



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 #77: New instruments for design and implementation options at Lifelong Learning (LLL) Level

Authors: Davide Viaggi, Yaprak Kurtul, Giacomo Rinaldi, Federica Savini (University of Bologna)

LLL is an ongoing process of learning and adapting throughout life. The European Skills Agenda appraises LLL as fundamental to build a resilient system while the European Education Area considers LLL to be critical. Fostering LLL is among the priorities of the EU rural development policy. However, the results of a survey conducted within NextFOOD (NF) suggests that several gaps exist in this educational area, including limited coordination between LLL and education in the Agri-Food and Forestry sectors (AFF). Hence, within NF *policy tools* responding to specific *policy objectives* were proposed to guide **policymakers** and key actors **involved in LLL** to overcome these gaps. A *policy objective* that needs urgent action is designing LLL courses that meet the needs of the sector and are accessible and inclusive for all. The *policy tools* proposed were: i) prioritising (and introducing new) LLL courses at educational institutions, ii) designing a LLL approach that is **flexible, short, digital** and **affordable** (or free); iii) establishing multi-actor instruments to enhance LLL.

Another *policy objective* was to enable training of educators by designing LLL modules that keep teachers' and educators' skills continuously up-to-date; and by supporting education of agricultural advisors, designing policies to establish a platform of advisors, and tailor-made implementation solutions on the national/local levels. Finally, supporting the continuous education of workers/farmers in the AFF sectors was another critical policy objective. The proposed policy tools were to design programmes which allow for continuous education of AFF professionals throughout their career (regardless of age and gender); and to enhance and systemize peer-to-peer learning.



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Practice Abstract #77: Individuazione di nuovi strumenti e opzioni di implementazione nell'ambito della formazione continua

Authors: Davide Viaggi, Yaprak Kurtal, Giacomo Rinaldi, Federica Savini (University of Bologna)

La **formazione continua (FC)** è un processo di apprendimento e adattamento che avviene durante tutta la vita. Per l'European Skills Agenda essa è fondamentale per costruire un sistema resiliente, mentre la European Education Area lo considera nevralgico. La promozione della FC è tra le priorità della politica di sviluppo rurale UE, tuttavia, ad oggi in quest'area esistono diverse lacune, tra cui il coordinamento limitato tra la FC e l'educazione nel settore AFF (Agri-Food e Forestry). Il Progetto NextFOOD ha proposto alcuni strumenti politici per specifici obiettivi, pensati per i **policymakers** e gli **attori chiave** coinvolti nella FC.

Un obiettivo ritenuto critico è quello inerente la progettazione di corsi di FC che soddisfino le esigenze del settore e siano accessibili e inclusivi. A tal fine sono stati proposti i seguenti policy tools: i) dare priorità a corsi di FC presso le istituzioni educative, e/o introdurre di nuovi, ii) progettare un approccio **flessibile, breve, digitale ed economico** (o gratis); iii) istituire strumenti multi-attore per migliorare la FC.

Un altro obiettivo è quello di favorire la formazione degli insegnanti, che deve essere attuato con i) la progettazione di moduli FC che aiutino ad aggiornare le loro competenze; e ii) il supporto alla formazione dei consulenti agricoli e la progettazione di politiche per stabilire un piattaforma di consulenti e soluzioni di implementazione su misura a livello nazionale/locale.

Infine, il sostegno alla FC dei lavoratori/agricoltori nei settori AFF. È stato proposto di i) progettare programmi che consentano la FC dei professionisti AFF durante tutta la loro carriera (indipendentemente da età e sesso); e ii) migliorare e mettere a sistema l'apprendimento da pari a pari.



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Practice Abstract #77: Nuevos instrumentos para las opciones de diseño y aplicación en el nivel de aprendizaje permanente (AP)

Authors: Davide Viaggi, Yaprak Kurtul, Giacomo Rinaldi, Federica Savini (University of Bologna)

El Aprendizaje Permanente (AP) es un proceso continuo de aprendizaje y adaptación a lo largo de la vida. La Agenda Europea de Competencias considera que el AP es fundamental para construir un sistema resistente, mientras que el Espacio Europeo de la Educación considera que el AP es crítico. El fomento del AP está entre las prioridades de la política de desarrollo rural de la UE. Sin embargo, los resultados de una encuesta realizada en el marco de NextFOOD (NF) sugieren que existen varias lagunas en este ámbito educativo, incluida la limitada coordinación entre el AP y la educación en los sectores agroalimentario y forestal (AFF). Por lo tanto, dentro de NF se propusieron herramientas políticas que responden a objetivos políticos específicos para guiar a los **responsables políticos** y a los actores clave **implicados en el AP** para superar estas lagunas. Un objetivo político que requiere una acción urgente es el diseño de cursos de AP que satisfagan las necesidades del sector y sean accesibles e inclusivos para todos. Las herramientas políticas propuestas fueron: i) priorizar (e introducir nuevos) cursos de AP en las instituciones educativas, ii) diseñar un enfoque de AP que sea **flexible, corto, digital y asequible** (o gratuito); iii) establecer instrumentos de múltiples actores para mejorar el AP. Otro objetivo político era permitir la formación de los educadores mediante el diseño de módulos de AP que mantengan las habilidades de los profesores y educadores continuamente actualizadas; y mediante el apoyo a la educación de los asesores agrícolas, el diseño de políticas para establecer una plataforma de asesores y soluciones de implementación a medida a nivel nacional/local. Por último, el apoyo a la formación continua de los trabajadores/agricultores de los sectores de la AFF era otro objetivo político fundamental. Los instrumentos políticos propuestos consistían en diseñar programas que permitieran la formación continua de los profesionales de la AFF a lo largo de su carrera (independientemente de la edad y el género); y en potenciar y sistematizar el aprendizaje entre iguales.