

EXERCISE A: READING COMPREHENSION T4 (15 marks)

Read the following passage carefully and answer the questions below:

Territorial Education through Urban Agriculture. Contributing to Building Sustainable Cities in Times of a Pandemic

The COVID-19 pandemic we are experiencing has encouraged people to question globalisation not only from an economic perspective but also with regards to how it has affected our education systems. This paper focuses on the types of knowledge and learning processes needed to understand what urban sustainable communities would look like if cities were to reduce their dependency on food produced outside, in a less globalised world. The article focuses on the so-far little explored area of research in Territorial Education (TE).

The main characteristic of TE is its focus on the local level in the context of a global pandemic that has triggered concerns and critical reflections on globalisation. Some of the most obvious of these have explored how the reduction in transportation costs derived from globalisation has brought infectious diseases everywhere. Harold James (2020), international historian, reflected on whether the coronavirus pandemic could bring about the waning of globalisation. Fujita and Hamaguchi (2020) discussed possible impacts of the COVID-10 pandemic through “ a first scenario in which the fear of acute supply shocks of essential goods motivates rich countries to hoard domestically produced goods - a setback for globalisation- and a second scenario with the coronavirus creating opportunities to innovatively ‘re-orienting globalisation’ through cooperation”.

The dimensions of sustainability that we are most interested in focus on food security and sustainable food systems as key ingredients to transforming the city into a resilient, no-waste, environmentally-friendly environment. FAO defines *food insecurity* as the socio economic situation that leads to limited or uncertain access to the nutritious food necessary to maintain a healthy life. We are now experiencing a world pandemic during which many households are losing their means of living, and food supply and circulation are changing. Learning to feed the city and strengthen food autonomy is both useful in the short term and in designing strategies for the post-Covid uncertain transition. Portugal, which turned its back on agriculture after its entry in the EU, now needs to import food to meet its own needs (FAO, 2017). Related to food security, a *food system* includes various stages in the food chain. A *sustainable food system* is “one in which the food production chain (production, processing, distribution, trade to final consumption, and waste management) ensures food and nutrition in terms of quantity and quality accessing food for all, while promoting a healthy environment”.

For citizens, institutions, small businesses and urban planners, working together at linking activities that could make the city greener could help to appreciate what a sustainable city might be. Away from top-down approaches to education and training, TE through Urban

Agriculture “focuses on the collective influence and responsibility in creating inclusive and responsive public spaces” (Smaniotto et al. 2017, p.53). Building on the recent participatory processes carried out in the Lisbon Metropolitan Area to initiate the formulation of a comprehensive Food Strategy will help understanding the centrality of food within the overall urban sustainability and constructing learning platforms and networks that will facilitate the collaboration of various stakeholders to build a circular, no-waste and resilient city.

Simon, S. Territorial Education through UA: Contributing to Building Sustainable Cities in Times of a Pandemic, in: *CICE*, Columbia University, Vol. 23, Issue 1, Winter 2021.

Now answer the questions below using your own words. Do not simply copy from the text. You may use derivation (i.e. change a noun into a verb or an adjective into a noun) but not lift full phrases. Your answers should not exceed 60 words. Write your answers in the box.

1) Why is Territorial Education (TE) important?

2) Compare/contrast the two scenarios by Fujita and Hamaguchi in paragraph 2

3) Explain points made through the reference to “sustainable food system”, paragraph 3

4) Discuss the importance of inclusive public spaces and participatory processes

5) What are the advantages of developing a comprehensive Food Strategy? Justify your answer by referring to the most relevant data in the text above.

