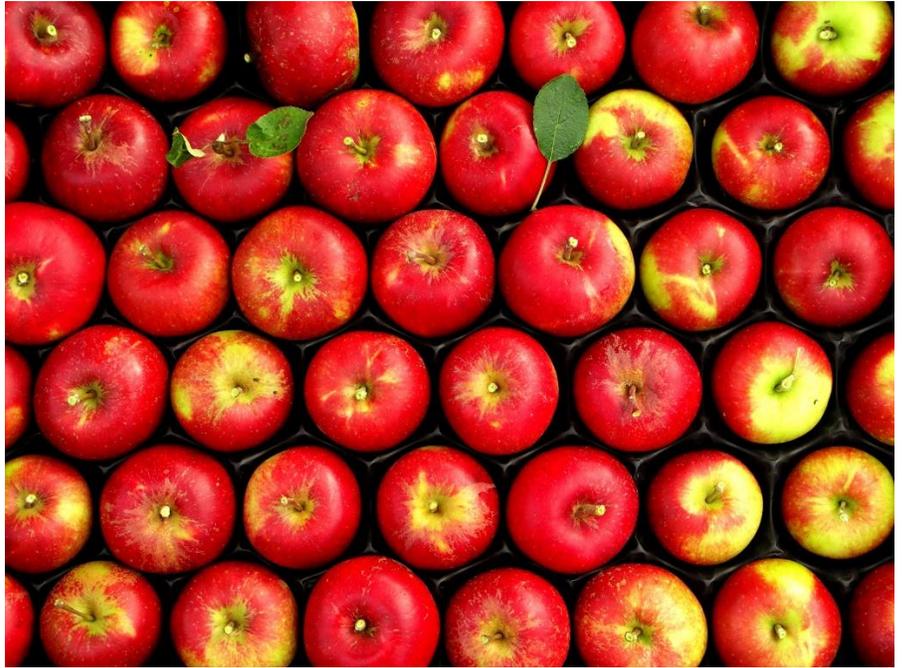


# Global Innovation Challenge: 2018

Develop strategies to strengthen equitable and just food systems in the Global South



Photograph: Nina Simonen, "Harvest," 2012, CC BY-NC-SA 2.0.

May 21-25 | 8a-5p M-F

“Field Guide”

END418/518

*In a world of plenty, no one, not a single person, should go hungry...But almost 1 billion still do not have enough to eat. I want to see an end to hunger everywhere, within my lifetime.*

– Ban Ki-moon, United Nations Secretary-General in 2012 on the “Zero Hunger Challenge”



The Global Innovation Challenge is sponsored by the University at Buffalo Community of Excellence in Global Health Equity.

## Background

Smallholder farms provide at least 50% of the agricultural output for domestic consumption in most low- and middle-income countries. Smaller than two acres in size, smallholder farms account for about 70 percent of all farms. Yet, the 500+ million households that run these farms withstand the worst food insecurity, especially in the Global South. Limited access to capital, markets, land, technology, and training, as well as political stressors, gender inequities, and, more recently, climate change, amplify the vulnerability of smallholder farm families.

Historically, top-down policy efforts have been the primary strategy for addressing the challenges smallholder farmers experience. This approach neglects the complexity and localized nature of urban and regional food systems. For example, agriculture is not only found in rural areas; globally about 68,000,000 hectares, or 15.7%, of all irrigated and rain-fed cropland is in urban and peri-urban areas. Producers who farm in different contexts face different challenges.

An alternative approach is farmer-centered: learning from and building capacity among farmers in order to achieve practical and sustainable solutions to meet the consumption demands of the world's population and the farmers themselves. Nevertheless, with an increasing policy emphasis on large-scale agricultural production, innovative strategies are needed to support and empower smallholder farmers.

## The Challenge

Develop innovative strategies to cultivate food equity in the Global South—improving the health, livelihoods, and environments of smallholder farmers.

## Considerations

In this workshop, you will participate in team-building activities and work with international experts and UB faculty to develop culturally-informed social, technological, business, educational, and policy innovations that strengthen equitable and just food systems in the Global South. Likewise, you will consider all phases and elements of the food system:

- Where and how is food grown? Who is involved?
- What foods are grown? What are the challenges in growing them?
- How and where is food processed?
- How is food distributed?
- How do various cultures acquire food?
- What foods are culturally meaningful?
- How and why is food wasted?
- What are the costs to producing and distributing food?
- What city/regional policies support (or create challenges for) smallholder farmers?

As you work, we encourage you to focus on one geographic region of the Global South and how one facet of the food system impacts smallholder farmers.

## Educational Goals

The Global Innovation Challenge has three major educational goals (and several embedded learning objectives).

*Goal 1 is to explore the challenges of strengthening equitable and just food systems in the Global South among smallholder farmers. You will get*

snapshots into the daily life of farmers in the Global South, and we will help deepen your understanding of the social, technological, economic, environmental, educational, and institutional challenges they face.

*Goal 2 is to learn how to identify, test, and develop ideas as part of an interdisciplinary team. We will discuss disciplinary differences as well as differences in problem-solving personalities, gaining a deeper understanding of your own preferences and tendencies and how to more effectively work as part of a team. You will also gain experience in collective decision making that leads to a cohesive proposal.*

*Goal 3 is to practice and develop skills of effectively presenting complex challenges and solutions. You will receive coaching on how to effectively deliver a “pitch” to a panel of experts. This will include feedback on both verbal and visual techniques.*

Ultimately, the organizers hope you find the week challenging yet inspirational and fun, with lots of learning in a short time.

## **Contributors**

Faculty and staff affiliated with the Community for Global Health Equity have organized the event and will provide stewardship throughout the week. UB faculty from various disciplines will join international partners to provide comprehensive feedback throughout the week. The course will be integrated both “horizontally” (across disciplines) and “vertically” (across year levels). Nevertheless, graduate students are expected to take on team leadership roles, stewarding equal participation of team members and managing the progress of team’s work. Graduate students are expected to seek leadership guidance directly from the organizers.

## **The Process**

The week will begin with short presentations from guests, coupled with small- and whole-group discussions. As major themes emerge, teams will surface through a combined approach of self-organizing and facilitator organizing. As the teamwork progresses, each group will be encouraged to focus their proposed strategies toward a manageable scale—a project that the team can carry out over the next two semesters. Teams will be coached on how to present their ideas, and will get practice and feedback prior to the “pitch.” Throughout the week, external partners and UB faculty and staff will serve as partners, mentors, provocateurs, and, ultimately, judges.

## **Judging Criteria**

Judges will use the following criteria:

1. How well did the team communicate its understanding of the challenges that smallholder farmers face, and the larger challenges to meeting the world’s food needs?
2. How clear and impactful was the team’s verbal presentation?
3. How clear and impactful was the team’s visual presentation?
4. How well developed was the proposal, how likely is it to succeed, and to what degree are the elements of the proposal mutually reinforcing?
5. To what extent did the team align the proposal with a specific healthcare situation, population, and strategy?

## **Grading**

If you registered for the paid workshop, no grade will be assigned. If you enrolled in END418/518, you will be graded. To receive a grade of “A” you must arrive prepared and on time to each session, and work continuously and thoughtfully throughout the day; you are expected to engage in critical dialogue with experts and peers, proactively seek and respond to criticism, and meet incremental deadlines. For each session missed, your grade will be reduced by one full letter grade. For each criterion not met, your grade will be reduced by one full letter grade. There is no option to work individually; everyone will be part of a team. If you are absent or late multiple times, or are unwilling to participate as a team member, it is recommended that you consider registering for a different course or a future session (or a grade of “F” will be assigned). The instructor reserves the right to de-register students who do not meet the aforementioned criteria. Due to the course format, requests for incompletes will not be considered.

## **Attendance**

Attendance is mandatory. If you are absent due to illness, family emergency, etc., please contact the organizers via e-mail or phone as soon as possible. If you are absent from all or part of a session, you must gather all information, handouts, and discussion notes from your colleagues. Given the brevity of the course, if you are not able to attend multiple sessions, due to any circumstances, we recommend that you withdraw from this year’s challenge and rejoin us next year.

## **Resources**

A set of initial resources for the course has been assembled. In addition, you are encouraged to add to these resources. Students with any documented needs or preferential requests are advised to speak with the professor as well as the appropriate campus agency, e.g., Office of Accessibility Resources (<http://www.buffalo.edu/accessibility/>), as soon as possible in order to provide appropriate accommodations or modifications to the learning and assessment techniques of the course.

## **Integrity**

The Global Innovation Challenge provides a collaborative learning environment, including a large reliance on one another for idea generation and information sharing. Likewise, teams will utilize the ideas and feedback of other teams, invited guests, and other resources. It is important to keep track of the sources and evolution of the team’s work, and, for the final “pitch,” you are expected to cite all borrowed images and concepts. All other university integrity policies also apply:  
<http://catalog.buffalo.edu/policies/course/integrity.html>.

Equally important, while you may think of yourself only as a student, we believe you are here both to learn and to teach; you are capable of teaching—of teaching yourself and of teaching others. Reciprocally, we are here not only to teach but also to learn. Please aim for openness and humility in the personal, cultural, and scholarly expertise that your colleagues and invited guests bring. Some course content may be offensive, personal, and/or emotionally disturbing to some individuals, while the same content may seem innocuous or humorous to others. Please be sensitive to this. For the week to operate effectively, it is essential that each student, the instructor, and invited guests feel comfortable in discussing any issue that arises. Please listen intently to opinions divergent from your own; and contribute to the dialogue by exploring the views of others in a constructive manner. If you feel you are unable to participate in this way, please consider taking another course.

Lastly, strive toward clarity in speaking and listening, while you strive toward integrity—honesty with your instructors, honesty with your colleagues, and honesty with yourself. Please be generous in sharing your concerns, satisfactions, and recommendations as we move through the week.

## APPENDIX 1: SUPPLIES LIST

Throughout the week, plan on the following:

- **Drawing and notetaking supplies:** While some supplies will be on hand, we recommend that you bring pens, pencils, markers, and other media you prefer to use while finding and developing ideas, along with paper, sketchbooks, and/or notebooks.
- **Computing:** A laptop with internet access is recommended for all sessions. While not every student is required to have it, software for writing and graphic design is needed for each team (e.g., Microsoft Word, PowerPoint, Photoshop, Illustrator, etc.).
- **Food:** Breakfast and lunch will be provided.

## APPENDIX 2: TEAMWORK SURVIVAL GUIDE

The Global Innovation Challenge is an intense, engaged, collaborative, *thinking-learning-doing* environment. It simulates the intense, interdisciplinary setting of many modern work environments that tackle complex, ill-defined problems. Problem definition and solution finding are often cyclical and iterative, not linear. Likewise, the methods used are often diverse, and the process is often not fully planned at the outset, but becomes clearer over time (what some call “emergent design”). Flexibility, in both working and thinking, is essential, particularly as problems and solutions come from multiple domains and multiple scales. Often times, individual success depends on team success and vice versa.

Good teamwork comes from an awareness of oneself, as well as an awareness of the dynamics of the group. Differences in gender and sexuality, race and ethnicity, personality type, life experiences, and a host of other factors influence discussions and, therefore, the progress of the team. Please be mindful and respectful of these differences. Enrollment in the course implies consent with the guidelines below, which are adaptations from and additions to Susskind and Cruikshank’s “Suggested Ground Rules” in *Breaking Robert’s Rules* (Oxford: Oxford University Press, 2006).

1. Each person agrees to fully participate, through active listening and speaking, in all studio discussions.
2. Only one person shall speak at a time. Everyone else shall listen keenly, not “wait to talk.”
3. Each person is responsible for making sure she/he understands what has been said. Each person shall ask questions of clarification when necessary.
4. Each person shall be as succinct and direct as possible, giving time for others to speak.
5. Each person shall express her/his own views, not speak for others. (E.g., do not preface your comments with “we think”; instead consider saying: “I think.”)
6. Each person shall make her/his best effort to stay on topic and follow the trajectory of the conversation.
7. Each person is responsible for stating when she/he disagrees and, then, provide an alternative.
8. Each person shall make every effort to be open-minded and to evaluate others’ comments based on the merits of what is being said, not based on personality or biases.
9. Each person shall make clear, when speaking and when listening, the difference between factual statements and statements of opinion.
10. Each person shall seek to identify and clarify multiple sides of a debate (issue), and, simultaneously, seek to provide a common ground (resolution).
11. No one shall ask individuals in the Global Innovation Challenge about their religion, sexuality, ethnicity, other personal information, etc., and at no time will anyone make derogatory or inflammatory comments about individuals or groups based on religion, sexuality, and ethnicity.
12. No one shall make personal attacks. The instructor reserves the right to dismiss anyone from the Global Innovation Challenge and pull anyone aside who does not abide by this or other policies.

## **APPENDIX 3: SCHEDULE**

### Day One: Introduction and Clarification

- Learning about the challenge
- Organizing our questions
- Framing the problem

### Day Two: Selection and Ideation

- Selecting a concept
- Forming and developing your team
- Ideating (brainstorming)
- Framing the problem part III

### Day Three: Development and Coaching

- Developing your ideas
- Refining your ideas

### Day Four: Coaching and Refinement

- Refining your goal, objectives, and activities
- Developing your pitch

### Day Five: Pitch and Jury

- Refining your pitch
- Delivering your pitch
- Jury deliberations

## **APPENDIX 4: EXPERT BIOS**

2018 Global Innovation Challenge Fellows (content forthcoming)