

OFFICIAL FEEDBACK FORM

DIALOGUE DATE	Thursday, 26 August 2021 16:00 GMT +02:00
DIALOGUE TITLE	European Capitals of Culture 2022 - Edible School Gardens
CONVENED BY	Jennifer Avci, Founder & Project Development Manager at Sustainable Gastro, Nordic-Baltic region - Supported by the Social Gastronomy Movement
DIALOGUE EVENT PAGE	https://summitdialogues.org/dialogue/33751/
DIALOGUE TYPE	Independent
GEOGRAPHICAL FOCUS	Lithuania, Luxembourg, No borders, Serbia

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

42

PARTICIPATION BY AGE RANGE

0-18

12

19-30

24

31-50

6

51-65

66-80

80+

PARTICIPATION BY GENDER

10 Male

30 Female

2 Prefer not to say or Other

NUMBER OF PARTICIPANTS IN EACH SECTOR

4 Agriculture/crops

Fish and aquaculture

Livestock

Agro-forestry

4 Environment and ecology

Trade and commerce

8 Education

1 Communication

2 Food processing

2 Food retail, markets

2 Food industry

Financial Services

Health care

3 Nutrition

2 National or local government

Utilities

Industrial

14 Other

NUMBER OF PARTICIPANTS FROM EACH STAKEHOLDER GROUP

10 Small/medium enterprise/artisan

1 Large national business

Multi-national corporation

Small-scale farmer

Medium-scale farmer

Large-scale farmer

9 Local Non-Governmental Organization

1 International Non-Governmental Organization

Indigenous People

6 Science and academia

Workers and trade union

Member of Parliament

Local authority

1 Government and national institution

Regional economic community

1 United Nations

International financial institution

Private Foundation / Partnership / Alliance

1 Consumer group

12 Other

2. PRINCIPLES OF ENGAGEMENT

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

This Dialogue had focus on the upcoming European Capitals of Culture, and the aim to bring together diverse range of stakeholders to discuss the challenges and opportunities associated with an educative "Edible School Garden" collaboration project. The foundation of this dialogue was the idea of the three European Capitals 2022 to take the lead to foster and accelerate sustainable food tourism and a societal inclusiveness through Agrarian Urbanism. It builds on two previous talks on the subject and was followed by a series of roundtable conversations. The Dialogue was organised and convened by Sustainable Gastro with the support of the Nordic Council of Ministers, the Nordic Talks and the Social Gastronomy Movement (SGM). This dialogue is a part of a series of three independent dialogues convened by Sustainable Gastro. In "European Capitals of Culture 2022 - Edible School Gardens", we focused on Action Track 3, engaging communities in nature-positive production. We invited dissenting opinions and asked members of the task force to ensure we had as many perspectives engaged and represented as possible. Representation at this Dialogue was from: Brazil, Belgium, Denmark, Germany, Greece, Ireland, Italy, Lithuania, Luxembourg, Norway, Singapore, Serbia, Spain, Sweden, Switzerland and USA.

HOW DID YOUR DIALOGUE REFLECT SPECIFIC ASPECTS OF THE PRINCIPLES?

This Independent Dialogue project has been quite a journey with valuable insights, information and action points shared by everyone engaged. We consciously chose speakers committed to community development and principles of justice and equity in their work. We committed to multi-stakeholder inclusivity and highlighting the complexity of problems and the solutions, from different perspectives; cultural, political, and educational. The Dialogue focused on all the topics that were addressed during the previous workshops, two Talks (panels), with a major focus on how edible gardens can empower local communities to share their cultural heritage with visitors while becoming portals to a global network. The final aim was to achieve some concrete Lines of Action towards an edible school garden project proposal. The principles of inclusivity, respect and trust were reflected in the design and roll-out of the workshops, Talks and the Dialogue and have been an essential feature of the entire process. The participants have not only been included in all stages of the project in a transparent and inclusive way but have been its very centre. A real sense of trust has been created along the way, and this could be witnessed during the Dialogue as the participants felt they could express their views freely and openly.

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

Before organising our dialogue, we participated in several Independent Dialogues and met with other Dialogue convenors to learn from their experiences and better complement their approaches and outputs. This meant that we were able to offer something different, while adding to what had gone before. To be able to provide the participants with a background and understanding of our Dialogue topic, we had two live streamed Talks (panels). An approximately one hour Live Talk each day before the Dialogue session between three speakers and a curator (moderator) discussing the "Challenge" from two different perspectives; day one from the "Community Engagers" perspective and day two from the "Supporting Partners" perspective. These additions helped the speakers, the participants and all parties involved to understand and address the complexity of the challenge from different perspectives; cultural, political, and educational. Do not be afraid to advertise the dialogue to audiences you would not normally reach, this allows for different perspectives and enriches the discussion. The choice of the meeting chair and breakout facilitators is also important in this regard in attracting a different audience.

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

During the Talks, the speakers shared experiences and knowledge of contributions to the food systems and detailed challenges.

A second group, participants in the breakout rooms, discussed and considered actions within defined pathways in line with the UN Action Tracks.

There were four primary focus areas for this dialogue that was divided in themes:

Theme #1 – Tourism, Global Knowledge Transfer, Community Building, Cultural Heritage

We need to rethink and redesign sustainable food experiences and culture in our cities, in order to raise the engagement level of the whole society.

In 2022, we have three European Capitals of Culture cities (Esch2022, Kaunas2022 and NoviSad2022). How can these cities collaborate, and be the catalysts for upcoming Capitals of Cultures, through a participatory Edible School Garden project?

Theme #2 - Education, Curriculum Design, Sovereignty

While we can start food education at an early stage the food choices are generally made by the parents that might be counterproductive. What are the key components of community-centered and cross-generational edible school garden projects?

Theme #3 - Inclusivity, Participation, Technology

In order to make things happen, different stakeholders need to collaborate.

Given the nature of edible school gardens, they are part of the infrastructure of educational institutions. How can we make sure that the entire ecosystem is inclusive and represents the same values? What are the key roles for successful community engagement?

Theme #4 - Policymaking, (Food) Diplomacy, Measurements, Democracy

Food diplomacy is the use of food as an instrument to create cross-cultural understanding in the hopes of improving interactions and cooperation.

How do we raise the question of food education through educative edible gardens and make it a priority on a city's strategy/agenda?

How can regulatory design be an enabler of edible school garden projects and achieve sustainable change.

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

City-adjusted farms are more successful than non-city-adjusted ones. More work is needed to identify the most impactful ways forward and the European Capitals of Culture have a valuable opportunity to contribute to developing smarter and more liveable cities; to start a new era of sustainable tourism and share best practises with other European markets and future European Capitals of Culture.

Community-oriented urban gardening is an important part of many cultures and the creation of community and engagement spaces within city limits. Sustainable design, construction, and urban planning are also huge priorities for many regions, with an emphasis on using natural resources responsibly, efficiently, and renewably. The conversation around urban food systems is sophisticated and shows a deep awareness of the value of urban agriculture for both social wellness and food system sustainability.

Some of the main findings were:

- Food has become an uninteresting topic in the educational sector due to the public procurements of food.
- It requires coheres act from the government level to implement edible gardens in every school with a concise framework.
- Inequities need to be fixed before thinking of the concept of edible school gardens on how it can have a rich and robust community experience around food.
- Centering joy in conversations about the design and policy making process
- Run social enterprise within the school itself. A model that can be implemented is a social semi-commercial socially driven urban farm to produce food to the community and for the school community.
- Build gardens with a purpose. Meaning going beyond the food production to give the garden an extension and a wider objective.
- Students and teachers generally do not know the possibility that it is possible to grow food at school. They need to be informed and motivated.
- Inspiring entrepreneurs, organisations, individuals, visitors and municipalities through call-to-action initiatives that help create more Urban Agrarian communities.
- If we want specific people to be engaged, then they need to be part of the co-creating of the process. Engage the communities that will be using the resource in the design of the space in order for it to meet their needs.
- To overcome the barrier of unwillingness to participate from the community, it's fundamental to give them a voice and accessibility to the space.
- It is necessary to use this potential of food cultivation to turn schools into cultural centres of local communities.
- Should the gardens be at schools or just places of learning within communities? That allows for the resource to potentially be more accessible outside of school hours and maintained by entities outside of the schools. Learning can take place anywhere!
- Engaging children and youth in life skills through edible gardens.
- Introducing technology literacy, concepts of open source & data sensing by using sensors (light, humidity, sound) in the garden.
- Include and rethink the role of the tourist in ways that it's no longer a visiting guest but someone that wants to be part of the community and participate actively. A participant and co-creator more than a traditional tourist.

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 - 1/4

Facilitator: Bjorn Low, Executive Director at Edible Garden City, Singapore

Topic 1 - Tourism, Global Knowledge Transfer, Community Building, Cultural Heritage

How do we open source knowledge for other cities to replicate the success?

- This can be applied to all different types of tourism (cultural heritage). It starts with education. In food tourism, an easy way to make change is to implement menu messaging in restaurants.
- Countries with shorter histories, or lots of expats? Or perhaps the indigenous knowledge has been lost? Co-collaboration with indigenous groups to bring to light indigenous knowledge. The dialogue might be hard given a complex history, but it's vital. Lack of trust and lack of understanding requires having everyone's voices heard and a part of the conversation regarding tourism.
- Do you have to overcome these indigenous issues first? Oftentimes they are ignored: traditionally, destination management focused on tourists first, and assumed that locals would then recognize the benefits of local attractions and culture. But to be sustainable, local residents have to have a seat at the table from the beginning.
- Easy replication actions! We also need to encourage locals to eat their own foods. However, there is not one main solution. There are some cross-cultural solutions as well. As long as you can offer something for different targeted groups, you can get very creative! There are a plethora of cultures within countries, and they all can be recognized.
- Knowledge transfer is often across generations. Pride factors into this, and locals need to feel proud of their local culture, food, and heritage. Michelin star chefs are really helping in this regarding, by introducing more heritage ingredients. How do we spark this curiosity, pride, and motivation? Then the knowledge transfer will happen more naturally.

Topic 2 - Future Visioning, Access, Equality, (Mental) Health, Mindfulness

What would a school meal look like in 2030, if every schoolyard had a garden?

- It would be purposeful. A sustainable reason, a cultural reason, a nutritional reason, FUN, etc. Self-grown food would help instill a sense of pride for children, but also knowledge. Fun also ties in with cultural nuance, so this can change depending on the place. It makes everything more meaningful. Sustainability can be fun and exciting, it's not always-- if we don't eat this, we are going to die.
- The importance of having gardens that are good for people, but also environment and animals as well.
- If you orient your educational experience around a certain topic, tourists can share their own practices at home. So it's not just a one-way exchange, but rather dual.
- If the goal is to attract tourists, how many "labels" or layers do we need to give our food? Indigenous, home-grown, sustainable, eco, etc... to some extent, the health label is a double edged sword. You want to have a small imprint on the planet, and eat well, but the gatekeeping needs to be kept to a minimum. There are many different motivators for people to travel, and types of tourists. However, for sustainable tourism, it's a given that there is a market for people seeking out "healthy" food tourism, especially regarding these community gardens.

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

OUTCOMES FOR EACH DISCUSSION TOPIC - 2/4

Facilitator 1: Angela McKee Brown, Executive Director at The Edible Schoolyard Project, USA
Facilitator 2: Dragana Djuric, Director at National Association of Parents and Teachers of Serbia

Topic - Education, curriculum design, sovereignty

How might edible gardens become instruments of applied knowledge and skills where students, parents, and educators can develop their food and agricultural literacy?

- It's an opportunity for people to learn about other skills than just food and growing related ones, i.e., soft skills such as communication, collaboration, teamwork. They can also learn about life lessons.
- When children are young, it is a great way to teach the children about vegetables and how to cook them, and then they bring it back home and also influence their parents. So "getting to parents through children".
- A lot of people have lost the habits of home cooking.
- After school activities is also a nice way to bring parents to the school garden or a cooking class. This also increases their relationship to nature.

What are the learning elements of these spaces?

- In some space we have people that are employed specifically to teach children for gardening and to take care of the gardening.
- Urban environment, natural spaces? Is it really possible, do we have the space. Idea of nature can be very foreign for some really low income areas. It is also really complicated to hire their own teachers, so getting a new teacher would be complicated as well.
- Sometimes you can also have other teachers that can be taught how to cultivate and keep a garden.
- Having the parents teach the teachers how to garden. Creating a sense of community and a breaking the barriers between parents and teachers. It would be important for the children to work in an environment where there is collaboration between these two most important role models!
- Lack of access --> Design thinking? This is where there could be the steepest learning curve!
- How do we have the Government to fund our edible school gardens?
- We could have farmers welcoming and teaching children how to be around nature etc. Organise trips there.
- Important for the Job Market for young adults to be interested in farming.

What important skills are kids able to learn through edible school gardens?

- Kids will be able to understand and develop strong relationships with nature where they can see that nature takes time and will be able to engage them in climate solutions.
- It's a different type of engagement, learning to use their body, and testing themselves physically, fine motor skills that are unique to engaging with nature.
- Breaks children out of the traditional school design (industrial model of sitting in rows, strict discipline, sitting in desks).
- 21st century skills in the garden (creativity, innovation, curiosity, collaboration).
- Able to adjust to different learning styles.
- No pressure to fail/pass --> a space where you can allow for neurodivergence.
- Learning to care for their space.

How to we engage all other members of the educational ecosystem?

- We need to make steps slowly, quality over quantity.
- Engaging a wide range of teachers.
- Why is it important to grow your own food.
- Science and art teachers.
- If you bring the food from the garden into the cafeteria, it shows that the food in the cafeteria is not food.
- What if school lunch workers were able to have more hours working in the garden and caring for students.
- What will happen during summer breaks? Engaging college students?
- Engaging parents to come teach teachers.

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 - 3/4

Facilitator 1: Karine Paris, Coordinator Urban Gardening, CELL – The Transition Hub, Luxembourg
Facilitator 2: Sally Bourdon, Action Researcher at Fab Lab Barcelona, USA

Topic - Inclusivity, Participation, Technology

How might edible gardens enable the young generation to achieve digital and financial literacy and develop a holistic approach to sustainable development?

- Teaching the youth nature, physics and correlations with food systems sovereignty, giving them design thinking techniques.
- Co-design from the very beginning, the idea, the location and so on.
- How they see the work on land as well, we need to work on the farmers, the quality of work to make farming sustainable.
- School trips to successful farms would improve the image of a farmer and kids can dream about that too.
- Involving the whole community, the seniors as well.
- Circular system for edible gardens, processing, and coming back to our houses (preserve/ferment/turn into powder).
- Partnering agro with technology, connect farmers and chefs, take out the middle man, and maybe even use school kitchens.
- Looking back to move forward! Learning from the past to improve through technology.

What are some opportunities & challenges for educators to engage with tech in a school garden?

- We need to start dreaming, but the whole cycle needs their engagement (youth and adults).
- Holistic knowledge through first hand experiences, being involved in more than 1 part of the system.
- The entire world should be dreaming about sustainable farmers, we don't exist without them.
- Once you understand the whole path the ingredient had to go through before reaching your table you give it more value.
- Youth is looking for opportunities in urban centers, how we create opportunities for successful farmer careers.
- Positive experience for health, mental health, creates a community.
- Edible garden in elementary school where they plant, harvest, transform what it is in the garden, ingredient is cheap, product has added value.
- Safety starting from the quality of input, food safety is important at all stages.

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

Facilitator 1: Jennifer Avci, Founder & Project Development Manager at Sustainable Gastro, Nordic-Baltic region
Facilitator 2: Julia Dalmadi, Director of Community Programs at Future Food Institute, Germany

Topic - Policymaking, (Food) Diplomacy, Measurements, Democracy

How might edible gardens be the catalysts of regulatory design to build equitable food systems?

- We don't need new projects, we need to use what we have and exploit it.
- We all have a connection to our food system at least in one way, because we all consume it.
- Finding good food to eat is very difficult and expensive. Cooperative supermarket comes up as a solution; it empowered people to take charge of their food system.
- How to scale out these initiatives:
The most difficult issue is to make sure that all marginalised voices are taken into consideration when engaging in policy making. A platform is necessary to ensure these voices are heard (Civil Society), indigenous people, women, and small business ownership. They understand their needs and have better insight into solutions that might work.
- Co-create and co-design is key to achieve real change.
- Children are able to build conversations around food organically.
- In order to create change in policy making we need to come up with creative solutions that allow all stakeholders to face the issues together and come up with solutions to them together.
- Language integration (Speak food fluently)
- Policy-making mind-set is short-term oriented.
- At a municipality level it is important that projects are handled on a platform that allows for the continuity of the projects.
- Ingredients: Clear financial plans, account for your resources, integrate technology in order to make the projects cheap and scalable, raise awareness in your communities and talk about the basics and openly share your solutions.
- Create programs that lead to more interest of younger generations to engage in agriculture related professions.
- Edible school gardens can give culinary confidence, product knowledge (Product ID, taste knowledge), culinary creativity (Recipe knowledge), and solution to unemployment issues. Consequently they solve food supply issues in communities' dependant on others for food supply.

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

AREAS OF DIVERGENCE

Should we go back to the old ways, or move forward with the future? This is why intergenerational work is important, to prevent the total loss of cultural heritage. Young people are working against aspects of climate change and social issues that previous generations never had to deal with.

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

ATTACHMENTS AND RELEVANT LINKS

RELEVANT LINKS

- **Edible School Gardens - Community Engagers**
<https://anchor.fm/sustainable-gastro/episodes/Edible-School-Gardens---Community-Engagers-e17gm0a>
- **Edible School Gardens - Supportive Partners**
<https://anchor.fm/sustainable-gastro/episodes/Edible-School-Gardens---Supportive-Partners-e17gm56>