

TITLE: Food Systems Forum: Part 1

DATE: 15/10/2015

Forum part 1: What are the main challenges for food security?

Objective: To surface existing knowledge and beliefs about the food system

Stimulus: Introductory blog post

Q. No.	Suggested question text	Facilitator notes	Purpose/rationale
	<p>Welcome text: Welcome to the food systems forum, I'm Sophie and I'll be facilitating the discussion. Over the next few days I'll be posting a series of questions to explore your views about the food system.</p> <p>As a reminder, this is the first part of the food systems activity, and we'll be inviting 25 of you to take part in an online chat on Wednesday with a prize draw for a 500 point bonus. Later there will be a series of online surveys, with 100 points per survey, and workshops in Plymouth and Cardiff.</p>		Clarifying the terms of the activity, setting the scene.
1	What have you heard so far since joining the panel? What's been surprising or new to you?	Use prompts if no initial response.	Most general question to elicit most top of mind issues.
2	What do you think of when you hear the term 'Global Food Security'?		
	Had anyone heard of food security or global food security before? Where did you come across the idea of (global) food security?		
3	What did you know about Global Food Security before you joined the panel? How did it impact on your daily life?	Follow up on particular references as they emerge.	Contextualising people's initial knowledge, what is the source/basis for it?
4	Did any of you read the blog on the food system? What did you find interesting or striking about it?	Follow up as appropriate, probe if panel members learning from each other.	Follow up to identify how much/ what parts of the top of mind response is based on exposure via the panel.

Q. No.	Suggested question text	Facilitator notes	Purpose/rationale
5	<p>The GFS programme definition says that ‘Global Food Security occurs when everyone has access to sufficient, safe, affordable and nutritious food, all of the time and in ways the planet can sustain in to the future.’</p> <p>What do you think is the biggest challenge to everyone having access to enough food?</p> <p>For example, do you think the challenge is to produce enough food? Or to make sure people eat healthily? Or more about how different people have access to food?</p>	<p>Let this discussion run on to the topics below if possible.</p> <p>Prompt with ‘why’ questions where possible / appropriate.</p>	<p>Introducing the GFS definition, probing for reactions. Starting to touch on prioritisation of issues.</p>
6	<p>What about challenges for the natural environment?</p> <p>For example, what challenges might climate change have for global food security? What about food waste?</p>	<p>Introduce as prompts only if they don’t emerge from previous discussion. Use examples only if question does not prompt response.</p>	<p>Surfacing existing views and knowledge of participants on the different aspects of the food system definition.</p>
7	<p>What about having enough, and affordable, food all of the time?</p> <p>For example do you think people in the UK struggle to afford nutritious food? What about in other countries? How important is it to have regular access to nutritious food?</p>		
8	<p>What challenges are there for ensuring that food is safe and healthy?</p> <p>For example do you think that obesity is a problem in the UK or globally? What about the safety of food in supermarkets, and other types of food supplies?</p>		

TITLE: Food Systems Forum: Part 2

DATE: 22/10/2015

Forum part 2: Who is responsible for these issues? Who should be responsible?

Objectives: To surface existing knowledge and beliefs about food systems. To understand public views on where the power lies for change, to move the food system towards improved health and sustainability outcomes

Stimulus: The video from the online chat will be posted to the forum to make sure participants who did not take part in the chat have access to the same information.

Q. No.	Suggested question text	Facilitator notes	Purpose/rationale
	<p>Welcome text: Thanks to those who took part in the online chat yesterday. If you missed it you can watch the video our food systems specialist Professor Tim Benton made for us. Click on the video to the left and make sure you turn the sound up on your computer.</p> <p>For this section of the forum we're going to discuss who is responsible for the food security challenge now, and who you think <i>should</i> be responsible.</p>		<p>Clarifying the terms of the activity, setting the scene.</p> <p>Directing participants to the stimulus video.</p>
1	<p>So, whose job is it to make sure that everyone has access to safe and healthy food all the time?</p>	<p>Probe on each actor raised, try to identify others in the same sector, then different sectors.</p>	<p>Understanding peoples initial assumptions about who has influence in the food system.</p>
2	<p>And who do you think has the most influence in the UK? The EU? Globally?</p>	<p>Prompts if needed.</p>	<p>Bringing in the international dimension.</p>
3	<p>What about the role of individuals and the choices they make about food? What responsibility do individuals have to make choices that help everyone to have access to safe and healthy food all the time?</p> <p>Do governments have a role?</p> <p>What about the private sector, where do you</p>	<p>Prompts only if participants haven't raised these actors already.</p>	<p>Move from surfacing initial views to prompting participants to think about the full range of actors.</p>

Q. No.	Suggested question text	Facilitator notes	Purpose/rationale
	see their influence?		
4	<p>Who do you think <i>should</i> be responsible for ensuring everyone has access to healthy and sustainable food?</p> <p>Does the government take enough responsibility? What about individuals? Food producers?</p> <p>Do you think they are doing enough? Who could do more?</p>	Prompts as needed.	<p>Testing where peoples understanding of current influence matches what they think should be the case.</p> <p>Moving away from just reporting what participants already know and starting to think about a healthier and more sustainable system.</p>

TITLE: Buying British online chat: How do the challenges of global food security fit together in the food system?

DATE: 22/10/2015

Online chat: How do the challenges of global food security fit together in the food system?

Objective: To increase the public panel's understanding of food security and food system.

Stimulus: Video of Tim Benton: pulls together the points raised by the panel in part one of the forum discussion (above) into the food system conceptual framework, highlighting gaps and misconceptions.

Q. No.	Suggested question text	Facilitator notes	Purpose/rationale
	Welcome text: Thanks for joining the online chat – I'm Sophie and I'll be facilitating the discussion. I'll be suggesting some questions for you to think about and spark some thoughts. We're going to start by watching a short video with specialist Professor Tim Benton. He took a look at all the comments in the forum this week and told us how they fit together in the food system. Make sure you turn up the sound on your computer to hear the video.	Confirm that participants can see and hear the video	Introducing the session.
1	What did you find particularly interesting about the things that Tim talked about in the video? Is there anything you found surprising? Which of the challenges that Tim covered (?) did you already know about? Is there anything in the video that wasn't clear?	Draw out specific examples of challenges to prompt response.	Getting initial responses to the food systems concept. Teasing out any confusion or misunderstandings.
2	Do any of the things mentioned in the video affect your food choices? Do you think about how your food choices affect other countries?	Move to this more quickly if participants are struggling with the first questions.	Relating the food system back to participants' individual experience.
3	Do you think there are any challenges that are specific to the UK? Or to other countries?	Use specific examples from video to prompt	Drawing out the international dimension.

Q. No.	Suggested question text	Facilitator notes	Purpose/rationale
4	<p>What do you think are the biggest challenges in food production? Which do you think about in your daily lives?</p> <p>What about distribution?</p> <p>And consumption?</p>	as needed.	Drawing out the range of food system activities.
5	<p>What do you think are the biggest challenges for food system outcomes? Food availability (what can I buy or grow in my area)? Food allocation (what do I want to eat and can I afford it?) Food utilisation (what does this food do for my health and how I live my life?)</p>		Drawing out the range of food system outcomes.

TITLE: Food Systems Stepboards: Sugar, Fried Chicken, Oily Fish case studies

DATE: 06/11/2015

Food systems case study: Fried chicken

Welcome to the food systems case study on fried chicken. We're going to give you some information about how fried chicken fits into the food system, and ask you some questions about it. You'll need to answer each question before you can move to the next, and there are three questions, so the whole thing should take around 15 minutes. The reward for this activity is 100 points.

Fried chicken: Introduction

Click below to watch our video introduction to the fried chicken case study - remember to turn the sound up to hear the video. If you can't see the video you can click here to read a transcript. What do you think about eating fried chicken? Is it a problem?

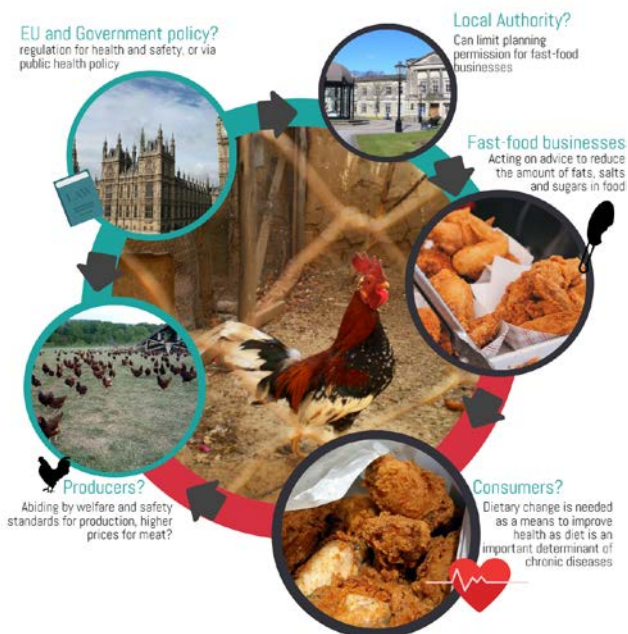
Fried chicken: what could change?

In this interview with Professor Martin Caraher of London City University we discuss some potential changes to the food system which could affect the production, distribution and consumption of fried chicken. What changes do you think should be made in this area? How realistic do you think these changes are?

Fried chicken: who is responsible?

This chart shows some of the organisations and individuals in the food system that have an influence on the production, distribution and consumption of fried chicken. Who do you think is responsible for change now? And who do you think should be responsible?

Fried chicken: Who is responsible for the change?



Fried chicken: questions for the experts?

Based on everything you've seen so far about fried chicken, are there any questions you'd like to ask our expert Martin Caraher?

Food systems case study: oily fish

Welcome to the food systems case study on oily fish. We're going to give you some information about how oily fish fits into the food system, and ask you some questions about it. You'll need to answer each question before you can move to the next, and there are three questions, so the whole thing should take around 15 minutes. The reward for this activity is 100 points.

Oily fish: introduction

Click below to watch our video introduction to the oily fish case study - remember to turn the sound up to hear the video. If you can't see the video click here to read a transcript. What do you think about eating enough oily fish? Is it a problem?

Oily fish: what could change?

In this interview Professor Simon Davies of Harper Adams University identifies some potential changes to the food system which could affect the production, distribution and consumption of oily fish. Professor Davies is an expert in aquaculture, or fish farming. What changes do you think should be made in this area? How realistic do you think these changes are?

Oily fish: who is responsible?

This chart shows some of the organisations and individuals in the food system that have an influence on the production, distribution and consumption of oily fish. Who do you think is responsible for change now? And who do you think should be responsible?

Oily fish: Who is responsible for this change?



Oily fish: questions for the experts?

Based on everything you've seen so far about oily fish, are there any questions you'd like to ask our expert Simon Davies?

Food systems case study: sugar

Welcome to the food systems case study on sugar. We're going to give you some information about how sugar fits into the food system, and ask you some questions about it. You'll need to answer each question before you can move to the next, and there are three questions, so the whole thing should take around 15 minutes. The reward for this activity is 100 points.

Sugar: Introduction

Click below to watch our video introduction to the sugar case study - remember to turn the sound up to hear the video. If you can't hear the video, you can click here to read a transcript. What do you think about eating too much sugar? Is it a problem?

Sugar: what could change?

In this interview with Malcolm Clark of Sustain we discuss some potential changes to the food system which could affect the production, distribution and consumption of sugar. Malcolm works for an organisation called Sustain who campaign for "food and agriculture policies and practices that enhance the health and welfare of people and animals, improve the working and living environment, promote equity and enrich society and culture." They work on issues like improving food in hospitals and schools, as well as food poverty and waste. What changes do you think should be made in this area? How realistic do you think these changes are?

Sugar: who is responsible?

This chart shows some of the organisations and individuals in the food system that have an influence on the production, distribution and consumption of sugar. Who do you think is responsible for change now? And who do you think should be responsible?

Sugar: any questions for the experts?

Based on everything you've seen so far about sugar, do you have any questions for our expert Malcolm Clark?

TITLE: Food Systems Half Day Workshop Plymouth – process design

DATE: 28/11/2015

Discussion guides

This part of the activity involves two half-day workshops, one each in Plymouth (28th Nov) and Cardiff (5th Dec). This document sets out each stage of the workshop and forms a discussion guide for facilitators. The questions included in the guide are not used verbatim by facilitators but provide a loose structure for them to follow, whilst also allowing them to respond to and incorporate participants' views as the discussion continues. Facilitators are briefed on the overall objective of the discussion and what each question is seeking to elicit, which enables them to tailor the questions they do ask appropriately. We will aim to be responsive to the points participants make, and to keep the discussion flowing as naturally as possible.

Outline approach

Time	Session
9.30 – 10.00	Registration, participants and specialists arrive, tea and coffee available
10.00 – 10.30	Welcome and introduction: who's in the room, small table introductions, evaluator to introduce themselves / their role (if able to attend: if not, lead facilitator will note evaluation forms for close of workshop). Participants review case studies together.
10.30 – 11.00	What would a sustainable and healthy food system look like? A creative exercise to start the day and capture scope of participants understanding
11.00 – 11.30	Scenarios: what are the trade-offs and priorities? Scenarios are presented via a narrative, with prompts to participants to explicitly discuss trade offs
11.30 – 11.45	Coffee break
11.45 – 13.00	Scenarios cont.
13.00– 13.20	Review and reflect: Plenary feedback and any remaining questions for experts
13.20 – 13.30	Thanks and close

Detailed process plan

Introductions and welcome

Timing	Activity / questions	Facilitator notes
9.00 - 09.30	Specialists arrive and are briefed by lead facilitator	
9.30 – 10.00	Arrival, registration, coffee	Facilitators: chat to people, make sure no one is left alone. Keep people out of main room (if venue allows) until start.

Timing	Activity / questions	Facilitator notes
		Start ushering people to tables at 9.50 Coloured dots to allocate people and specialists to tables.
10.00 10.10	Lead facilitator: open the workshop: Objectives, overview of agenda, ground rules, ask observers/specialists to introduce themselves. Explain we would like to record discussions.	Presentation with this info
10.10 – 10.15	Introductions at small tables	Get to know each other: name, what they would usually do on a Saturday morning, favourite food etc.
10.15 – 10.30	Discuss case studies – ask those at your table to feed back on the case study they did (one of three: chicken, fish, sugar). Get them to come up with a short summary which they can report back to the group.	If people haven't done it suggest they join with someone who has.

Part 1: What does a sustainable and healthy food system look like?

Research questions:

- What does it mean for the food system as a whole to be healthy and sustainable? What needs to happen in each area of the food system?
- How does a sustainable and healthy food system operate at different scales? – looking at macro, micro/local systems via case studies and other examples from stimulus materials. Which groups are involved in a sustainable food system? E.g. producers, regulators, consumers. What does it look like for each group?
- How do these different groups interact in a sustainable and healthy food system e.g. consumers and producers brought together. How do they influence each other?

Outputs

- **Information gathering:** Initial views on how a sustainable and healthy food system looks from different perspectives. Participant views on expert views.
- **Information giving:** Developing participants' understanding of the different aspects and actors in the system, expanding from the case studies.

Materials

- Pro forma 1 and 2: food system map to complete

Timing	Activity / questions	Facilitator notes
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Timing	Activity / questions	Facilitator notes
10.30	<p>Lead facilitator introduces activity:</p> <ul style="list-style-type: none"> • Brief that we want to bring together everything people have learnt and discussed so far, particularly from the case studies. • Introduce the food system map as framework for discussion • Give the GFS definition of food security 	Each table will have participants from each case study, prompt to hear about each.
10.30 – 10.50	<p>Table facilitator Group discussion with (food system activities, then environmental and social factors in turn). Prompt questions:</p> <ul style="list-style-type: none"> • What does sustainable and healthy look like in each part of the food system? Are there examples where things are unsustainable or unhealthy now? • Who is involved in each part of the food system? • What does it mean for each part of the food system to be healthy and sustainable at different scales? E.g. for individuals, families, communities, regions, nations, globally. • Where do the different parts of the food system/ different actors interact? (Look out for and probe when interactions are raised) 	<p>TURN ON DIGITAL RECORDER 1 specialist per table, involve them in discussion but try to avoid Q&A, use them to address any misconceptions, and to expand on topics participants raise. Hand out has two sides!</p>
10.50 – 11.00	Bring discussion together and review key points, asking specialist to reflect on any gaps.	TURN OFF DIGITAL RECORDER

Part 2: Scenarios: what are the trade-offs and priorities?

Research questions:

- For each scenario: what are the consequences for the food system? Are these acceptable?
- What are the trade-offs? Who will be affected?
- What are the most important 'levers for change'? Which ones will have the greatest impact on the food system? For whom?
- Which 'levers for change' are shorter-term 'quick wins' and which are longer term changes?

Outputs:

- **Information gathering:** What types of intervention do participants see as acceptable in order to move to a healthier and more sustainable food system? What trade-offs would they make, and how do they see the ethical dimensions of these?
- **Information gathering:** Where do participants see the responsibility for change in the food system, now that they have a more informed perspective? Has this view changed from their earlier thoughts?
- **Information gathering:** Building on and testing the views expressed in the previous more general/abstract discussion.

Materials

- Scenario hand outs (5,6,7,8), flash cards (3,4) as prompts

Timing	Activity / questions	Facilitator notes
11.00 – 11.05	Lead facilitator: <ul style="list-style-type: none"> - Introduce session: each table moves round and discusses each scenario 30 minutes for first, 20 minutes for subsequent and then feeds back in plenary 	1 expert at each table – they stay put so each group sees each expert Moving around to avoid sitting for too long.
11.05 – 11.30	Table facilitators: <ul style="list-style-type: none"> - Work through first scenario, pausing at each decision point to consider the options, prompt participants to come up with their own impacts of the choices at different scales, for different actors, and to consider trade-offs between the different options. - Wrap up each scenario by going to your responsibility chart and deciding where the responsibility lies – if it has moved from last time 	TURN ON DIGITAL RECORDER Remember to bring in the experts throughout

Timing	Activity / questions	Facilitator notes
	or not and why. Record the positions on your pro forma!	
11.30 – 11.45	Coffee break	15 mins
11.45 – 12.45	Scenarios cont. 20 minutes each for remaining scenarios Wrap up each scenario by going to your responsibility chart and deciding where the responsibility lies – if it has moved from last time or not and why. Record the positions on your pro forma!	Remember to bring in the experts throughout
12.45 – 13.00	Plenary – lead facilitator takes feedback on each scenario so participants can hear each other’s views	TURN OFF DIGITAL RECORDER

Close session

	Activity	
13.00 - 13.20	Lead facilitator: - Invite participants and specialists for brief reflection in plenary	
13.20 – 13.30	Thanks from PMT and facilitators. Ask participants to complete evaluation forms and hand in for incentives.	Facilitators: make sure everyone has evaluation form

Back up session (if running ahead of time)

15 minutes	Who’s responsible? As individuals put one actor and one action in each circle (as many as you like). Draw arrows to show where the actions are linked. Are there actors we haven’t talked about today?	Facilitators: backup chart
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TITLE: Food Systems Half Day Workshop Plymouth – process design

DATE: 28/11/2015

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Part 1: What does a sustainable and healthy food system look like?

Research questions:

- What does it mean for the food system as a whole to be healthy and sustainable? What needs to happen in each area of the food system?
- How does a sustainable and healthy food system operate at different scales? – looking at macro, micro/local systems via case studies and other examples from stimulus materials. Which groups are involved in a sustainable food system? E.g. producers, regulators, consumers. What does it look like for each group?
- How do these different groups interact in a sustainable and healthy food system e.g. consumers and producers brought together. How do they influence each other?

Outputs

- **Information gathering:** Initial views on how a sustainable and healthy food system looks from different perspectives. Participant views on expert views.
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10.50 – 11.00	Bring discussion together and review key points, asking specialist to reflect on any gaps.	TURN OFF DIGITAL RECORDER

Part 2: Scenarios: what are the trade-offs and priorities?

Research questions:

- For each scenario: what are the consequences for the food system? Are these acceptable?
- What are the trade-offs? Who will be affected?
- What are the most important 'levers for change'? Which ones will have the greatest impact on the food system? For whom?
- Which 'levers for change' are shorter-term 'quick wins' and which are longer term changes?

Outputs:

- **Information gathering:** What types of intervention do participants see as acceptable in order to move to a healthier and more sustainable food system? What trade-offs would they make, and how do they see the ethical dimensions of these?
- **Information gathering:** Where do participants see the responsibility for change in the food system, now that they have a more informed perspective? Has this view changed from their earlier thoughts?
- **Information gathering:** Building on and testing the views expressed in the previous more general/abstract discussion.

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Back up session (if running ahead of time)

15 minutes	Who’s responsible? As individuals put one actor and one action in each circle (as many as you like). Draw arrows to show where the actions are linked. Are there actors we haven’t talked about today?	Facilitators: backup chart
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TITLE: Food systems: what's it all about?

DATE: 01/10/2015

Finding solutions to the global food security challenge isn't going to be easy and may mean changes for everyone. The food system is a complex web of consumers, producers, manufacturers, distributors, retailers and regulators, there are small farmers and global agri-businesses, some governments are facing starvation on a massive scale while others are struggling with an obesity epidemic. Here on the Food Futures panel we intend to spend the next few months exploring the challenge, finding out what kind of change you want to see, and reflecting on who should take responsibility for bringing about a healthy and sustainable food system.

What is Global Food Security?

Global Food Security occurs when everyone has access to sufficient, safe, affordable and nutritious food, all of the time and in ways the planet can sustain into the future. This is becoming more difficult all the time as the world's population grows. We also know that as people become wealthier they become more demanding of resource intensive food like meat and dairy. At the same time environmental pressures like climate change are changing the availability of resources such as water and land. The challenge facing us all is how to use less land, lower inputs, and declining resources to produce enough food for everybody, whilst at the same time helping people make better choices for health and the environment.



In the UK, although we have a successful agricultural industry, we rely on importing food from other countries, in part because we have limited land for agriculture but also because we can't produce the wide variety of foods that people consume in the UK. We import 40% of the total food we consume - and this is rising. This means we are vulnerable to economic and environmental events around the world, such as a poor harvest or an outbreak of a disease or pest. As consumers, we experience these as a rise in food prices, as in 2008 when world food prices rose sharply. In the 12 months leading up to March 2008, the wheat price rose by 130%. However, self sufficiency also comes with its own risks, for example if there was an outbreak of disease in a particular food crop within the UK, it could mean that product is no longer available. A diverse food supply from multiple sources helps to insure the UK against both domestic and international disruptions.

We will also experience changes in the UK as a result of climate change, where warmer, wetter winters are forecast alongside drier summers. This will change the sorts of pests, diseases and weeds we have in the UK, and could also lead to poorer harvests. Pesticide resistance is another problem, and if temperatures are warmer then pest populations may not die back in the winter as they do now.



Reliance on imports



Climate change



Food waste



Reduced number of pollinators

Around the world, with a rapidly growing global population, we need to produce more food to feed everyone. Currently, more people die each year from hunger and malnutrition than from AIDS, tuberculosis and malaria combined. Climate change is bringing more extreme and unpredictable weather patterns, leading to flooding, drought and desertification in some areas, which can reduce yields and the amount of land suitable for growing crops. Flooding can also increase the number of insects and pests. Some modern farming methods are contributing to climate change, such as the use of synthetic fertilisers. Many countries share water sources like lakes and rivers, but with less water available, this is a potential source of conflict. Consumption patterns are changing around the world, increasing the demand for meat and dairy in countries like India and China.

We also know that our food choices affect our health and wellbeing. There are now around 600M obese people around the world. Producing enough food is not the only challenge when so many people are eating unhealthily; we need to think about ways of changing diets too.



Growing population



Climate change: drought or flooding



Food spoilage



Demand for meat

Achieving global food security is not just a problem of growing the food we need or changing diets. In the developing world up to 37% of food harvested can be lost before it is consumed because of insufficient processing, storage and transport. In the UK, WRAP, an anti-waste charity, estimates that the average family throws away £680 worth of food each year.

Even if we are able to increase the amount of food produced, the distribution of food around the globe is not equal. Research shows that the world already produces enough calories to feed 11 billion people, compared to 7 billion in the world today. But there are still over 800 million people starving. Deciding how to address this imbalance is an important part of the food security puzzle.