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**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 #25: Peer reviewed literature review: What are the identified needed skills and competencies for a sustainable transition in the agrifood and forestry system**

Author: Laura Brandt Sørensen, 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 and forestry system a review of peer reviewed articles was completed. A 3-step methodology was adopted in order to ensure a rigorous and repeatable method: generation of keywords, systematic search, and extraction of skills. Searches were carried out between December 2018 and April 2019 in five databases. 34 articles were selected representing primary producers (farming, fishing and forestry workers), agronomists, researchers, decision-makers and policy-makers within agriculture, forestry, aquaculture, and food system. The peer reviewed literature review showed that sustainability is not an easy concept to identify, however, there is a need to learn how to navigate in a world of constant change and wicked problems. The literature review points towards needed skills such as;

- skills in understanding complexities in agrifood systems, and in real life practices
- skills within life-long learning, as an ongoing process of learning and adapting on both local and global levels
- skills in knowledge integration, including both the capability to learn how to integrate local knowledge with scientific knowledge, and involve other knowledgeable producers and consumers in knowledge development
- skills in building and maintaining networks in order to facilitate knowledge sharing and interdisciplinarity

Thus, in order for a sustainable transition to happen a more holistic re-design of the knowledge institutions is needed to support knowledge integration, lifelong learning and a holistic system thinking of the complexities in agrifood systems.



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

### Practice Abstract #25: Litteraturstudie: Hvilke færdigheder og kompetencer er der behov for i en bæredygtig omlægning af fødevarer systemet

Author: Laura Brandt Sørensen, RUC, Denmark

Med det formål at opnå indsigt i hvilke færdigheder, der er behov for i en bæredygtig omstilling i landbrug- og fødevarer systemet er der gennemført et litteraturstudie. En 3-trins metode var anvendt: generering af keywords, systematisk litteratursøgning og ekstraktion af færdigheder og kompetencer fra litteraturen. Litteratursøgning blev udarbejdet mellem december 2018 og 2019 indenfor fem databaser. 34 artikler blev udvalgt og repræsenterer aktører som primære producenter, agronomer, forskere og forskellige beslutningstagere inden for landbrug, fiskeri, skovbrug og fødevarer system. Bæredygtighed er et komplekst begreb uden entydig definition, hvilket betyder, at der ikke er en entydig måde, at forstå færdigheder og kompetencer på. Alligevel er der et behov for, at lære at navigere i en verden under konstant forandring og komplekse problemstillinger. Litteraturstudiet peger på færdigheder og kompetencer indenfor;

- Forståelser for kompleksiteter i fødevarer systemer
- Livslang lærings: en kontinuerlig og vedvarende læring og tilpasning på et lokalt og globalt plan
- Videns integrering: integrere lokal viden med videnskabelig forskning
- Netværksskabelse og vedligeholdelse af netværk, som bidrager til vidensdeling mellem professioner og discipliner

For at opnå en bæredygtig udvikling i fødevarer systemet, peger litteraturstudiet ligeledes på en forandring som indbefatter udviklingen af en bredere funderet uddannelse, som fokuserer på et holistisk perspektiv på systemtænkning i forhold til komplekse problemstillinger i fødevarer systemet.