Transformative Food Literacy: Empowering Students to Rewrite Campus Food System Narratives

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Part 1: Introduction

In a bright room on the top floor of Concordia University's Student Center, during the first DevOur Campus conference (a gathering organized by Concordia Food Coalition and Communal Lunch Project), forty students from across Canada gathered to discuss forming a national food coalition to enhance cross-campus collaboration among campus food changemakers. The space, normally used by the Hive Free Lunch—a group that provides hundreds of free meals to students at Loyola Campus each week—was transformed into an idea café for those passionate about reshaping campus food systems. Although the purpose, vision, and practical considerations for the national coalition are still evolving, participants united around a central theme: amid escalating global food crises, there is a growing interest to turn campus food systems into hubs for food sovereignty and critical food literacy.

Post-secondary institutions have the potential to transform campus-community food systems, but corporate food service models often hinder this progress (Bohunicky, Desmarais, & Entz, 2019; Stahlbrand, 2017; Bennell, 2008; Chevrier, 2022). In Canada, most post-secondary institutions have exclusivity contracts with large corporations (mainly Aramark, Chartwells-Compass, and Sodexo), who profit by externalizing costs, monopolizing campus food distribution, and forcing students in residence to purchase meal plans (Chevrier, 2022). Although universities frequently advocate for sustainability, their dependence on these corporations raises serious concerns about their genuine commitment to social and environmental responsibility. This contradiction prompts us to examine what students are learning about food, sustainability, the urgency of food crises, and how to address these challenges.

In response to the corporate control over campus food systems, students are exploring how to take proactive steps to reclaim and reshape their food environments. Students across Canada are developing Campus Food System Alternatives (CFSAs), student and faculty-led projects aimed at instigating structural, practical, or policy changes within the campus food system (Classens, Adam, and Srebot, 2023, p. 1). These initiatives provide a platform for students and faculty to experiment with and implement alternative food systems that foster connections between the campus and the broader

community (Chevrier, 2022). Deskin and Harvey (2023) highlight how CFSAs enhance Critical Food Systems Education (CFSE) by offering hands-on experience, building social connections, and critically engaging with local food systems, which in turn increases their motivation to develop alternative approaches. These initiatives not only challenge corporate control over campus-community food systems, but also deepen students' understanding of food justice and sustainability, offering alternative solutions to corporate food service models (Meek and Tarlau; 2016). Meek and Tarlau (2016) highlight that CFSE is intricately connected to food sovereignty, food justice, agroecology, and critical food pedagogy. They argue that CFSE can empower students and educators to transform community food systems and support local farming communities through innovative education and critical pedagogies when they are created through social mobilization instead of top-down efforts.

This chapter examines the food literacies students acquire from post-secondary institutions, in *non-formal* (learning in planned situations outside the classroom; Sumner 2016, p. xx) and *informal* (everyday encounters and self-directed learning; Sumner 2016, p. xx) educational settings. We are particularly interested in how the hidden curriculum—specifically, the implicit messages post-secondary institutions send about sustainability through their institutional practices and principles (Cotton, Winter and Bailey, 2012)—affects students and their campus food experiences. These messages, expressed through cultural signs, symbols, practices, and rituals, shape students' habits and inform their understanding of food practices. As students engage with these campus food practices, the associated rituals not only convey information but also impart deeper meanings about the social role of food on campus and within broader society (Barthes, 1961/2019). On most campuses, the hidden corporate curriculum associated with food service providers can lead students to become food consumers rather than critical food citizens, causing misunderstandings of complex food issues and how to address them. This concern is echoed by Cotton, Winter and Bailey (2012), who argue that students receive mixed messages about sustainability due to the disparity between the values universities promote and their actual practices. Bieler and McKenzie (2017) further highlight that despite decades of calls for higher education institutions (HEIs) to adopt more sustainable practices, substantial gaps remain between policy and practice. They argue that these gaps reflect and perpetuate broader neoliberal priorities and stress that no Canadian HEI has yet achieved the criteria for in-depth, holistic sustainability.

In this chapter, we also examine how students are shaping diverse economic possibilities (St. Martin, Roelvink, & Gibson-Graham, 2015) and acquiring food literacies through the creation of CFSAs. Classens, Adam, Deris Crouthers, Sheward, and Lee (2021) found that CFSAs not only build critical food systems knowledge but also

enhance students' independent learning as they actively engage in food system transformation. Beyond learning about food justice, students are creating conditions for food sovereignty on campus and in their communities.

Our analysis for this chapter comes from two initiatives designed to enhance food literacy and transform campus-community food systems: the Communal Lunch Project (CLP) and DevOur Campus (DevOur). Through the CLP and DevOur, we explore two main research questions: What problems are students experiencing with campus food services and what is the potential for students and faculty to effectively utilize campus resources to promote campus-community food sovereignty and critical food literacy? The first question seeks to reveal the implicit lessons learned from the hidden curriculum of corporate food services. The second question explores the ways students are transforming campus food culture by co-creating CFSAs and fostering conditions for campus-community food sovereignty.

The Communal Lunch Project (CLP)

The CLP is an ongoing critical-participatory-action research project (CPAR) (Kemmis, McTaggart, Nixon, 2014) that strives to empower students through food skills and knowledge to build a better campus food culture. Initially launched by one of the authors (Mitsche) to critically examine campus food systems in her English courses, the project evolved into a broader intervention. Drawing on performance art theory to challenge and reflect on campus food culture, she worked with students to co-create performative lunches. These early campus food court interventions were a weekly, site-specific ‘acting out’ of the carefully prepared and shared lunch. They explored how this attention to a shared meal can build a culture of care and disrupt the givenness of the individualistic, fast food student eating repertoire that is an outcome of the campus corporatized food system. These performative lunches also empowered students to prefigure what a better campus food system could look, smell, sound, taste, and feel like.

The project received research funding in 2020 and has grown into a nationwide effort to build and support networks of campus food changemakers across Canada who are developing hubs for food sovereignty and critical food literacy, where the language of food systems transformation develops as part of the action. Meek and Tarlau (2016) argue that critical pedagogy and food sovereignty are essential components of the CFSE framework. By integrating these principles, the CLP creates learning opportunities for students to understand, critique, and contribute to transforming campus-community food systems. DevOur Campus was the project’s first national in-person gathering and a first step toward building a national network of campus food systems changemakers.

DevOur Campus

In response to increasing concerns about eating on campus, the CLP team organized DevOur, a conference that brought together food project organizers and actionists from across Canada. The conference took place at Concordia University in June 2024. The event focused on exploring and sharing experiences in developing alternative food organizations that promote food justice, critical food literacy, and campus-community food sovereignty. Organized in collaboration with leading food systems scholars, the conference aimed to equip campus food organizers with the most relevant research and essential concepts for transforming campus food systems.

Participants were introduced to the idea of building a common language for change through a lexicon and typology of transformation. The conference featured training sessions on radical archiving, mapping, action-research, institutional and grassroots mobilization, coalition building, food compliance, and case studies. It also included field trips and networking opportunities, allowing campus food organizers to connect and collaborate.

Part 2: Methodology

Between 2023 and 2024, we collected and synthesized data from three research streams: (1) a cross-Canada survey identifying issues and potential transformations in campus food services, (2) a World Café event at DevOur Campus that explored these issues in depth, and (3) a mapping of CFSAs at George Brown College (GBC).

Cross-Canada Survey: Challenges Students Face with Campus Food Services and Opportunities for Transformation

To conduct cross-Canada research, we contacted the student unions of all universities listed on the Universities Canada website and interviewed representatives from twenty-two universities across every province, except Manitoba. The research team conducted online semi-structured interviews using a survey with open-ended questions. Three researchers reviewed and interpreted the responses from student union representatives, categorizing them as either challenges within campus food services or opportunities for transformation.

World Cafe

At DevOur 2024, we organized an idea café to extend our research and gather feedback on the cross-Canada survey. The objective was to delve deeper into the specific food issues present on campuses and to explore how students and faculty are

addressing them. The meeting was conducted using the World Café Method (Brown and Isaacs, 2005), creating a welcoming atmosphere, encouraging active participation, connecting diverse perspectives, and collectively identifying patterns and insights.

Forty participants, seated at one of four tables, each with a note-taker from the CLP team, discussed two questions at their tables. After each question, a facilitator led a 10-minute large group discussion to reflect on the responses, while a CLP team member took notes on a large whiteboard. Participants were also asked to write down any additional ideas they felt were missing in the discussion.

Mapping CFSAs on Campus: GBC case study

The third research stream focused on mapping the CFSAs across GBC's three campuses. This is the initial phase of an action-research spiral (Lewin, 1947), which involves four stages: getting the lay of the land, and then planning, implementing, and evaluating an intervention.

The methodology used in this project was adapted from the procedures developed to map campus-community food systems at Concordia University and in the nearby borough of Lachine (Chevrier, 2022). These maps were built by incorporating established theories of food system cycles (Jacobi et al., 2019; Kuusaana and Eledi, 2014; Harper, Shattuck, Holt-Giménez, Alkon, and Lambrick, 2009; Pothukuchi and Kaufman, 2000) and integrating theories of diverse economies (Gibson-Graham, Cameron, and Healy, 2013), identifying market, non-market, and alternative market transactions.

To map the practices of each campus-community food group, we used the same categories identified by Chevrier (2022): production, transformation, distribution, waste, and support for other campus-community food organizations. Researchers conducted semi-structured interviews with participants using a questionnaire to guide discussions about each group's campus food initiatives and activities. The survey comprised a mix of 29 closed and open-ended questions designed to gather comprehensive information about the campus-community food group.

Part 3: Results and Discussion

The results and discussion are divided into two main sections. In the first section, we present the findings from the cross-Canada survey and the DevOur Campus World Café. This is followed by a discussion that connects our results to existing literature on the hidden corporate curriculum of post-secondary institutions, CFSE, CFSAs, and diverse economies. The second section focuses on the GBC mapping project. We present the results and discuss them in relation to literature on critical participatory

action research, critical pedagogy, and the creation of conditions for campus-community food sovereignty.

Results and Discussion: Cross-Canada Survey and DevOur Campus World Café

Problems with Campus Food Services and Potential for Transforming Campus Food Systems

The results of the cross-Canada survey and DevOur Campus World Café are divided into two main sections: Problems with post-secondary campus food services and the potential for transforming campus food systems. A discussion follows the results.

Problems with Campus Food Services

Our findings from the cross-Canada survey reveal that students face significant challenges with campus food, including rising food insecurity, dissatisfaction with the quality and affordability of campus food, insufficient funding to address these issues, concerns about corporate monopolization of food services, a lack of food that meets dietary and cultural needs, and broader cost of living pressures (see Figure 1). Student Union representatives also reported a growing demand for food services, with unions struggling to meet this increasing need. They questioned whether it was their responsibility to tackle food insecurity, some noting that they felt universities were inadequately addressing the issue, and shifting the burden onto student unions. Additionally, some participants expressed concern that their food programs were merely "band-aid" solutions, addressing symptoms rather than the underlying systemic issues, such as the broader cost of living crisis.

Figure 1

Problems with University Food Systems According to Student Union Representatives

Problems (Reported by 6-10 Student Unions)	Problems (Reported by 2-5 Student Unions)
Increasing food insecurity	Food insecurity affecting mental health issues
General affordability concerns	Increasing tuition
Lack of funding for food programs	International student food insecurity
Expensive food services on campus	Demand exceeds supply at the foodbank
Campus food service doesn't cater to dietary restrictions	Organizing capacity/loss of student community post covid
	Food programs are "Band-Aid solutions"
	Lack of mobilization around food issues - students don't have time to organize around food issues
	Lack of understanding about student hunger
	Health issues due to food insecurity
	University not taking action/responsibility for ameliorating student food insecurity
	Stigma around accessing food support such as foodbank
	Lack of labour to support student-run food initiatives
	Monopoly of meal service providers over catering for student-run events and or food services
	Students being ripped off because of pay-by-weight scheme meal service
	Campus food dessert, issues accessing food
	Food on campus is bad quality
	Food on campus lacks diversity (cultural or otherwise)
	Fairly evaluating need for charity-based programs

The DevOur Campus World Cafe discussions confirmed that students across Canada face significant challenges with campus food. Key issues include inadequate access to communal dining areas, insufficient food storage and kitchen facilities, and restrictive meal plans that do not accommodate diverse cultural dietary needs. Furthermore, students lack institutional support for alternative food initiatives. Administrative barriers exacerbate these problems, as university policies often restrict student-led food initiatives and reinforce corporate control over food services. Participants expressed a strong desire for a cultural shift in campus food administration, including greater control over food spaces, more communal dining options, enhanced opportunities for food literacy, and meaningful student employment. They also recognized that these campus-specific challenges are manifestations of larger systemic social issues.

Potential for Transforming Campus Food Systems

The cross-Canada survey results reveal that students across Canada are transforming campus food systems through initiatives to address food insecurity and by organizing CFSAs, with a focus on food distribution and gardens. Survey participants reported various strategies, including efforts to improve food affordability, availability, and waste management. The most common approach for student unions involves diverse programs to combat food insecurity, from snack programs to comprehensive food banks (see Figure 2). Additionally, CFSAs engage participants in transformative education through hands-on experience in food production, processing, distribution, and waste management. Interviews also revealed a strong interest in developing food networks within each campus and among campuses across Canada to advance critical food literacy.

Figure 2

Potential for Campus Food System Transformation

Potential (Reported by 6-15 Student Unions)	Potentials (Reported by 2-5 Student Unions)
Student union runs food bank, food pantry/hampers	Student union runs cooking workshops
Student-run food outlet	Collaboration between student union run food initiatives and other community organizations
On-campus community garden	Student union gives free meals
	Student union gives money to students to buy groceries
	Student union runs food literacy workshops
	A committee to discuss on-campus food issues
	On-campus farmers market
	Food studies research groups
	On-campus beekeeping
	On-campus greenhouse
	On-campus groups that work with compost

The results of the DevOur World Café conversations align with the cross-Canada survey results, showing that students nationwide are actively working to transform campus food systems through innovative and community-focused initiatives that

enhance food literacy and strengthen community connections. Additionally, students are advocating for food justice by forming coalitions, creating multistakeholder food cooperatives, organizing community food events, and founding cooperative cafes offering locally sourced options. They are also working to stabilize campus food organizations through fee levies, securing space contracts, and preventing the commercial development of greenspaces that could be used for campus farms.

Participants suggested that strengthening collaborations with faculty is essential for supporting student-led food initiatives and fostering a supportive environment. Sharing knowledge and resources among campuses was also identified as a key strategy. Students indicated that they want to work in dialogue with each other and learn from the successes and challenges of initiatives at other post-secondary institutions by sharing knowledge through regional or national networks.

Discussion: Connecting Results to Existing Literature

The Hidden Curriculum of Post-Secondary Food Services

Making inferences about the effects of the hidden curriculum is challenging because it operates through subtle social and cultural messages conveyed to students by the administration, food providers, fellow students, CFSAs, and other campus food systems actors (McKenna and Brodavsky, 2016). Implicit messages, conveyed through cultural signs, symbols, practices, and rituals, shape students' relationships with food and inform their understanding of food practices. As students engage with campus eating, they come to understand food through these experiences and develop habits that embody these cultural interpretations. This engagement informs their comprehension of expected food practices both on campus and within the broader social context.

The findings from the cross-Canada survey and the DevOur World Café align with existing literature on post-secondary food systems, revealing that campus food services, which are largely controlled by multinational corporations, often fail to meet the diverse dietary needs of students and offer food that is unaffordable for those on tight budgets. Student dissatisfaction with these corporate food services was evident, though some student unions noted positive contributions, such as solidarity food baskets from their providers. Although they perceived this effort as a valuable contribution, they recognized it as weak participation in yet another band-aid solution.

Corporate partnerships with post-secondary institutions often position campus food services as businesses rather than social services, reinforcing the view of food as a commodity instead of a public good. This mindset, reflected in the challenges faced by campus food banks, perpetuates the corporatized food system without critically examining it. It also raises questions about the responsibility for providing adequate

services—whether it lies with student unions, universities, or federal and provincial governments—especially if food is to be treated as a public good. Despite concerns about food quality and affordability, post-secondary institutions often prioritize profitability over sustainability. By contracting companies that contribute to environmental and social harm, they undermine their own sustainability goals and send mixed signals to students. Favouring corporate food regimes that ignore the root causes of global food issues (Holt-Giménez, 2017), these institutions, as Bieler and McKenzie (2017) argue, frequently fall short of the holistic sustainability standards they claim to uphold.

While campuses mirror wider societal challenges, they can act as experimental sites for innovative food models (Barlett, 2011). As publicly funded entities, universities have a responsibility to positively impact their communities. Pothukuchi and Molnar (2015) and Pothukuchi (2012) suggest that urban universities can advance sustainable food systems by: (1) educating students on social justice and democratic engagement, (2) supporting local development, and (3) reducing their ecological footprint through responsible consumption and research. Through the development of CFSAs, students, faculty and the community can lead the transition towards campus-community food sovereignty and critical food literacy.

Re-Writing Campus Food Systems by Co-Creating CFSAs

Students, faculty, and the broader community are actively exploring and learning about diverse economic models through their involvement in CFSAs. By engaging in various economic activities—ranging from non-market and alternative market to traditional market practices—they are gaining insights into a broad spectrum of economic approaches. This educational process is vital because, as Gibson-Graham (2006) notes, traditional economic discussions often neglect practices outside the capitalist framework, leading to a narrow, capital centric view. Moving beyond corporate food regimes involves adopting a transformative approach, which has recently started to be applied in post-secondary settings. Chevrier (2022) has developed a framework to distinguish between corporate, soft-sustainability, and food sovereignty approaches in university food services. Gibson-Graham (2006) emphasizes that language shapes our understanding of what is possible; by introducing new terminology, students can explore and engage with more ethical economic frameworks. Through their work in CFSAs, students and faculty are not only challenging corporate food systems but also redefining their understanding of economic diversity and social justice.

Deskin and Harvey's (2023) findings align with reports from student unions and participants at DevOur, revealing that engagement with CFSAs provides students with valuable CFSE. Through hands-on experiences such as beekeeping, greenhouse

management, composting, community cooking, and campus gardening, students gain a deeper understanding of food movements and transformative practices applicable in real-world contexts. These activities not only expand their knowledge of food systems but also enhance personal agency and commitment to social change. Supporting evidence from the cross-Canada survey and DevOur indicates that involvement in diverse food initiatives boosts students' motivation to address food justice and sustainability issues. Additionally, students have highlighted a need for greater institutional support, noting that universities often undermine these initiatives until their value becomes undeniable. Overall, participation in CFSA activities helps students develop leadership skills, build community connections, and gain insights into broader food movements, thereby reinforcing their willingness to drive systemic change both on and off campus.

Meek and Tarlau (2016) underscore the crucial role of grassroots movements in transforming food services, as administrators often lack the capacity to drive meaningful change on their own. Through their involvement in CFSAs, students are not only innovating alternative food practices but are also developing new frameworks and terminologies to articulate these practices. This aligns with the notion that CFSE must be inherently participatory, reflecting Meek and Tarlau's emphasis on the connection between education and social transformation. They argue that education should emerge organically from the concerns of students and their communities, mirroring Freire's concept of praxis, where understanding and action are intertwined (Meek & Tarlau, 2016, p. 241). By actively engaging in alternative campus food practices, students learn that they play an important role - beyond consumers - in the food system. This critical awareness creates new possibilities for campus food justice. Classens, Adam, and Srebot (2021) highlight that effective campus food systems transformation relies on elements such as procurement, production, and pedagogy. By integrating practical action with education and fostering dialogue, these elements are foundational for mobilizing students, staff, and faculty to reshape the campus food landscape and contribute to broader food sovereignty movements. Meek and Tarlau (2016) emphasize that CFSE is effective only when it is the outcome of social mobilization, not top-down efforts. They argue that language and literacy develop as part of the action and that this process can help transform rigid institutional food systems. The next section provides a concrete example of a CPAR project we conducted at GBC aimed at increasing food literacy and food sovereignty through network building.

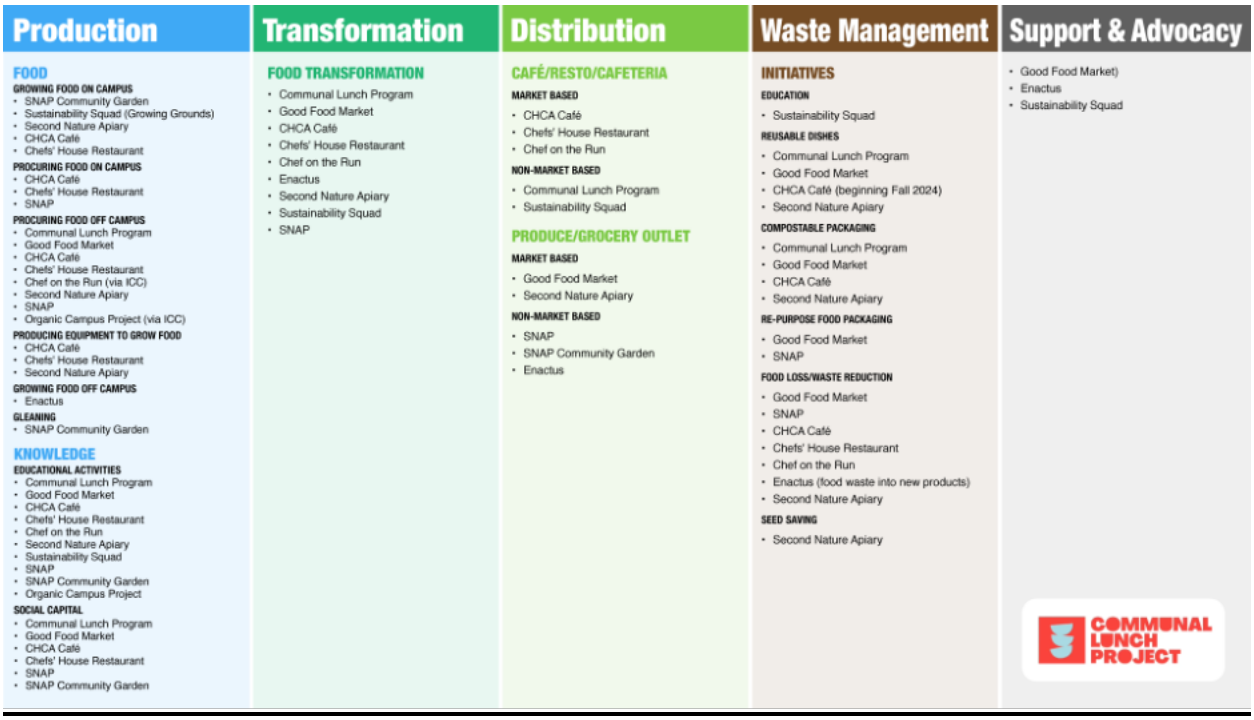
Results and Discussion: Mapping CFSAs at GBC

Results

Mapping the CFSAs at GBC highlighted the extensive network of these organizations on campus. In total, there are eleven groups who are active CFSAs: nine transform (cook and prepare) food, ten distribute food, five manage food waste and three provide support to other CFSAs food organizations, mostly by providing labour and promotion (see Figure 3).

Figure 3

Map of the CFSAs at GBC



Graphic Designed by Kim Gagnon

Although a detailed description of each organization is beyond the scope of this chapter, interviews with CFSAs at GBC produced some valuable insights that reflect important learning opportunities. Notably, student researchers discovered that most organizations operated in silos, with little to no interaction among them. In fact, many were unaware of each other's existence. This realization sparked a strong interest in exploring potential collaborations and learning from one another's initiatives. However, many participants indicated that the demands of managing their own organizations left them with little time to engage with other groups or to fully understand the broader system in which they operated.

The mapping exercise played a critical educational role by providing a more comprehensive view of campus food initiatives, revealing the interconnected nature of these efforts and exposing CFSAs to a larger context within the food system. As

described in the methodology section, this mapping tool serves as a foundational step in CPAR. It is designed not only to uncover the intricate network of CFSAs but also to facilitate learning and collaboration among participants. The next steps will involve hosting a *food group assembly* and discussing the formation of a *campus food coalition*. The purpose of a food group assembly is to establish communication channels, enabling groups to initiate action planning and create spaces for increased collaboration, networking, and collective learning. A campus food coalition could play a crucial role in organizing the broader food network, coordinating meetings, assisting groups in securing resources, and advocating for their needs.

Discussion: Critical-Participatory-Action Research (CPAR) to Create and Maintain Campus-Community Food Systems

CPAR is a powerful tool for advancing campus-community food sovereignty and critical food literacies. By involving participants directly in the research process, CPAR enables them to gain a comprehensive understanding of campus-community food systems and offers insights into their own organizations. Mapping CFSAs reveals previously unnoticed practices within campus food systems. This mapping process helps campus food changemakers visualize and engage with diverse economic practices, aligning with Gibson-Graham's (2006) view that language shapes our perceptions of what is possible. Through the co-creation of shared experiences and the development of new terminology and concepts, students and faculty are crafting more ethical and inclusive campus foodscapes. This approach challenges corporate food systems and broadens awareness of economic diversity and social justice, fostering a more intentional and transformative campus food system. Additionally, mapping CFSAs sets the stage for the subsequent stages in the action spiral: collective action planning, implementation, and evaluation. This underscores that cultivating food sovereignty and critical food literacy is a dynamic, evolving process requiring continuous collaboration, negotiation, discussion, and reflection among CFSAs, supporting groups, and faculty. This sustained dialogue is crucial in developing food sovereignty, which is inherently a grassroots, community-driven effort and one of the pillars of CFSE.

Forming campus food coalitions enhances collaboration and resource sharing among CFSAs. These coalitions allow for the joint organization of events, coordination of volunteer opportunities and supply chains, and co-operate on promotional efforts. They also provide a collective voice to advocate for space, financial support, and other essential resources. Our cross-Canada survey, insights from mapping GBC and the World Café reveal that university administrators often fall short in allocating sufficient resources to CFSAs. Furthermore, student groups frequently lack the time to address broader campus food system issues due to their busy schedules. Campus food coalitions can mitigate these challenges by managing the larger food system and

aligning it with CFSA interests. The Concordia Food Coalition, formed in 2013, is a notable example of an effective campus food coalition. Its success can be attributed to the student fee levy it receives, robust student mobilization, effective succession planning, and the active involvement of community members and faculty.

Mobilizing and maintaining a national movement involves building and strengthening a network of campus food changemakers. Networks play a crucial role in mobilization. Levkoe (2014) underscores the significance of networks in food activism:

> Food networks are part of a long process of mobilization around food system issues that crosses sectors, scales, and places. Together, these collaborative efforts may be illustrative of a new wave in food activism represented by a multi-scaled and cross-sectoral 'food movement' – a network of networks." (p. 399)

This perspective on networks has yet to be fully explored for its potential to unify CFSAs into a cohesive national network and how such a network could advance CFSE through the collaborative actions of its participants.

Part 4: Conclusion

DevOur Campus was the initial step toward building a national network of campus food systems activists. The inspiring turnout highlighted the widespread concern about current campus food systems as well as a strong motivation for change. DevOur brought together students from across Canada who are either already transforming their campus food systems or are interested in doing so. The enthusiastic participation underscored the pressing need for change and revealed that students are actively learning how to co-create new possibilities through their involvement with CFSAs, socializing with peers, and developing a shared language of economic diversity and social justice. With the closure of Meal Exchange in 2022, there is an opportunity to fill the void with a new national movement grounded in social and environmental justice.

While a definitive plan for a national network is still taking shape, the enthusiasm and collective ambition of the DevOur participants were palpable. It was clear: there is a strong, shared desire to connect and be in dialogue with other campus food changemakers to learn from each other's challenges and successes. Post-secondary institutions are more than just places for formal education; they have the potential to be powerful incubators for transformative change. Campuses can be fertile grounds where students cultivate meaningful action. The vibrant energy of CFSAs exemplifies the potential for students to cultivate new pathways for social transformation. As we look to

the future, the question is not whether change will come, but how we will shape it together.

Food literacy and sovereignty are a work in progress; they are never complete. They are processes where participants, who are focused on the same goals and who embrace the unknowing, engage with each other to learn. The language and literacy that emerges from this process are always evolving to respond to changing needs. A clear language helps us understand problems and reframe them to articulate goals. For instance, by moving from narrow to broad scope, defining the problem of food insecurity moves from emergency stop gap to resilience to transformation. This movement requires continuous negotiation, dialogue, and learning, making it inherently a language of change - a transformative food literacy.

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