



# URGENCI

THE INTERNATIONAL NETWORK FOR  
COMMUNITY SUPPORTED AGRICULTURE

## **EATHINK MEETS CSA: SEMINAR ON COMMUNITY SUPPORTED AGRICULTURE AND THE FORMAL EDUCATION SYSTEM**

Louvigny, France, 10-12 July 2017



# Seminar on Local and Solidarity -based Partnerships between Producers and consumers and the formal education system

## Seminar's background

The seminar was initiated by Urgenci ([www.urgenci.net](http://www.urgenci.net)), the international network of Community Supported Agriculture (CSA). During this two-days long work session, the main objectives were:

1. to share, with the European CSA Community, the experience gained during the EAThink project in France;
2. to demonstrate what are CSA members and alternative food system stakeholders doing in the field of formal education.

A synthetic definition of CSA was coined by the practitioners themselves in the frame of the European Declaration adopted in September 2016 in Ostrava: "*Community Supported Agriculture is a partnership between a farm and consumers where the risks and rewards of farming are shared*". Additionally, the word cloud below gives an idea of the principles that are common to most of the million CSA consumers and farmers around Europe.



Urgenci actually promotes CSA as part of wider movement of *Local, Solidarity-based Partnerships Between Producers and Consumers*. This wording names more explicitly the key principles guiding the movement: localness, solidarity, partnership and a balanced alliance between producers and consumers.

Why is it important for the CSA movement to go to the schools? There are two main reasons for acting in the formal educational system. The first one is linked to the “cultural battle” taking place right now in the society. Everyone is concerned by the lack of awareness on sustainable food issues among the wider public. In each CSA meeting, at local, national or European level, the emphasis is on “educating consumers”. An important effort is thus necessary to educate children into becoming citizens, able to develop a critical approach of food systems. The second reason is the necessity for CSA, and local food advocates to work on their social outreach. Schools are THE place for social mix, where children from all layers of society can interact and access local, organic, fairly produced food.

There is also a third reason for leading activities in the formal educational system: the CSA movement can have a multi-faceted contribution to the education of children. First, it contributes to the understanding of global citizenship by the kids. Second, it can give flesh to the key values of solidarity and sustainable development. Third, through their global approach of the Right to Food (local food systems *here* act in solidarity with local food systems *there*), CSA groups are promoting Development Education and Awareness Raising. Finally, CSA activists do have an extended experience to share: farm visits for schools and other pedagogical activities are common within the CSA movement.

This seminar was an unique opportunity **to shed a light on the experience of CSA and local food activists who are already working closely with schools in their own countries**. It was the first time a meeting on the topic of “Education and CSA” was organized.

Our collective work was articulated around the following lead questions: *could we develop common pedagogical activities regarding CSA and sustainable local food systems at the European level? How to introduce the CSA approach in the formal education system? What are the obstacles? Where do we find the educational resources or tools for these activities? How to raise sustainable food systems’ awareness without traumatizing the kids? How can we make sustainable food systems in general, and CSA in particular, a topic for children? What are the skills we would like to transmit: civic commitment, critical thinking, understanding of advocacy processes...?*

### **Typology of the seminar participants**

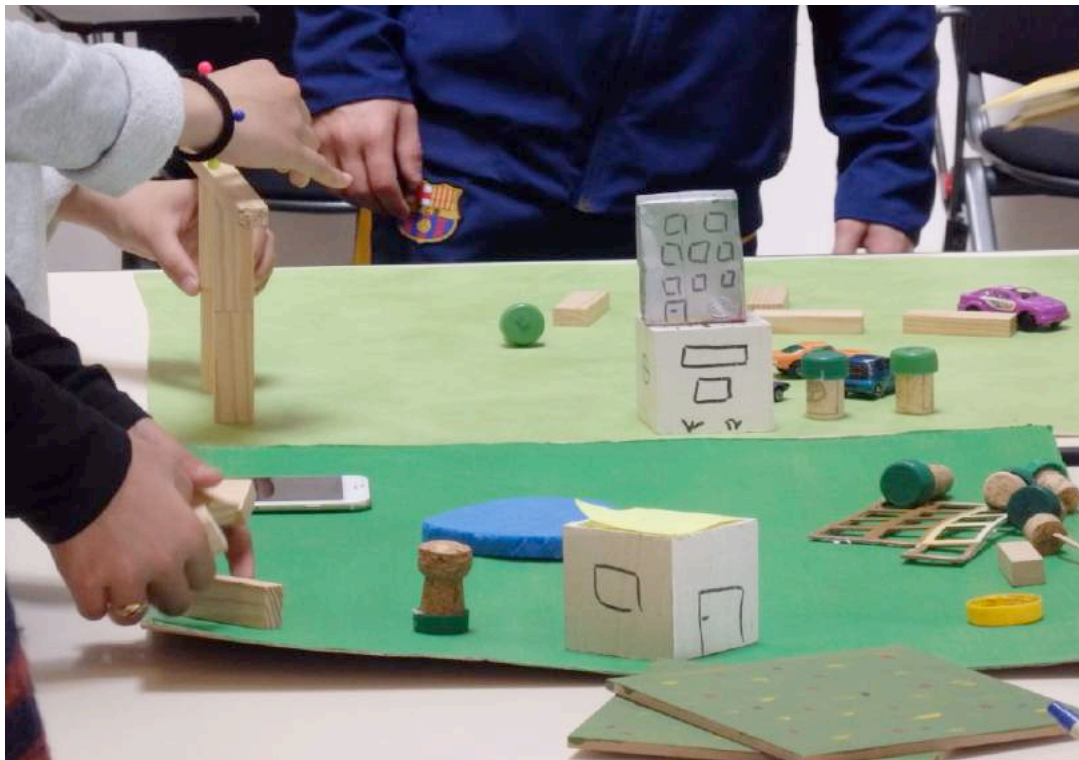
The seminar was unprecedented by its topic, but also by the identity of the participants. It gathered 4 different types of participants around the topic of Education to sustainable and local food, as shown in the scheme below.

The first type were **local partners, food activists from the hosting region**, Normandy. Among them, one could count the *Bande de Sauvages* association representatives, a local farmers' training union, FRCIVAM and a journalism



from Bastamag. The second group was formed by the **core group of teachers** from the school administration in Normandy. A third type of participants consisted of **Urgenci members from Europe**, especially from countries which were not included into the project (Germany, Switzerland, Czech Rep., Greece...). Their presence was actually the cornerstone of the seminar, as one of the priorities was to overcome a disconnection between the project as it was led by Urgenci in Normandy, and the other branches of the network, and to share the results of this project with as many members as possible. Finally, the last type of participants was a reflection of the project itself: it seemed logical to the seminar organizers to invite **EAThink partners from other participating countries** as well. The focus was on participants with a **profile of food activist experienced in school activities**. 6 participants from 4 different countries came through this channel, highly recommended by project partners.

## EAThink project : a global view



Sarah Brosset, Pedagogical Coordinator in France, presented the EAThink project in Normandy. EAThink2015 "Eat Local, Think Global", is a European Union -funded project that started in January 2015 simultaneously in 12 different European countries and 2 Western African countries. Its objectives are to enhance European students' and teachers' critical understanding and active engagement in global development challenges, with a specific focus on Food Sovereignty, sustainable food systems and smallholder farming.

On a broader level, the project aims at strengthening the skills and knowledge of teachers in primary and secondary schools as part of Global Citizenship Education. The target groups are teachers and students from Europe and Africa. In France, the project was conducted in the "Académie de Caen", the regional school administration level. 160 teachers from 110 different schools and 1,500 students have been involved since the project started.

**Numerous activities have been led during the project:** 10 school gardens, 5 beehives and 3 orchards have been created, with the help of trainers and facilitators. 32 visits to orchards, educational farms and vineyards have been conducted. 66 workshops led by sustainable food experts (such a Café Sauvage and FRCivam, which were represented during the seminar) took place. All the contact details of the participating organizations, combined with a description of the activities they are proposing, are now compiled into an EAThink catalogue.

**15 training "workshops on citizen journalism and web 2.0"** have been organized, including 5 for teachers and 10 for students. Abundant pedagogical

resources have been created and shared: **10 "global learning units"** (course plans and materials) prepared and tested by French teachers have been shared on the project's blog (<http://eathink2015.org/fr/>). A French version of a kit for teachers will be published, with the 18 best units produced at the European level and the French ones.

A **core group of 7 teachers** has been key in fostering moving the project forward. They formed a steering committee, deciding on the main orientations for the project, with the help of a Sustainable Development Officer from the School Administration. They also took part to several exchanges with their European counterparts, in Milan, in October 2015, Dakar in December 2016 and Vienna, in September 2017. Last but not least, a photo competition held in 2015 and a video competition (in 2017) have been highly successful as mobilizing events.

## **Morning workshops with local partners**

### **Workshop with Ludovic Courtade and *Le Café Sauvage***

Ludovic Courtade, a teacher working in the prison of Caen, gave a feedback on his activities during the first round of workshops. He was flanked by Mathieu Filoche, from the *Bande de Sauvages* -association, which is operating an alternative café in Caen downtown, and organizing numerous activities around food, with marginalized as main target group.

Ludovic briefly exposed his working environment. He explained that, although he is teaching in the section for minors in an adults' prison, he has a lot of adults and children in the same class. The relationship is sometimes difficult to build, also because most of the detainees are just spending a few weeks or a few months in the prison, waiting for the court decision to be sent forward to other prisons, or just because they are facing short term sentences. Ludovic doesn't know anything about the charges the detainees are facing.

Ludovic tried to initiate some actions on sustainable food. Food waste was not an option, because the situation regarding waste in general is so specific in the prison: food waste is sent through window or toilets. Instead, a recipe book and cooking lessons were created just for the prisoners, with the help of *Café Sauvage*. Some ingredients cannot be brought to prison (flour is considered too dangerous). Yet, with some adaptation, something quite original could be organized. The activities were combined with the training on webjournalism. For example, prisoners took part to the video competition in March 2017. Moreover, 6 prisoners went outside to the farmers' market, then to *Café sauvage*, cooked and ate together, made video about their excursion for other detainees. Unfortunately, the video was censored by the prison administration.

Women prisoners are planning to make their own booklet, to be shared with newcomers.

*Bande de Sauvages'* focus is teaching people with disabilities, marginalized, vulnerable people, and children. Apart from these activities in prison, their



activists have been assisting schools in organizing school gardens.

### **Workshop on Food Waste**

The other first round's workshop was given by **Sandrine Lepetit, from the FRCIVAM**, a sustainable agriculture and rural development -oriented organization (<http://civambassenormandie.org>). Sandrine focused on the activities conducted within EAThink, in the frame of a pedagogical program on food waste in schools. She is using a toolkit titled "*Halte au gaspi*", "*Stop Wasting*", designed by several Education to sustainable development organizations for 10-11 years old. The toolkit is planned for activities scheduled for a full academic year (gathered in a regional umbrella organization called **Graine**). It is also part of a national plan to reduce waste. The toolkit consists of several card games, as well as of methodological directions for a rope game, designed to understand the interactions between all actors of the field.

The **first session** consists in **understanding what is food waste**. Based on a series of pictures, children explain what they see, and new concepts are thus feeding exchanges: best-before dates, seasonality, overproduction, ugly fruits and veggies... From these pictures, children come to the conclusion that Food Waste means all food items that are sent to the bin, even if they would still be edible. In order to be aware of the impact of our consumption choices, students also participate to the rope game. Each of them is either a food item, an actor, or an impact. And everyone is tied to the others by the rope.

An interesting activity to be led between the first session and the second session is an investigation at the canteen, to report about the students' and the cooks' practices. Another activity is to weight the food waste on a regular basis, both when students return their trays, and in the kitchen, in order to see if awareness raising actions have any impact.

**During the 2<sup>nd</sup> session**, all the data collected are gathered in order to make a **diagnosis**. Another meeting with the main cook is organized to understand all the constraints she/he is facing to compose the menus: (cold chain, reference chart for the frequency of each product...).

The **3<sup>rd</sup> session** focuses on building an **action plan** with students to raise awareness of the other school restaurant users.

This **action plan is presented during the 4<sup>th</sup> and last session**. In one of the high-schools, students prepared a place mat to be placed on the tray and distributed to all the users, a photo exhibition, locally made badges to encourage students to ask for less food if they are less hungry... A new weight was realized after this awareness raising action. The results were quite encouraging: from 340 g average per day and per student, the quantity of food waste dropped to 250 g. Of course, it is still to be seen if the trend will be kept in the future.

### **Training on webjournalism**

A report by one of the workshop presenters, Nathalie Raguin:

*"Simon Gouin, journalist for Basta ! website, and I did share (twice) our work with 20 students at the Lycée Allende from Hérouville St Clair (Normandy). This work was about web-journalism and Simon organized three sessions (November 2016, January and March 2017). We explained participants the « theoretical » part of this work, which consisted in addressing the specificities of web-journalism and the evolution of the job for journalists.*

*But, above all, we insisted on the "practical" part, knowing that students investigated and then wrote articles, using different journalistic techniques, such as interviewing, portraying or projecting facts (in the form of a teenager's diary in 2050 for instance). Students created a blog (<http://blogs.etab.ac-caen.fr/allende-alimentation-durable/index.php/>) and also used the Eathink project platform in order to share their experience. The organization of a community event (with parents, staff from the high-school and the school administration) that allowed them to present their blog and debate about feeding habits, CSA or vegan food, was particularly relevant and interesting.*

*Our presentation during the seminar certainly met participants expectations, as discussions allowed us to exchange on many topics, such as the necessity to let students investigate instead of just providing them with knowledge and moral aspects. As far as I'm concerned, having the possibility to meet actors of the Urgenci network has definitely been one of the most defining moment of the Eathink project. Indeed, I must admit that, as a teacher, it's not that often I have the occasion to meet civil society actors and participants are doing so many things for global education about the food system they certainly set an example !"*

### **Demonstration of an Educational Game on producers-consumers' relationships**





This activity was proposed by Gwec'hen Rohou, a teacher in History-Geography for students who are 12-13 years-old. Gwec'hen presented the board game he invented on producers-consumers' relationship. The students are divided in different teams, and each team is given a specific objective. For example, a team is assigned the objective to produce as much as possible for exports, another team has to produce in an organic way... and so forth. The game is played in rounds, and its dynamics lies in the demonstration that different actors chase different interests, and that it is a challenge to find a balance between the different players, to avoid a situation of overproduction and waste of natural resources.

## **Experience sharing World Café**

The participants were asked to discuss common challenges and to exchange practical solutions during a world café session, on 5 main topics.

### **Farm visits**

Farms are an exciting learning environment. A lot can be achieved from a pedagogical perspective during a visit on a farm. But the challenge is to ensure a proper preparation, in order to make children more receptive and to give them a minimum knowledge. The visit should be firmly embedded into the pedagogical program. Moreover, when it comes to young children, depending on the size of the visiting groups, the active participation of accompanying parents might be necessary.

This means the parents have to be trained into facilitating workshops to be held on the spot. The best is to share a facilitating kit with them a few days before the visit, to make a demonstration for them on the farm, and to keep the workshops simple. To some extent, there might also be a need to train farmers, because hosting school students on a farm can be demanding. But farmers can also give away this responsibility to others, if they feel they can't cope with the pedagogical dimension of their work. A visit can be exhausting. Hence, there should be time and space for relaxing during breaks all along the visit day.

The success of a visit also depends on how often the knowledge gained during the visit will be activated in class afterwards.

### **School gardens**

School gardens are great pedagogical tools. They can also become the trigger for wider community events, like school garden harvesting parties, during which parents are invited to the school. They can also be visited during school fairs. Cooking sessions can be held in the classes, using veggies and fruits from the garden (for example to make a soup).

A major challenge, though, is to know what to do during the breaks, and especially summer holidays. Some schools are using polytunnels to make the fruit period shorter and to avoid waste during the summer vacations.

To create exchanges and links between schools at the European level, photo competition between school gardens could be launched. For example, a “biggest pumpkin photo competition” could be well attended.

### **Ethical consumption/ Fair trade**

The workshop participants reflected on how to motivate children and adults, how to raise awareness and bring the whole community (students, parents and teachers) to changing their consumption habits? How to better introduce central topics on ethical consumption and fair trade in school curriculums? How to motivate teachers in keeping learning all through their curriculum?

Usually, concrete and visual examples are the easiest to remember. Working on fair trade logos and products is very instructive and useful for everyday life. Similarly, the issue of “hidden externalities” could be exposed to students, probably through methodologies ensuring students are appropriating this notion, using their own words.

### **Producers-Consumers Relationships**



The producers-consumers relationship is at the heart of all CSA and alternative food systems' activists. Yet, the seminar participants felt a key challenge for them was to imagine new activities to explain the complexity and richness of

this relationship in a simple way. Another question asked by the participants was: how is possible to convince and involve people into the topic without blaming them?

Some examples were given, to foster children's interest in local production and local farmers. One exercise is **the "15-km-pizza"**: ingredients should be bought or collected within a radius of 15 km only, and the pizza cooked together. Open days on the surrounding farms, the installation of a beehive or a garden, to be cultivated without pesticides, are efficient ways to get to know better the conditions for food production.

Children should be considered as mediators, or messengers, between producers and consumers. They absorb information and can then transmit it to their families.

One of the teachers participating to the seminar explained that **blind tests on local products** can also give a powerful impetus to the kids. For example, he made a test on 4 different fruit juices. This is a way to educate the kids in their role as consumers: they have to compare the juices, explain their criteria for selecting the best, why they chose that grape fruit. Then, a map is drawn at the end to show where the different juices come from, illustrating their social, environmental, economic backgrounds. If possible, students can then take part to a visit to at least one of the producers.

### **Food waste**

Food waste is now being recognized as a major issue both at national and at international levels. There has been a multiplication of kits on the topic. However, even simple actions can bear fruits: for example, sharing new recipes with children, learning how to cook, and weighing food waste on a regular basis.

## **2 workshops on "how to introduce sustainable food topics in scientific disciplines"**

Two teachers from the EAThink core group in Normandy, Anne Cuillandre and Sylvie Turcan, shared their experience of approaching sustainable food issues from a scientific perspective.

### **The Virtual Water pedagogical project**

*"Virtual Water: we eat it more than we drink it"*, is an **application designed for smartphones and tablets**, downloadable on Android and iOS systems. It enables the calculation of the quantity of water necessary to the production and transformation of food consumed during a meal.

This project was conducted as part of a "cultural scientific program", with a group of 25 students from the Andaines high-school in La Ferté-Macé. The "cultural scientific program" allows each group or class to build a cooperation with a scientific partner and an artistic and technical partner. This group of students was assisted by "So Numérique" for designing the application.

To know more about the "cultural scientific paths": [http://ledome.info//index.php?page=page&id\\_manifestation=1846](http://ledome.info//index.php?page=page&id_manifestation=1846)



This activity was divided into 4 different steps.

**Step 1 : Practical work sessions in Physics, Chemistry and Natural Sciences.**

The following topics were addressed:

The water cycle and water properties;

The components of water lined to the source rock;

Are all waters drinkable?

Water treatments: filtering and chlorinating;

Diseases related to water;

Our "real" consumption of water;

"Virtual" or hidden water in food, its impact on humans and their environment;

Balanced food diet and recommended servings.

**Step 2 : Working sessions with *So Numérique***

Define and set objectives for the application: raise awareness, define, explain, illustrate, inform and empower;

Create a database;

Choose the shape: name, baseline, logo, style, presentation, message...

Discover the world of computer programming.

### **Step 3 : Introduce students to the concept of virtual water and to the application**

Posts on the European EAThink project's blog:  
<http://eathink2015.org/fr/category/blog-fr/>

Participation to the video competition;

Reshooting of the video " L'ardoise de Léo " , winning video of the competition, and dissemination at local and national levels, on social media with English speaking and French speaking versions.

<https://www.facebook.com/UrgenciCommunitySupportedAgricultureAroundTheWorld/videos/1624298500948098/>

<https://www.facebook.com/UrgenciCommunitySupportedAgricultureAroundTheWorld/videos/1634091583302123/>

Numerous articles in local newspapers:

<http://www.ouest-france.fr/normandie/flers-61100/video-des-lyceens-de-la-ferte-mace-imaginent-une-application-4986386>

<http://www.lepublicateurlibre.fr/2017/04/25/lycee-des-andaines-une-video-et-une-appli-pour-mesurer-l-eau-virtuelle/>

<http://www.ouest-france.fr/normandie/la-ferte-mace-61600/les-lyceens-en-lice-d-un-concours-international-4935683>

### **Step 4 : Uploading of the application "Virtual Water: we eat it more than we drink it"**

For Android : [http://ledome.info/applications/eau\\_virtuelle.html](http://ledome.info/applications/eau_virtuelle.html)

### **Link to download the Virtual Water video spot (in 8 languages) :**

<https://we.tl/WiteDMgjb9>

### **Link to watch "L'ardoise de Léo" in French :**

<https://www.youtube.com/watch?v=rc25vkKZXso>

### **Link to download the virtual water application :**

[http://ledome.info/applications/eau\\_virtuelle.html](http://ledome.info/applications/eau_virtuelle.html)

via

<https://fablab.ledome.info/#!/projects/creation-d-une-application-eau-virtuelle-on-en-mange-plus-qu-on-en-boit>

## **Beehives**

Sylvie Turcan presented the work led during the last school years in the high-school where she is teaching. She explained how beehives have been designed, set up and taken care of by her students. The beehives and the bees have been monitored and observed closely by the students. Different measuring and observing instruments have been designed to study the interactions between the bees and their natural and artificial environment.

The activities included: the preparation of a honey comb with a 3D printer and



various exercises on the structure of the comb; the use of sensors set inside the hives to conduct experiences on the hives' temperatures for example (the higher the gap in temperature between outside and inside the hives, the less bees can be expected to produce, as they will use their energy on bridging the gap); the creation of a serious game called "Api Bee".

For more details: <http://eathink2015.org/fr/learning-units/>, then select "français", and then "3. L'abeille et la fabrication du miel".

## Farm Visit



The group visited the social integration farm in Le Londel, about 5 km from Caen (<https://www.facebook.com/ecodomainedulondel/>). This site is actually used by different associations, and is also offering pedagogical activities. It received the visit of numerous classes participating to EAThink. The farm is divided into at least 3 different spaces, all cultivated in an approach inspired by the permaculture movement.

First, **the social and professional integration farm** occupies about a third of the whole surface. It was created in 1985 and is now employing 15 workers, most of them with an history of long term unemployment. The product of their work is sold at the farm gate, or to restaurants or ethical purchase groups operating in Caen. Second, behind this garden, one may find a **smaller space cultivated by socially challenged people** helped by Red Cross volunteers. A beekeeper also set up a few beehives. Beside, the experiential and creative

“Jardin des possibles” -**community garden** is open to everyone. Anyone interested can join, and try his “green fingers”, with the help of voluntary gardeners and the support of professionals. The visit ignited lively discussions on permaculture, and on box schemes in social integration farms. It was also an opportunity to share feedbacks about pedagogical activities from a farm with new experience in the field.

## Seminar participants



**Elena Barcanu-Tudor** works on a vegetable research and development station in Buzau, Romania. She is both a scientist and a vegetable grower, and is an ASAT (the Romanian name for CSA) member. Occasionally, Elena makes a tour through the experimental fields, presenting students her most cultivated and exquisite plants.

**Gaëlle Bigler** is the coordinator of the French speaking CSA network in Switzerland. She has some experience in presenting CSA in schools. She has also been part of numerous farm visits and has helped set school gardens in her home region.

**Mirela-Gabi Bojoga** is a Specialty teacher at the Dumitru Motoc Food

Industry Technical College, a school offering pre-university education in Romania. She has been implementing several food projects with her students, including a micro-greenhouse for aromatic herbs. She came to Normandy with the will to learn more on sustainable food systems and on how to introduce the topic to her students.

**Sarah Brosset** has been working since June 2015 as the Pedagogical Tutor for Urgenci in the EAThink project. Among other missions, she has been liaising between schools and the local food activists, and organizing dozens of activities including workshops, school gardens, farm visits and a video competition.

**Michele Curami**, a project manager from the Milan -based NGO Acra, has been working as project manager and project officer in EU-funded projects promoting Alternative food systems and Sustainable food systems in schools as Global Education topics.

**Elisabeth Feichtner** works for the NGO *Südwind* in Austria. She is taking actions in every school levels since 1999 through training sessions in the Global Education and holding workshops about the consumption products and the global relationships. Having experience in school gardens and pedagogical farming projects, she is closely working with a co-farming project called « MILAN » (MiteinanderLandwirtschaften).

**Marthese Formosa**, as member of *Koperattiva Kummerç Gust*, has implemented non-formal education activities on ethical consumption and Fair Trade. She is working as a field facilitator, managing farm visits, introducing games and presenting the Sustainable Development Goals (SDG). She has organized field visits to an ethical business producing its own food. She was involved in an educational work about tropical fruits called "*the Make Fruit Fair Project*". She is in charge of maintenance gardening works in a permaculture research center. She is working with *KOPIN*, the Maltese partner in the Eathink Project.

**Jenny Gkiougki** is working for *Agroecopolis*, a Greek association supporting Greek CSAs. She took part in informal pedagogical actions especially by promoting the CSA, through presentations, talks, open conversations, debates.

**Alberto Graglia**, from the *Gas del Sole* ethical purchase group in Milano, is an Italian teacher with a strong experience in European projects. He has been contributing to a Grundtvig project on CSA with secondary schools involving children in collective buying from small farmers. He joined the meeting in order to multiply peer exchanges and feed a project proposal on CSA training for youth.

**Emilie Hauzeur** is a network coordinator for the Brussels CSA network. There are several CSA network members who have been involved in activities in schools. Emilie was interested to share this experience with fellow CSA activists from other countries.

**Judith Hitchman** is the President of the International Committee of Urgenci. As such, she is supervising all the network activities and making the right connections between the right people, at the right time.

**Morgane Iserte** works as international network coordinator for Urgenci. She has been involved in non-formal education for adults, through various European projects, including a Grundtvig project and several Erasmus+ projects.

**Tereza Jursova** represents *AMPI*, the Czech CSA network. She has a long experience of linking CSA to pedagogical activities : she has been facilitating outdoor programs for children, implementing school gardens, CSA farm visits for adults and families. She has also been organizing public trainings on CSA.

**Anna Morera** is a Spanish vegetable grower who lives and works in Northern Italy. She is also an experienced trainer in regenerative agriculture and feeds a CSA group. Anna is also fulfilling different various missions for the NGO Deafal.

**Jocelyn Parot** works as the General Secretary of Urgenci. As such, a substantial part of his work since early 2015, has been managing the EAThink project in France.

**Suncana Pesak** is a CSA pioneer from Croatia. She has been involved in several hands-on pedagogical actions for kids: school gardens and farm visits.

**Adrien Richard** is a student in European project management and is currently completing his curriculum with a training at Urgenci headquarters.

**Stefan Schartlmüller** has been involved in the Nyeleni European Food Sovereignty movement since the first Nyeleni Europe Forum in Krems, where he was among the hosting team. He has been doing so on behalf of ÖBV (Vorarlberg Gruppe), the Austrian union of family farmers, member of La Via Campesina. He is skilled in Repair democracy -group methodologies and has an extensive experience of all 5 main axes of the Nyeleni process.

**Adelaide Strada** works for the Italian NGO *DEAFAL*. DEAFAL's main target group are small agroecological farmers. In 2016, DEAFAL started to include CSA as one of the training topics. She has been coordinator for a Erasmus + programme as Italian partner. This project included 6 Mediterranean countries and a Northern European country, and was aiming at developing the CSA within the formal education system. DEAFAL has also experienced organised numerous public presentations on GAS (solidarity purchased groups).

**Peter Volz** is the Freiburg -based founder of the *Agronauten*, a research association working on sustainable regional food systems. He has a solid experience in the formal education system, by monitoring activities such as farm visits and by organizing exhibitions in schools and universities for 6 years already. Furthermore, he is also conducting a project on « Access to land » in connection with the international network Urgenci.

## **Follow up Board**

- Share participants' list and teaching tools and materials;
- Manual overview on CSA and Education;
- Report → workshop summaries;
- Links to resources (applications, methodological guidelines...)
- List of interesting books, manuals or videos;
- Erasmus+ projects (or other fundings) for schools' networks, shared with teachers involved in EAThink;
- Bring back the discussions to our local networks for more inputs;
- Spread our contacts+contacts on organizations from other involved countries (ex: Slovakia);
- Check out [www.artofhosting.org](http://www.artofhosting.org), about communication methods, also for education and organizational stuff;
- Get in contact and help to grow!

## **Resources**

Link to download Global Learning Units created within the EAThink project :  
<http://eathink2015.org/fr/learning-units/>

Link to the EAThink blog :  
<http://eathink2015.org/fr/>

Link to download the food waste toolkit (Stop au gaspi) created by GRAINE :  
<http://fr.calameo.com/accounts/4962896>

Link to lycée des Andaines' blog :  
<http://www.lyceedesandaines.fr/index.php/eco-lycee>

Link to lycée Allende sustainable food blog :  
<http://blogs.etab.ac-caen.fr/allende-alimentation-durable/>

Link to the prezi presentation of the EAThink project :  
[http://prezi.com/3vj2epd2xlqm/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/3vj2epd2xlqm/?utm_campaign=share&utm_medium=copy)

Link to watch local news edition from 10/07/17  
(2 reportages - noon and evening) :  
<https://youtu.be/Hfu5fPs0EUo>



<https://youtu.be/rDfcFckgX64>

Link to the EATHINK project youtube channel :

<https://www.youtube.com/channel/UCW3NWw3uasSvOYJbmoDOYtg>

Link to web album (photos taken by Anne ; you can add your own, if you want :) ) :

<https://photos.google.com/share/AF1QipNmJxgWIkZv3JJuwDyoEJ9PVrftoMwzNdzOgR5M2seEfKK64O7iUqh4UCWzQYimTg?>

[key=ZDV4SWZXUWtQR1BxLUZaWXNIdWdwY2VJQV91ck1R](https://photos.google.com/share/AF1QipNmJxgWIkZv3JJuwDyoEJ9PVrftoMwzNdzOgR5M2seEfKK64O7iUqh4UCWzQYimTg?key=ZDV4SWZXUWtQR1BxLUZaWXNIdWdwY2VJQV91ck1R)



**our world**  
**our dignity**  
**our future**



This publication has been produced with the support of the European Commission. The contents of this publication are the sole responsibility of CARDET and its project partners and can in no way be taken to reflect the views of the European Union. "EAThink2015. Global Learning for Change in EYD2015 and Beyond: European Youth Engagement from School Gardens to Sustainable Food Systems".

[Project Number: DCI-NSAED/2014/349-033]

The European Union is made up of 28 Member States who have decided to gradually link together their know-how, resources and destinies. Together, during a period of enlargement of 50 years, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

