



NextFood has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 771738.



Funding: Horizon 2020, European Union

Call: Rural Renaissance – Fostering Innovation and Business Opportunities

Topic: RUR-13-2017 Building a future science and education system fit to deliver to practice

Grant agreement: No 771738

Duration: May 2018 to April 2022

Coordinator:

Dr Martin Melin, Swedish University of Agricultural Sciences, Alnarp, Sweden

WEBSITE:

<https://www.nextfood-project.eu/>



Nextfood - Educating the next generation of professionals in the agrifood system

Practice Abstract #24: Focus group interviews: What do practitioners and stakeholders say about future needed skills in a sustainable food system?

Author: Stine Rosenlund Hansen, RUC, Denmark

With the purpose of gaining insight into different views on which skills will be needed to support a sustainable transition in the agrifood system, 20 focus group interviews have been completed in 9 different countries (Europe, Chile, India, Ethiopia). They represent a broad range of actors, including farmers and advisors, actors within fisheries and fish farms, food enterprises, researchers/teachers, students, ministerial bodies, and NGOs. The focus groups generally pointed out that a sustainable transition in the agrifood system is characterized by complexity and continuous change. Therefore, all involved actors need to have the skills to keep adapting to new challenges and possibilities, but also to push such development through skills in life-long learning, problem-solving and innovation.

It is also highlighted that the complexity requires that solutions are developed across current divisions, such as those between the scientific and practical, and divisions by sector, institution, culture, geography or generation. Leading to a need for skills in working collaboratively and in understanding the agrifood system as a larger whole. Thus, in order to support a sustainable transition, educators should ensure that the identified skills are catered for in relevant educational offers. This includes a more holistic and synchronized re-design of the knowledge institutions to support interdisciplinary collaborations and holistic systems perspectives. Furthermore, practitioners within the area of agriculture or the associated bio-value chains, should maintain an open mind-set amongst themselves and their employees/colleagues, and seek lifelong learning through networks, projects and supplementary- and further training.



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Practice Abstract #24: Fokusgruppe interviews: Hvad siger praktikere og interessenter om behovet for fremtidige færdigheder i et bæredygtigt fødevarer system?

Author: Stine Rosenlund Hansen, RUC, Denmark

Med formål om at opnå indsigt i hvilke færdigheder, der er behov for, for at støtte en bæredygtig omstilling i landbrug- og fødevarer systemet, er der gennemført 20 fokusgruppe interviews i 9 forskellige lande (Europa, Chile, Indien, Etiopien). Interviewene repræsenterer en bred vifte af forskellige aktører, inkl. landmænd og rådgivere, fiskeri/dambrug, fødevarer virksomheder, forskere/undervisere, studerende, ministerier og NGO'er.

Fokusgrupperne peger generelt på, at en bæredygtig omstilling er karakteriseret ved kompleksitet og konstant forandring. Derfor er det nødvendigt at alle involverede aktører har færdigheder til konstant at tilpasse sig de nye udfordringer og muligheder der opstår, men også samtidig til at drive sådanne forandringer gennem færdigheder i livslang læring, problem løsning og innovation. Det fremhæves også at kompleksiteten kalder på løsninger, der udvikles på tværs af skel, såsom skel mellem det videnskabelige og praktiske, og skel skabt af sektorer, institutioner, kultur, geografi eller generationer. Dette fører til et behov for færdigheder i at samarbejde og i at forstå fødevarer systemet som en større helhed.

For at understøtte en bæredygtig omstilling er det derfor nødvendigt at undervisere sikre at de identificerede færdigheder trænes i de relevante uddannelsesstilbud. Dette inkluderer en mere holistisk og synkroniseret re-design af vidensinstitutionerne for at understøtte tværvideenskabelige samarbejder og holistiske systemperspektiver. Desuden er det væsentligt at praktikere inden for landbrug og de associerede værdikæder bevarer et åbent mind-set blandt dem selv og deres ansatte/kolleger, og søger livslang læring gennem netværk, projekter og efter- og videreuddannelse.