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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 #78: New instruments design and implementation options at Pre-University Education Level

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

Pre-University education is of critical importance for equipping students with skills and basic knowledge, especially on issues fundamental to face today's challenges of sustainability and gender. According to a NextFOOD (NF) survey on key stakeholders informed about education in the Agri-Food and Forestry (AFF) sectors, Pre-University received the lowest score for being "effective to improve learners' skills and knowledge". To address these gaps, policy objectives were identified to be targeted at Pre-University, namely: a) increasing financial support and investments; b) enhancing hard and soft skills; and c) updating the curricula to meet the needs of the sector. To achieve these, policy tools were proposed to guide **policymakers** and **other key stakeholders** involved in policy making **in education**.

The policy tools suggested to enhance competencies and skills included: i) integrating soft skills into the curricula starting from early ages; and ii) enabling continuous learning of trainees. The tools identified to update the curricula focused on: i) establishing a connection between education and real life; ii) adopting new learning approaches; and iii) integrating sustainability and related good practices into the curricula.

In order to increase financial support, i) investments in new technologies and instruments in schools; and ii) investments to improve education in ICT by means of skilled educators, were proposed.

Finally, an overall suggestion was to improve coordination and dialogue among different levels of education (i.e. Pre-University, University, VET, LLL), not only regarding dialogue between actors, but also among policies and policy-making processes (e.g. reducing bureaucratic burden).



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Practice Abstract #78: Individuazione di nuovi strumenti e opzioni di implementazione nell'ambito dell'istruzione pre-universitaria

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

La formazione pre-universitaria è fondamentale per dotare gli studenti di competenze e conoscenze di base, soprattutto su temi come la sostenibilità e il genere, fondamentali per affrontare le sfide odierne. Secondo l'indagine condotta tra i principali stakeholder dell'istruzione AFF (Agri-Food and Forestry) all'interno del progetto NextFOOD (NF), questo settore ha ricevuto il punteggio più basso per quello che riguarda l'efficacia nel migliorare le competenze e le conoscenze degli studenti. Per raggiungere questi obiettivi, sono stati proposti strumenti politici per supportare i responsabili politici e altre parti chiave coinvolte nella definizione delle politiche in materia (ad es. educational managers).

Questi strumenti sono: i) integrare le soft skills nei curricula a partire dalla prima infanzia; e ii) consentire l'apprendimento continuo dei tirocinanti.

Per aggiornare i curricula: i) stabilire una connessione tra istruzione e vita reale; ii) adottare nuovi approcci all'apprendimento; e iii) integrare la nozione di sostenibilità e le relative buone pratiche nei curricula. Al fine di aumentare il sostegno finanziario sono stati suggeriti: i) investimenti in nuove tecnologie e strumenti nelle scuole; e ii) investimenti per migliorare l'istruzione ICT (*Information and Communications Technology*) attraverso educatori qualificati. Infine, un suggerimento generale è stato quello di migliorare il coordinamento e il dialogo tra i diversi livelli di istruzione (cioè pre-universitario, universitario, istruzione e formazione professionale, formazione continua), non solo per quanto riguarda il dialogo tra gli attori, ma anche tra le politiche e i processi decisionali (ad es. riduzione degli oneri burocratici).



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Practice Abstract #78: Nuevas opciones de diseño y aplicación de instrumentos en el nivel educativo preuniversitario

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

La educación preuniversitaria es de vital importancia para dotar a los estudiantes de habilidades y conocimientos básicos, especialmente en temas fundamentales para afrontar los retos actuales de sostenibilidad y género. Según una encuesta realizada por NextFOOD (NF) a las principales partes interesadas informadas sobre la educación en los sectores agroalimentario y forestal (AFF), la enseñanza preuniversitaria recibió la puntuación más baja por ser "eficaz para mejorar las competencias y los conocimientos de los alumnos". Para subsanar estas deficiencias, se identificaron objetivos políticos dirigidos a la enseñanza preuniversitaria, a saber: a) aumentar el apoyo financiero y las inversiones; b) mejorar las competencias duras y blandas; y c) actualizar los planes de estudio para satisfacer las necesidades del sector. Para conseguirlo, se propusieron herramientas políticas para orientar a los responsables políticos y a otras partes interesadas clave que participan en la elaboración de políticas en materia de educación.

Las herramientas políticas sugeridas para mejorar las competencias y las habilidades incluyen: i) integrar las habilidades blandas en los planes de estudio desde edades tempranas; y ii) permitir el aprendizaje continuo de los aprendices. Las herramientas identificadas para actualizar los planes de estudio se centraron en: i) establecer una conexión entre la educación y la vida real; ii) adoptar nuevos enfoques de aprendizaje; y iii) integrar la sostenibilidad y las buenas prácticas relacionadas en los planes de estudio.

Para aumentar el apoyo financiero, se propusieron: i) inversiones en nuevas tecnologías e instrumentos en las escuelas; y ii) inversiones para mejorar la educación en TIC mediante educadores cualificados.

Por último, una sugerencia general fue la de mejorar la coordinación y el diálogo entre los diferentes niveles de la educación (es decir, preuniversitario, universitario, EFP, LLL), no sólo en lo que respecta al diálogo entre los actores, sino también entre las políticas y los procesos de elaboración de políticas (por ejemplo, reduciendo la carga burocrática).