

TITLE:

Food Security and Sustainable Diets, Formal and No-Formal Education in Campus: current perceptions and future challenges.

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Abstract

Sustainable development implies the recognition that everything is interconnected and different stakeholders need to bring about the same vision in order to create truly sustainable outcomes (Ukaga et al., 2010). This is valid especially in the case of the sustainability of the food system, which includes all those activities (production, processing, access, distribution, consumption and waste management) necessary to bring food to the table and dispose of it, as well as their interactions and outcomes (Kaufman, 2004; Ericksen, 2008). The complexity and at the same time the relevance of the food system make it a core element in the transition towards a more sustainable future, also in relation to education, especially in the context of projected growing population and climate change, which shape our most pressing societal challenges.

In this conference we would like to show and discuss the results obtained from one of our research on higher education and sustainable diets and introduce new aspects concerning the education of young people on sustainability issues. In particular we are interested in sharing with the conference audience those that today can be interesting elements of non-formal education, which can have a strong impact on the behavior of future adults.

About our research on higher education and sustainable diets. We aimed to explore how higher education and on-campus food services can contribute to shaping students' eating behaviour and critical thinking towards their food choices, and provide critical food guidance towards a more sustainable diet and food system. The focus of our work is an attempt to understand how the current on-campus food related services (from dining services to vertical gardens) may impact on the students' awareness and on food sustainability education. In this paper we would like to define the food education transferred indirectly through such services as "non-formal food system education". This is different from "formal education", that is the sort of teaching and learning which takes place usually in a classroom (such as through seminars, lab exercises, and frontal lectures), or that which happens in less conventional ways (such as in workshops, educational field trips and other experiential learning activities; Allievi, Dentoni and Antonelli, 2018).

Through a survey submitted to the international students members of the Alumni Association of the Barilla Center for Food and Nutrition (BCFN) Foundation, we were able to gather some interesting data that allowed us to carry out research on the relationship between formal and non-formal food system education in campuses from different geographical regions of the world, focusing on its role in shaping students' values and behaviours, and its effect as critical food guidance.

We conclude this paper by providing a section on Food Guidance for Sustainable Food on Campuses. Starting from a set of positive examples presented by the survey respondents, we have created a list of 10 heuristics that, if applied in campuses around the world, have the potential of actually making a difference in the path towards more sustainable diets and food systems.

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