

Session 3.2: Networking food systems literacy across HEIs - Teaching for food system transformation: Building a FOOD 2030 Higher Education Network

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Cleverfood

Towards a fair, healthy, sustainable, circular and more plant-based food system



Supporting HEIs in/for food system transformation

Eduardo Urias, VU Amsterdam



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CLEVERFOOD: the challenge

Lots of projects and initiatives are working on developing innovative solutions for a more sustainable food system, but projects often operate in silos

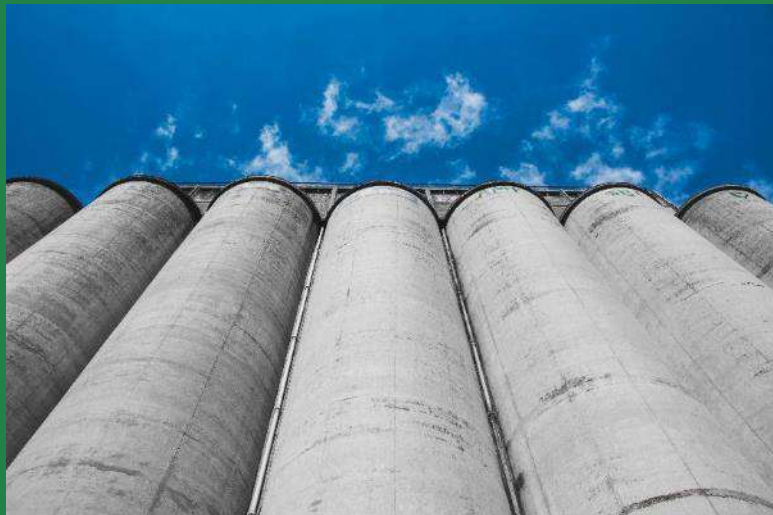


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Status for the FOOD 2030 Project Collaboration Network

- 100+ EU Horizon 2020, Horizon Europe, and LIFE projects have joined
- Vertical themes established in SFSN
 - Policy and governance for food system transformation
 - Innovation, data, digital tools, and sustainability assessment
 - Business development, investment and financing
 - Education and citizen science
 - Public engagement, multi-stakeholder collaboration and empowerment
 - Communication, dissemination and mass mobilization

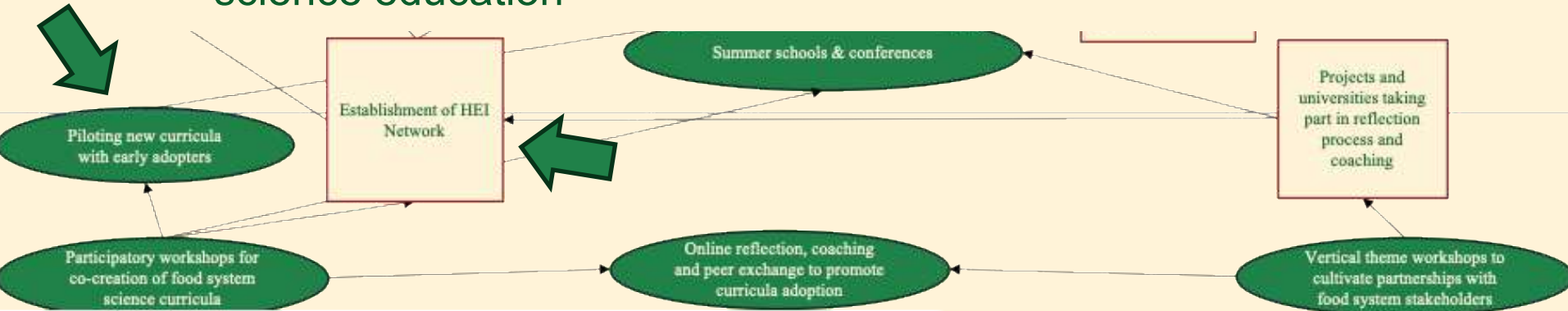


Education and citizen science

- Motivate and engage children and youth to take part in FS education activities by developing
- Testing and deploying an interactive FOOD 2030 Science Education Toolkit
- Supporting food science education activities in Policy & Living Labs
- Establishing a network to collaborate on transforming higher education teaching
- Providing support for developing competences and policies for food science education

How can we contribute to addressing those gaps?

- Cross-project collaboration (FOSSNET, FOODCLIC, FOODPaths)
 - Establishing a network to collaborate on transforming higher education teaching
- Providing support for developing competences and policies for food science education



Pitches



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- **Pitch 1: Louise Whatford (Royal Veterinary College):** *Food systems literacy beyond the human: how mapping practices marginalise animals and how to make them visible*
- **Pitch 2: Annabel de Frece (SOAS):** *Networked Pedagogies for Food Systems Literacy: Lessons from the IFSTAL Programme*
- **Pitch 3: Valentina Guerrieri (University of Oxford):** *Embedding food systems literacy in EU Knowledge and Innovation governance: from conceptual framework to operational practice*

Three captures

Template for pitch-based input



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Teaching practices

What did you recognise in your own teaching? What would you want to try or redesign?

Your input here



Institutional condition

What enables or blocks this practice? What barriers and facilitators do you recognise or resonates with you?

Think: time, incentives, assessment, partnerships, coordination, agreements

Your input here



Network function

What should the network do to help this travel?

A function a pan-European HE network should perform to sustain and spread this practice.

Your input here

Example: Cooking-up Collaboration

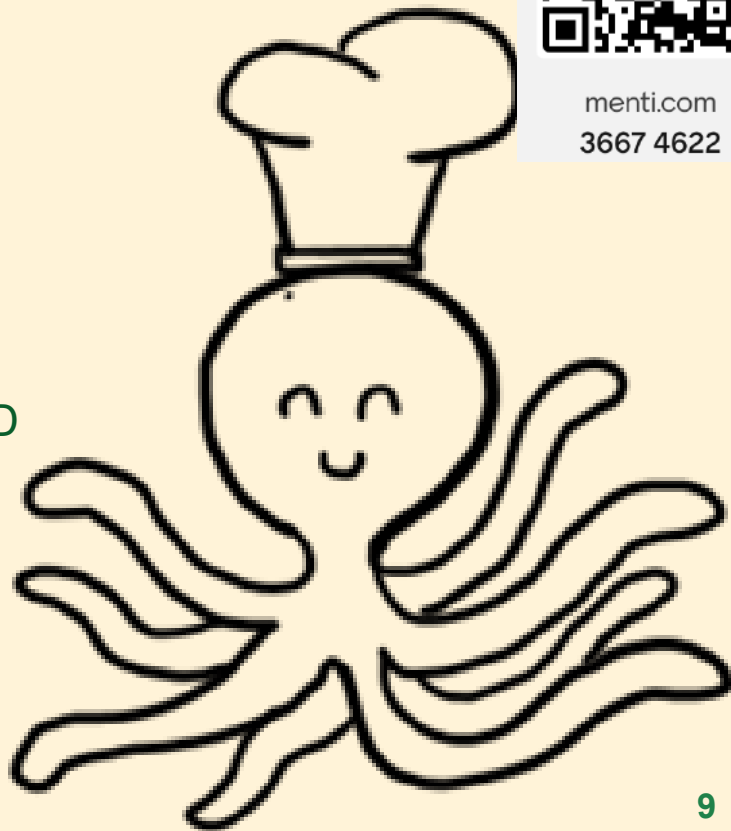
Sharing teaching practices: Three captures



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Purpose: Use the metaphor of cooking in order to:

- Spark reflections on integration processes in ITD
- Explore the usefulness of this metaphor
- Provide exercise for participants to take home



Example: Cooking-up Collaboration



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Important Guidelines

- 🚫 Nut-Free Kitchen – no nuts or nut-based ingredients
- 🌾 Include Gluten-Free Options – 1 starter and 1 main
- ♻️ No Food Waste – coordinate and portion carefully
- 📋 Max 5 Ingredients per Recipe (excl. basics like water/oil/salt)
- 🤔 If in doubt, keep it simple – beginner-friendly!
- 🔥 We have induction plates, but not an oven
- ⌚ Preparation time ± 45 min (dinner at 17h30)
- 🌍 Bonus challenge: try to incorporate ingredients that relates to your national/ regional identities
- 🛒 Go shopping!



Example: Cooking-up Collaboration

Sharing teaching practices: Three captures



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Teaching pattern

Analogical reasoning through collaborative cooking

Mixed groups cook a meal at a social kitchen and photograph moments linked to inter- and transdisciplinary collaboration. Structured analogies (ingredients as disciplines, cooking as social process, kitchen as safe space) make tacit dimensions of collaboration visible. Morning-after reflection moves from photos to insights.



Institutional condition

Extracurricular BIP format, improvised funding, personal networks

Ran as a Blended Intensive Programme under AURORA (9 VU + 9 partner students). One dropout broke the 10-student BIP threshold; shortfall covered from project budget. Social kitchen relationship built over a prior year. Format requires more time, relational groundwork, and flexibility than standard HEI operations accommodate.



Network function

Shared facilitation templates + cross-institutional teacher exchange

A template alone is not enough: the format carries tacit knowledge (briefing, reflection facilitation, kitchen partnerships). The network should enable structured staff exchange, e.g. through new BIPs, so facilitators who have run the workshop can co-deliver it elsewhere and transfer what a blueprint cannot capture.

Mobilizing food systems transformation: Enhancing capabilities in Research, Education and Practice

Stream 3 | Paper pitch presentations

Session 3.2 - Networking food systems literacy across HEIs - Teaching for food system transformation: Building a FOOD 2030 Higher Education Network

- 1. Advancing Food Systems Literacy and Research-to-Impact Pathways in Doctoral Education: Insights from the Global Food Venture Programme (Simona Grande, Università di Torino, EIT Food)**
- 2. Food systems literacy beyond the human: how mapping practices marginalise animals and how to make them visible (Louise Whatford, Royal Veterinary College)**



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