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CONFERENCE 2025

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Session 3

Breakout Group Activities 1 & 2

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Breakout Group Activity 1

Ana Moragues-Faus (7)
Stine Rosenlund (8)
Pawel Chmielinski and Justyna Kufel-Gajda (9)

Breakout room activity 1 (14:00-14:50)

Facilitators: Ana Moragues-Faus (7), Stine Rosenlund (8), Pawel Chmielinski and Justyna Kufel-Gajda (9)

Presentation (15')

2 minutes to think and write down the main takeaways from the keynote

2 minutes per person to introduce themselves answering these three questions:

- How do you engage with FSS for FST?
- Which stakeholders do you cooperate with?
- What are the main insights or key points you got from the keynote?

Discussion (25')

- What are the main challenges for FSS to become useful for stakeholders? 15'
- Examples of successful collaborations leading to system change (beyond small-scale changes). What made them successful (tools, methods etc.)? 10'

Facilitator, notetaker and rapporteur

Report back (10')

2-3 statements per group

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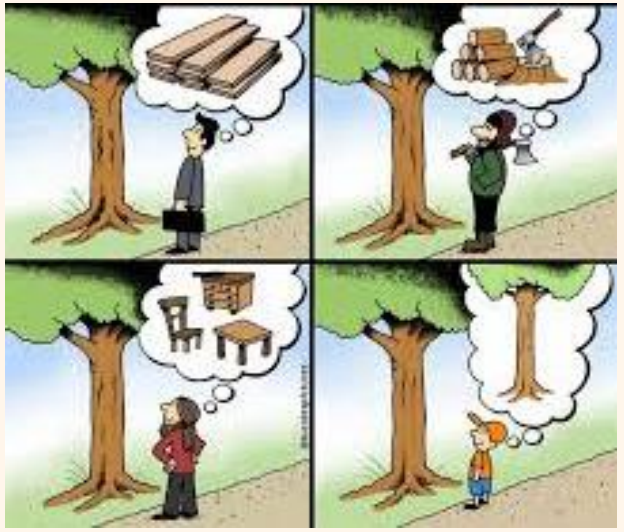
Key takeaways

Ana Moragues Faus
Pati Homs, Stine Rosenlund, Pawel Chmielinski and Justyna Kufel-Gajda

1. What are the main challenges for FSS to become useful for stakeholders?

Actors

- Lack of recognition of different motivations, cultures of participation and resistance among actors: engage with them differently according to their motivations, needs, wants.
- Understanding role of different actors, who convenes?
- Importance of legitimacy
- Include alternative voices (less powerful)
- Difficulties to adopt systems thinking, and move beyond own experience
- Capacity of stakeholders to care for others' needs, demands (justice)
- Too much is short-term (funding, policies): making trustbuilding (requires long-term collaboration) and long-term planning difficult



1. What are the main challenges for FSS to become useful for stakeholders?

Frameworks and methods

- Capturing changing relationships withink frameworks, including conflicts
- Importance of responsiveness, dynamism to adapt from current to new
- Lack of historical perspective
- Incorporate learnings from succesful initiatives and evidence, different geographies
- Developing methods to understand trade-offs, critical nodes, identify specific indicators, impact assessments and incorporation of participatory knowledge
- If FSS is to become supportive of FST it needs to be applicable to real-world problems and a translater will often be needed. How to do it? Time, resources, funding

1.What are the main challenges fod FSS to become useful for stakeholders?

- Lack of recognition of different motivations, cultures of participation and resistance among actors
- Understanding role of different actors, who convenes?
- Difficulties to adopt systems thinking, and move beyond own experience
- Capacity of stakeholders to care for others' needs, demands (justice)
- Capturing changing relationships withink frameworks, including conflicts
- Developing scientific methods to understand trade-offs, impact assessments and incorporation of participatory knowledge

2. Examples of succesful collaboration leading to systems change. What made the succesful?

- What is success? Who defines it? How can we measure?
- Systems change takes time

2. Examples of succesful collaboration leading to systems change. What made the succesful?

- Common language
- Bringing actors together arond specific projects
- Creating stable relationships over time
- Experiment with reverse power relations – who defines what needs to be done or the frameworks

Examples

- Applying systems thinking to inform the Government of Jersey Food and Nutrition Strategy
- FoodTrails- EU project
- PPP in Netherlands
- EITFood

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Breakout Group Activity 2

Ana Moragues-Faus (7)
Stine Rosenlund (8)
Pawel Chmielinski and Justyna Kufel-Gajda (9)

Breakout room activity 2 (16:15-17:00)

Facilitators: Ana Moragues-Faus (7), Stine Rosenlund (8), Pawel Chmielinski and Justyna Kufel-Gajda (9)

Discussion (35')

- What are the key characteristics of science-policy-society interfaces that enable successful collaborations? **MAIN QUESTION (20')**
- What are the recommendations to build such networks? (what actors involved; actions needed) **SECONDARY QUESTION (15')**

Facilitator, notetaker and rapporteur

Report back (10')

2-3 statements per group

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Key takeaways

Ana Moragues Faus
Pati Homs, Stine Rosenlund, Pawel Chmielinski and Justyna Kufel-Gajda

Recommendations Food Systems Science Network

Structure

- Ensure long-term activity
- Flat hiearchies, with inclusive language and grammar of FS and FST
- Model of collaboration with actors that are not part of the network
- Establishing a procedure to manage conflicts of interest, including attention to epistemic injustices
- Ensure transparent processes and procedures to avoid agenda capture

Actors

- Gatekeepers and boundary spanners,
- Policy makers open to experimentation,
- Private sector (SMEs)
- Actors outside of the food system
- Give students a voice, next generation
- Social movements

Recommendations Food Systems Science Network

Framing and activities

- Clear Vision but recognising the diversity of pathways towards it
- Need to have a higher purpose – ie food systems science network exists to enable food systems transformation
- Need to define FSS: a discipline in the making? Association? Journal?
- Acknowledge the political nature of the network (actions, decisions…)
- Having specific foci/examples to experiment/ try out network in practice
- Creation of small pilots, Co-creation activities, Showcase examples of interventions. Use these examples in courses to students and practitioners

Recommendations

- Establishing a procedure to manage conflicts of interest
- Ensure transparent processes for KPSI to avoid agenda capture
- Acknowledge the political nature of the network (actions, decisions…)
- Clear Vision but recognising the diversity of pathways towards it

- Actors that need to be part of this:
  - gatekeepers and boundary spanners,
  - policy makers open to experimentation,
  - private sector (SMEs)
  - actors outside of the food system
  - Give students a voice, next generation
- Apply systems approach to monitoring, evaluation and learning
- Flat hiearchies, with inclusive language and grammar of FS and FST
- Attention to epistemic injustices (not all knowledges are equal)