

Governance

Trade-offs

Environment and Climate

OUTCOMES FOR EACH DISCUSSION TOPIC - 4/4

4. What role can informal or extra-curriculum education play in the promotion of sustainable food education?

To provide more structured curricula for sustainable food education.
To lead and complement sustainable food education on campus.

ACTION TRACKS

- Action Track 1: Ensure access to safe and nutritious food for all
- Action Track 2: Shift to sustainable consumption patterns
- Action Track 3: Boost nature-positive production
- Action Track 4: Advance equitable livelihoods
- Action Track 5: Build resilience to vulnerabilities, shocks and stress

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AREAS OF DIVERGENCE

Principals of rural elementary schools believe that educating students about sustainable food focuses primarily on Action Track 1: Ensuring access to safe and nutritious food for all. The founder of the Daohe Group, on the other hand, believes that educating students and parents about sustainable food focuses on Action Track 2: Shifting to sustainable consumption patterns. Analysis of why: Children in some rural areas of China still lack basic knowledge about food nutrition and safety, while urban families are more concerned about how food is produced and its environmental and cultural significance.

ACTION TRACKS

- Action Track 1: Ensure access to safe and nutritious food for all
- Action Track 2: Shift to sustainable consumption patterns
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KEYWORDS

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ATTACHMENTS AND RELEVANT LINKS

RELEVANT LINKS

- **Review of the Dialogue**
<http://www.foodeducation.cn/sydt/show.php?itemid=807>