

Eco-food Education in Quebec : Exploring the landscape

Nayla Naoufal, Lucie Sauvé and Eva Auzou

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Outline

- Clarification of the concept of eco-food education
- Presentation of our research program
- Exploration of the landscape of eco-food education in Quebec
- Examination of some results

What is eco-food education?

A process promoting individual and collective adoption of a healthy diet (diversified and safe), based on food produced, distributed and consumed while respecting ecological processes and social equity.



KinFolk

A research program

Environmental health education :
Theories and practices linked to the issue of food in a
context of popular education and community education

From 2006 to 2010

Funded by Social Sciences and Humanities Research
Council



Centre de recherche
en éducation et formation
relatives à l'environnement
et à l'écocitoyenneté

A research program

Aiming at identifying the characteristics of eco-food education in Quebec

- **Theoretical backgrounds**
- **Practices**
- **Successes**
- **Challenges**
- **Issues**
- **Obstacles**
- **Perspectives**



A research program



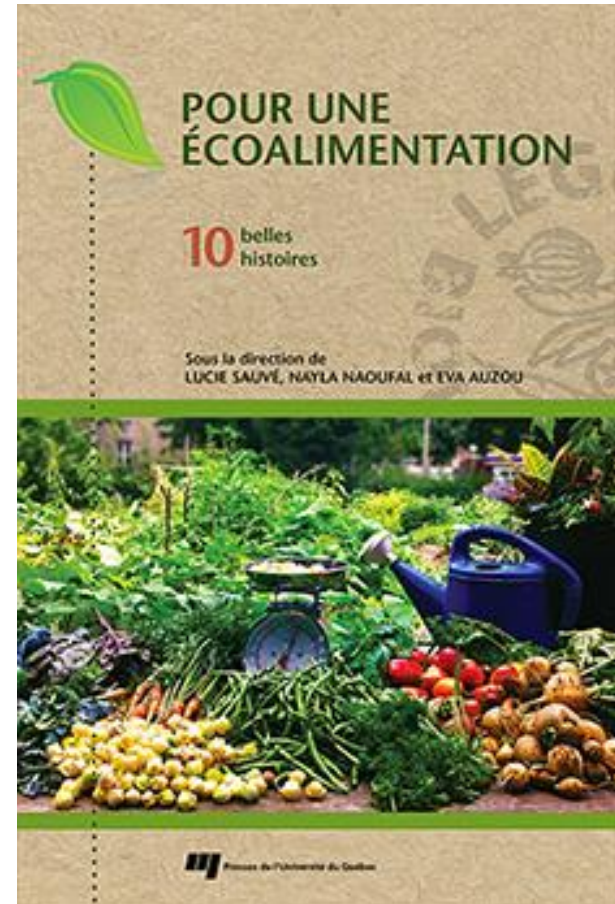
Four phases:

1. A broad survey
 - The elaboration of a repertoire (N=127)
 - Interviews with initiatives holders (N=64)
2. A collaborative multi-case study (N=10)

A research program

Four phases:

3. Throughout the project, the collective elaboration of a proposition
4. The production of a book presenting 10 eco-food educational initiatives developed in non-formal contexts



Exploring the eco-food landscape

A descriptive repertoire
of initiatives and organisations



Exploring the eco-food landscape

A very rich and diversified landscape

Multiple forms of social innovation

Emergence of an eco-food culture

Biological farms

Community or collective gardens

Cooperatives and buying groups

Fair-trade shops

Collective or alternative kitchens

Éco-quartiers

Museums and interpretative centers

Agri-tourism

Certification bodies

International cooperation organisations



Exploring the eco-food landscape

- The target audiences are very diverse :

the general public, children, youngsters, adults, women, families, seniors, members of rehabilitation programs, newcomers, people already knowledgeable in eco-food education...



Exploring the eco-food landscape

- Generally eco-food initiative holders are conscious of the educational dimension of their actions.
- However, educational actions are sometimes informal and unplanned.
- Hence, the educational potential of initiatives and organizations is not always acknowledged and valorized.

Exploring the eco-food landscape

➤ Very diversified educational approaches

Experiential,

Sensorial,

Cognitive,

Pragmatic

Festive,

Bioregional,

Creative,

Critical,

Cooperative, etc.



Exploring the eco-food landscape

A few dominant and interconnected characteristics :

- Direct, concrete and place-based experience
- Pedagogy of place (Orr, 1992)
- Bioregionalist current in environmental education (Sauvé, 2005)



- Eco-food education is often rooted in a place : the vegetable garden, the farm, the kitchen...

« We can educate about environment everywhere but the connection is strong and direct in a farm » (Catherine Martel, ferme Marichel)

- The garden is often considered as a learning process, and not as a result.

« The vegetable garden is not a goal as such. It helps learning about where the food comes from » (Irina Knapp, Jeunes Pousses)

Exploring the eco-food landscape



- Personal and professional life stories of educators are closely linked.
- Eco-food is a way of life for them.
- Environmental commitment has guided their life choices.

MERCI!

<http://www.eco-alimentation.uqam.ca>



CCDMD