



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 #88: The importance of facilitators' (teaching practitioners') training and knowing the Nextfood competences first hand

Authors: Marie Henriksen Bogstad (Norwegian University of Life Sciences)

The participatory and action-oriented Nextfood (NF) educational approach is focused on cultivating six core competences. For learners to become future sustainability professionals, the facilitator (i.e. teaching practitioner) should enable them to build the core competences of observation, participation, reflection, visionary thinking, dialogue, and facilitation.

Throughout the duration of the NF project, the 12 diverse educational cases have tried and tested the NF educational approach and experienced what it requires from both learners and facilitators. They have found that it is integral for the successful implementation of the approach that the facilitators themselves know and master the core competences. Only then will they be able to facilitate the build-up of these in their learners. In the NF project, regular peer learning groups have been held to share case experiences, and several workshops on the different competences have been arranged, in order to build up competence mastery in the different case institutions. Also, the cases have practiced facilitating competence building in other members of faculty by asking them to participate in their NF course. Some cases have found the NF Toolbox to be very useful in this regard, and use the resources found there to communicate to their colleagues about the approach and the core competences.



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 #88: La importancia de la formación de los facilitadores (profesionales de la enseñanza) y de conocer de primera mano las competencias de Nextfood

Authors: Marie Henriksen Bogstad (Norwegian University of Life Sciences)

El enfoque educativo participativo y orientado a la acción de Nextfood (NF) se centra en el cultivo de seis competencias básicas. Para que los alumnos se conviertan en futuros profesionales de la sostenibilidad, el facilitador (es decir, el profesional de la enseñanza) debe permitirles desarrollar las competencias básicas de observación, participación, reflexión, pensamiento visionario, diálogo y facilitación.

A lo largo del proyecto NF, los 12 casos educativos diversos han probado el enfoque educativo NF y han experimentado lo que requiere tanto de los alumnos como de los facilitadores. Han comprobado que, para aplicar con éxito el enfoque, es fundamental que los propios facilitadores conozcan y dominen las competencias básicas. Sólo entonces podrán facilitar el desarrollo de éstas en sus alumnos. En el proyecto NF, se han celebrado grupos regulares de aprendizaje entre iguales para compartir las experiencias de los casos, y se han organizado varios talleres sobre las diferentes competencias, con el fin de construir el dominio de las competencias en las diferentes instituciones de los casos. Además, los casos han practicado la facilitación del desarrollo de competencias en otros miembros del profesorado pidiéndoles que participen en su curso de NF. Algunos casos han encontrado la caja de herramientas de la NF muy útil en este sentido, y utilizan los recursos que allí se encuentran para comunicar a sus colegas el enfoque y las competencias básicas.