



THE POWER OF GROWING OUT OF THE MARGINS

Engaging youth in urban agriculture



Photo: Grow Dat Youth Farm, New Orleans

Antonia Dickson

INTRODUCTION

For many years, urban food growing has been viewed as a marginal activity, often considered a supplementary aspect of urban life rather than an essential component of thriving, healthy cities. There is now an increasing recognition of its significance and role within local food systems and food security, driving the need for a transition of urban agriculture from the margins to a more central role within the urban landscape.

Urban growing spaces are dynamic, lively and colourful. During my time working at Lauriston Farm, an urban agroecology farm in Edinburgh I co-founded, there were many special moments I cherished. Some of the most memorable being when young people, and especially teenagers, came to the farm and saw for the first time how vegetables grew, their sense of wonder at the amazing variety of plants and their satisfaction when digging in the soil. Witnessing these moments of discovery and observing how teenagers are often the cohort missing from urban growing spaces, motivated me to start questioning:

What approaches could be integrated into urban growing spaces that would be engaging and impactful for young people?

and

How do we improve youth inclusion and accessibility to maximise the benefits of urban growing for younger generations?



Photo: Just Roots, Chicago

So began my search for progressive and innovative programmes and models that are harnessing the transformative potential of engaging youth from diverse communities in urban agriculture. My Fellowship has given me the opportunity to expand and deepen this exploration, by being able to spend time with organisations and learn about varied approaches being utilised in cities across Canada, US and Brazil.

Urban agriculture presents a unique opportunity to engage and nurture youth in the city, offering both nourishing spaces and the potential for meaningful routes for learning, skills development, community involvement and reframing and building positive relationships with food and nature.

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Photo: Garlic and rainbow chard growing in the school grounds, Van Tech High, Vancouver

CONTEXT

Across the UK, urban agriculture is on the rise and it's happening at many different scales. From planters on street corners to community gardens and allotments, orchards, crofts, school projects, market gardens and urban farms. It's clear that urban growing spaces can't produce crops at the same scale as rural farms, that's not the point. Instead they offer something different, the value isn't just in what's grown, *it's in everything that can grow around it* - improving access to fresh food in cities, supporting mental and physical well being, enhancing biodiversity, creating spaces for learning, bringing communities together, and building resilience at a local level.

FOOD SYSTEMS

There's also energy building around food systems work more broadly. There are policy shifts happening in government, local authorities are developing city food plans and strategies, sustainable food partnerships are being created across the UK and there are campaigns happening at local and national level for a fairer and more just food systems.

In the urban food context, this is all underpinned by the work of local organisations, advocacy groups, food growers and community activists on the ground, across diverse communities, that are working towards fairer local food systems and addressing food insecurity.



OPPORTUNITIES TO BUILD ON WHAT'S HAPPENING

Urban growing spaces support wellbeing, positive connection with our environment and are powerful spaces for shaping how people understand and relate to food and food systems.

In a world where we are constantly exposed to inequity, health and environmental crises, these spaces are well situated to offer and promote understanding of our place, agency and capability to create positive action.

Opening up these spaces more intentionally to younger generations is important for creating positive food futures. Increasing the use of diverse spaces for growing in urban areas will enable wider inclusion and more food being grown.

WHY IT'S IMPORTANT?

Having access to healthy food is a basic human right and fundamental to wellbeing, to dignity and to social justice. Urban agriculture not only produces food at a local level, it can enhance skills and learning, confidence, environmental awareness and cultivate relationships. It creates spaces where people can connect with each other, nature, food and with the social and environmental systems that sustain us, supporting regeneration on both an ecological and social level.

Imagine, young people forging connections with food, land, each other, and their wider communities in this vibrant environment. Different models can open up multiple avenues for learning and empowerment; igniting a sense of agency, nurturing themselves and others, understanding food production processes and caring for biodiversity.

Fostering inclusion so that young people feel and know that they are important actors in communities and cities is critical and can be different to how a lot of young people have experienced life so far in society.



Photo: Just Roots, Chiacgo



Utilising diverse approaches opens up the possibility for urban growing spaces to widen engagement and increase benefit



More people with skills means more food can be produced



Joined up thinking between actors and sectors means stronger networks and more resilient and sustainable communities

“There is so much opportunity to create real impactful programming with youth - giving them a chance to get hands on with soil, to understand food systems, to make connections with each other and to grow, there are multi-layered impacts and benefits” (Rowan, Fresh Roots)

**Youth in this report refers broadly to ages 8-22. Within the context of the leadership and work programmes, this is referring to ages 15-22.*



Photo: Grow Dat Youth Farm, New Orleans

KEY AREAS OF FOCUS

During my time visiting the growing spaces and organisations in Canada, US and Brazil, I primarily focused on models that combine food production with engaging youth. Either through paid leadership and work programmes or experiential education.

In some cities I also learnt about impactful farm models that are grounded in supported employment initiatives for local people facing socio-economic challenges.

In addition, I spent time with local and regional government departments in the US and Brazil that have embedded urban agriculture into

their long term plans. This was useful in order to understand how they are supporting expansion of urban agriculture (including identifying land and providing employment for local people) and how this was working in practice.

Across all the cities I visited, use of space and the parameters of land tenure was a constant discovery.

The scope of this report focuses on the three main areas below:



Youth Leadership programmes

Leadership and paid work opportunities empowering youth (15-22) through skills development, building confidence and promoting a sense of agency. These programmes include peer leadership, progression pathways and the connecting of food systems into the broader environmental and social contexts.



Experiential learning

Food growing spaces providing experiential education programmes. Both as part of formal school curriculum, non mainstream education, summer programmes and informal learning. These diverse spaces allow young people to learn about food production, biodiversity, fostering deeper connections with food and related environmental aspects.



Growing in and around schools

Land connected to schools that is being creatively utilised to grow fruits and vegetables. These areas not only serve as a space for learning and food production, they're embedding the vision of food growing into the daily lives of students and families.



Photo: Battery Park Farm, New York

NOTES ON ORGANISATIONS

The organisations were chosen as they have been engaging young people from diverse communities through innovative programmes for a number of years. This allowed me to learn about their development over time, how they've adapted, grown, addressed and overcome challenges as well as the long term impacts.

There are two main threads of engagement covered - youth leadership / employment programmes and experiential learning across primary and secondary school ages. Some of the organisations have only one of these threads as their core focus, others have a combination of both. All of the organisations are producing a considerable amount of food for their communities.

DIFFERENCES AND COMMONALITIES WITH THE UK

- Employment and education systems vary across countries and formal programmes have to be able to work alongside or within these existing systems. Nonetheless, the content, structure, benefits and learnings from these models are transferable.
- In terms of food production, outdoor working and lessons - all of the cities have climate conditions that make growing food and outdoor work challenging at different times of year, whether that is searing heat or cold, wet and windy days.
- Across all of the organisations there is a comparable need for external funding, with funding mechanisms differing from place to place.
- All of the organisations have a commitment to food being accessible, some using a blended model of selling on a sliding price scale and donating a certain percentage and others where 100% of the produce is free and distributed in different ways.

For more detailed notes on a number of the organisations that are referred to in this report,

[Case studies](#)

LAND:

The cities are of differing scales, however what is evident is that almost all cities have land that can and could be used for food growing. The common difficulties are accessing the land, securing long term leases or ownership, competing with development and food growing not being viewed as a priority land use.

There was a wide range of land being used for growing across the places I visited - an old golf course, school areas, marginal spaces and unused sites within neighbourhoods, areas in public parks, church grounds and energy infrastructure corridors.

YOUTH LEADERSHIP AND WORK PROGRAMMES

PHOTOS FROM:

GROW DAT YOUTH FARM (NEW ORLEANS), SCHOOL GROWN FARM (TORONTO), JUST ROOTS (CHICAGO), HARLEM GROWN (NEW YORK), FRESH ROOTS (VANCOUVER)



These programmes are integrating leadership and employment, focusing on both food growing skills and how we interact with our environment and each other. Combining practical land based work with skills development in various areas such as communication, cooking, co-operative working, facilitation, work ethics and training, budgeting, reflection and critical analysis. Participants gain knowledge about the interdependency of people and food systems, biodiversity and climate. This increases their understanding and knowledge in these areas and also contextualises and connects the work to broader social and environmental issues, including topics around land history, migration, climate change and social justice. Asking the questions - How did we get to where we are? How could it be different and why does this work growing food matter to that?

Young people apply to participate on these programmes, usually either learning about the opportunities from schools, youth agencies or through friends.

Snapshot



Photo: Grow Dat Youth Farm, New Orleans

Being shown how to spot the leaves of young callaloo when weeding beds, how to harvest tatsoi and bokchoy without damaging the leaves, the workings of a hydroponic growing system, the companion planting of three sister crops, an ancestral tradition, sitting in group circles with reflection, respectful communication and celebration, preparing the land with many hands, visioning landscapes, participating in youth led workshops on food insecurity, the history of the land, cabbage in all it's glory and soil health

- these are some of the activities I was shown by and participated in with the young people I met during the fellowship

LEADERSHIP AND WORK PROGRAMMES

KEY POINTS

The programmes, though all structured slightly differently, share similar key elements.

Young people are paid and there is inclusion of progression pathways, peer leadership and holistic programming. With content based on land work, care for the environment, ourselves, peers and community, these programmes are not just about food growing. They include contextualising the work and learning about our environment, food systems as a whole, social justice, self development and skills development.

Holistic programmes: Combination of learning on the land, skills development, relationship building, workplace ethics, interrogating why the work is important and seeing the work in a broader context.

Peer leadership and co-design:

Young people have responsibility and agency, alongside opportunities to lead and design content.

Progression pathways: Programmes have incorporated routes for young people to develop and build upon what's been learnt in previous years.

For more detailed notes on the structure and content of these programmes - see [Case studies](#)

“ Youth have unique sources of knowledge about how the world works and we need to value those knowledge sources if we are serious about social change” (Toronto Foodshare)

I don't just come here and pick vegetables because it's fun and my friend is here. I'm also doing it because it's transformative and it's building sovereignty and it's the seed of a different world" Grow Dat participant



Grow Dat Youth Farm

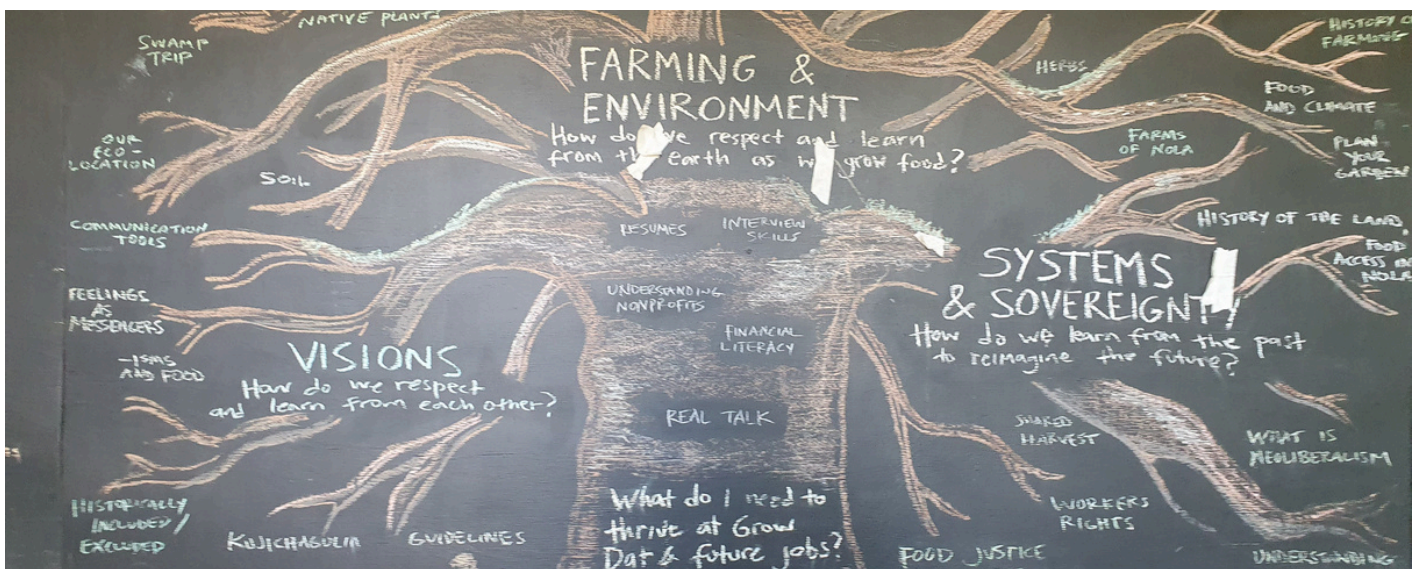


Photo: Core leadership programme elements, Grow Dat Youth Farm

GROWING FOOD AND YOUNG LEADERS

How do we respect and learn from the earth to grow food?

How do we respect and learn from each other?

How do we learn from the past and reimagine our future?

These are the roots of Grow Dat Youth Farms' well developed and progressive youth leadership programmes. The farms focus, alongside food production, of which they grow approximately 22,680kgs annually on 1.5 acres, are their 3 main paid youth programmes - *Core Leadership, Advanced Leadership and the Seed Project* - 60+ young people are employed across these programmes each year.

This farm is an inspirational model of empowering young people within an urban growing space, showcasing an expansive interconnected holistic programme of land work, connecting, learning, contributing and leading.

At Grow Dat, they are fully aware of the diversity of lived experience that the participants may have and the dynamics in bringing teenagers together from different backgrounds. What they do so well is equip the young people with a robust framework, communication tools and skills that help them navigate through and across these differences, within a rich, nourishing, supportive learning experience and workplace - connected by hands in the soil together.

To read in more detail about Grow Dat: [Case study](#)

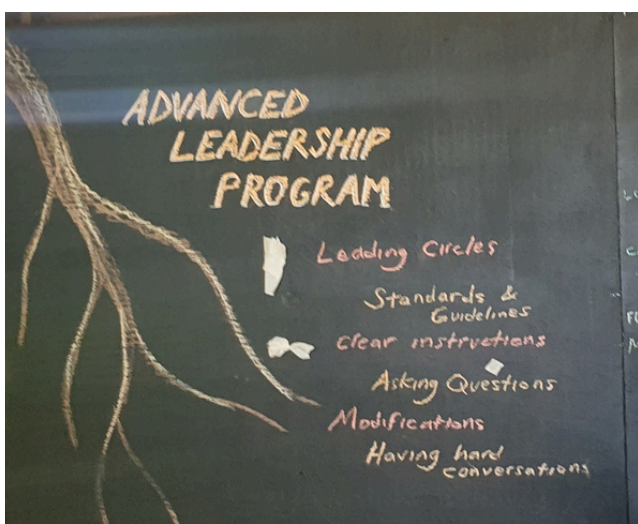


Photo: Advanced leadership - participants work as assistant crew leaders - they have more in-depth learning in facilitation, group dynamics and co-design of content



Photo: Seed project - participants develop their own project based on a topic they learnt about on core leadership programme

EXPERIENTIAL EDUCATION

These organisations are implementing food growing in significant, everyday spaces, providing multiple opportunities for experiential learning, both formally and informally.

PHOTOS FROM: TELHADO VERDE AGROECOLOGICO (RIO DE JANEIRO), CIDADES SEM FOME (SAO PAULO), FRESH ROOTS (VANCOUVER), HARLEM GROWN & BATTERY PARK FARM (NEW YORK)



CIDADES SEM FOME

Create school vegetable gardens flourishing with produce that is used for school lunches - this is often the only guaranteed meal of the day for many of the kids.

With support from CSF, the students and teachers are involved in all aspects of the food growing cycle. Learning about food growing, biodiversity and related environmental aspects is woven into every day school life.

FRESH ROOTS

Grow food in and around three high schools. These diverse spaces not only serve as a space for a varied programme of edible education and food production, they're embedding the vision of food growing into daily life for young people and families.

Produce grown is sold through a vegbag scheme, onsite market stalls and donated to school lunch programmes.

BATTERY PARK FARM

Half acre farm situated in a downtown city park that provides free educational sessions for schools, groups and summer programmes for teenagers.

This city haven engages 6000+ young people a year and works with 130 schools across the city. All produce is donated and over 4000+ seedlings are given to schools for them to grow on.

We are teaching them about vegetables - but that's only the surface - in doing that we are teaching them about ecosystems, about plants, about insects and pollinators and how they are connected to food, teamwork, community and what that means. Vegetables are the inroad to all of these other things" (Nicole, Fresh Roots)

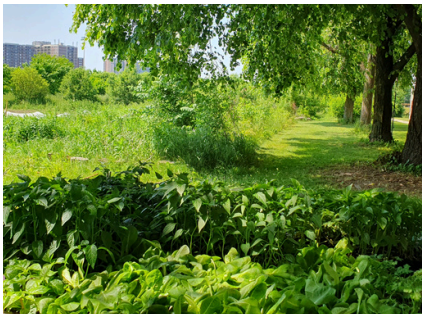


Photo: Fresh Roots growing greens at Van Tech High School, Vancouver

GROWING IN AND AROUND SCHOOLS

Toronto Foodshare - School Grown Farm, Fresh Roots and Cidades Sem Fome are all utilising land around schools for growing and connecting the food growing into school life. Whether that's casually by sitting having lunch whilst looking at rows of garlic, walking past greens on your way to the school entrance or more structured interactions through lessons, field trips or work programmes - vegetables are visible!

These spaces are providing either food directly for the students or food going out into the community. All are providing opportunities for connecting with the beauty of food growing, learning about processes, cycles, interrelated topics and raising visibility of food production into daily life for young people and families.



SCHOOL GROWN FARM

This 2 acre farm provides space for students and young people from the community to engage with food growing. Sessions are run that tie in with the "green industries" curriculum at school. Early teens can do work experience and from the age of 16 can apply to work at the farm or join the supported grower programme. Forty beds on the farm are given to young people to grow their own crops, with resource and mentor support provided.



FRESH ROOTS

Utilise both open areas and smaller patchwork areas around secondary schools for growing.

As Fresh Roots cultivates and manages these spaces, it means that the crops are cared for all season, especially through the summer holidays which is a concern for many schools in the UK in regards to creating food growing spaces in their grounds.



CIDADES SEM FOME

Have built 77 school vegetable gardens across Sao Paulo. The aim is to grow at least 25% of the vegetable produce each school needs.

CSF create the growing spaces with the school and provide longer term support with training for school staff, sourcing resources and assisting with maintenance for at least a year. Over time the school takes over all the maintenance.

"It's good that it's connected to the school, it promotes this kind of life, students can get involved. We can see how food is grown....in my opinion the vegetables taste better too"
(Sarthak, School Grown, Toronto Foodshare)



Photo: Grow Dat, New Orleans

SUMMARY OF KEY POINTS OF YOUTH ENGAGEMENT MODELS

- **HOLISTIC STRUCTURE AND CONTENT OF PAID YOUTH PROGRAMMES**

A combination of practical learning on the land, skills development, leadership and facilitation. The programmes focus on relationship building, food growing training, communication, workplace ethics,, understanding food systems and interrelated environmental and social systems, seeing the work in a broader context and interrogating why the work is important.

- **PEER LEADERSHIP AND CO-DESIGN**

Having peers as leaders and mentors was an important aspect of most of the paid youth programmes. Witnessing peers in leadership roles is incredibly empowering for young people, showcasing the belief in their potential and capability. It's often challenging to envision ourselves in a role that we haven't seen.

Involving youth in co-designing fosters and consolidates a sense of agency and responsibility. At Grow Dat, the young people have conducted research, designed and delivered modules, and contributed to the shaping of the new long-term strategy. At School Grown, young people played a crucial role in designing the curriculum.

- **PROGRESSION PATHWAYS**

These programmes incorporate clear routes for young people to step into greater responsibilities, such as mentoring new cohorts, deepening their learning, and developing their own projects. This support encourages ongoing growth, creating a lasting impact, even within a limited timeframe. It's inspiring to note that every participant in the Grow Dat programme expressed a desire to return the following year, with many former participants having returned again in later years. Additionally, at Grow Dat, School Grown and Fresh Roots, some staff members are former participants who have taken on these roles after being in the programmes. At School Grow some of the young people that have been part of the supported grower programme have gone on to set up their own market gardens and farms.

- **DIVERSITY AND INCLUSION**

Young people from diverse backgrounds and lived experiences are participating. This has been enabled as some barriers to participation have been removed, such as by providing wages, meals and if needed transportation.



Photo: Cidades Sem Fome, Sao Paulo

SUMMARY OF KEY POINTS OF YOUTH ENGAGEMENT MODELS

• **VARIED EDUCATIONAL OFFERINGS**

All places offer sessions tailored to schools and youth groups, with frequency determined by the other primary activities of the farms. Some sessions are formal and school curriculum based, others are informal. There is a spectrum ranging from short workshops, after school clubs, weekly and seasonal multi visit programmes, to having the vegetables that you've grown incorporated into your daily school day and lunch.

• **LAND/SPACE USE**

There is use of diverse spaces across cities, parks, old golf courses, the areas in and around schools, church grounds and vacant spaces in neighbourhoods. Each of these spots plays a vital role in boosting the visibility of food growing. When people see these green spaces flourishing in their schools, parks and across the city, it normalises food growing as a vibrant and seen part of their environment and urban landscape.

• **FOOD DISTRIBUTION**

Different mechanisms are being used to facilitate fresh produce reaching communities. Vegbox schemes with a sliding price scale and low cost weekly farm stalls ensures that affordable produce is available. The organisations all commit to donating a percentage of the produce, either directly to local families, into school lunch programmes or through local agencies and community groups.

Battery Park runs a fully subsidised educational urban farm so all produce is donated, and all produce grown at Harlem Grown, Telhado Verde Agroecologico and Cidades Sem Fome school vegetable plots goes directly to local children and families for free.

• **PARTNERSHIPS**

Partnerships are important for both youth leadership and educational programmes. Through partnerships with initiatives and agencies focused on youth development, essential services and resources can be provided to further support and empower young people. This includes work on referrals, art therapy, employment support and bringing in external people such as local chefs and artists to enrich their experiences and learning opportunities.

IMPACT

**There's a wealth of benefits and positive impacts for young people:
illustrated in the words of some participants**

“now that I'm in it - I really love it.... I feel like it may open up a career pathway after experiencing what I have here” (S, Toronto)

“it has taught me that I am always growing as a person and nothing is set in stone. I feel way more sure of myself than I did before, and especially when it involves food systems or farming in general. I now realise that my words, thoughts and actions have value”
(L, Grow Dat)

“It's positive for your mental health - it helps my positive experiences, makes me want to share it with loved ones and friends”
(S, Toronto)

“ I find it calming and it puts you in the present moment - my anxiety just shuts down”(R,Toronto)

“ I could take this home and start my own small garden”
(R,Toronto)

“Knowing that I am helping grow food for the city is a good feeling. I feel proud of myself for stepping out of my comfort zone and doing this job”
(C, Grow Dat)

“It's unlike any learning you do in school that's at a desk”
(K, Fresh Roots)

“ It's very important that we have spaces like this in the city, all food has a story, here I can see the story and get to appreciate how food is produced, it's important not to lose that” (S, School Grown)

REFRAMING OF FOOD AND LAND WORK WELLBEING, CONFIDENCE AND AGENCY ENCOURAGING DIFFERENT WAYS OF THINKING



Photo: School grown, Toronto

IMPACT

ENCOURAGING DIFFERENT WAYS OF THINKING

Having direct contact with the plants and soil embeds knowledge and skills and makes the learning process an enriched active sensory experience. Seeing vegetables growing in your everyday landscape, such as school or city parks, makes them part of your existence - consciously and subconsciously - and the interactions of the natural world and interdependence between us, our food and our environment becomes tangible.

It was incredibly uplifting and motivating to witness young people learning new ways of working together, diving into vegetable growing and explaining companion planting, showing passion for soil and seeds, uncovering the intriguing history of crops, designing murals that tell the story of the land, exploring plant anatomy, discussing different cultural relationships with food, showing off the colours of the chard growing by the school benches to friends and reimagining and feeling empowered to contribute to their urban landscapes.

REFRAMING FOOD AND LAND WORK

Building positive and healthy relationships with food and shifting the narrative and viewpoint around land work are key impacts. By increasing the number of urban growing spaces and opening up engaging pathways for youth to work and learn in these places, we can reframe perceptions about land based work for the younger generations. It's an activity that often carries negative perceptions, meaning and significance influenced by history and culture, such as the connotations of peasantry and history of slavery.

New approaches can create positive food futures for young people and communities, building connections with food and how it's produced.



Photo: Just Roots, Chicago

“If we want a future that’s different we need to have an education environment that prefigures that future”, (Kevin, Grow Dat)

WELLBEING, CONFIDENCE AND AGENCY

These spaces can hold transformative potential for young people navigating a world riddled with challenges. They offer the space to breathe, to be present and to be connected to nature and can support personal well-being and nourishment on many levels.

The youth leadership programmes foster confidence and the sense of being valued. Not every young person from the youth programmes is going to become a farmer/grower, though they will all take forward with them knowledge, skills and a deeper understanding of the interlinked food, social and environmental systems. The programmes are not only about the growing; working together on the land begins to bridge divides, while learning facilitation skills and developing a framework for respectful, effective communication boosts their confidence to share, collaborate and advocate. By intentionally engaging youth in urban agriculture, the younger generation will have the agency, knowledge and skills to be part of and help create a more just and resilient food system leading in turn to increasing positive food relationships and healthier communities.



Photo: Just Roots, Chicago

**“It shows them how to care and strive
To lift each other up, not just survive
They learn that justice starts with food
with dignity, with livelihood
That growing greens can also feed
the deeper hunger, heart and need”**

**“We come unsure with heavy past
But find a rhythm in each task
The soil listens soft and wide
and slowly grows a sense of pride”**

*Excerpts from poems by Ben, 17,
Leadership programme participant
at Grow Dat Youth Farm*

Recognising the importance of youth inclusion in places of social dynamics, environmental resilience and community building, emphasises that young people are not just empty vessels waiting to be filled with knowledge, they are active agents that have much to contribute and are vital for shaping positive food futures. Urban growing spaces can nourish young people on multiple levels, and offering dynamic pathways for them to engage in these spaces not only empowers young people, it enriches our communities. Positive opportunities for younger generations affect positive change in community and society.

RECOMMENDATIONS



TO IMPLEMENT A MIX OF APPROACHES TO EXPAND YOUTH INCLUSION IN URBAN AGRICULTURE IN THE UK

Implementation Strategies

Youth programmes

1. **Develop paid youth programmes grounded in food growing work:** Creating rich experiences that give young people real agency in our food systems, including leadership, progression pathways and contextualising the work in environmental and social systems.
2. **Pilot paid initiatives at food growing spaces:** Start with small pilot programmes, incorporating reflection and review and youth involvement in co-design and evaluation. Successful models, such as Grow Dat Youth Farm, started with small cohorts.

Partnerships and Collaboration

3. **Network Building:** Collaboration between food organisations, youth agencies, educators, chefs and supporting actors to create interconnected programmes. Working together on creation of content and resource sharing. Collaborative working can address diverse needs and create an integrated support system.

Educational Spaces

4. **Expand use of School Spaces for Growing:** Transform areas in and around schools into vibrant food-growing spaces, incorporating them into lessons and daily student life. When food-growing spaces are linked to schools, teachers will find it easier to incorporate these spaces into their lessons and students will experience food growing in their daily lives.
5. **Establish City Food Farms:** To serve schools and young people not in formal education, increasing accessible opportunities for food education by providing free broad access for youth learning.
6. **Embed experiential learning about food into school curriculum:** Educators, food growers and food organisations work together to create content.

Capacity building through local and national government agencies

7. **Research and identify suitable land for expanded food growing opportunities** across UK cities and facilitate long term access. Big landowners such as councils, health boards, universities and churches work with food organisations and growers to increase creation of accessible urban agriculture spaces.
8. **Inclusion into local and national food plans:** Include creation of growing spaces around schools, food growing city farms and paid youth programmes in urban agriculture into local council and government food plans, highlighting the need for cross department and sector approaches, resources and support for successful cohesive implementation.

ACKNOWLEDGEMENTS

THANK YOU

To all the organisations and young people that welcomed me and gave me their time and insight, the Churchill Fellowship and all those that encouraged me along the way.

If you would like to get in touch about any of this work, I would be happy to hear from you!

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Organisations:
Grow Dat Youth Farm
(New Orleans)
Toronto Foodshare - School Grown
(Toronto)
Fresh Roots
(Vancouver)
Just Roots
(Chicago)
Harlem Grown
(New York)
Battery Park Farm
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