D1.2: Audit Tool for Education and Research

WP1 – Inventory of the skills needed for a transition to more sustainable agriculture, forestry and associated bio-value chains

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Executive summary

Agri-food and forestry sectors develop rapidly, while facing complex challenges such as globalization and climate change. Universities and other educational actors must adapt to facilitate the development of the skills and competences that students need to work as professionals in these sectors in the future. For this purpose, NextFood has identified seven pathways of skilling. The pathways are: Sustainability mindset, Technological adaptation, Network-building, Strategic management, Systems perspective, Multi-perspectivalism, and Versatility. The report presents the NextFood Audit Tool, which is designed to help educational actors assess how their programmes, modules, courses, and other educational activities perform in relation to each of the seven skilling pathways. Simultaneously, the tool encourages individual and/or group reflection on various ways to develop educational activities further, along the pathways. This will provide educational actors insight regarding their capacities to contribute towards developing a next generation agri-food and forestry professionals.

The report is structured as follows. The first section provides an introduction to the aims of the tool development and introduces the tool's overall structure. In the second section, the methodology behind the tool development is elaborated. The section includes a description of the development process, a specification of the testing activities done hitherto (test phase 1) including preliminary results and insights. The instructions for test phase 1 and the questionnaires for respondents and coordinators of test phase 1 are supplied in Annex 2 and 3 respectively. The section also provides an indicative outline of upcoming testing activities (test phase 2). The third section summarizes the offline version of the audit tool, in full available in Annex 1. The fourth section describes the audit tool demonstrator – the online version of the audit tool, and presents its current development status. The report ends with a list of next steps, to be completed in the upcoming period of the audit tool development.

1 Introduction

Task 1.1 of the NextFood project resulted in an inventory of skills needed in future practices in the agrifood and forestry sectors. Based on this inventory of skills, the objective of this audit tool is to 1) document how universities and other educational bodies cater for the identified skills and 2) analyse gaps in research capacities and specific fields of science of crucial importance for sustainable agriculture and food chains. In addition to being a questionnaire, the audit tool is also an instrument to engage the organization in reflection over its own role as a quality learning organization and its relationship to other stakeholders in the agrifood and forestry system. The purpose is to help universities and other relevant organizations to ensure that education and training systems are fit for purpose and continuously updated.

The audit tool uses a self-assessing methodology with the aim of generating awareness and reflection. The audit tool will help the user(s) discover how the audited education performs in relation to each of the seven skilling pathways identified originally in the NextFood Inventory of Skills (Rosenlund et al., 2019), as well as be encouraged to reflect on ways to develop the educational activities further, along these pathways. For descriptions of the pathways, please see Annex 1 (the audit tool).

1.1 Structure

The audit tool consists of three interconnected parts:

Part 1: In the first part, users are expected to provide background information on roles, gender, age, work experience, and type of education. This will enable perspectival analyses of the results and comparisons.

Part 2: The second part is a questionnaire, where users will rank their education in relation to the seven skilling pathways. At the end of the second part, users will also engage in a reflection exercise focusing on the results. Part 2 can be filled out by students, teachers or other stakeholders involved in the education, individually or as groups.

Part 3: The third part introduces seven reflection exercises, imagined as group exercises, designed to develop each of the skilling pathways. The aim of the exercises and questions is to evoke nuanced discussions around a skilling pathway, not to measure performance. The discussions are supposed to serve as inspiration for how an education will improve its delivery of skills pertaining to each pathway. Part three primarily targets teachers or other stakeholders involved in the development of education.

2 Methodology and development process

The audit tool builds on the current results of Wp1 and Wp3, with primary reference to the NextFood deliverables 1.1: Inventory of Skills (Rosenlund et al., 2019), 3.2: A toolbox for teaching practitioners (Nicolaysen et al., 2020) and 3.4: Report on educational strategy, year 2 (Breland et al. 2020).

The audit tool operationalizes the seven thematic skills and competency pathways developed in wp1 and the didactics and educational structure developed and refined in wp3. The audit tool is a part of a set of tools that will help implement a roadmap for transforming education in agriculture, food, and forestry. Other important elements of this roadmap include tools for training of practitioners and an action-oriented and student-centered educational approach.

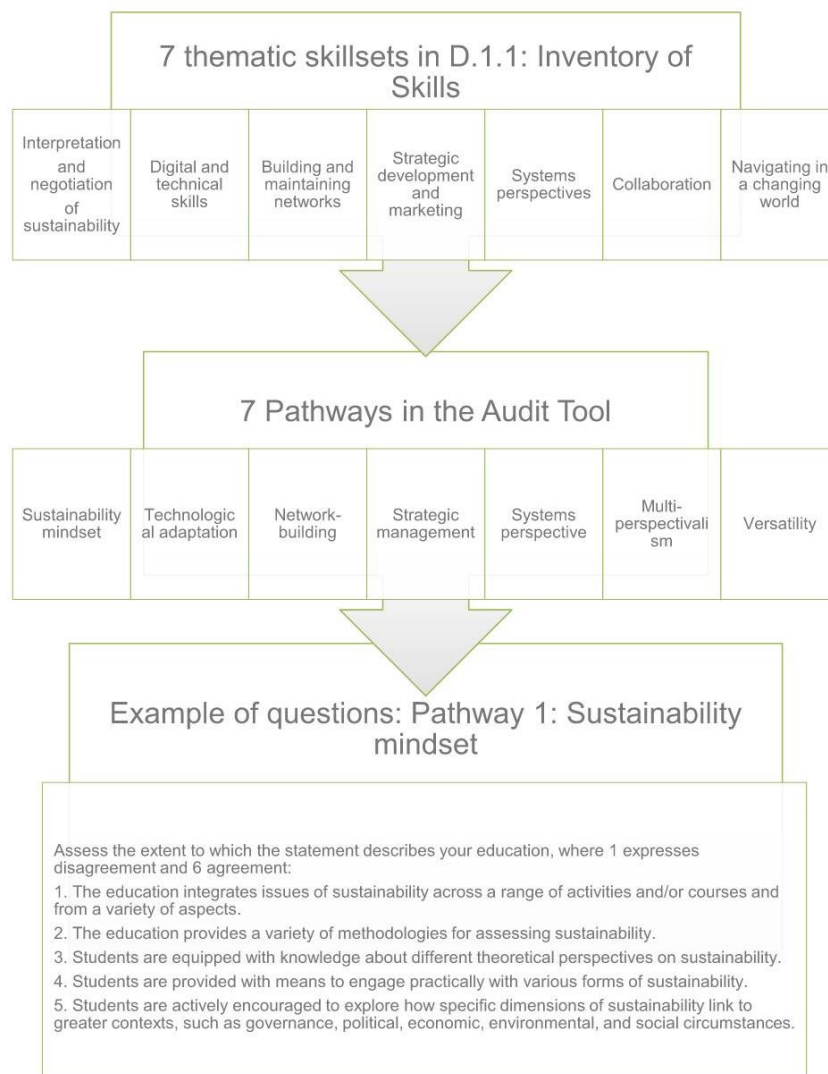The overall development of the audit tool is schematically represented in Figure 1.

7 thematic skillsets in D.1.1: Inventory of Skills

| Interpretation and negotiation of sustainability | Digital and technical skills | Building and maintaining networks | Strategic development and marketing | Systems perspectives | Collaboration | Navigating in a changing world |

7 Pathways in the Audit Tool

| Sustainability mindset | Technological adaptation | Network-building | Strategic management | Systems perspective | Multi-perspectivalism | Versatility |

Example of questions: Pathway 1: Sustainability mindset

Assess the extent to which the statement describes your education, where 1 expresses disagreement and 6 agreement:

1. The education integrates issues of sustainability across a range of activities and/or courses and from a variety of aspects.
2. The education provides a variety of methodologies for assessing sustainability.
3. Students are equipped with knowledge about different theoretical perspectives on sustainability.
4. Students are provided with means to engage practically with various forms of sustainability.
5. Students are actively encouraged to explore how specific dimensions of sustainability link to greater contexts, such as governance, political, economic, environmental, and social circumstances.

Figure 1: From the seven themes of skills in D.1.1 Inventory of skills, to seven pathways of skilling in the audit tool.

The audit tool has been developed through two parallel, coordinated processes: 1) development of the structure and content of the tool and 2) development of the online, technical set-up. Both have gone through several phases of drafting, feedback and testing.

A first draft of the tool and a mockup of the online design was presented during the NextFood (NF) Partner Conference in June 2020 and feedback was provided by the full NF consortium, including the expert on gender aspects who has commented on the tool from a gender perspective. Furthermore, an in-depth test of part 3 was carried out during the conference. Due to the experimenting nature of part 3, it was important to gain insight into how the presented exercises worked in practice, before testing them with participants outside the NF consortium. The NF consortium partners were randomly divided into seven groups. Prior to this 7 moderators had been identified who had been carefully instructed on the aim and structure of the audit tool with a focus on part 3, and on how to approach the testing. Each group was designated one of the seven skilling pathways, carrying out the part 3 exercise(s) described under the assigned pathway. The moderators had been instructed to take an observational role, interfering only if the group got stuck in their discussions. This was based on the aim of also testing the written instructions provided within the audit tool and to test whether these were clear enough for a group unfamiliar with the tool to be able to carry out the exercises on their own, and thereby simulate a realistic setting for how the tool is intended to be used when finalized.

The results of the test showed that the suggested exercises had raised relevant discussions and that the exercises overall served their intended purpose. The test results suggested minor modifications, primarily related to the content of the audit tool.

Based on this first round of feedback and initial testing, a second draft of the tool was developed, which is to be tested through two phases. The first, test phase 1 was carried out during the autumn 2020 and aimed for an in-depth evaluation of the content of the tool - see section below. A second test phase will be rolled out during spring 2021. The second phase will test the tool in its online format with a primary focus on the structure and technicalities of the online tool.

2.1 Audit Tool Test phase 1: Testing with students and teachers autumn 2020

2.1.1   Test methodology

The second draft of the audit tool was tested by groups of students and faculty staff from four courses or programmes within agrifood education or related educational fields:

- SLU: A 7.5 ECTS course on social sustainability for business and society
- American Farm School: The program "Sustainable Agriculture and Management"
- University of Chile: A master's program "Territorial Management of Natural Resources"
- Lund University: Master students at the department of Food technology, engineering and nutrition.

A total of 26 students and 6 staff (teaching staff and/or educational managers/directors) participated in the test.

The testing was carried out separately at each institution. Students and faculty staff from the same course/program went through the audit tool together and completed the questions and exercises as a group. A representative from the NextFood partnership was in charge of coordinating the test at their own institution, and this person was also present during the testing. The contact person had been instructed on the purpose and structure of the audit tool prior to the test, but similar to the approach described earlier, this person had been asked to take an observational role during the testing in order to also test the feasibility of the tool in a group unfamiliar with the NextFood project, and thereby simulate a realistic setting for how the tool is intended to be used when finalized. See the written instructions in annex 2 and the questionnaires to participants and coordinators of test phase 1 in annex 3.

The testing was documented in three ways:

- The NextFood contact person was instructed to take observational notes during the discussions focusing on:
  - If their interference was needed, when and why (e.g. participants did not understand the instructions provided in the tool)
  - Activity: is everyone equally contributing?
  - Moments when the group gets "stuck", and how they get "unstuck"
  - Are there parts of the tool that cause confusion, that seem ambiguous?
  - Does the group seem to feel well-guided by the structure and instructions in the tool?
  - How does the group self-organise when doing the exercises in the Audit Tool?
  - To what extent does the group follow the instructions in the Audit Tool?
- The participants were asked to fill out a short questionnaire about the comprehensibility of the language and instructions provided within the tool, the relevance and usefulness of the tool and whether it covered all relevant issues.
- The NF contact person was asked to fill out a short questionnaire about how they experienced the above issues

2.1.2   Results of test phase 1

Test phase 1 provided valuable feedback which addressed the following overall issues. The results have been implemented in the third draft of the audit tool, which is included in annex 1 in this deliverable.

Language: Overall the respondents understood the text in the audit tool. However, the test results pointed to some specific sections, phrases, or words that needed reformulation. These have been changed in the current tool.

In one test-case the respondents experienced more overall barriers related to the language, pointing out that the language generally is too complex and with too many complex concepts introduced in each sentence and paragraph. Since this was only targeted in one of the four test-cases, the tool has not gone through a major revision from this perspective, however, this will be an issue of special focus in the upcoming test phase 2.

Purpose and Scope: In all but one test-cases, the purpose of the tool was clear.

In two test-cases there was a confusion about the 'ideal' result. The respondents implicitly assumed that the 'ideal' result of the audit tool is to reach the highest possible score in all pathways. Some test-cases experienced that one or more of the pathways were outside the scope of the respective course/programme, and therefore received a very low score. This gave rise to confusion/frustration since they interpreted the low score as an expression of unjust critique. Based on this feedback it is now emphasized in the audit tool, that what is considered 'ideal' depends on the scope and purpose of the audited educational activity. E.g. a single course is likely to have a more specific focus and is thereby not meant to address all pathways or to address them equally. What is to be considered the 'ideal' result thereby differentiates between different educations depending on their scope.

Instructions: Overall, the test-cases understood the instructions given in the tool.

One test-case raised confusion about whether part 2 should be carried out individually or in a group, while another test-case suggested an instruction on group size, suggesting 4-5 people as a good number, since their experience of being 8 participants showed that this was too many.

Clearer instructions on these issues have now been implemented in the introductory text (for example see Figure 2).

"*With this audit tool, users may assess and reflect on the performance of educational programmes, courses, summer school programmes, or other kinds of educational activities. The tool therefore can be used in the context of universities, vocational training, and other educational institutions.*" (Audit tool, draft 2)

"*With this audit tool, users may assess and reflect on the performance of educational programmes, courses, modules, summer school programmes, and other educational activities. The tool therefore can be used in the context of universities, vocational training and other educational institutions. Users may be individual respondents or groups. If the latter, they are encouraged to keep groups small (e.g., 5-6 participants), ensuring quality and effective quality discussions. Users are also are encouraged to ensure that respondents equally represent all genders and that they are aware of potential gender biases during group discussions.*" (Audit tool, draft 3)

Figure 2: Before and after examples of the instructions provided in the audit tool

Number of questions/time issues: Overall the test showed that part 2 was too long.

Two test-cases spent 1,5 hours or more and still did not finalize the tool. Those that did finalize the tool experienced declining interest and energy towards the end. Furthermore, all test-cases reported that they experienced overlap or repetition between the questions within one or more pathways.

Based on this feedback, part 2 has been shortened to 5 questions per pathway, as exemplified in Figures 3 and 4.

No#	Type	Question						
1	Assess the extent to which the statement describes your education, where 1 expresses disagreement and 6 agreement.	Our education integrates issues of sustainability across a range of activities and/or courses and from a variety of aspects.						
		1		2	3	4	5	6
2		Our education provides a variety of methodologies for assessing sustainability.						
		1		2	3	4	5	6
3		Students are equipped with knowledge about different theoretical perspectives on sustainability.						
		1		2	3	4	5	6
4		Students are provided with means to engage practically with various forms of sustainability.						
		1		2	3	4	5	6
5		Students are encouraged to reflect on their own and each other's understandings of and practical experiences with sustainability.						
		1		2	3	4	5	6
6		Students are actively encouraged to explore how specific dimensions of sustainability link to the greater contexts, such as governance, political, economic, environmental and social circumstances.						
		1		2	3	4	5	6
7		The education encourages students to reflect critically on the relationships between sustainability theory and sustainability practices.						
		1		2	3	4	5	6

Figure 3: Draft 2 of Pathway 1 - Sustanability mindset

Assess the extent to which the statement describes your education, where 1 expresses strong disagreement and 6 strong agreement.						
1	The education integrates issues of sustainability across a range of educational activities.					
	1	2	3	4	5	6
2	The education provides a variety of methodologies for assessing sustainability.					
	1	2	3	4	5	6
3	Students are equipped with knowledge about different theoretical perspectives on sustainability.					
	1	2	3	4	5	6
4	Students are provided with means to engage practically with various forms of sustainability.					
	1	2	3	4	5	6
5	Students are actively encouraged to explore how specific dimensions of sustainability link to greater contexts, such as governance, political, economic, environmental, and social circumstances.					
	1	2	3	4	5	6

Figure 4: Draft 3 of Pathway 1 - Sustanability mindset

Usefulness and relevance: Overall, the participants reported that the tool raised relevant, engaged and enriching conversations, also of the kind that were not normally raised. Several potential purposes and outcomes were pointed out by students and faculty members:

- Evaluating (students) and planning (faculty) educational activities.
- Identifying gaps in current education
- To understand the education, its scope and limitations, in a holistic perspective (to think about the whole education)
- To spark discussion about students' differences in backgrounds and previous experiences.
- To reflect on the connections between the education and 'real-life' and the skills needed after finalizing the education

- Support students' reflections on their educational experience and think formally about things they might have been taking for granted in their education.
- 1 student expressed that the discussions emerging from using the tool did not prompt any new insights compared to his/her thinking prior to the exercise.

Selected quotes:

"*We came to the conclusion that integrating more real-life problems into classes would prepare us better . Also, having more contact with people who work in the industry, and their approach to solving problems*"

"*These* [Systems Perspective, Network Building and Sustainability Mindset pathways] *helped me realize how little our education includes topics around sustainability, how there is such little focus on building a professional network, and how our education could integrate more real-life situations to make it better.*" They were useful "*For us as students to make suggestions to make courses better, and also for teachers so they can have a better idea on how to prepare their courses.*"

"*I saw it [the tool] as a way for us to evaluate how we think students learn the best and how easy or hard this would be to implement into our education. I think it gave me a more wholesome view of my education and what it perhaps lacks. I feel like part two was quite useful, since it gives us an idea of the different aspects of our education and that some parts of it are perhaps more valued than others. It's important to know that your education will prepare you for the working environment that you will face after you've finished your education.*"

"*Yes, because it is good to always create a space to discuss different aspects and get to quantify how much we agree or disagree, it serves to give a diagnosis and then you can analyze the information and establish improvement actions.*"

"*The audit tool is like a checking list and I believe using it regularly would be helpful not only for teachers to have clear direction for teaching improvement in class also for students to understand what they should expect from the classes as well to make sure the consistency of the education.*"

In the evaluation questionnaires, the participants were asked to point to the most useful aspects of the audit tool, and the NextFood moderators were asked what parts of the audit tool seemed to spark the most discussion among the respondents. There were no patterns in the responses given, thus almost all pathways (except 3 and 7) were pointed out as most relevant, interesting or as evoking most discussion. This has been interpreted as an expression of the differences between the test-cases and of a broad relevance of the audit tool.

2.2 Test phase 2

Test phase 2 will be carried out during spring 2021. This phase will test the online audit tool application software and will have a special focus on the user-friendliness of the tool, by attending to the composition and technicalities of the online tool.

Test phase 2 will be carried out in two steps:

Step 1) Pilot test: 5-7 respondents recruited within the NextFood consortium will use the tool. The aim is to identify potential technical issues or major pitfalls not identified in the development phase.

Step 2) The respondents will be asked to use the tool and afterwards fill out a short questionnaire about their experience, covering:

- Practical/technical issues
- Composition and instructions
- Usability and relevance

Step 2 consists of two activities, where:

- Activity 1) Will include around 30 individual respondents from non-NextFood parties and
- Activity 2) Will mobilise 2-3 groups, up to 6 individuals each, selected from the NextFood cases and from non-NextFood parties.

3 Audit tool offline version

The current offline version of the Audit Tool (draft 3) is found in annex 1. This demonstrates the overall structure of the tool, the introductory sections and the questions and exercises that comprise the tool. It also showcases the format of the outputs/results.

Results of test phase 1 have been implemented in this version.

The offline version is in the process of being converted into an online version that will constitute the final product.

4 Audit tool demonstrator (online tool)

The final version of the Audit Tool is an online software that will guide the user through the three parts and their content, collect the answers and offer export of results in excel and PDF formats, as well as save the answers from previous surveys.

The software has been developed by the company Xincksoft in close collaboration with the WP1 Nextfood partners.

The Audit Tool will have three different types of users:

1) Admin 1 (back end access): Has access to the 'back-end' of the tool, including all answers given (anonymized) and to making changes in the tool. Admin 1 access is currently provided to Nextfood partners.

2) Admin 2 (front end access): A user can choose to set-up an admin 2 login. This will provide access to a personal account with different options:

- Individual use of survey, export and save own answers
- Initiate a survey round that allows the invitation of a group of respondents to fill in the survey, see their anonymized answers and export them with the purpose of doing statistical analysis. This is potentially relevant for teachers/course conveners/program directors who want to gain insight into students' perception of a certain educational activity.
- Admin 2 only has access to the answers provided in the survey round created by admin 2.

3) Respondent (front end access): Login to a personal account which provides access to the survey, and the possibility to export and save your own answers.

4.1 Current status of the audit tool demonstrator

To access the current online demonstrator and thus gain insight into the overall structure, layout, and format, please follow this procedure:

URL: http://xinksoft.com/nextfoodweb/

1. Register as a new user
2. Login
3. Follow the instructions to do a trial OR use the menu on the left side to check out the various parts of the tool in their present version.

Please note, the current version of the online audit tool has several gaps, including:

- The three levels of users described above are not currently in function. Currently there are two levels: Admin 1 and respondent. The URL provided above leads to the front end access and thereby represents the level of 'respondent'.
- The instructions to the users currently provided within the audit tool itself is not yet adapted to the different user-types.
- The demonstrator is not yet revised according to the changes made in the offline version (i.e., based on the results of test phase 1). The formulations in the online demonstrator thus deviate slightly from the content of the offline version presented in Annex 1. For example, the current online version contains seven questions per skilling pathway compared to five in the offline version.
- There are several technical glitches and shortcomings that need addressing.

These gaps and shortcomings will be addressed before test phase 2 described above.

5 Next steps

- In conjunction with task 1.2 the audit tool will be used to complement the collection of data on skilling gaps in the current educational landscape
- The audit tool will be developed to include a research aspect: This will include questions on education in relation to research.
- Differentiated and more detailed instructions will be developed that target different types of users (admin 2 and respondent)
- The current version emphasises gender mainstreaming while other important issues related to diversity are not explicitly addressed (e.g., ethnicity, socio-economic background, etc.). This is due to gender mainstreaming being an explicit focus of the NextFood project. However, it will be considered whether the tool should address other diversity-related issues as well.
- The tool will be published on the NextFood website.
- A dissemination plan will be developed and carried out in conjunction with WP6
- In the later stages of the NextFood project, WP1 will address the continuation of the audit tool in the period after the NextFood project reaches completion.

6 Reference list

Breland, T.A., Lenaerts, L., Steiro, Å.L., Nicolaysen, A.M., Lieblein, G., Rastorgueva, N., Migliorini, P., Madzaric, S., Lamberti, L., Melin, M. 2020. D3.4: Report on educational strategy, year 2. Nextfood (Horizon 2020, GA: 771738)

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Rosenlund H.S,, Brandt Sørensen, L., Flynn,K., Lindner, L. and Kristensen, N.H. 2019. Nextfood D1.1: Inventory of skills and competencies. Nextfood (Horizon 2020, GA:771738)

ANNEX 1: Audit tool Offline version

NEXTFOOD AUDIT TOOL

Agricultural, food and forestry sectors develop rapidly. Education must adapt to facilitate the development of the skills and competences that students need to operate as professionals in these sectors in the future. NextFood has devised seven pathways of skilling as crucial to that end. The pathways are: Sustainability mindset, Technological adaptation, Network-building, Strategic management, Systems perspective, Multi-perspectivalism, and Versatility.

You can read more about the Nextfood project and its results here: https://www.nextfood-project.eu/

Through using the NextFood Audit Tool, you will discover how your education performs in relation to each skilling pathway. You will also be encouraged to reflect on ways to develop your educational activities further, along these pathways. This will provide you with insight concerning the capacities your organisation has for contributing towards a next generation agri-food and forestry professionals.

The NextFood Audit Tool is designed to be used mainly by teachers and students. Apart from these, however, the process of skilling may involve and, in some cases, even depend on the inputs of other stakeholders. Users therefore are encouraged to consider involving a mix of relevant participants. For optimal effect, choose a time for using the Audit Tool when the results will be most useful to you; for example, prior or in relation to your annual reflection/planning workshops when these results can be made actionable. Users can do this annually, every other year, or as they consider fitting. The Audit Tool will enable you to keep track of your progress.

With this audit tool, users may assess and reflect on the performance of educational programmes, courses, modules, summer school programmes, and other educational activities. The tool therefore can be used in the context of universities, vocational training and other educational institutions. Users may be individual respondents or groups. If the latter, they are encouraged to keep groups small (e.g., 5-6 participants), ensuring quality and effective quality discussions. Users are also are encouraged to ensure that respondents equally represent all genders and that they are aware of potential gender biases during group discussions.

The NextFood Audit Tool consists of three interconnected parts:

1) In the first, users are expected to provide background information on roles, gender, age, work experience, and type of education.
2) The second part is a questionnaire, where users will rank their education in relation to the seven skilling pathways.
3) The final, third part targets teachers and other stakeholders involved in the development of education. It consists of reflection exercises designed to give a deeper qualitative insight about skilling in education.

Each part includes instructions on how to perform the various exercises.

Rights of use and access to the Audit Tool results will be determined by the users. For example, programme coordinators may decide that individual students can use the Audit Tool as respondents but not have access to the overall results.

Please note, in the period 2020-2022, the NextFood project will use this Audit Tool for research and development purposes. To those ends, NextFood will have access to the users' results. The NextFood project will not have access to the users' results and activity after this period.

GENERAL INFO

Please fill in the following table:

Select the category of respondent					
Individual respondent			**Group**		
Specify the role of the respondent	Teacher		Specify the roles of respondents (Specify all applicable categories)	Teachers	#
	Student			Students	#
	Researcher			Researchers	#
	Other_____ (Specify)			Other_____ (Specify)	#
Specify the respondent's gender	Females		Specify gender balance	Females	#
	Males			Males	#
	Non-binary			Non-binary	#
Specify the appropriate age group	18-25		Specify number of respondents for each age group	18-25	#
	26-35			26-35	#
	36-45			36-45	#
	46-55			46-55	#
	56-65			56-65	#
	60 and over			60 and over	#
Specify years of work experience	Under 5 years		Specify years of work experience	Under 5 years	#
	5-9 years			5-9 years	#
	10 years and over			10 years and over	#
Specify level of education	Bachelor's or equivalent		Specify respondents' level of education	Bachelor's or equivalent	#
	Master's or equivalent			Master's or equivalent	#
	Doctorate			Doctorate	#
	Other_____			Other_____	#

	(Specify)		(Specify)	
Specify cycle of studies (For students only)	First Year Bachelor Studies	Specify cycle of studies (For groups including students only)	First Year Bachelor Studies	#
	Second Year Bachelor Studies		Second Year Bachelor Studies	#
	Third Year Bachelor Studies		Third Year Bachelor Studies	#
	First Year Master's Studies		First Year Master's Studies	#
	Second Year Master's Studies		Second Year Master's Studies	#
	PhD		PhD	#
	Other_____ (Specify)		Other_____ (Specify)	#
Specify the object of audit (This question will only be included during the development phase of the audit tool)	Course	Specify the object of audit (This question will only be included during the development phase of the audit tool)	Course	
	Module		Module	
	Undergraduate programme		Undergraduate programme	
	Training programme		Training programme	
	Summer/winter school		Summer/winter school	
	Master's programme		Master's programme	
	Doctorate programme		Doctorate programme	
	Other_____ (Specify)		Other_____ (Specify)	

SELF-ASSESSMENT QUESTIONNAIRE

The following section takes the form of a self-assessment questionnaire. The user is asked to respond to questions relating to each of the seven skilling pathways identified in the NextFood project. The questions involve ranking on a scale from 1 to 6, reflecting the extent to which the given statement corresponds to the user's reality. At the end of the exercise, the NextFood Audit Tool will express the user's scores in the form of a pie chart – the Wheel of Skilling.

The Wheel has seven axes, corresponding to the seven skilling pathways. The perimeter of the Wheel expresses a scenario where all pathways are equally and fully catered for. The actual user scores are expressed within the Wheel. The section ends with a few open-ended questions designed to evoke reflections on the users' part regarding their results on the Wheel of Skilling.

Note, depending on the context, a variety of scores may describe a best-case scenario for the user. What counts as a best-case scenario, for example, may depend on the specific strategic choices that have been made as to where the education should lead, the sociocultural circumstances, etc. Users are therefore encouraged to consider the relevant contextual parameters when interpreting and reflecting upon the results from this part.

1	**SUSTAINABILITY MINDSET**

Sustainability includes environmental, social, political, governmental, and economic aspects. Each of these relates to specific individual and organisational skills, but also to a general sustainability mindset. This involves for example the capacity to identify, reflect on and learn from best sustainability practices and personal experience, as well as the capacity to apply and adapt that knowledge to individual situations. This section estimates the extent to which your education environment provides a ground for developing a sustainability mindset.

Assess the extent to which the statement describes your education, where 1 expresses strong disagreement and 6 strong agreement.

1	The education integrates issues of sustainability across a range of educational activities.					
	1	2	3	4	5	6
2	The education provides a variety of methodologies for assessing sustainability.					
	1	2	3	4	5	6
3	Students are equipped with knowledge about different theoretical perspectives on sustainability.					
	1	2	3	4	5	6
4	Students are provided with means to engage practically with various forms of sustainability.					
	1	2	3	4	5	6
5	Students are actively encouraged to explore how specific dimensions of sustainability link to greater contexts, such as governance, political, economic, environmental, and social circumstances.					
	1	2	3	4	5	6

If you would like to comment regarding the questions or the related discussion, please do this here:

2	**TECHNOLOGICAL ADAPTATION**

Technology is developing at light speed. Digitalization, biotechnology, artificial intelligence, and next-generation robotics belong to the class of novel technologies changing how agriculture, the food sector, and forestry work on the everyday level. Existing, established technologies matter in this regard too. The capacity to operate old, emerging, and future technology is a key skilling pathway, involving the capability to find technology, assess its adequacy, identify how it requires changes in current work practices, and help others to operate it. This section estimates the extent to which your education caters for technological adaptation.

Assess the extent to which the statement describes your education, where 1 expresses strong disagreement and 6 strong agreement.					
1	Students are encouraged to think about technological use from a variety of perspectives (e.g., economic, environmental, social, and political).				
	1	2	3	4	5	6
2	Students are actively encouraged to explore alternative technologies, their capacities, contexts of use, and their potential applications.				
	1	2	3	4	5	6
3	The education organises student participation in events, workshops, fairs, and other settings, where they can observe relevant technologies first-hand.				
	1	2	3	4	5	6
4	Students are encouraged to think about the challenges and benefits different technologies bring for existing practices in the relevant sector(s).				
	1	2	3	4	5	6
5	The education addresses changes in technological development and how this affects practice and culture in the field studied.				
	1	2	3	4	5	6

If you would like to comment regarding the questions or the related discussion, please do this here:

3	NETWORK-BUILDING

Social networks are important for competence development, organisational growth, resilience, and more. Building and maintaining the networks that support organisational progress and thriving requires skills. This includes the capability of making your organisation interesting to others, the capacity to sustain that interest amongst them, as well as the ability to establish and pursue a shared and mutually beneficial work agenda. Network-building skills contribute to securing the place that an organisation has in its environment. This section helps you assess how your education facilitates the acquisition of network-building skills.

Assess the extent to which the statement describes your education, where 1 expresses strong disagreement and 6 strong agreement.						
1	Teamwork is integrated in all aspects of the education, from assessment to teaching delivery.					
	1	2	3	4	5	6
2	Developing skills at organising and participating in dialogues with external stakeholders is an integrated part of the education.					
	1	2	3	4	5	6
3	A variety of pedagogical strategies are employed to encourage students to reflect on and develop their interpersonal skills.					
	1	2	3	4	5	6
4	Students of all genders are equally encouraged and supported to engage in educationally relevant interaction with external stakeholders (e.g., through internships, project work, conferences, events, etc.).					
	1	2	3	4	5	6
5	Inputs from external stakeholders (e.g., farmers, entrepreneurs, etc.) are considered and implemented in the educational process.					
	1	2	3	4	5	6

If you would like to comment regarding the questions or the related discussion, please do this here:

4	**STRATEGIC MANAGEMENT**

All successful organisations have strategies in place that give their everyday tactical dealings an overarching direction. This includes an understanding of how work practices may differ from convention, how new initiatives influence ongoing activities, as well as practical understandings of the ways businesses and other organisations reach out to relevant audiences. Strategic management is a complex endeavour, involving visioning and the organisation of operational patterns and decision-making under conditions of environmental uncertainty. This section estimates the extent to which your education environment facilitates the skills necessary to perform strategic management.

Assess the extent to which the statement describes your education, where 1 expresses strong disagreement and 6 strong agreement.

1	The education explicitly addresses strategic management as a topic.					
	1	2	3	4	5	6
2	The education develops students' ability to create visions (e.g., through future scenario exercises, simulations, etc.).					
	1	2	3	4	5	6
3	The education includes teaching on and exercises in long-term planning.					
	1	2	3	4	5	6
4	The education includes teaching on and exercises in project design.					
	1	2	3	4	5	6
5	Students perform analyses of change (as it pertains to, e.g., the climate, markets, etc.) to understand its causes and consequences.					
	1	2	3	4	5	6

If you would like to comment regarding the questions or the related discussion, please do this here:

5   SYSTEMS PERSPECTIVE

The agri-food and forestry systems are complex. Actors are like nodes in larger networks, intimately tied with others in often complex and evolving value-chains. Regional, national, and international policies form an important element of such networks. They are a key source of challenges, as well as guidance and opportunities. Being able to keep track of these networks and policies, to identify how they are relevant, and the ability to respond to them on time and properly are crucial skills for navigating in the agri-food and forestry systems. This section assesses the extent to which your educational environment caters for the skills relevant to maintaining a systems perspective.

Assess the extent to which the statement describes your education, where 1 expresses strong disagreement and 6 strong agreement.

1	The education addresses the complexity of contemporary agri-food and/or forestry systems.					
	1	2	3	4	5	6
2	Students perform their own analysis of complex systems in groups or individually.					
	1	2	3	4	5	6
3	Students are familiarised with and encouraged to use conceptual tools for analysing and mapping complex systems (e.g., cluster maps, causal loop diagrams, actor mapping, interconnected circles maps, etc.).					
	1	2	3	4	5	6
4	Students are taught methods for developing strategies and organisational tactics aiming change in complex systems.					
	1	2	3	4	5	6
5	The interaction of micro-macro systems is addressed as part of the education.					
	1	2	3	4	5	6

If you would like to comment regarding the questions or the related discussion, please do this here:

6	MULTI-PERSPECTIVALISM

Successfully operating in the agri-food and forestry sectors requires varied knowledge. Progress happens as actors, who do not normally interact with one another, meet to exchange their distinctive knowledges and ideas, as well as to learn from each other's practices, experiences, and mistakes. In this context, the ability to recognise complementarity and to employ it to the resolution of shared challenges is crucial. It involves the capacity to collaborate across disciplinary, sectorial, and organisational divides, between academic and practical spheres, and across geographic, cultural, generational and gender-based boundaries. This section estimates the extent to which your educational environment caters for the capacity to manage and employ multiple perspectives for tackling complex challenges.

Assess the extent to which the statement describes your education, where 1 expresses strong disagreement and 6 strong agreement.

1	The education actively encourages students to combine knowledge from a variety of disciplines when addressing tasks.					
	1	2	3	4	5	6
2	Students are actively encouraged to reflect on local knowledge and other cultural aspects of agri-food and/or forestry systems.					
	1	2	3	4	5	6
3	The education includes activities designed to address cross-sectorial challenges.					
	1	2	3	4	5	6
4	The education encourages students to reflect on gender issues as a feature of agri-food and/or forestry systems.					
	1	2	3	4	5	6
5	Students from different disciplines are actively encouraged to work together and combine their knowledge and perspectives towards addressing educational assignments.					
	1	2	3	4	5	6

If you would like to comment regarding the questions or the related discussion, please do this here:

7	VERSATILITY

The contexts in which organisations within the agri-food and forestry sectors operate are evolving. This involves policy changes, emerging environmental issues, shifting labour and consumer markets, and technological advancements. Navigating in a changing world demands that organisations develop continuously. In turn, this requires employees with lifelong learning capacities, a capability to innovate, strategic creativity, and problem-solving skills. It requires preparedness to reflect on, respond to, and accommodate new experiences, cutting-edge knowledge, and best practices. This section assesses the extent to which your education environment caters for such skills.

Assess the extent to which the statement describes your education, where 1 expresses strong disagreement and 6 strong agreement.

1	The education adopts a variety of assessment methods to reflect a variety of learning styles.					
	1	2	3	4	5	6
2	The education involves examples that challenge learnt and/or taken-for-granted methods and knowledge.					
	1	2	3	4	5	6
3	Students are provided with means to explore and develop ideas emerging from educational activities.					
	1	2	3	4	5	6
4	The education facilitates students' competence development of reflection, including reflection on their own learning process.					
	1	2	3	4	5	6
5	Teaching builds on students' real-life experience in the field and their interactions with stakeholders.					
	1	2	3	4	5	6

If you would like to comment regarding the questions or the related discussion, please do this here:

WHEEL OF SKILLING

The results relative to part 2 are summarised below, as your Wheel of Skilling.
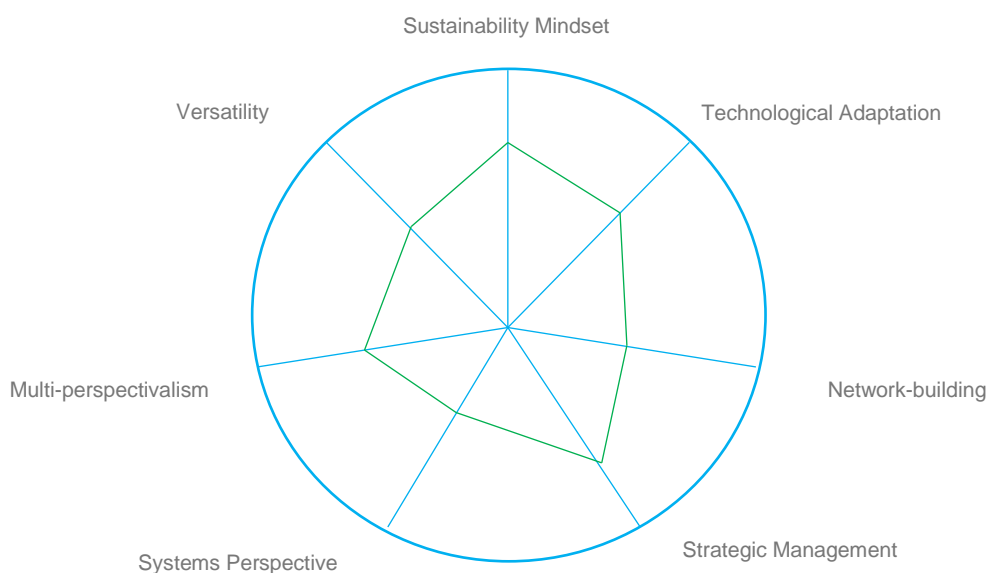
Please reflect on the results in relation to the following questions:

1) How do you read this result? What does it tell you?
2) Does the result seem fair? Did you expect the results to be different, why?
3) Which role did your gender play for how you answered the questions?
4) What kinds of changes does the wheel suggest you should make in your organisation?
5) Do you agree with those changes? Please elaborate.
6) Could you think of supporting conditions and/or institutional barriers to those changes and ways to address them?

Please keep notes of your thoughts and/or discussions for future reference. You can do this in the provided textbox.

You have the option to stop here. If you would like to continue with additional helpful reflection exercises, please continue to Part 3.

REFLECTION EXERCISES

This section consists of optional reflection exercises, designed to support dialogues among teachers and other stakeholders involved in the development of education. The exercises relate to the pathways introduced in the previous, part 2. While these are imagined as group exercises, individuals are also encouraged to use them.

There are two main ways in which users may participate:

1. Users can select the pathway(s) based on their performance in the previous section. For example, you may choose the pathway(s) with the lowest score(s).
2. Users may select the pathway(s) they would like to develop. The NextFood Audit Tool will then provide the appropriate exercises.

Users are encouraged to keep notes during the ensuing dialogues for future reference. You can do this in the provided textboxes. **The users are also reminded to ensure that a free, gender-equal, open dialogue is provided for in the process.**

<u>Please note</u>, the aim of these exercises is to evoke nuanced reflections around skilling pathways, not to measure performance. The dialogues are supposed to lead to a sense in which an educational actor can address, improve even, their capacity to contribute to the development of skills pertaining to a pathway.

1		SUSTAINABILITY MINDSET

Individually, read through the questions that are presented to you closely and spend two minutes to think around ways in which you would answer them.

Decide on a way to structure your group discussion around the presented questions. For example, assign a moderator role, a note-keeper, decide if you would like to have the discussion in smaller groups or jointly in a single larger group, and so on.

Do the discussion. In the process, be careful to keep notes of the relevant points made, the ideas, suggestions, etc. Save your notes for future reference.

1	In the process of designing a course, you have found that several teachers have contradictory views on sustainability. Discuss the pros and cons regarding each of the suggested directions:	You evaluate their positions in relation to an established definition of sustainability, and then support the position which best approximates it.
		You try to find a compromise (e.g., an acceptable middle ground).
		Together with the teachers, you try to find productive ways to integrate those conflicting positions on sustainability in the course design.
	[Make your notes here]	

2	Could you think of some concrete cases related to your field, where it is not clear-cut what the best sustainability practice is? Could you imagine ways of incorporating such cases in your teaching?
	[Make your notes here]

3	Which aspects of your program have the potential to include sustainability issues? Which of these are currently underdeveloped in relation to the inclusion of sustainability?
	[Make your notes here]

For helpful pedagogical ideas and tools, check out our NextFood Toolbox located in our publicly available platform: https://www.nextfood-project.eu/nextfood-platform/

2	**TECHNOLOGICAL ADAPTATION**

Individually, read through the questions that are presented to you closely and spend two minutes to think around ways in which you would answer them.

Decide on a way to structure your group discussion around the presented questions. For example, assign a moderator role, a note-keeper, decide if you would like to have the discussion in smaller groups or jointly in a single larger group, and so on.

Do the discussion. In the process, be careful to keep notes of the relevant points made, the ideas, suggestions, etc. Save your notes for future reference.

1	Discuss the pros and cons regarding each of the suggested ways in which technology can be used in your educational programme:	Choose and provide students with the technological tools necessary to perform educational tasks & objectives. The students are not expected to identify the tools on their own.
		Provide students with challenges. *They* are supposed to discover which technology is appropriate to solve those challenges and to learn to use it.
		Teach students about the variety of technologies out there, but without always/necessarily having those technologies on disposal for students to use.
	[Make your notes here]	

2	Identify cases relevant to your education that represent how the implementation of a new technology has led to broader changes in work procedures and practices. Discuss how such cases can be used in teaching.
	[Make your notes here]

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3	**NETWORK-BUILDING**

Individually, read through the questions that are presented to you closely and spend two minutes to think around ways in which you would answer them.

Decide on a way to structure your group discussion around the presented questions. For example, assign a moderator role, a note-keeper, decide if you would like to have the discussion in smaller groups or jointly in a single larger group, and so on.

Do the discussion. In the process, be careful to keep notes of the relevant points made, the ideas, suggestions, etc. Save your notes for future reference.

1	Discuss and together prioritise the suggested means of network-building: (Feel free to suggest other network-building possibilities!)	Participating in existing networks.
		Establishing new networks (e.g., student networks based on different specialisations or other shared interests).
		Learning through literature.
		Mapping and analysis of existing relevant networks.
	[Make your notes here]	

2	Could you think of ways to optimise your education based on the resulting list?
	[Make your notes here]

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| 4 | **STRATEGIC MANAGEMENT** |

Individually, read through the questions that are presented to you closely and spend two minutes to think around ways in which you would answer them.

Decide on a way to structure your group discussion around the presented questions. For example, assign a moderator role, a note-keeper, decide if you would like to have the discussion in smaller groups or jointly in a single larger group, and so on.

Do the discussion. In the process, be careful to keep notes of the relevant points made, the ideas, suggestions, etc. Save your notes for future reference.

1	If you could design an ideal course whose sole aim was to develop students' strategic thinking skills, what will this course include?
	[Make your notes here]

2	The following themes are all relevant to developing strategic management skills. Prioritize them according to their importance for your education. * Feel free to suggest other themes you consider relevant.	Visionary thinking
		Marketing
		Socially sustainable leadership
		Ethics and morality
		Understanding new consumer trends
		Circular economy
		Internationalization
		Addressing change in complex systems
		Long-term planning
		Transforming food systems in emerging markets
	[Make your notes here]	

3	Based on your answers to the first two questions, could you think of ways to develop your education to better cater for skills in strategic management?
	[Make your notes here]

For helpful pedagogical ideas and tools, check out our NextFood Toolbox located in our publicly available platform: https://www.nextfood-project.eu/nextfood-platform/

5	**SYSTEMS PERSPECTIVE**

Individually, read through the questions that are presented to you closely and spend two minutes to think around ways in which you would answer them.

Decide on a way to structure your group discussion around the presented questions. For example, assign a moderator role, a note-keeper, decide if you would like to have the discussion in smaller groups or jointly in a single larger group, and so on.

Do the discussion. In the process, be careful to keep notes of the relevant points made, the ideas, suggestions, etc. Save your notes for future reference.

1	Students learn systems thinking in a variety of ways. Discuss these in your group, and then organise them in order of how you would prioritise them. *(Feel free to suggest alternative learning methods.)*	Through reading relevant literature
		By addressing hypothetical/actual scenarios
		Through participating in simulation exercises
		By engaging in such class exercises as "causal mapping"
		Through actual work experience (e.g., in internships), and so on.
		Through action learning.
	[Make your notes here]	

2	Draw a canvas with two axes, where the horizontal expresses "ease of implementation" and the vertical "value in supporting learning about systems". Then map the above-mentioned learning methods in relation to the two axes. (If you consider other parameters for the canvas, feel free to use those. A suggestion may be autonomy versus value, where the learning methods are compared to the extent to which they require guidance.)
	[Make your notes here]

3	Discuss the resulting orderings from the previous two questions. Could you think of ways to optimise your education based on the resulting list?
	[Make your notes here]

For helpful pedagogical ideas and tools, check out our NextFood Toolbox located in our publicly available platform: https://www.nextfood-project.eu/nextfood-platform/

6	**MULTI-PERSPECTIVALISM**

Individually, read through the questions that are presented to you closely and spend two minutes to think around ways in which you would answer them.

Decide on a way to structure your group discussion around the presented questions. For example, assign a moderator role, a note-keeper, decide if you would like to have the discussion in smaller groups or jointly in a single larger group, and so on.

Do the discussion. In the process, be careful to keep notes of the relevant points made, the ideas, suggestions, etc. Save your notes for future reference.

1	Your students would like to use knowledge from a discipline that is unfamiliar to them but say they have difficulties to understand it. Discuss the pros and cons regarding each of the suggested directions:	You ask them to revise their choice, and instead to focus on knowledge from a discipline that is more familiar to them.
		You put them in contact with the appropriate department in your institution, or the appropriate experts outside the institution, to help them with what they would like to achieve.
		Encourage the students to figure it out on their own (or in groups, etc.).
	[Make your notes here]	

2	What are the obstacles/challenges to being more interdisciplinary/cross-sectorial in your educational environment? What are the ways to address those obstacles/challenges?
	[Make your notes here]

For helpful pedagogical ideas and tools, check out our NextFood Toolbox located in our publicly available platform: https://www.nextfood-project.eu/nextfood-platform/

7	**VERSATILITY**

Individually, read through the questions that are presented to you closely and spend two minutes to think around ways in which you would answer them.

Decide on a way to structure your group discussion around the presented questions. For example, assign a moderator role, a note-keeper, decide if you would like to have the discussion in smaller groups or jointly in a single larger group, and so on.

Do the discussion. In the process, be careful to keep notes of the relevant points made, the ideas, suggestions, etc. Save your notes for future reference.

1	Your students have come up with a creative idea and they would like the programme to help them realise it. Discuss the pros and cons regarding each of the suggested directions:	You link the students with external actors who, with the programme's coordination, will support the realisation.
		You make resources available within the programme, which will help them develop and realise the idea.
		You take note of their initiative and encourage them to develop it on their own, outside the programme.
	[Make your notes here]	

2	A new teacher is appointed to teach on the course/programme. These are some of the ways you could go about preparing him/her for the teaching. Discuss the pros and cons regarding each of the suggested directions.	You hand over the syllabus and teaching material from previous years for the new teacher to follow.
		You arrange a meeting where you discuss the course/program and discuss how the new teacher's competences can add new perspectives and potential benefits to the current course/program.
		You hand over the syllabus and teaching material to the new teacher and ask him/her to adjust it according to his/her competences.
		You arrange a meeting with the new teacher and talk about how you have selected cases for the students and how you have built up literature based on those cases.
	[Make your notes here]	

For helpful pedagogical ideas and tools, check out our NextFood Toolbox located in our publicly available platform: https://www.nextfood-project.eu/nextfood-platform/

Annex 2: Instructions to coordinator in test phase 1

NextFood Audit Tool Test - Phase 1

Within WP1, we have as part of Task 1.2 developed an Audit Tool for self-assessing skilling in agri-food and forestry education. The task also involves testing of this tool. We have decided to divide the testing into two phases. **The first phase, to which this document pertains, aims to gain in-depth insight into the content and structure of the tool, involving a smaller group of respondents.** The second phase will be conducted later and will involve a larger group of respondents.

Procedure for Doing Phase 1

Statement of respondents

For purposes of the test, choose an educational activity (module, course, or programme, etc.). From within that educational activity, make a mixed group which will at least contain students and teachers. Potentially include other relevant stakeholders as well.

We advise a group size of 6-10. Try to organise a group that reflects the diversity of the educational activity in terms of, say, gender, ethnicity, etc. Also, try to gather individuals that have not been involved actively in the NextFood project.

Preparation

Prior to the test, we will send you three main things: 1) the Audit Tool Master Version in Word, 2) a questionnaire for the respondents, and 3) a questionnaire for the NextFood partner.

The test consists of your group actually using the Audit Tool Master Version. At the end of the test, the two questionnaires should be filled in, as a general reflection on the exercise. So in preparation for the test, please read carefully through these three things.

Your role during the test

As a NextFood partner, your main role in the test is only to convey what is required of the respondent group and to observe and document the testing process. Try to take the role of an observer and only interfere if this is needed in order for the group to move forward. Make a note every time your guidance is needed.

An example: If the group does not understand a question and asks for your help, you first encourage them to discuss among themselves. If they still cannot come to an understanding, they can either decide to skip the question or have your assistance. You note down which question raised the confusion, what seemed to cause the confusion, the key points in their discussion, how they proceeded and, potentially, what kind of guidance you gave them.

Executing the test

1. Send the Consent form (see below) to each respondent prior to the test. Ask if they have any questions related to the Consent Form. Make sure to collect the signed Consent Forms.

2. Convene the group, preferably physically or if that is not possible, then, online.
3. Introduce the test to the participants:

a. Shortly introduce the Nextfood project, the Audit Tool purpose (as stated in the introduction of the Master Version), and the purpose of the test. Emphasise that this is a work in progress and that their comments will contribute to further development of the tool.

b. Explain that the Audit Tool in its final form will be an online tool, but for this test they will use the Word version.

c. Explain that they should fill out the Audit Tool as a group, thus to discuss the questions in the group and come to an agreement on the answer as a group.

d. Explain your role during the test to the group. Tell them that you will mainly be observing, since one aim of the test is to see whether the current instructions given in the tool are sufficiently clear.

e. Ask them to self-organise, e.g. to choose a moderator, select one among the group who will share the Audit tool on a screen/projector and fill in the answers on behalf of the group.

f. Explain that they need 10 - 15 min. towards the end of the test to evaluate the Audit Tool by filling out the questionnaire individually.

4. Open the Audit Tool on one screen - use a projector/share screen option.
5. Ask the group to follow the instructions the tool gives for doing the various exercises.
6. Keep notes according to the instructions given below.
7. Upon finishing the test, ask the respondents in the group to fill in the short questionnaire individually.
8. Send your notes, completed questionnaires, and consent forms to us.

Documenting the test

Please keep notes of the group dynamics during the testing. Pay special attention to:

- Activity: is everyone equally contributing?
- Moments when the group gets "stuck", and how they get "unstuck"
- Are there parts of the tool that cause confusion, that seem ambiguous?
- Does the group seem to feel well-guided by the structure and instructions in the tool?
- How does the group self-organise when doing the exercises in the Audit Tool?
- To what extent does the group follow the instructions in the Audit Tool?

After completing the test, please fill in the questionnaire for the NextFood partner yourself.

Please send your notes along with the completed questionnaires and consent forms to: Stroha@ruc.dk and ivanche.dimitrievski@food.lth.se (Stine and Ivanche)

Timeline

The test should be carried out during the first half of October 2020. Please send us your notes, completed questionnaires, and consent forms by the 18th of October, 2020.

Ethical issues

Please ask all participants in this test to fill in a Consent Form. We will supply this Consent Form.

List of links/documents

Make sure that prior to the actual test you have these things available:

- Protocol for the test (Word document)

- Master version of audit tool (Word document)
- Questionnaire for respondents (Word document)
- Questionnaire for NextFood partner (Word document)

- Consent form (PDF document)

Annex 3: Questionnaires for respondents and coordinators of test phase 1

Evaluation questionnaire for participants in Test phase 1 of the Nextfood Audit Tool

Purpose and instructions	
Did you understand the overall purpose of the Audit Tool? • If no, please elaborate what was not clear to you:	*Yes ( ) No ( )*
Did you understand the purpose and connections between the three parts of the Audit Tool? • If no, please elaborate what was not clear to you:	*Yes ( ) No ( )*
Was it clear how to carry out the three parts? • If no, please elaborate what was not clear to you	*Yes ( ) No ( )*
Were the instructions given in the Audit Tool understandable? • If no, please elaborate what was not clear to you	*Yes ( ) No ( )*
Naming and description of the pathways of skilling	

Are the namings of the pathways understandable? • If no, which of the pathway name(s) was not understandable and why	*Yes ( ) No ( )*
Do the names encapsulate the meaning of the pathway as it is elaborated? • If no, which of the pathway name(s) did you not find meaningful and why?	*Yes ( ) No ( )*
Are the <u>descriptions</u> of the pathways of skilling understandable? • If no, which of the pathway description(s) did you not find meaningful and why?	*Yes ( ) No ( )*
Is there a clear connection between the descriptions of the pathway and the questions? • If no, please elaborate why and which pathways your critique applies to	*Yes ( ) No ( )*
Language	
Do you think that the language used in the Audit Tool was easy to follow? • If not, point at a few of the difficulties or ambiguities.	*Yes ( ) No ( )*
Self-assessment questionnaire – Part 2	

Do you think that important questions relative to some of the skilling pathways were omitted? - If yes, what would those questions be?	Yes ( ) No ( )

Reflection exercises in part 3

Which exercise(s) in part 3 did you carry out?

Did you understand the exercise? Please elaborate your answer

Was the exercise useful? Please elaborate your answer.

Usefulness

According to you, which were the most useful aspects of the Audit Tool?

How/why were those aspects useful?

For whom were those aspects useful?	
At which stage (planning, implementation, educational activities) may the Audit Tool be useful to your institution?	
Are you and/or your team likely to use the Audit Tool at a later point? • *Why/why not, and for what purpose?*	*Yes ( ) No ( )*

Evaluation questionnaire for Nextfood partners in Test phase 1 of the Nextfood Audit Tool

Background information about the test	
What kind of educational activity was the tool tested on (course, programme, etc)	
What level of education (vocational, bachelor, master, PhD, etc.)	
What is the educational area (agronomy, forestry, food studies, etc.)	
How many people participated in the test	
• How many teachers/lecturers	
• How many students	

• How many other stakeholders and what was their role/profession	
Was the tool tested in one mixed group or where students/teachers divided into separate groups	
How much time was spent on the test phase (excluding the part where participants fill out the evaluating questionnaire)	
Purpose	
Did the respondents understand the purpose of the Audit Tool? • If no, please elaborate	*Yes ( ) No ( )*
Did the respondents understand the purpose and connections between the three parts of the Audit Tool? • If no, please elaborate	*Yes ( ) No ( )*
Was it clear to them how to carry out the three parts? • If no, please elaborate	*Yes ( ) No ( )*

Were the instructions given in the Audit Tool understandable for them? • If no, please eloraborate which parts caused confusion and why/how	*Yes ( ) No ( )*

Language	
Do you think that the language used in the Audit Tool was easy to follow for the respondents? • If not, point at a few of the parts where the respondents seemed to struggle.	*Yes ( ) No ( )*

Scope of questions
Did you think that important questions relative to some of the skilling pathways were omitted? • What would those questions be?
Have you observed aspects raised during the discussions among the respondents that were not included in the Audit Tool itself? • If so, please elaborate

Usefulness
What parts of the Audit Tool seemed to spark the most discussion among the respondents?

What was the discussion about?
Why do you think this caused discussion?