



## Milan Urban Food Policy Pact Monitoring Framework

Draft version, July 2018

**Indicator 24:** Number of opportunities for food system-related learning and skill development in i) food and nutrition literacy, ii) employment training and iii) leadership

### MUFPP framework of actions' category: Social and economic equity

*Number of opportunities (courses, classes, etc.) for food system-related learning and skill development in three different categories: i) food and nutrition literacy, ii) employment training and iii) leadership. This exercise will support gathering baseline data on which to develop analysis of gaps, needs, opportunities, and to build further action.*

#### Overview table

MUFPP Work stream	Social and economic equity
<b>MUFPP action</b>	<b>Promote participatory education, training and research</b> in strengthening local food system action to increase social and economic equity, promote rights-based approaches, alleviate poverty and facilitate access to adequate and nutritious foods.
<b>What the indicator measures</b>	Number of opportunities (courses, classes, etc.) for food system-related learning and skill development in three different categories: i) food and nutrition literacy, ii) employment training and iii) leadership. This exercise will support gathering baseline data on which to base analysis of gaps, needs, opportunities, and to build further action.
<b>Which variables need to be measured / what data are needed</b>	Data on types/number of opportunities within each category of learning/skills are needed: i) food and nutrition literacy, ii) employment training and iii) leadership. Data could be further disaggregated within each of those categories for the following sub categories: i) formal; informal learning or training; ii) type of food-related skills gained by beneficiaries; iii) type of provider.
<b>Unit of measurement</b> <i>(i.e. Percentages, averages, number, etc.)</i>	Total number of opportunities in the city to gain formal or informal training or skills development in each of three categories: i) food and nutrition literacy, ii) food-system related employment training, and iii) food-system related leadership

<b>Unit(s) of Analysis</b> <i>(i.e people under 5 years old, etc.)</i>	Specific typology of learning opportunities, skills gained, and of training providers
<b>Possible sources of information of such data</b>	-Adult education; community learning; further/higher education colleges; agricultural colleges; vocational colleges or learning centres; -Food centres; NGO's -Employment training programmes; job centres; business incubators; business support agencies -Environmental/public health department -Schools, colleges and universities -City food partnerships and food governance bodies; local education authority
<b>Possible methods/tools for data-collection</b>	Review of any relevant existing reports; interviews with key stakeholders; surveys
<b>Expertise required</b>	Research design; interviewing & surveys; data collection and analysis
<b>Resources required/ estimated costs</b>	
<b>Specific observations</b>	The count should include all relevant programmes, and should note where there is specific support from the municipality. It may be deemed more useful to separate out one or more of the categories into different indicators, depending on the complexity of data. This indicator is currently structured to look at overall numbers and types of learning opportunities provided rather than at numbers of trainees or at any specific target group. If it were a policy priority to focus specific training/skills development on specific groups (e.g. socially vulnerable groups, or young people), then the guidelines still apply but the scope and parameters would need to be adapted. Collecting this data and developing an overview of existing training may prove a more valuable first stage exercise than attempting to start by counting numbers of trainees, but this could be added or done at the same time. This process could rather be seen as gathering baseline data from which to develop a food-systems education strategy based on a clear situation analysis.
<b>Examples of application</b>	

## Rationale/evidence

Many varied organisations and institutions, including the municipality, can potentially play an important role in building food-system related capacity and skills. This can be done in a way that promotes participatory education, training and research with a strategic focus on increasing social and economic equity, promoting rights-based approaches, alleviating poverty and facilitating improved access to adequate and nutritious foods.

If this were happening, one indicator would be the extent to which such learning and training opportunities are provided. Another would be to quantify the numbers (and types) of people gaining new skills and knowledge, and taking this further, to assess how they use their training in employment or activities that in turn contribute to strengthening the city (and city region) food system. A single indicator cannot adequately assess this.

However a starting point would be to understand the current situation. This indicator therefore focuses on assessing provision within the city of food-related learning and skills development opportunities. It measures the number of opportunities for food-related learning and skill development in three different categories: i) food and nutrition literacy, ii) employment training and iii) leadership supported by the municipality (directly or indirectly).

It is important to understand the role that different organisations and institutions play, including that of the municipality. Ideally an audit of all such opportunities should be done. Institutions like colleges and universities or even private businesses tend to offer formal academic or employment-related opportunities. Municipalities may provide funding to other organisations to provide these opportunities e.g. community groups, schools, health centres, vocational training centres. They may also provide some directly e.g. through local government-run adult learning programmes or family learning centres. If resources are limited, it may be easier to focus on those provided or supported by the local government in the first instance, given that they are MUFPP signatories.

### Glossary/concepts/definitions used

**What do we mean by ‘opportunities’ for food-related learning and skill development?** Ideally there will be a wide range of opportunities to gain food related learning and skills. That range could include the provision of short or longer-term courses, individual classes, modules of study within other courses, work-based placements with businesses or institutions, apprenticeships in industry, long-term career training programmes. Such opportunities may be formal and result in formally recognised qualifications. Others may be community based and less focussed on formal qualifications but rather new skills and knowledge for improved health and wellbeing. The range will also target different types of learners and different ages in some cases. For example ‘continuing professional development’ learning may be available for people in full-time employment. Some schools may have a strong focus on food and nutrition literacy for children. Some vocational courses may focus specifically on unemployed youth.

#### **Food-related learning and skills development categories & examples:**

*Food and nutrition literacy:* Learning and skills development in this category of opportunities could include food preparation and cooking and or practical food growing sessions on the school curriculum. It could be health and nutrition classes for mothers and babies, or for young families. It could be cooking classes in the community to help encourage confidence to cook with seasonal fresh ingredients while on a low budget or use fuel/energy more efficiently. It could be learning how to grow food to eat, and how to store, preserve or process it. There are numerous examples of different types of opportunities within this category. Generally provision of this category tends to be provided in community settings, though some may be in more formal education settings e.g. diplomas or degrees in nutrition or nutrition education. There could also be more public approaches, such as the UK chef, Jamie Oliver’s work with schools in the US to increase awareness of the difference between positive and less positive food choices, and using this for a series on mainstream television.

*Employment training related to food systems:* Learning and skills development in this category of opportunities focus on skills for employment and building the capacity of the workforce. Examples include courses on public health, food hygiene and food safety, food and drink processing and manufacturing, the hospitality sector, catering and food service, agricultural and horticultural training, food wholesale, distribution and logistics, food retail, etc. This kind of training tends to be provided by colleges, universities and private companies. There may be apprenticeship or work-placement connections between education providers and business/industry/institutions. A municipality might directly provide related training for adult learners or might contribute funding to other learning and skills development routes.

*Leadership related to food systems:* The arena of ‘food leadership’ is not widely known, discussed or promoted. However, with the increased awareness of the role that cities and local governments can plan in food system transformation comes the need to develop a new generation of ‘food leaders’. The impact of investment in this area would be to increase the number of people ‘*learning our way out of deeply unsustainable food systems and learning our way in to more sustainable approaches to food production and consumption.*’ Learning and skills development in this category of opportunities could include involvement with food governance bodies, such as food boards, food partnerships or food

policy councils. These could be organisations as a whole, or individuals within organisations. It could be university students, urban agriculture organisers, public sector food procurement officers or catering managers. *‘Combine all of this with a focus on leadership studies and the possibilities tantalizingly unfold. Food movements, community projects, Indigenous initiatives and municipal governance suddenly take on new significance and strategic importance. Learning leadership through food can have lasting repercussions, both for individuals and for society as a whole.’*<sup>1</sup>

**What do we mean by ‘food-related learning and skill development’?** A wide range of different types of knowledge and skills are covered by the three different categories above.

*Food and nutrition literacy:* Knowledge of how food, health and environment are related; understanding good nutrition; food literacy (understanding the process of how food gets to your plate and what types of foods should be on your plate; or planning and management, selection, preparation and eating); food production in an urban context.

*Employment training:* Food-related skills for employment and careers.

*Leadership:* Food system analysis, strengths, vulnerabilities and opportunities for transformation at many different levels (social, political, economic, environmental).

**What do we mean by ‘strengthening local food system action’?**

Ultimately this indicator relates to this stated MUFPP action plan outcome: ‘Local communities are equipped with knowledge, skills and expertise to develop local food system activities’. These should be actions ‘to increase social and economic equity, promote rights-based approaches, alleviate poverty and facilitate access to adequate and nutritious foods.’

## Preparations

The team responsible for monitoring this indicator should agree on:

1. The scope and parameters for this indicator – which categories and types of opportunities to include (e.g. ‘food leadership’ could be treated as a separate indicator).
2. Should opportunities for vulnerable groups be highlighted; or should this be the entire focus of this indicator?
3. How to quantify ‘opportunities’ – attempt to count every single opportunity, or to count the number of types of opportunities within each category.
4. Whether to focus only on those opportunities that are supported by the municipality (directly or indirectly) or whether to include all provision of such opportunities.
5. Type of data disaggregation and categories that will be used and criteria for distinguishing between the categories, the types within the categories, and whether ‘formal’ or ‘informal’.
6. Potential sources of information.
7. Data collection method (analysis of records or surveys).
8. If surveys are to be used, survey questions and instrument have to be designed. Training of survey enumerators may be needed.

## Sampling

In case data are collected by means of a survey, a 10% sample of all ‘opportunity’ providers in each of the three categories is minimally needed. Ideally the sample should represent a good range of types

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<sup>1</sup> Food Leadership: Leadership and Adult Learning for Global Food Systems Transformation, 2017; edited by Catherine Etmanski; International Issues in Adult Education <https://www.sensepublishers.com/media/3192-food-leadership.pdf>

of providers in each of the categories in order to give as representative an overview of provision as possible.

### Data collection and data disaggregation

There are various options on data disaggregation, depending on policy priorities and the amount of resources available for this indicator.

1. By unit of analysis: type of 'opportunity', meaning the means by which learning or skill development is provided, e.g. courses, classes, modules, work-based placements, apprenticeships, long-term training programmes, etc.
2. By number of opportunities within each category of learning/skills: i) food and nutrition literacy, ii) employment training and iii) leadership.
3. Data could be further disaggregated within each of those categories for the following sub categories: i) formal; informal learning or training; and ii) by specific type of food-related skills offered to/gained by beneficiaries.

Data can be collected from existing records and registers of the provider organisations. Further interviews with key stakeholders, and/or surveys with samples of providers will most likely be needed. The purpose of either or both will be to gain more accurate information on the provision of food-related learning and skills development opportunities.

A survey will need to gather information on types and numbers of opportunities/means of learning; types and numbers of skills or learning offered; and whether the learning or skills development is classed as 'informal' or 'formal'; way in which the municipality supports provision.

### Data analysis/calculation of the indicator

The indicator is computed by calculating the total number of (or number of types of) opportunities for food-related learning and skill development in three different categories. In order to get to total numbers, all the above information will need to be collected.

### References and links to reports/tools

**Food Leadership:** Leadership and Adult Learning for Global Food Systems Transformation, 2017; edited by Catherine Etmanski; International Issues in Adult Education. 'The middle section of the book looks at food leadership within a variety of contexts. One of these is food policy councils, which can promote inclusive leadership development activities aimed at food system change. Another is community gardens, where leadership can take many forms and support food system transformation. A final context is government and the development of political leadership.'

<https://www.sensepublishers.com/media/3192-food-leadership.pdf>

**Sustainable Agriculture with Gender Inclusion and Participation | Quito, Ecuador.** This project is run by the city to improve food security, urban agro-ecology, climate change adaptation, and nutrition. The program has been working together with women and female-headed households for over a decade to improve the quality of life of the most vulnerable people of the Metropolitan District of Quito. <https://unfccc.int/climate-action/momentum-for-change/women-for-results/sustainable-agriculture-with-gender-inclusion-and-participation-ecuador>

**Example of a food safety course provided by Cambridge City Council.** E-Learning: HABC Food Safety - Level 1 Award (online course). This basic foundation qualification is aimed at learners working in a catering environment in low-risk roles but where there is an element of food handling. This could include bar workers, waiting staff, health care workers, kitchen porters and stock/store room staff.

<https://www.cambridge.gov.uk/food-safety-level-1-award-online-course>

**Toronto's training for new Canadians.** Toronto won a MUFPP award for its Community Food Works for Newcomers program that provides food safety training and a certificate to new Canadians:

<http://www.milanurbanfoodpolicypact.org/wp-content/uploads/2017/10/MPA-winners-2017.pdf>

and a video about the program here:

<https://www.youtube.com/watch?v=ayboGqLIE9w>

**An overview of nutrition education and skills approaches from around the world.** NOURISHING framework: Nutrition education and skills. This table provides examples of the types of policy action that can be taken within this policy area, examples of where these policy actions have been implemented, and a brief description of what the action involves (World Cancer Research Fund International).

[https://www.wcrf-uk.org/sites/default/files/10\\_Give\\_Nutrition\\_Education\\_and\\_Skills\\_June\\_2017.pdf](https://www.wcrf-uk.org/sites/default/files/10_Give_Nutrition_Education_and_Skills_June_2017.pdf)