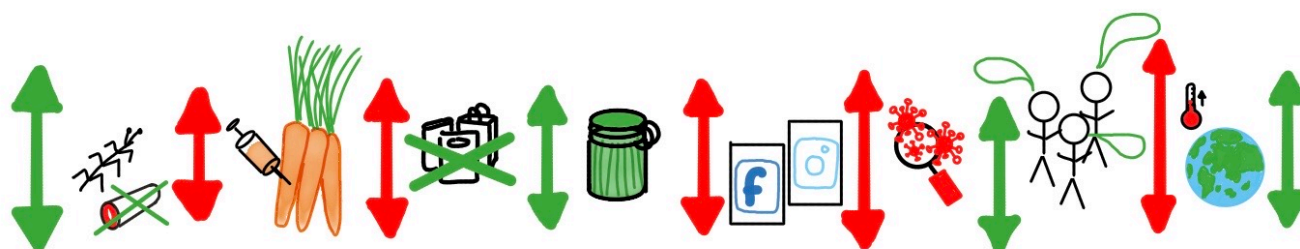


SHORT EXERCISES

Exercise for identifying trends



In a nutshell

Exercise to support the identification of trends

What for?

- To explore and understand the food system.
- To work with communities (to run a Lab)
- To educate or train people on food system transformation

How long?

30 minutes

For whom?

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

Created by

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Something to share?

Leave us a comment about this tool on [the platform](#).

You can also contact fit4food2030.beta@vu.nl

This tool was developed as part of FIT4FOOD2030 project, see this tool and others on the [FIT4FOOD2030 Knowledge Hub](#).

Date of creation: May, 2018

How to cite?

Athena Institute, VU University (2018). Exercise for identifying trends.

What will you gain from this?

This exercise will help your Lab to:

- Link the visions of the Lab to the identified trends, and identifying systemic barriers on landscape level (which trends are conducive to the vision and which trends can be considered hampering factors)
- Identify/formulate additional trends

EXERCISE FOR IDENTIFYING TRENDS

Introduction

Trends are a general tendency or direction of a development or change over time. Mapping these trends onto the vision for the aspired food system and its associated R&I system will reveal dominance of R&I in specific areas and research traditions; and areas with a lack of R&I activity. This knowledge could inform future R&I activities on FNS.

Apart from trends, R&I breakthroughs and showcases also play an important role in food system transformation. In Figure 1 you can visualise the relationship between these three elements. This visualization is based on the multi-level perspective framework that is used for analysing socio-technical transitions (Geels, 2002¹). It distinguishes three analytical levels: regime, landscape and niche. The regime represents the incumbent/existing system with its norms and rules. Change does occur at the regime level but it is normally slow and incremental. The niche, however, is characterized by radical innovations. Some innovations will change the existing regime while others fail. The last level is the landscape, representing a broad range of factors, such as social trends, economical factors, wars, that put pressure on the regime. At the landscape level, change occurs at an even slower rate than at the regime level.

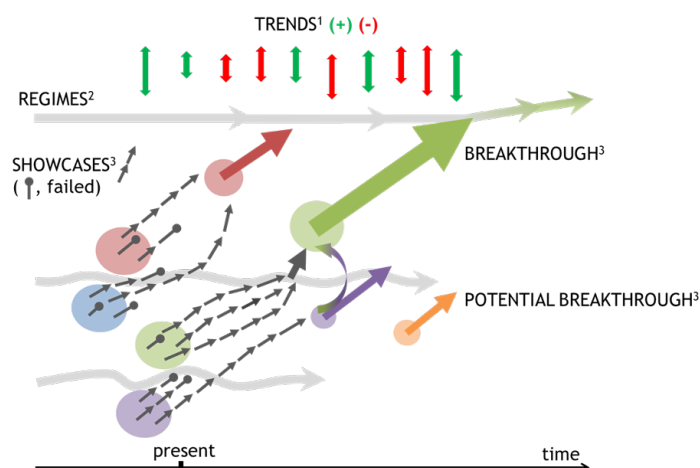


Figure 1. The multi-level perspective applied to the FIT4FOOD 2030 project

¹Geels, F-W. (2002). Technological transitions as evolutionary reconfiguration processes: a multi-level perspective and a case study. Research policy, 31 (8-9), 1257-1274.



Thematic area

Trends, Food system transformation, Food system approach, Research and Innovation, Responsible Research and Innovation

Target audience

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

Age of participants

From 12 onwards

Number of participants

6 per facilitator

Number of facilitators

1 per 6 participants

Prior knowledge required for participation

No prior knowledge required but it is desirable to have interest of food systems and R&I food system transformation.

GETTING PREPARED

Set the scene

When applying the exercise during an event, you may need to:

- Select and put this selection of exercises in a meaningful sequence, and
- Slightly adapt the exercises for context-specific circumstances (e.g. participant knowledge and skills levels).

The identification of trends can be done with different methods: desk research; interviews with experts; consultation through a survey; and interactive sessions. In this exercise, the focus is on a questionnaire (see the [Appendix](#)) and in an interactive exercise in groups.



TIPS & TRICKS

When applying multiple exercises in a row during events, we highly recommend event coordinators to take a facilitating role, or ask an external facilitator to guide the activities where necessary. We encourage building-in moments for the plenary exchange or collection of questions, concerns and ideas, as well as a moment for (individual) reflection.



Materials for the interactive exercise

- Trend cards, divided into megatrends, and the four categories
- Lab vision on food system/competences
- Flipchart papers
- Markers
- Post-its
- Empty templates for trend cards

FACILITATOR TIPS

This tool needs to be carried out together with the participants. 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. This means that you may have to stimulate some participants to speak more often, while you may have to prevent other participants to speak too often or too long. It also means that you will need to avoid discussions on issues that are not directly relevant.

A brief guide with facilitation tips are provided in this address: <https://knowledgehub.fit4food2030.eu/facilitatorstips>



EXERCISE: IDENTIFYING TRENDS

DURATION: 30 minutes

The **objective** of this exercise is twofold:

- Linking the visions of the Labs to the identified trends, and identifying systemic barriers on landscape level (which trends are conducive to the vision and which trends can be considered hampering factors)
- Identifying/formulating additional trends

1. Background of the exercise (3 min)

The facilitator presents the definition of trends:

“Trends are developments over time or changes over a long run which are likely to affect society or parts thereof after a few years. Trends cannot easily be influenced in a mechanic way by specific/individual organisations, players, or nations. They are often a result of specific drivers or can be promoted by strong influencers. Moreover, as is depicted in the multi-level perspective, trends (in the form of the landscape) can influence food systems, R&I and methods for competence building.

For the realization of the Lab visions it is important that you think of system factors that can support or hamper the development of the vision. In this way you can develop interventions to facilitate or counteract these factors. Although this exercise specifically focuses on trends as supporting/hampering system factors on landscape factors, it also dives a little bit into barriers on regime (and niche?) level. This exercise helps you to identify system barriers (on landscape level) based on already formulated trends, but there is also room to think of additional trend yourselves.”

2. Linking trends to the visions (15 min)

The group is subdivided into several duos. Each duo will focus on a different set of trends. Duo 1 will focus on the Megatrends, duo 2 on the Agricultural Production trends, duo 3 will examine the trends on Food Production and Market, Retail, Economics, and Logistics and the fourth duo will dive into Consumer Trends. The duos will focus on the Lab vision that has been developed during the visioning workshops.

Give each duo a pile of trend cards that represent the trends that they are looking for.

Distribute flipchart papers and ask the duos to make draw a line in the middle of the paper. On the left they can write down supporting factors, while on the right a list with hampering factors can be made (see Figure 2).

Ask the duos to go through the stack of trends and discuss which trends they think are conducive to the vision on the food system/competences, and which trends can be considered as hampering factors. The duos can put the trend cards on the side which they think is most relevant. They can also write down the name of the trend in one of the 'boxes'. Encourage the duos to discuss and reflect on the trends.

Supporting factors	Hampering factors

Figure 2. Flipchart for the identification of conducive and hampering trends

3. Identifying new trends (7 min)

If the duos have discussed all trends and have formulated them as either supporting or hampering factors, the facilitator asks the duos to think of new trends within their specific category (Megatrends, Agricultural Production, Food Production and Market, Retail, Economics, and Logistics and Consumer Trends) which trends are missing? For additional trends an empty template card can be filled in.

4. Plenary discussion (5 min)

Briefly discuss the outcomes of the exercises per duo. What stands out?

APPENDIX

Survey to identify trends, Breakthroughs and breakthroughs

Welcome to the survey on trends, cases and potential breakthroughs in research and innovation (R&I)

Your knowledge and examples of trends, cases, and potential breakthroughs in R&I will provide valuable insights and ensure that your voice is heard. We would welcome your participation in this survey to provide us with relevant examples of trends, cases and potential breakthroughs in the R&I sphere for consideration within this project. If you wish to be kept informed about other opportunities to engage with the project members, please leave your email at the end of the survey. The survey contains a maximum of 21 focused questions which should take you about 15 minutes to answer. Feel free to provide us with website links to relevant information, if this saves you time!

Before we start, though, a quick round of explanations of concepts we use:

Trends: trends are developments over time or changes over a long run which are likely to affect society or parts thereof after a few years. Trends cannot easily be influenced in a mechanic way by specific/individual organizations, players, or nations. They are often a result of specific drivers or can be promoted by strong influencers. They become visible only in retrospective.

Cases: initiatives, key findings, social movements, good practices, networks, projects, case studies, demonstrations that have positively affected the food system. Some cases that had great potential, but ultimately failed, will also be considered to see which criteria are important for a successful showcase.

Potential breakthroughs: movements, project findings, new systems, etc. that have the potential to impact the food system significantly in the future.

Cases and potential breakthroughs of interest can be found in all research fields (such as food production/consumption, bio-economy, health, environment, ICT, social sciences and humanities), but also in different areas other than research and innovation (e.g. policy, societal engagement, education, business models, public/private interaction).

1. Please mark which of the following sectors you see yourself representing:*

Choose as many as you like

- A. NGO/CSO (non-governmental organisation or civil society organisation)
- B. Business/enterprises
- C. Policy making or governmental organisations
- D. Education and/or research
- E. Funding agencies
- F. Other

2. Please mark which of the following areas you see yourself representing:*

Choose as many as you like

- A. Primary production (agriculture)
- B. Primary production (marine, aquaculture)
- C. Food industry (production, packaging, distribution)
- D. Health
- E. Environment
- F. Other

3. **What trends in R&I are you aware of that in your opinion will influence the food system in the EU (up to three)? Please, provide information on your first example of a trend.**

Trends: trends are developments over time or changes over a long run which are likely to affect society or parts thereof after a few years. Trends cannot easily be influenced in a mechanic way by specific/individual organisations, players, or nations. They are often a result of specific drivers or can be promoted by strong influencers. They become visible only in retrospective.

4. **Do you have other trend examples?**

Y. Yes

N. No

5. **What cases in R&I are you aware of that, in your opinion, will influence the food system in the EU to make it future-proof (up to three)?**

Cases can be initiatives, key findings, social movements, good practices, networks, projects, case studies, demonstrations, etc. that have positively affected the food system. Some cases that had great potential, but ultimately failed cases will also be considered to see which criteria are important for a successful showcase.

- a. **Give a brief description of your first case.**

- b. **What category does the case belong to?**

Choose as many as you like

- A. EU Project
- B. Other projects
- C. Social/citizen movement/initiative
- D. Case study
- E. Network/organization
- F. Education (knowledge exchange/transfer)
- G. Policy (movement/initiative: campaign/article/regulation)
- H. Innovation/enterprise/business movement or initiative
- I. Other

- c. **Why do you think this case has been successful?**

Choose as many as you like

- A. The potential number of actor groups involved and impacted
- B. The potential type of actor groups involved and impacted
- C. The life span of the project/initiative
- D. Motivational incentives for participants (monetary considerations: community building or other engagement oriented actions that enable participants to own and participate in the activity)
- E. Positive economic impact (profit, including direct and indirect impacts on jobs and GDP plus generation of fiscal contributions and long-term improvements in productivity)
- F. Environmental impact (planet)
- G. Societal impact (people)
- H. Other

- d. Does this case contribute to meeting any of the four challenges?
Choose as many as you like



A. Sustainable, healthy diets; B. Climate friendly food systems; C. Circular food systems; D. Innovation and communities

6. Do you have other case examples?

Y. Yes
N. No

7. What cases in R&I are you aware of that had great potential, but that have not lived up to expectations?

- a. Give a brief description.

- b. What category did the cases belong to?

Choose as many as you like

- A. EU Project
B. Other projects
C. Social/citizen movement/initiative
D. Case study
E. Network/organisation F. Education (knowledge exchange/transfer)
G. Policy (movement/initiative: campaign/article/regulation)
H. Innovation/enterprise/business movement or initiative
I. Other

- c. Why did these fail in your opinion?

- d. In your opinion, what features/characteristics does a case have to have to be considered as a successful showcase? Please provide details

8. What potential breakthroughs in R&I are you aware of that, in your opinion, will shape a futureproof European food system (up to three)?

Potential breakthroughs: movements, project findings, new systems, etc. that have the potential to impact the food system significantly in the future.

a. Give a brief description of your first potential breakthrough

b. In which area of activity (research, policy, social movement, education, etc.) do you see them happening? Choose as many as you like

- A. Research
- B. Policy
- C. Social movement
- D. Education
- E. Innovation/enterprise
- F. Other

b. Does this potential breakthrough contribute to meeting any of the four challenges?



- A.** Sustainable, healthy diets; **B.** Climate friendly food systems; **C.** Circular food systems; **D.** Innovation and communities

9. Do you have another example of a potential breakthrough in R&I?

- Y. Yes
- N. No

10. In your opinion, what are the barriers and the incentives that will determine the successful implementation and application of these breakthroughs?

11. Do you want to stay in touch with us?

Choose as many as you like

- A. Please send me regular newsletters with news related to XXX
- B. I would like to be invited to meetings and other events organised by XXX

12. Please, leave your name here if you are interested in staying in touch with XXX:

13. Please, leave your email here if you are interested in staying in touch with XXX:



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This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 774088