EDUCATIONAL MODULE; TRAINING AND REFLECTION MODULES FOR PROFESSIONALS AND STAKEHOLDERS

Promoting healthy and sustainable diets: roadmaps for change

In a nutshell

This activity aims to facilitate mutual learning among the complexity of the system of promotion of healthy and sustainable diets, identify a shared vision and leverage points where participants want to see change, and co-define strategic and actions plans as roadmaps for change.

Food 2030 focus

What for?

To explore and understand the food system
To work with my community on transforming the food system
To improve R&I policy coherence and alignment
To train or educate people on food system transformation

For whom?

Policy makers, Researchers, Businesses, Funders, Students, Non-Governmental Organisations / Civil Society Organisations, Professionals

How long?

2 workshops (day 1: 2h and 45 minutes; day 2: 3h and 25 min)

Created by

Living Lab for Health at IrsiCaixa within the Barcelona "la Caixa" Living Lab (Barcelona, Spain) with contributions from the participants of the community of practice Fit4FoodBcn.

Something to share?

Leave us a comment about this tool on the FIT4FOOD2030 Knowledge Hub. You can also contact the Living Lab for Health, livinglab@irsicaixa.es
This tool was developed as part of the FIT4FOOD2030 project; find this tool and many more on the FIT4FOOD2030 Knowledge Hub.

Date of creation: December, 2020
How to cite?

PROMOTING HEALTHY AND SUSTAINABLE DIETS: ROADMAPS FOR CHANGE

Introduction

The food system is facing multiple challenges that are affecting human and planetary health. The way we are tackling these challenges is not effective enough to solve them and there is a need to implement new approaches that better take into account the complexity of the food system. Several organisations suggest that these new approaches should promote systemic transformations inspired by: system thinking, Responsible Research and Innovation (RRI) and theories of change such as the Multilevel Perspective (MLP), that should deliver new ways of thinking and acting both in the food system and in the R&I food system.

The Multi-Level Perspective (MLP) has emerged as a framework for understanding and analysing socio-technical transitions (understood as large-scale systemic transformations) comprised of three analytical levels: regimes (system configurations), niches (protected spaces for experimentation and radical innovations) and the landscape (external factors influencing regimes). This framework first emerged in the Netherlands within the field of transition studies, an interdisciplinary field developed by -among others -Rip & Kemp (1998), Geels and Schot (2007), Rotmans & Loorbach (2010), Grin (2010) and de Haan (2010).
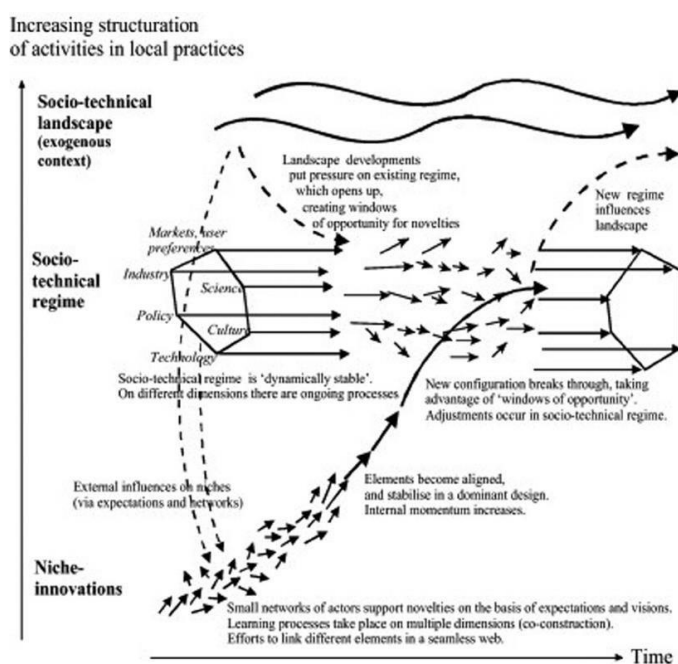

Figure 1: Overview of the MLP depicting the dynamical interactions between the different analytical levels and the importance of a variety of technological, social, political, ecological and economical elements in complex systems (Geels, 2002: 1263).

In FIT4FOOD 2030, an adaptation of the MLP has been elaborated to be applied for exploring the elements of this framework with different stakeholders willing to implement change. The adapted framework comprises 3 key elements for exploring and understanding food system change: trends, showcases and breakthroughs (see Figure 2). As described in Deliverable 4.1:

- **Trends** are a general tendency or direction of a development or change over time affecting macro-scale social or natural processes. Some examples are climate change, scarcity of natural resources and big data analysis. Trends are the **landscape** where showcases and breakthroughs emerge and can have a positive or negative or neutral influence on a showcase to be successful or a potential breakthrough to happen.
- **Showcases** are initiatives (key findings, good practices, networks, case studies, (EU) projects and demonstrations, social movements) that have contributed, or are contributing, to food systems R&I developments. As such, showcases act within **niches**.
- **R&I breakthroughs** are potential pathways for system transformation that might imply a dramatic change in the future. In the multi-level perspective, potential breakthroughs act on an existing **regime**.

You can find more information about trends, showcases and R&I breakthroughs in the FIT4FOOD 2030 Knowledge Hub.
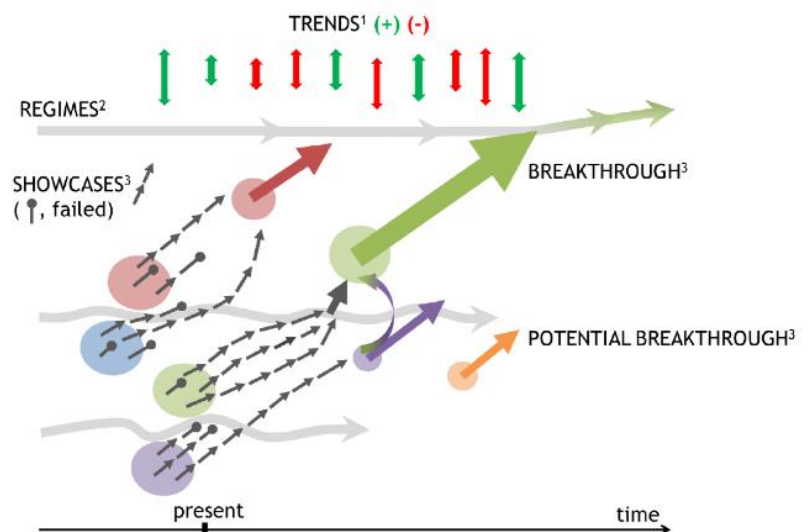
Figure 2: The relation between trends, showcases and breakthroughs in the FIT4FOOD2030 framework shows parallels to the MLP as presented in transition theory

If you want to know more about the need and the importance to promote a systemic transformation, you can read the introduction of the tool 'Promoting healthy and sustainable diets: Why is it so complex?'. If you want to know more about the MLP, you can find more information in the Delivereable 4.1.

What is this activity about?

This activity is focused on the challenge of promotion of healthy and sustainable diets (HSD), which is a complex challenge that needs

to be addressed with a systemic transformation approach to find impactful complementary solutions.

This activity is part of a series of exercises based on a three steps process that need to be facilitated within multi-stakeholder workshops. The present document comprises these 3 phases, which are:

- 1st phase: to explore the complexity of the current system
- 2nd phase: to collectively define a shared vision on a desired future, and
- 3rrd phase: to design strategic and actions plans as roadmaps to promote the needed change to achieve such vision.

Therefore, this exercise facilitates: 1st phase - mutual learning and system understanding using a 'System Map for the promotion of HSD' (see Appendix B), 2nd phase-the development of a shared vision and the identification of areas and factors where change is needed, and 3rd phase- guidelines to **develop strategic and action plans** to move towards the desired system of promotion of HSD inspired by the multi-level perspective (MLP).

If you have already completed the 1st and 2nd phases following these exercises: 'Promoting healthy and sustainable diets: why is it so complex?' and 'Promoting healthy and sustainable diets: where is change needed?', you can skip steps 1,2,3,4 and 5 from this exercise (see these steps detailed below).

See below a table that summarises the all content of this exercise:

Table 1. Overview of the exercise and its steps

Steps	Description
STEP 1	Welcome, introduction and participants' presentations
STEP 2	Exploration of problems and opportunities in the current system of promotion of HSD
STEP 3	Validation of a 'system map for the promotion of HSD'
STEP 4	Development of a shared vision
STEP 5	Reflection around the factors in the different areas of the system where participants would like to see changes
STEP 6	Mural design as a first step for designing roadmaps for change
STEP 7	Development of a shared mission
STEP 8	Wrap up and evaluation

This activity has been specifically designed to be implemented in a non-formal education context with a wide variety of professionals (see target audience) and it can be facilitated in face-to-face or online formats.

However, it can be adapted to different scenarios. For example, it could take place:

- Within a governance initiative organised by a government where key stakeholders from the country reflect on the difficulties to promote HSD
- Within a local context with representatives of different projects that aim to transform the local system of promotion of HSD
- Within a classroom aiming to build knowledge around the complexity of the food system by exploring it within the promotion of HSD.
- During a congress for participants to build knowledge around the complexity of the promotion of HSD and for facilitators to adapt and improve the map with new perspectives

Figures 3 and 4. Different workshop settings (face-to-face and online meetings). Workshops organised by the Living Lab for Health at IrsiCaixa.

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🔍 TIPS & TRICKS

Before implementing this exercise with professionals in a multi-stakeholder context, you can look for opportunities to practice it with different audiences, for example with students from higher education. It will be a learning experience which will bring you the opportunity to improve the exercise by adapting it to the needs and expectations of your local context.

Thematic areas

Visioning, Food system approach, Responsible Research and Innovation, Nutrition, Innovation, Co-creation, Multi-stakeholder approach, Stimulating change, Digital-proof tool, healthy and sustainable diets, health promotion

Target audience

Stakeholders representing different sectors and disciplines related to food systems: research and innovation communities, industry representatives, policy makers, civil society organisations and the education community. Some examples are: policy makers in charge of food innovation, public health experts, health care providers, patients' associations, consumers' organisations, food and agriculture producers and industry, researchers working in a wide variety of disciplines, innovators, research and innovation funding organisations, educators, communicators and journalists and environmental organisations.

However, this module can also be adapted to other audiences such as students in Higher Education (as the activity covers a wide range of disciplines, it can be appropriate for different degrees and subjects), families, local businesses and citizens.

Age of participants

18+

Number of participants

20 people as a maximum divided in groups. If the workshop happens to have low profile attendees, we recommend to organise further workshops to assure diversity of expertise until data saturation.

GETTING PREPARED
Materials and resources

Depending on the steps you want to implement, the materials and resources will differ.

For the face-to-face and online formats, you will need to prepare:

Table 2. Materials for the face-to-face and online formats

Steps	Materials
STEP 1	A presentation to introduce the complexity of the food system and the challenge of promoting healthy and sustainable diets. To prepare it, you can get inspired by the introduction of the exercise 'Promoting healthy and sustainable diets: why is it so complex?'and you can also use the Video on food system's complexity developed by The Lancet. You can also include information from your local area and/or country.
STEP 8	A presentation to introduce the MLP. You can use the content of the introduction of this document and the references you will find there.
STEPS 2	A presentation to introduce the 'System map for the promotion of HSD' with the narrative, both available in Appendix B.
STEP 5	A presentation of the adapted system map and narrative developed in STEP 2
STEPS 5 to 7	A presentation with the shared vision
STEP 8	An evaluation questionnaire
BEFORE STEP 1	An informed consent

Number of facilitators

1 facilitator

Prior knowledge required for participation

For facilitation: None. However, the level of knowledge needed will differ depending on the expected results.

For participation: The activity is designed for professionals. However, it can b adapted to other target audiences.

Specifically, for the **face-to-face format**, you will need:

Table 3. Materials and facilities for the face-to-face format

Step & comments	Materials and facilities
All	Room with several tables and chairs for working in groups of 5-6 people
All	Tables to display the materials
All	Tables for the facilitators
All. Also make sure your computer and projector work well.	Computer and projector
STEP 3	Sticky notes for editing the System Map
STEPS 2	Green and red cards, 100 each
STEPS 2,3, 5,6	1 'System map for the promotion of HSD' printed in DINA2 for each workgroup (see Appendix B)
STEPS 2,4,6,7	Yellow cards, 60
STEPS 2,4, 6, 7 Make sure that the bookmarks stick well on the surface. If not, use another sort of glue or surface.	Bookmarks
STEPS 2,4,7	1 'Visual Thinking Tool: The Food System' printed in DINA2 for each workgroup. Extracted from: Parsons K, Hawkes C, Wells R. Brief 2. What is the food system? A food policy perspective. London: Centre for Food Policy, 2019 (see Appendix A)
All	Office supplies (pencils, pens, marker pens, blank sheets, etc.): minimum 1 set per participant
STEP 6	Mural(s) created on the wall space with the following cards printed in DINA5 as headers (for step 6): • Challenges • Trends that hamper the aspired vision • Trends that facilitate the aspired vision • Showcases • R&I breakthroughs • Aspired vision

STEP 6	• Trends cards identified by the FIT4FOOD2030 project (available here - translate them into your local language if needed) and blank cards to write new ones • Breakthrough cards identified by the FIT4FOOD 2030 project (available here – translate them into your local language if needed) and blank cards to write new ones • Showcases cards
STEP 6	• Blank cards for writing new solutions, showcases and R&I breakthroughs

For the **online** format, we suggest to use:
- A digital workspace such as Mural or Miro: you need to prepare a workspace as described in the Set the scene section (find it below)
- A video conferencing software such as Zoom

Set the scene

For the **face-to-face format**, we recommend you to set up a space on a wall to display the materials.

For the **online format**, as mentioned above, we recommend you to use a videoconferencing software combined with a digital workspace, such as MURAL or MIRO. In the respectively websites there are tutorials available to learn how to use them.

Figure 5. A participant attaching some trend cards on a wall. Workshop organized by the Living Lab for Health at IrsiCaxa.

However, in case you have difficulties in using these programmes, it is also possible to use a slides presentation shared online by the facilitators. In that case, participants can express their ideas through the chat while facilitators can include them in the slides presentation shared on live. Although we do not recommend this option as it makes participation difficult, we understand that it may be an option for those that do not feel confident with digital workspaces.

In case you decide to use a digital workspace, you will need to create a template and invite participants to join it. You can get inspired by the templates you will find in Appendix C. Notice that you will need to replicate some visuals for the activity in parallel groups as many times as groups you will create.

FLOW

1st DAY

STEP 1: Welcome, introduction and participants' presentations – 35 minutes

STEP 2: Exploration and analysis of problems and opportunities in the current system of promotion of HSD – 1 hour

Break – 10 minutes

STEP 3: Validation of a 'System Map for the Promotion of HSD' – 1h and 30 minutes

STEP 4: Development of a shared vision – 1 hour

2nd DAY

STEP 5: Reflection around the factors in different areas of the system where participants would like to see changes – 45 minutes

STEP 6:   Mural design as a first step for designing roadmaps for change – 2h and 15 minutes

Break – 10 minutes

STEP 7: Development of a shared mission – 1 hour

STEP 6: Wrap up and evaluation – 15 minutes


🔍 **TIPS & TRICKS**
Adapt the program for context-specific circumstances (e.g. participant knowledge and skills levels) if needed.

FACILITATOR TIPS

During multi-stakeholder dialogues you as a facilitator (or moderator) have an important role to play to ensure the active participation of all the participants in the given time frame while also reaching the session goals.

As a facilitator you need several skills and competences, such as verbal and non-verbal skills, negotiating skills, flexibility, and leadership. You will need to create an environment in which all participants feel secure, are able to speak up and give their perspective on issues being discussed.

A brief guide with facilitation tips is provided in this address: **https://knowledgehub.fit4food2030.eu/facilitatorstips**
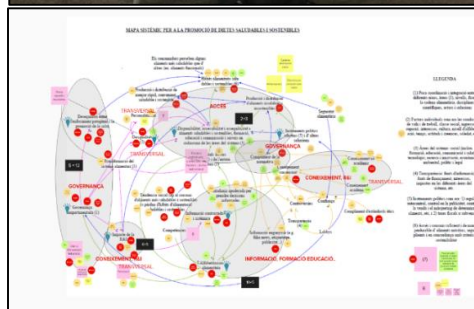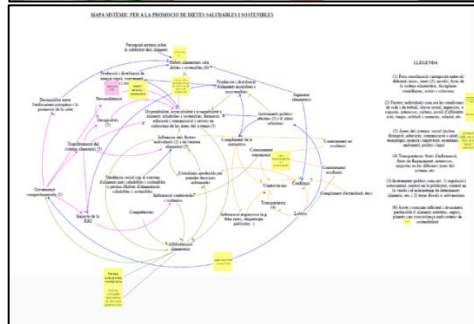
Figures 6-10. From top to bottom: participants in a face-to-face and online reflections about problems and opportunities, the edition and validation of the system map, the visioning process and the identification of areas in which changes are needed.

Some recommendations that we would highlight:
- Create a comfortable environment
- Make sure all the participants express their perspectives and avoid some of them lead too much the discussion
- Support all the ideas that have been said
- Manage well the time spent
- Make sure the discussion focuses on the aims of the workshop

It is preferable that when implementing this exercise as an online workshop, one facilitator focuses their work on the technical aspects of the meeting.

STEP 1: WELCOME, INTRODUCTION AND PARTICIPANTS' PRESENTATIONS
DURATION: 35 minutes

1. Welcome the participants and present the objectives and the programme of the session.
2. Give a presentation about the complexity of the food system and the challenge of promoting HSD.
3. Ask participants to present themselves in 1 minute each and to sign the informed consent prepared in advance.

> **TIPS & TRICKS**
> If you want to provide extra information about the topic, you can invite an expert to give a short speech.

STEP 2: EXPLORATION OF PROBLEMS AND OPPORTUNITIES IN THE CURRENT SYSTEM OF PROMOTION OF HSD
DURATION: 1 hour

1. **Introduction of the activity and reflection on problems and opportunities (35 minutes):**
   - Explain that the aim of this activity is to explore the problems and opportunities of the current system of promotion of HSD.
   - To start the activity, divide participants in small groups of 5-6 people organised with diversity of profiles.
   - In the **face-to-face format**, distribute the office supplies, the green and red cards and the printed 'Visual thinking tool: Food Systems' between the groups. If you are preparing an **online format**, you can organise 'breakout rooms' and

> **TIPS & TRICKS**
> To inspire participants, you can also prepare cards with facts or bring photographs/pictures depicting elements of the (local) food system to share examples of facts that illustrate problems, opportunities and trends at local, national or international level. Alternatively, you can ask people to bring them and/or use the trend cards from the FIT4FOOD2030.
> Another idea is to use cards from this PlayDecide game on food systems.

display on the digital workspace different areas (one for each group) with the 'Visual thinking tool' and some sticky notes following the colour code (green and red). To divide participants in breakout rooms you can use a functionality available in Zoom. In case you use another software, check whether this functionality is available. If it is not available, prepare other rooms with different links in advance. For those who have difficulties to enter in the digital workspace, you can also share the screen on the videoconferencing software. For the online format: give the instructions before you split the participants and after the individual and small group reflections, bring all the participants back to the plenary.

- They work with the 'Visual thinking tool: The Food System' (Appendix A) that broadly presents the areas of the system and phases of the value chain and their interconnections. They first work in small groups, starting with an individual reflection followed by a small group discussion, and then, they come back to plenary where they present the results of their reflections.
- During the first activity in small groups, they first reflect individually and write one idea per card/sticky note, following the code of colours (red: problems; green: opportunities). For the online format, remind participants how to add sticky notes. They reflect using the 'Visual thinking tool' that help them to think about factors in the different areas and phases. After that, they present their perspectives with the rest of the small group while locating them in the corresponding areas or phases. During this activity they may come up with more cards/sticky notes that they can add.

2. **Cluster of problems and opportunities (25 minutes):** Participants share the results while you, as a facilitator, cluster the results using yellow cards/sticky notes on the wall using the bookmarks. After each participant presents one card/sticky note, the other groups also add cards/sticky notes in case they belong to the same cluster. Once all the information is clustered, the group reflects on the results.

At this stage we suggest to have a break.

STEP 3: VALIDATION OF A 'SYSTEM MAP FOR THE PROMOTION OF HSD'
DURATION: 1h and 30 minutes

1. **Introduction of the activity and edition of a 'System map for the promotion of HSD' (1 hour):**
   - Explain to participants that now they are going to validate the 'System Map for the Promotion of HSD' (see Appendix B) that represents the complexity of the system with the key problems and opportunities, their interconnections and dynamics.
   - Present the 'System map for the promotion of HSD' using the narrative you have prepared based on the one provided in Appendix B. You can combine your presentation with questions to stimulate collective reflection.
   - To start the activity, divide participants in small groups of 5-6 people organised with a different diversity of profiles.
   - In the face-to-face format, distribute the sticky notes and the printed 'Food System Map for the promotion of HSD' for each group. If you are preparing an online format, you can organise 'breakout rooms' and display on the digital workspace different areas (one for each group) with the 'System Map' and some sticky notes. For the online format: give the instructions before you split the participants and after the individual and small group reflections, bring all the participants back to the plenary.
   - Participants first work again in small groups with different participants than the previous ones. They start to observe its different variables and their interconnections by starting to focus on one

particular group of interconnected variables. Ask them to analyse the dynamics and reflect on the following questions:

- *Are the problems and opportunities identified in the previous step represented on the map?*
- *Is the map useful to understand the current dynamics and their causes and consequences?*
- *Do you agree with the factors and dynamics described?*
- *Would you recommend improvements? (i.e. adding extra problems or opportunities or changing interconnections)*

- Finally, ask participants to edit the map by adding comments, factors and new connections drawing on the map.

🔍 TIPS & TRICKS

A number of issues can arise when working with the System map: participants may feel overwhelmed with the amount of information on it and therefore it may be difficult to implement this activity within in the allocated time, or it may be too complex for non-professional audiences. We suggest that:

1. You can focus the task on a concrete context. In this manner, participants interpret the map within this concrete context, which may help them in its understanding. You can focus the discussion on:
    o Problems and opportunities prioritised from the previous step (e.g. food sovereignty, food literacy, etc.).
    o Specific area of the system map (e.g. if you want to focus the conversation on the dissemination of misleading information, focus the task on the bottom right corner of the map).
    o A specific geographical area (e.g. in a neighbourhood, city, school). In this case, make sure you invite key participants of this area.
2. In case your target audience are not professionals nor students in higher education: instead of using the system map provided in this activity you can design a new one with them. They can try to make interconnections among the problems and opportunities identified in the previous exercise. Make sure you identify their root causes to be able to create the interconnections that will describe the current dynamics in the system. To facilitate this task, you can also use the Nourish map (see Figure 1) as an inspiration and use it as a layout on which you can add sticky notes to complete it with your problems and opportunities.

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2. **Validation of the 'System map for the promotion of HSD' (30 minutes):** Participants share the results of the editing exercise while you, as a facilitator, integrate all the edition suggestions on one single map. Once all the suggestions are introduced on the map, facilitate a final round of discussion to validate the map and agree that it represents the main problems and opportunities of the system of promotion of HSD and their dynamics and interconnections in your local context.

STEP 4: DEVELOPMENT OF A SHARED VISION
DURATION: 1 hour

1. **Introduction of the activity, explanation of the system map and definition of a shared vision (40 minutes):**

   - Explain that the aim of this activity is to define a shared vision for the promotion of HSD. Visioning is a methodology used to define a desired future that participants wish to achieve. Stakeholders reflect on what they would like to see or happen in the HSD system considering its interconnected subsystems. For the visioning exercise, we suggest you to use the following methodology adapted from the FIT4FOOD 2030 project ([visioning exercises)](#):

   > 🔍 TIPS & TRICKS
   > To inspire participants, you can also prepare cards with facts or bring photographs/pictures depicting elements of the (local) food system to share examples of facts that illustrate problems, opportunities and trends at local, national or international level. Alternatively, you can ask people to bring them and/or use the [trend cards from the FIT4FOOD2030.](#)
   > Another idea is to use cards from this [PlayDecide](#) game on food systems.

   - To start the activity, divide participants in small groups of 5-6 people organised with diversity of profiles.
   - In the **face-to-face format**, distribute the office supplies, the yellow cards/A5 papers and the 'Visual thinking tool' and System map between the groups. If you are preparing an **online format**, you can organise 'breakout rooms' and display on the digital workspace different areas (one for each group) with the 'Visual thinking tool', the System map and some sticky notes. To divide participants in breakout rooms you can use a functionality available in Zoom. In case you use another software, check whether this functionality is available. If it is not available, prepare other rooms with different links in advance. For those who have difficulties to enter in the digital workspace, you can also share the screen on the videoconferencing software. For the online format: give the instructions before you split the participants and after the individual and small group reflections, bring all the participants back to the plenary.
   - Participants first work in small groups using yellow cards (for the face-to-face format) or sticky notes (for the online format). They start with an individual reflection (one idea per yellow card/sticky note) followed by a small group discussion, and then, they come back to plenary where they present the results of their reflections.
   - They reflect using the 'System map for the promotion of HSD' (Appendix B) and also the 'Visual thinking tool' (Appendix A) that help them to think about factors in the different areas of the system and phases of the value chain. For the online format, remind participants how to add sticky notes.
     - In case you implemented the exercise recommended for the 1ˢᵗ phase (['Promoting healthy and sustainable diets: Why is it so complex?](#)), briefly present the resulting System map and its narrative.
     - In case you did not implement the previous activity, present the 'System map for the promotion of HSD' using the narrative based on the one provided in Appendix B. You can combine your presentation with questions to stimulate collective reflection.
   - Ask participants to think about an upcoming year (e.g. 2030) and envisage how the system of promotion of HSD looks like. Ask participants to reflect about how the problems have been solved and how the system has taken advantage of the opportunities in the different areas and phases by exploring those represented on the system map and on the 'Visual Thinking Tool'.
   - Ask them to write down their thoughts on at least 2-3 yellow cards/sticky notes (only one idea per card/sticky note) and then to share them with the small work group. They locate the cards/sticky notes in the corresponding areas or phases of the 'Visual Thinking tool' and/or on the different factors of the System map. Participants can use more cards/sticky notes if needed.

2. **Cluster of problems and opportunities (20 minutes):** Participants share the results while you, as a facilitator, cluster the results using sticky notes or A5 papers + bookmarks on the digital workspace/wall. After each

participant presents one sticky note, the other groups also add cards/sticky notes in case they belong to the same cluster. Once all the information is clustered, the facilitator presents a summary of the results and facilitates a group reflection. Ask participants for a final consensus of the vision. In case of discrepancies, reflect about the root causes and explore if a consensus is possible. If not, the conclusion can be that there are controversial issues to solve.

> $\mathcal{Q}$ TIPS & TRICKS
> You can use international visions, for example from European strategies, and national/local visions to build on as starting point.

STEP 5: REFLECTION AROUND THE FACTORS IN THE DIFFERENT AREAS OF THE SYSTEM WHERE PARTICIPANTS WOULD LIKE TO SEE CHANGES
DURATION: 45 minutes

1. **Identification of factors and areas (30 minutes):**
    - Based on the vision, participants are asked to reflect on the factors and areas of the map where they would like to see changes. They can work again in small groups (we recommend to swap the members of the groups to allow more interaction between participants). First they work individually, and then, share their perspectives with the work group. Afterwards, the discussion happens with the bigger group.
    - Distribute sticky notes with 2 different colours one for each: factors where we would like to see change and factors where changes are already happening but there is a need to promote more.
    - Ask participants to reflect at individual level around the following questions: *Imagine you are now in 2030 and the aspired vision has been realised successfully. Which factors from the map have been key to achieve the defined vision, and have enabled us to be more successful in promoting healthy and sustainable diets? Have changes been implemented on these factors to achieve the vision?*

Individually, they mark with the 2 coloured stickers the factors in which they would like to see changes. Afterwards, the small workgroup reflects on the results and prioritise the top 5 factors where they would like to see change.
    - Finally, participants share their 5 priority factors with the rest of the group in plenary while they mark those on a collective map. Meanwhile, you as a facilitator count the votes for each factor and mark with a round circle the areas with more voted factors. These areas will be the ones in which change is needed.
    - Once all the results are introduced on one single map, facilitate a final discussion to validate these factors and areas highlighted.

STEP 6: MURAL DESIGN AS A FIRST STEP FOR DESIGNING ROADMAPS FOR CHANGE
DURATION: 2 hours and 15 minutes

1. **Introduction of the exercise and development of the mural (2.15 hours):**

- Explain that the aim of this exercise is to carry out a first ideation of actions/solutions taking into account the key elements of the adapted framework based on the Multi-Level perspective (MLP). During the activity, participants, divided in groups, elaborate murals to visualise the key elements of the adapted MLP and identify actions/solutions aimed at overcoming the challenges (problems and opportunities identified in STEP 2) and at realising the aspired vision defined in STEP 4. Before starting, the clusters of challenges located in the areas of the map where participants would like to see change (defined in STEP 5) are split among the workgroups, to make sure they will all be covered.
- Briefly present the adapted MLP and its key elements (trends, R&I breakthroughs and showcases).
- To start the activity, divide participants in several small groups of 5-6 people with diversity of profiles.
- In the face-to-face format, distribute the materials needed for the exercise: the resulting system map with the areas and factors where changes are needed; the aspired shared vision written in yellow cards, green and red cards with the problems and opportunities, cards in blank to write showcases and R&I breakthroughs and the office supplies. In advance, you will need to prepare as many murals as groups you want to have.

1.1 Challenges (20 minutes)
Split the areas of the map where participants would like to see changes (i.e. groups of factors on the map) among the workgroups. Ask participants to write the name of the allocated area/factors at the top of their mural and to select the challenges with **problems and opportunities** clustered in STEP 2 that fit with their factors. Participants can also add new clusters of problems and opportunities if needed. See Figure 11:
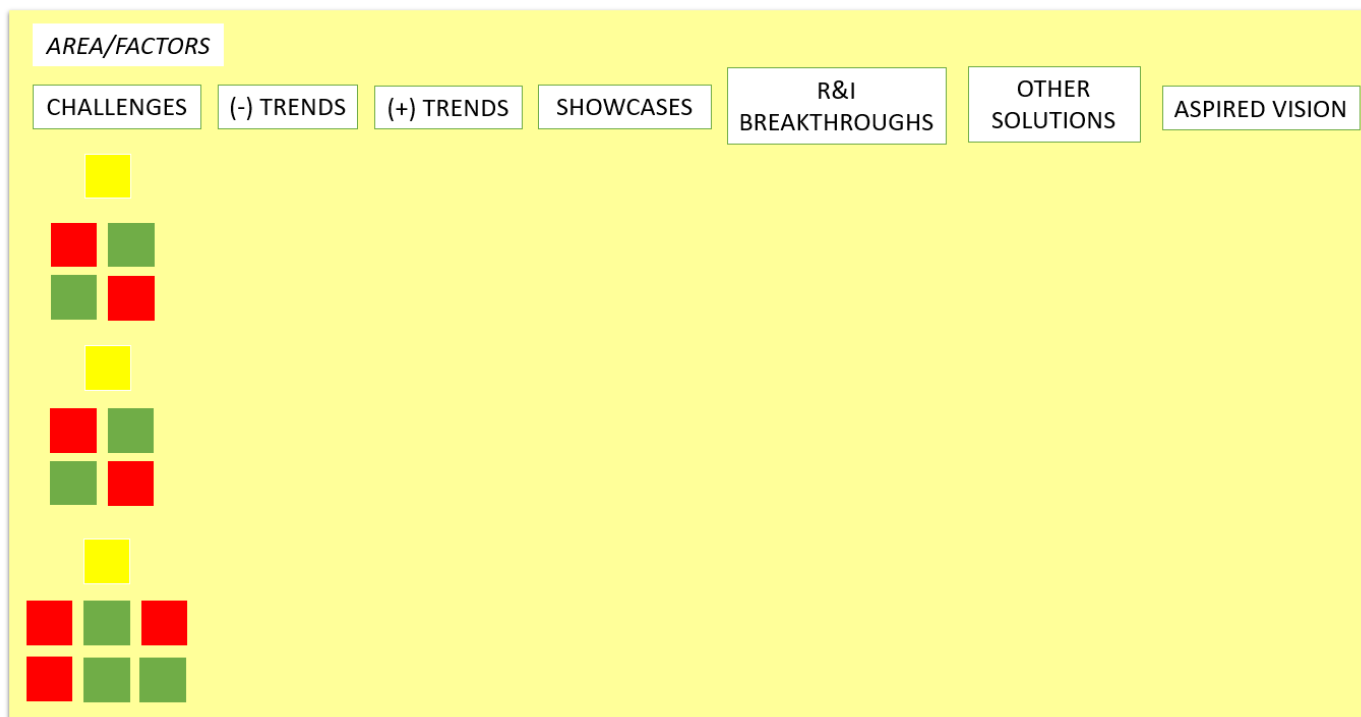

Figure 11. Overview of the mural that contains information about problems/opportunities, trends, showcases R&I breakthroughs and other relevant solutions to achieve the shared vision with the first column completed (challenges with problems and opportunities)

1.2 Aspired vision (20 minutes)

Ask participants to reflect on **the shared vision** defined in STEP 4 and to select specific yellow cards from the vision for the areas/factors allocated. They can also add new elements to the **vision** focused on these factors. These new elements are written by each participant also on yellow cards marked with a cross to indicate that they are new. Finally, they arrive to a consensus on a shared vision for this specific area or factors and place all the yellow cards on the right side of the murals (see Figure 12)

Figure 12. Overview of the mural that contains information about challenges, problems and opportunities, trends, showcases R&I breakthroughs and other relevant solutions to achieve the shared vision with the last column completed (aspired vision)

1.3 Trends (40 minutes):

Ask participants to start to explore one of the key elements of the MLP, which are trends. Give participants the trend cards available in the FIT4FOOD 2030 Knowledge Hub translated if needed. Remember to prepare cards with blank spaces in order to allow participants to add other trends if necessary. Each workgroup selects the trend cards that they consider relevant for their challenges and they debate around the following questions to initiate discussions around the different trends:

- *Imagine you are now in 2030 and the aspired vision has been realised successfully. How have these trends affected the system? Have they hampered or facilitated the achievement of the aspired vision overcoming the current challenges?*
- *Other questions to reflect: How strong are they at local and global level? What are drivers and barriers for this trend?*

After debating, participants place for each challenge the trends that hamper or facilitate the realisation of the aspired vision and the overcoming of the challenges (see Figure 13).

Figure 13. Overview of the mural that contains information about problems and opportunities, trends, showcases R&I breakthroughs and other relevant solutions to achieve the shared vision with the second and third column completed (trends that hamper and trends that benefit the realization of the aspired vision)

1.4 Identification of **showcases**, **R&I breakthroughs** and **other solutions** (55 minutes):
Explain again the meaning of existing showcases and R&I breakthroughs and put some examples to inspire them.

- Give each workgroup the R&I breakthroughs cards ([R&I breakthroughs identified by the FIT4FOOD2030 project](#)) and ask them to split them among each participant. Ask each of them to read and select the ones that will more likely help to achieve the vision and overcome the challenges. Make sure participants select breakthroughs that are promoting changes in the R&I and in the food system/promotion of HSD. Ask the group to arrive to a consensus on the selection of breakthroughs. Ask them to also think about possible showcases and new solutions that will contribute to achieve the vision and overcome the challenges.

- Ask participants to identify new solutions, existing inspiring showcases and new R&I breakthroughs through a new brainstorming inviting them to stimulate the brainstorming reflecting again on the trends, debating around the following questions:
  - *What are the key actors that currently influence the selected trends (who creates/steers/pushes/prevent it)? And in the future? What kind of solutions are these actors implementing? Can they inspire you to identify showcases, new solutions or breakthroughs?*
  - *What are the key actors that are currently mostly affected by this trend? And in the future? Can you name concrete activities of these key actors? Can these activities inspire you to identify showcases, R&I breakthroughs or new solutions?*
  - *Can you assess the time horizon (within the next few years, months, or next decade, trend short-living or sustainable) and indicate the niche or sector (e.g. certain groups of people, an industry sector, etc.) this trend influences the food and nutrition system in? Can you think of new solutions, showcases or breakthroughs within this sector?*

- The facilitator asks participants to go back to the system map and identify the interconnections among the challenges they are working on and also among those and other ones. How would these interconnections inspire collaborations among or within the solutions identified?

See Figure 14 to see how the mural looks like once it is completed.
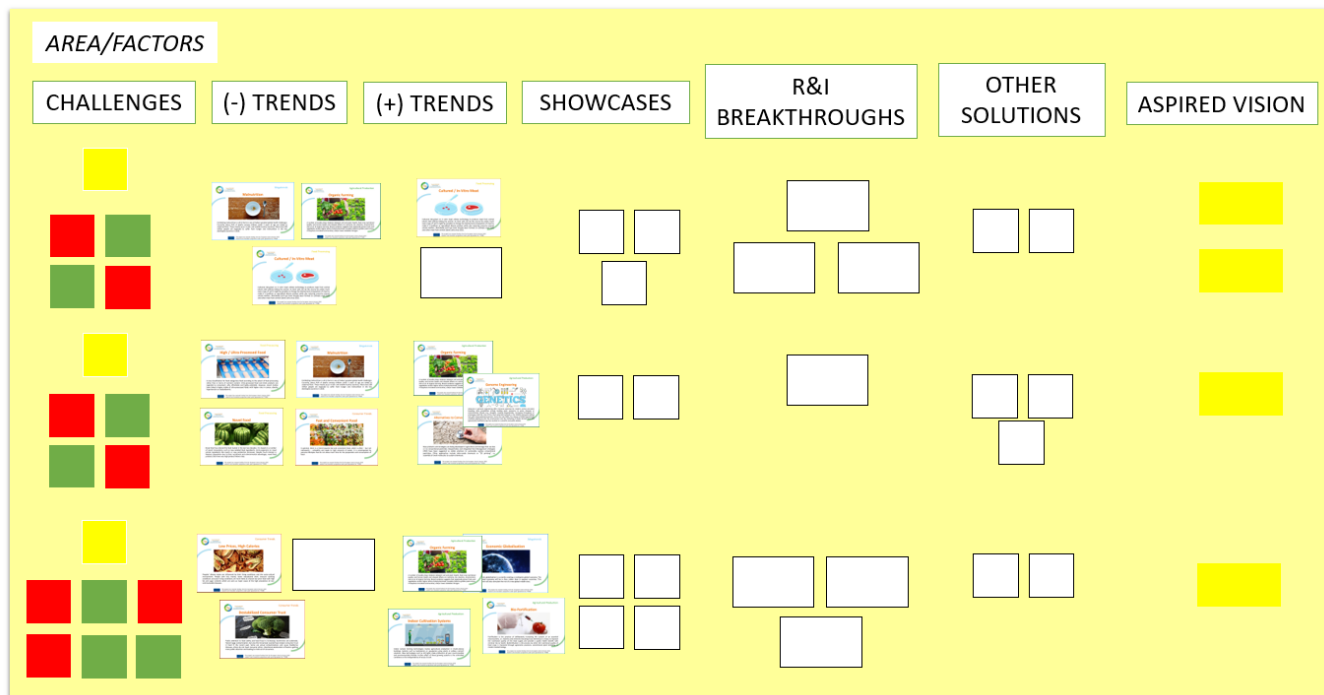
Figure 14. Overview of the completed mural that contains information about problems and opportunities, trends, showcases R&I breakthroughs and other relevant solutions to achieve the shared vision

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🔍 **TIPS & TRICKS**

You can ask participants to bring 3-5 showcases and/or breakthroughs to the workshops to enrich the debate. These showcases/ R&I breakthroughs can be general and/or related to your specific context. If you plan to do a workshop for the identification of showcases, you can follow the guidelines of this [exercise](#), whereas if you plan to do one for breakthroughs, you can follow the guidelines of this [exercise](#).

Afterwards, you as a facilitator start a discussion around the results of all the murals and how they could be translated into a first draft of a strategic and action plan. In case you have time, you can start a conversation about the stakeholders that should be involved in the process to further develop it.

STEP 7: DEVELOPMENT OF A SHARED MISSION
DURATION: 60 minutes

For the realisation of an improved system of promotion of HSD, apart from identifying an **aspired vision** and the **changes needed**, it is desirable to identify **common mission** in order to ensure that participants are working towards the same goals. In this step, we propose you two options:

1. Define a common mission for all stakeholders, or
2. Define a common mission for each area of the system map. In this case, one mission for each area will be built.

Regardless the option you choose, participants work again in small groups and reflect on the following questions using sticky notes:

- What do we want to do to achieve the aspired vision? Who are we as a group/network? (related with the WHAT and WHO)
- How are we going to realize the aspired vision? (related with the HOW)
- What sort of impact do we want to achieve? What do we want to accomplish? (related with the WHY)

Once participants have shared their ideas in small groups, they share them with the rest of the group. You, as a facilitator, with the help of participants, complete Table 4 (see below) by adding all the relevant sticky notes on the wall/digital workspace and create clusters of similar ideas.

The next step is to create **mission statements** that configure a shared mission. Instead of working in small groups, they work now with the entire group. They highlight the main ideas of each column to build the statements and debate around these mission statements. After that, participants should come up with a clear and concise idea.

Table 4. Overview of the steps to define a shared mission

WHAT and WHO?	HOW?	WHY?	Mission statements
• **What do we want to do to achieve the aspired vision?** • **Who are we as a group/network?**	• **How are we going to realize the aspired vision?**	• **What sort of impact do we want to achieve?** • **What do we want to accomplish?**	

This activity has been designed based on this activity from Non Profit Hub.

> TIPS & TRICKS: OPTIONAL
> • You can also invite participants to a brainstorming about the **core values** that arise from these mission statements. Create a new column next to the one about 'mission statements' and allow participants to place their ideas there. Examples of values can be: Transparency, Co- responsibility, Professionalism, Integrity, Future-oriented, Diversity, etc.
> • You can also develop the strategic objectives and share them after the workshops with the participants for validation.
> • The mission and the strategic objectives may change as the transformative network/CoP evolves. Try to be as much as adaptive and flexible and possible throughout the process.

STEP 8: WRAP UP AND EVALUATION
DURATION: 15 minutes

To close the activity, summarise the main outputs and highlight the importance of designing a strategic and action plan based on a participatory analysis of the complexity of the challenge. Highlight that it could not have been possible without the participation of such interesting professionals, and thank all the participants for their contribution.

Finally, ask participants to share some words about what they learned during the activity and next ask them to fill in the evaluation form. Optionally, you can send a summary of the results to all participants after the workshop and invite them to validate them until consensus is reached.

APPENDIX A

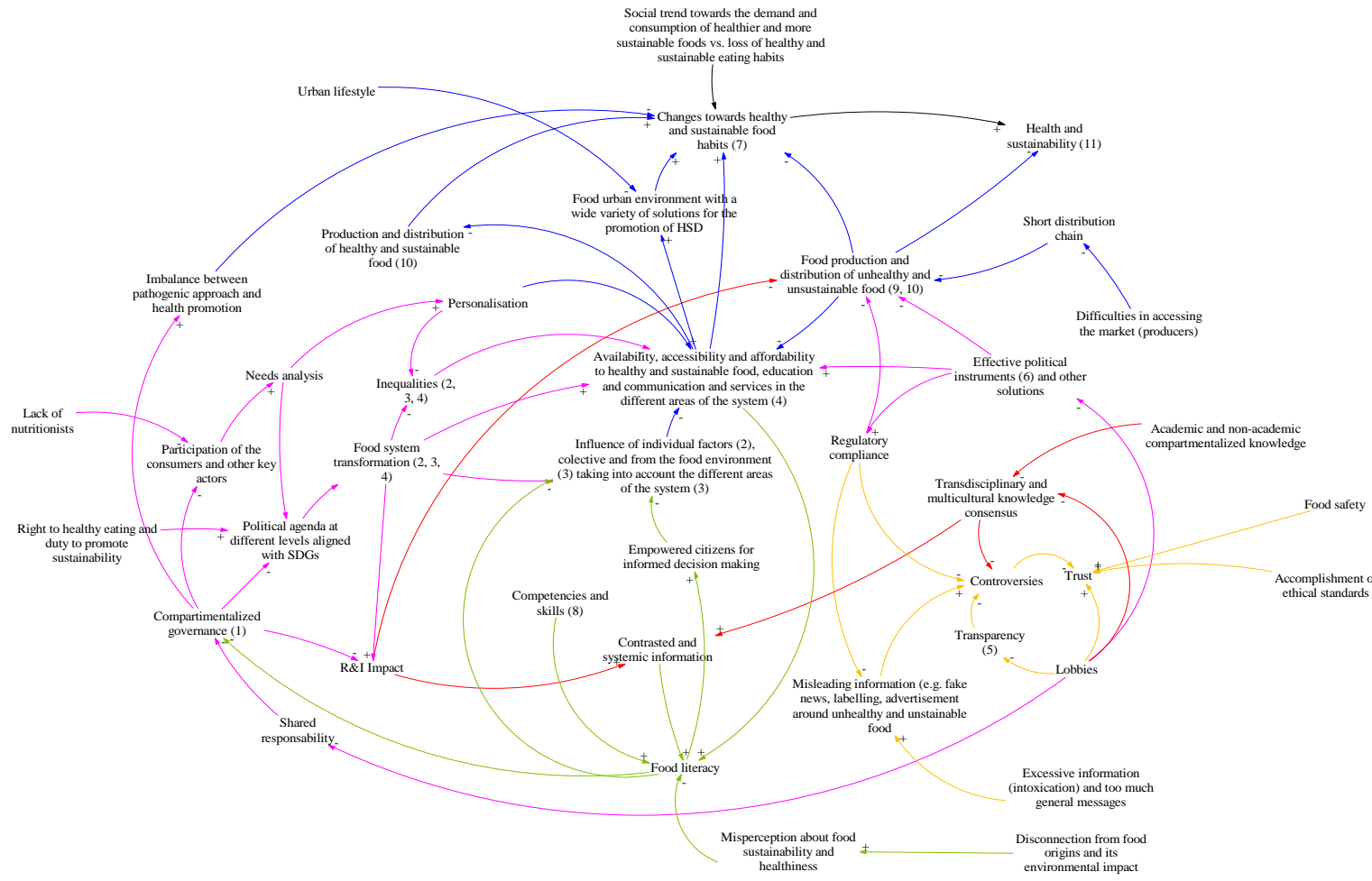*Visual Thinking Tool: The Food System' printed in DINA2 for each workgroup. Extracted from: Parsons K, Hawkes C, Wells R. Brief 2. What is the food system? A food policy perspective. London: Centre for Food Policy, 2019*

APPENDIX B: SYSTEM MAP FOR THE PROMOTION OF HSD

NOTE: The "System Map for the Promotion of HSD" has been developed by the Living Lab for Health at IrsiCaixa within the Barcelona "la Caixa" Living Lab with the involvement of more than 113 actors from the region of Catalonia, Spain.

SYSTEMIC MAP FOR THE PROMOTION OF HEALTHY AND SUSTAINABLE DIETS

NARRATIVE TO INTRODUCE THE 'SYSTEM MAP':

This narrative describes the complexity of the current situation in the promotion of healthy and sustainable diets and will help you to understand the interconnections and dynamics represented on the 'System Map'. In order to facilitate to locate the areas on the map that are described in the narrative, hroughout the text you will find some coloured words, which correspond to the colours of the arrows within specific areas of the map.

We propose to begin the narrative with a first factor named "Transdisciplinary and multicultural knowledge consensus": it relates to the multiple problems linked to the lack of consensus of knowledge between different social actors. This lack of consensus can be found either within and among academic researchers and non-academic stakeholders including citizens. This fact becomes evident for example when disseminating health related messages, such as when recommending alcoholic beverages such as wine, or the adoption of non-conventional diets, such as vegan or vegetarian diets. This lack of consensus generates controversies and confusion inside and outside the scientific community, and, it contributes to diminish social trust. On other occasions, it is not the lack of consensus between different actors that generates controversies and confusion among citizens, but rather the dissemination of misleading information through social media, television, advertising, food labelling, among other channels. This misleading information often disseminates false messages with lack of scientific evidence and ethical rigor and sometimes lacks transparency when it comes to informing about the sources of information, the financing sources, the hidden stakeholders' interests, the impact of the product in different areas of the system such as the environment, among others. Again, this lack of transparency encourages controversies and decreases trust among the different stakeholders.

Trust is also affected by lobbies, which sometimes provoke conflicts among the different stakeholders (for example between the industry and the public health authorities) due to different interests that they pursue. This fact can also impact on the effectiveness of specific political instruments such as policies, food regulations and on the dissemination of misleading information. However, sometimes even though a regulation is fully implemented, it may not be accomplished entirely or can lead to errors when implementing it, as it happens sometimes with the advertisements and EU labelling regulations. For example, regarding the EU labelling common mistakes are: not highlighting in the list of ingredients certain substances or products causing allergies or intolerances, using unjustified nutrition and health claims (statements about the helpful effects of a certain food consumed within a healthy diet on a person's health) or using an inappropriate name of the food product. On the other side, it can also happen that a current regulation may be generating controversies, as it happens with Nutriscore in some EU countries, a labelling system to classify food taking into account the nutrient profiling. The controversies that has generated this system are related with the way that negatively categorises some products, like olive oil or cheeses. Even though these products have high content in fats and proteins, can be consumed in moderation within a healthy diet. Therefore, it can be noticed that the lack of confidence and trust is not caused by just one factor, but by multiple interconnected factors.

In some contexts, there are already initiatives that encourage knowledge consensus among different scientific disciplines and also with other social actors from outside academia. An example is the EAT-Lancet, a group of experts that has published some articles on transdisciplinary and systemic knowledge that bring light to some controversies, like how dietary patterns should look like in order to achieve a healthy and sustainable planetary food system model. This knowledge contributes not only to health with information focused in nutrient profiling but also to the benefits for the environment.

However, we realise that we are only at the beginning of this knowledge consensus, as there are still more controversies to be solved and some of them will require to generate more systemic information about the interconnections among the different areas of the food system and the phases of the value chain. The contrasted and systemic information, not only has to take into account the impact on the environment and health areas, but also has to consider other aspects in other areas (social, technological, political, economic...) and phases of the value chain, such as the impact of food processes on the environment, the benefits and potential risks of products

and processes in different areas derived from technological advances, the coherence and alignment of food policies from different areas, etc. Once this knowledge will be generated, it will still be necessary to adapt it to local contexts.
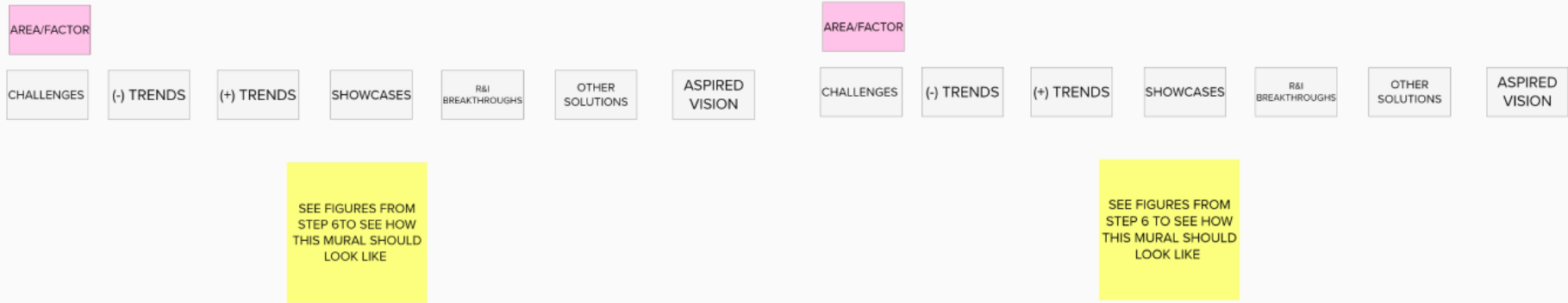
If contrasted and systemic information is disseminated, it contributes to people's food literacy, understood as the acquisition of systemic knowledge, competences, skills and attitudes needed to make more informed decisions taking into account all the impacts derived from the food system activities in the different areas (social, economic, environmental, etc.). Some competences that could be fostered in order to better take into account complexity when adopting healthy and sustainable diets are competences related with science and nutrition, meals planning, culinary techniques, socialization when eating, reducing food waste, etc.
Therefore, increasing food literacy will empower citizens to improve eating habits as it will be easier for them to access verified and truthful information and discern between truthful and untruthful information. However, not only food literacy will promote better eating habits, those are also influenced by other factors in the food environment, such as the influence of the family and the community or food availability, accessibility and affordability within supermarkets and local stores, where it is easy to access unhealthy and unsustainable food. Recently, there is a growing trend for the demand of healthier foods which is stimulating the food industry to continuously innovate and bring new products to the market that are healthier and sustainable.

Improvements in this direction are also being fostered with collaborative governance approaches in other areas of the system, such as in the implementation of smart labelling systems or of healthy eating strategies in collaboration among different departments of governments, or in collaborative agreements for shared responsibility among different industries to improve food composition. All those examples show how the complexity involved in promoting healthy and sustainable diets requires a food system transformation that encompasses systemic and collaborative actions and the reduction of the current fragmentation of the system.

Nowadays, there are multiple strategies to accelerate the transition towards a more sustainable food system at economic, social and environmental levels, and there are many of those that claim that such a transformation needs to be addressed with a more relevant impact of Research and Innovation in order to align at different levels with the Sustainable Development Goals. Some examples of these strategies are the European Commission Policy Framework FOOD 2030 and the "From Farm to Fork" strategy. In Spain (national level), Catalonia (regional level) and Barcelona (local level), there are also existing strategies devoted to this mission. For example, at regional level (Catalonia) there is a food policy that has created a Food Council with a wide variety of stakeholders, including representatives of the administration, food industry representatives, civil society organisations and research organisations, among others. At municipal level, another example is the creation of a new strategy for Barcelona that will be strengthen due to the fact that the city will be MUFPP host in 2021.

If these new strategies are developed with systemic and participatory approaches, they will also better address personalization as the needs of the different stakeholders will be better addressed, including the reduction of inequalities among others. In conclusion, these new strategies seek to respond in a better way to the complexity of the system and to find better solutions with higher impact towards a future-proof food system.

APPENDIX C: EXAMPLE OF A DIGITAL WORKSPACE

STEP 6. MURAL DESIGN AS A FIRST STEP FOR DESIGNING ROADMAPS FOR CHANGE

AREA/FACTOR							AREA/FACTOR						
CHALLENGES	(-) TRENDS	(+) TRENDS	SHOWCASES	R&I BREAKTHROUGHS	OTHER SOLUTIONS	ASPIRED VISION	CHALLENGES	(-) TRENDS	(+) TRENDS	SHOWCASES	R&I BREAKTHROUGHS	OTHER SOLUTIONS	ASPIRED VISION

SEE FIGURES FROM STEP 6 TO SEE HOW THIS MURAL SHOULD LOOK LIKE

SEE FIGURES FROM STEP 6 TO SEE HOW THIS MURAL SHOULD LOOK LIKE

STEP 7. DEVELOPMENT OF A SHARED MISSION

WHAT and WHO? What do we want to do to achieve the aspired vision? Who are we as a group/network?	HOW? How are we going to realize the aspired vision?	WHY? What sort of impact do we want to achieve? What do we want to accomplish?	Mission statements

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