Next FOOD

EDUCATING THE NEXT GENERATION OF PROFESSIONALS IN THE AGRIFOOD SYSTEM

SLU

NextFood Seminar session "catching-up"
May 04, 2021

Agenda for today

13.00-13.10   Welcome and introduction, Christina Lunner Kolstrup

13.10-13.30   Scientific update and the remaining year of NextFood, Martin

13.30-13.50   Financial information, Chris

13.50-14.00   Break

14.00-15.00   Catching-up workshop in breakout rooms.

Deliverables the past year

WP1- D1.2 Audit tool for research & education

WP2- D2.3 Master manual draft 2 (June 2021)

Wp2- D2.7 Annual case development report (June 2021)

WP3- D3.5 Report om educational strategies (June 2021)

WP4- D4.2 Report on policy strategies and improvements

WP5- D5.4 Report 2 on impact assessment pilot testing

WP6- D6.5 Information material to Scientists and the Public

WP6- D6.6 Practice Abstracts

Accepted Scientific papers

Ivanche Dimitrievski and Håkan Jönsson. "Skills in the making: Agri-food skills, time and social organization", to be published sometime in 2022 in *Kritisk Etnografi – Swedish Journal of Anthropology* and

Ivanche Dimitrievski and Håkan Jönsson. "Rethinking impact – Unwrapping the social processes behind an institutional term", also to be published in 2022 in the Routledge anthology *Humanities meets business: The human perspective in university-industry collaborations*.

Drottberger, A.; Melin, M.; Lundgren, L. Alternative Food Networks in Food System Transition—Values, Motivation, and Capacity Building among Young Swedish Market Gardeners. *Sustainability* **2021**, *13*, 4502. https://doi.org/10.3390/su13084502
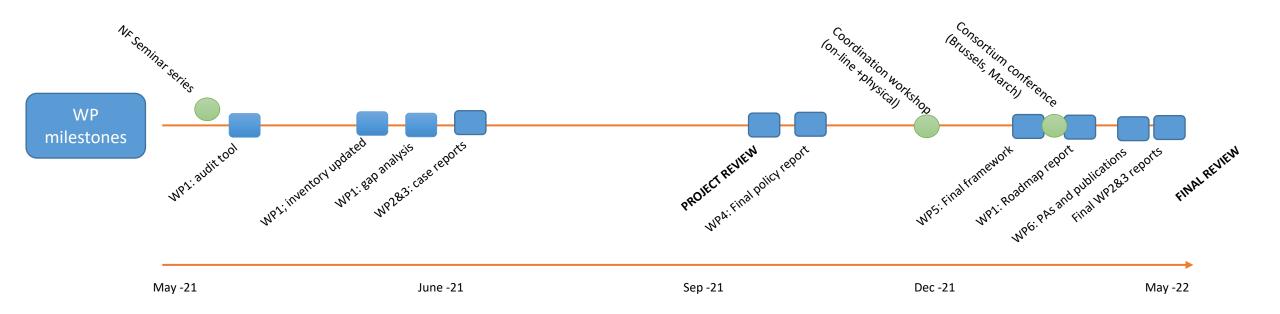
Technical reports

Deadline for sending to the coordinator is May 17 (WP leaders + partners)

Comments from last review:

- Strengthen the multistakeholder approach in all activities (farmers, foresters, advisers, food industry, policy makers)
- Exploit mid-term outcomes to specific target groups
- Scientific publications are expected in the coming reporting period
- Emphasize results related to non-agriculture but related fields (e.g. forestry and foods)
- Carefully consider the policy objectives and expected impact (e.g. improving farmer skills, re-definition of educational strategies…)
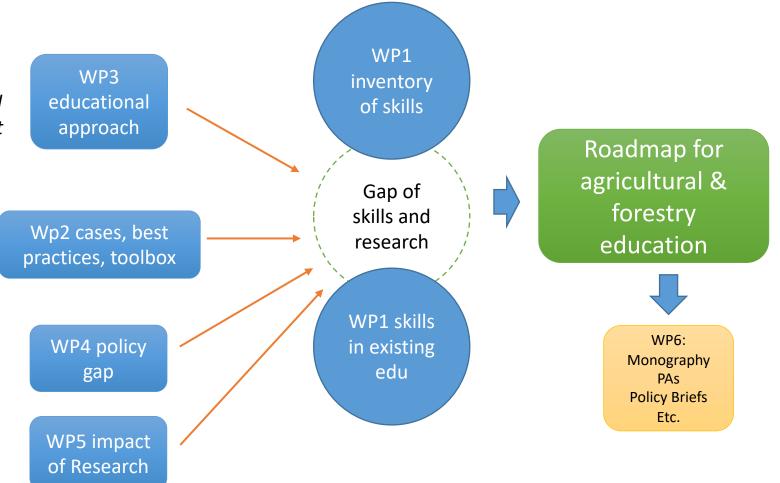
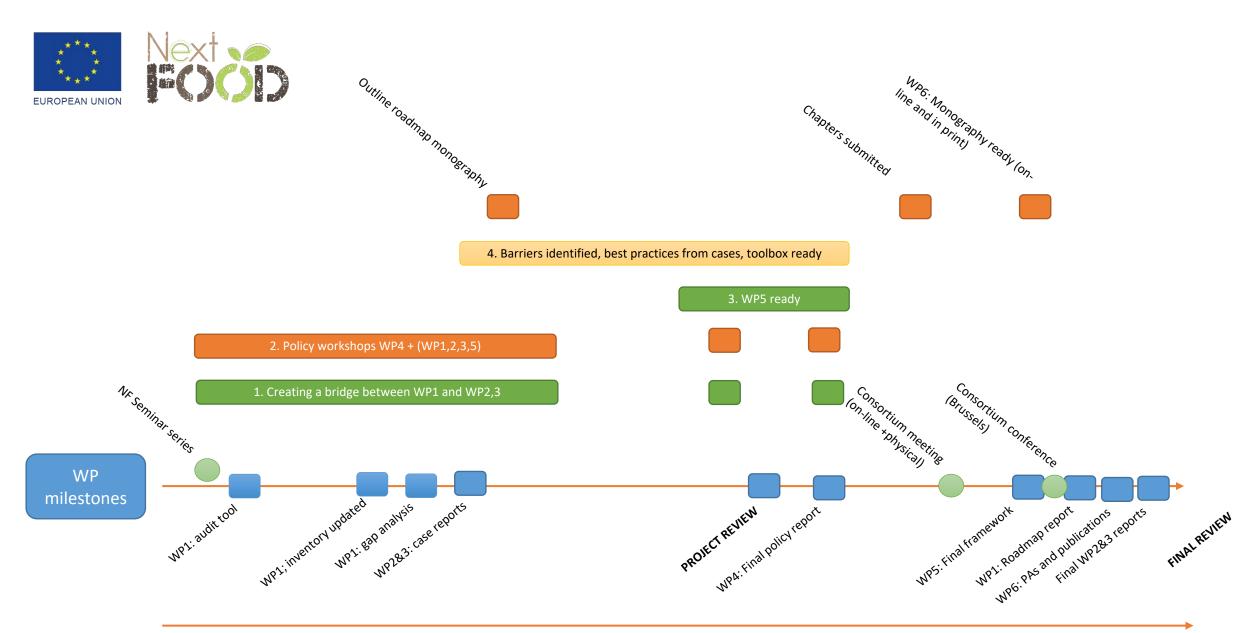# What remains for the coming year

Overall aim of NextFood

"The overall aim of NEXTFOOD is to generate an innovative European science and education road map for sustainable agriculture and forestry…."

EUROPEAN UNION

1. To what extent does the NF approach cater for these skills?

2. How can the NF approach fulfill the needs for learners on different levels (Vocational, B.Sc, M.Sc.).

2. How can we overcome barriers (among students, teachers and institutions) to make this transition?

3. What policies are needed to implement this kind of education?

4. How can we better connect research with education?

WP3 educational approach

Wp2 cases, best practices, toolbox

WP4 policy gap

WP5 impact of Research

WP1 inventory of skills

Gap of skills and research

WP1 skills in existing edu

Roadmap for agricultural & forestry education

WP6: Monography PAs Policy Briefs Etc.

NextFOOD — EUROPEAN UNION

WP milestones

NF Seminar series

Outline roadmap monography

Chapters submitted

WP6: Monography ready (on-line and in print)

4. Barriers identified, best practices from cases, toolbox ready

3. WP5 ready

2. Policy workshops WP4 + (WP1,2,3,5)

1. Creating a bridge between WP1 and WP2,3

Consortium meeting (on-line +physical)

Consortium conference (Brussels)

WP1: audit tool

WP1; inventory updated

WP1: gap analysis

WP2&3: case reports

PROJECT REVIEW

WP4: Final policy report

WP5: Final framework

WP1: Roadmap report

WP6: PAs and publications

Final WP2&3 reports

FINAL REVIEW

May -21   June -21   Sep -21   Dec -21   May -22

Discussion in breakout rooms

Thinking about the past year in NextFood:

1. What are the main achivements (e.g. learning lessons, experiences, task accomplishments, individually, in your team and in the consortium)?
2. What have been the main difficulties (individually, in your team and in the consortium)?
3. What are the crucial next steps for us to take (individually, in your team and in the consortium)?

Please make your answer a few sentences so that anyone not in your groups can understand what you mean!

A few points…

Technical reports: Deadline for sending to the coordinator is May 17 (WP leaders + partners)

NextFood Pre-event at the **ISEKI-Food conference**, on June 22 at 9-12

Please upload your **ppt-presentation** on the NF platform, or send to WP6

Discussion in breakout rooms

(14.10-14.30) Take notes in the chat!

1. How can the collaboration of the NF consortium become even better?

2. How do you see that the legacy of NextFood can "live on" after May 1st 2022?

Purpose of the session

1. To review our activities and achievements over the last year

2. To present a new PhD-project on farmers´ learning as an integral part of the educational process

3. To discuss what the Nextfood approach requires of students and teachers (small groups)

4. To present preliminary outcomes of the Nextfood approach

5. To generate solutions to two core challenges – small group discussion

Schedule

10:00 – 10:05 Purpose and program for the session (Geir)

10:05 – 10:15 Looking back over the last year (Lutgart)

10:15 – 10:25 The Nextfood approach: Farmers´ learning (Åsmund)

10:25 – 10:50 What does the Nextfood approach require of students and teachers? (Geir and all) *Discussion in small groups*

10:50 – 11:00 Plenary

11:00 – 11:10 **BREAK**

11:10 – 11:25 D3.4: Report on educational strategy year 2 (Tor Arvid)

11:25 – 11:50 Generating solutions to two core challenges (Geir and all) *Discussion in small groups*

11:50 – 12:00 Wrap up in plenary

Tasks & activities in WP2-3

Task 2.1	Planning of action research in the selected cases
Task 2.2	Mentoring and supervision of the action research process in the selected cases
Task 3.1	Create an overall framework to assess and improve the current educational approaches of involved cases
Task 3.2	Training of the Nextfood educational approaches in the selected cases
Task 3.3	Evaluate the impact of the new curricula on students' understanding and competence

Activity /Deliverable
Deliverables
D3.2 A toolbox for teaching practitioners (M24)
D3.4 Report on educational strategy, year 2 (M24)
D3.5 Report on educational strategy, year 3 (M36)

Activity /Deliverable
Monthly skype meetings with cases individually
Update on case work, feedback on case development report
Data analysis, multi-actor approach, Nextfood cycle
Communication, data analysis, case reporting, stakeholders as learners
Workshops
Further case development
Further action research

Activity /Deliverable
Peer learning group meetings
Analysing competence development
Initiation of the peer learning group
Data collection and Correlation analysis
Statistical analysis
Qualitative data analysis
Initiation of the peer learning group
Discussing the coding of example data
How to code using coding instructions
Coding for competences
Exploration of NVIVO visualization tools for data analysis

The Nextfood approach as signature pedagogy

Co- and peer learning   Diversity of learning arenas

Learning contexts and

Diversity of   *Activities*   Diversity of
learning sources   assessment methods

"Areas of shift"

(Kick off worskhops and D3.1)
External

Teachers as learning facilitators

Internal

Learner centred   Action oriented   Transformative

*(D3.1 Educational
approaches)*

Systemic (holistic)   *Approaches*

Experiential   Transdisciplinary

Facilitation

Visionary thinking   Dialogue

Reflection   *Competences*   Participation

(core)

Observation

The first small group work (10:25 – 10:50)

Question:

What does the Nextfood approach require of students and teachers?

1. Quick round of presentations, if necessary
2. Two minutes individual reflection
3. Then share in a round
4. Write in the chat

The second small group work (11:25 – 11:50)

- **How can we motivate and maintain motivation among external stakeholders?** (farmers and others) (Group 1, 2, 3)

- **In what ways might we successfully conduct action learning in an online mode?** (Group 4, 5, 6)

1. Two minutes individual reflection
2. Share ideas
3. Write in the chat

WP4 - Policy Assessment and Recommendation

The activities. WP4 aims to **identify policy instruments that support the transition towards action-, and practice-oriented learning methods**.

Present situation

T4.1

Diagnostics of existing policies

T4.2
Identification of strategies for improvements

T4.3

New instruments design and implementation options

T4.4
Gender-sensitive impact assessment and recommendations

The final aim. Suggest **new policy instruments** on regional, national and EU-level **that will improve** the education and training systems for all **AFF stakeholders**, and that face the **sustainability and gender equality challenges** of our future.

Improved policy framework

Timetable

20' Presentation of results of Tasks 4.1, 4.2 and outlook on 4.3
10' Any question?
20' Individual Padlet
10' Break
20' Small discussion groups about Padlet results 20' Plenary discussion round about Padlet results

Task 4.1
May 2018 – October 2019

Task 4.1 - Diagnostics of existing policies

Online survey launched at the end of June 2019.

Purpose: to gather information about the **effectiveness of existing policies and their interaction as well as gaps.**

Organizing ideas process → **Review of actual EU Policies and Programs in Agrifood and Forestry (AFF) Education** → **Development of the questionnaire, target population, timing** → **Results of the questionnaire**

Review of actual EU Policies and Programmes in Agrifood and Forestry (AFF) Education

70% of European farmers have **only practical experience.**

In Europe **only** the **8.5%** of current farmers have received **full agricultural training**

In all **EU Member States** AFF education is **widely variable**

The **EU parliament** stressed the importance a **multidisciplinary approach** and **stakeholders' commitment** in research and education

The formal education in Central and Eastern European countries is often **too theoretical.**

In the **same countries**, there are **limited studies** on innovative and non-conventional approaches.

Forestry education (important sector in some EU countries like Sweden) seems to offer enough educational opportunities but with **difficult to adapt to the technical progression** of the sector.

4

3

5

2

6

1

7

Results of the survey

The questionnaire was submitted by **188 participants**.
The results of the survey highligthed the following **gaps in the current policy framework**:

- Absent or **insufficient coordination** among policy fields (EU, national and regional) and actors (university & industry).

- **Poor awareness** on the existence of strategy **documents** that implement the agricultural education.

- **Insufficient** amount of **financial support** especially for adult learning and vocational educations of young agrifood and forestry professionals.

- Policies **not much effective** in providing **innovative ways of learning** (student-centred learning, interdisciplinarity, internationalization, mobility, networking).

- Policies **not much effective** in promoting **sustainability**, **entrepreneurship** and **innovation**.

- Policies not much effective in addressing completely the agricultural and forestry **sector real needs**.

Task 4.2
June 2020 April 2021

Task 4.2 aims to propose **strategies for policy improvement** of research and education in the AFF system, by identifying options for improved policy instruments in different context scenarios.

These options will serve **to propose new policy instruments** or **adjustment of existing instruments**, considering:

- The AKIS (Agricultural Knowledge and Innovation Systems);
- New Green Deal and Farm to Fork (FtF) Strategy objectives.

Organizing ideas process + Task 4.1 results

Round of workshops in partners' countries (connected to the other NEXTFOOD work packages)

One EU-level workshop (selected stakeholders and regional/national/EU-level authorities responsible for policies in the research and education)

Identify options and strategies (regional/national/EU-level)

Methodology
The preparation process

How can we identify local (EU/national/regional) educational governance perspectives?

Two levels of workshops:
1. local level;
2. European level;

A **workshop guideline document** was prepared by the UNIBO team, reviewed by partners and then finalised and distributed

A **pilot workshop** in the Italian context was made, to improve and test the guideline

Partners' workshops in 9 different contexts and at EU level were organized.

All the outputs, cross-cutting themes and suggestions were analysed and summarized in Deliverable 4.2

Methodology
The FtF objectives

Farm to Fork	What lacking skills and competences are needed to achieve these objectives?	How can education and training policy contribute?	What (changes in) education policy instruments are needed?	What roles can different AKIS (and other) actors play?	Which skills, competences and policy instruments are needed, and by which actor(s), to contribute to improved Gender Equality in each of the F2F topics (1-6)?
Ensuring sustainable food production (in line with circular bio-based economy)					
Ensuring food security					
Stimulating sustainable food processing, wholesale, retail, hospitality and food services practices					
Promoting sustainable food consumption and facilitating the shift to healthy, sustainable diets					
Reducing food loss and waste					
Combating food fraud along the food supply chain					

Lacking skills and competencies that need to be filled by new ET policies?

- Lack of soft skills:
  - entrepreneurship, management, marketing, leadership, team-working, interpersonal skills;

- Digital skills, missing or insufficient
  - digitalization, and digital skills missing (one of the main cross-cutting themes)

- A diverse range of approaches need to be integrated
  - critical thinking, systems thinking, problem-based and multi-disciplinary approaches;
  - Students lacks capacity to put their knowledge into use

- Skills (and approach) of educators are outdated
  - traditional approaches used, resistance to change

- Lack of practical skills

How can formal, non-formal and informal education systems be improved?

Main topics of discussion:

- Cross-cutting issues that apply across the value-chain (across all FtF objectives)

    - A need to improve and update curriculums – in order to enhance practical skills
    - A need to enhance collaboration and adopt multi-stakeholder approaches
    - Changes needed in the educational approach and content
    - Need to adopt new approaches in educational policy-making

Changes needed

🍃 Sustainability

- "Sustainability" and "resilience" still seen as "niche thinking": need to educate starting with early ages;
- Should be integrated in all VET: so future generation can face real-context problems and future challenges;
- A common understanding of the term is necessary;
- Sustainable production and healthy eating integrated in curricula;
- Health/nutritional and educational policies work/act together;

Technology

- Investment in new technologies, laboratories and instruments needed;
- Lack of technical innovation in the schools creates a gap;
- More laboratory time integrated in curricula;
- Essential to get more competent at digital learning platforms (Pushed very abruptly with COVID-19);
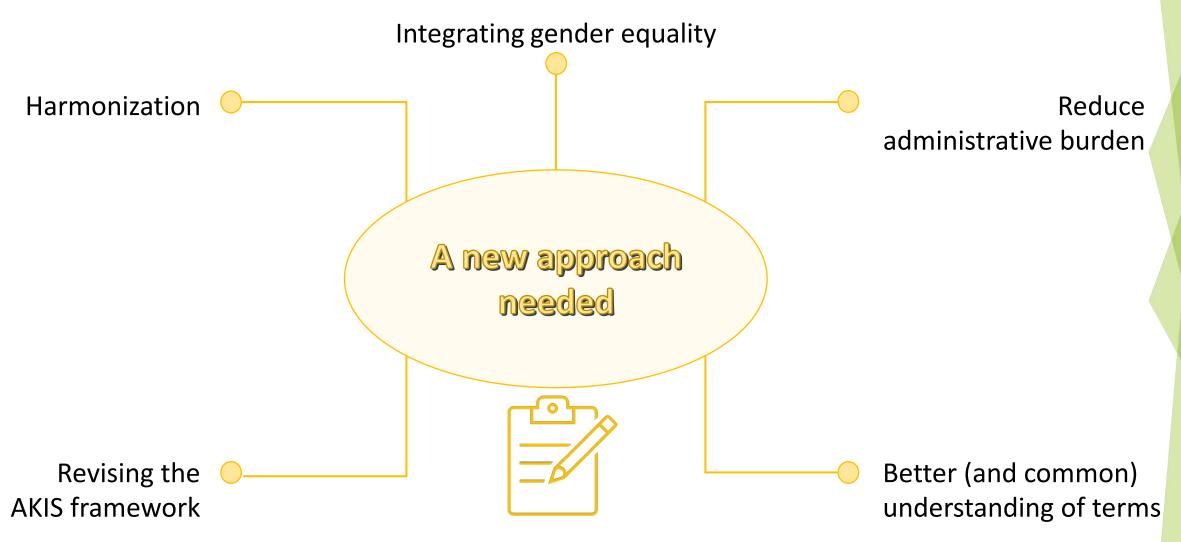
Approach

- From "more of everything" approach to → "specific focus areas";
- From focus on creating "degree-holders" to → creating skills;
- From rigid or traditional curricula to → more **flexible** forms of education:
- Static education does not allow addressing industry needs;
- Switching between focus areas/curriculums be made easier;

Results: need to adopt new approaches in educational policy-making at a glance

Integrating gender equality

Harmonization

Reduce administrative burden

A new approach needed

Revising the AKIS framework

Better (and common) understanding of terms

Task 4.3. New instruments design and implementation options

Task 4.3 will aim:

- to bring together all insight obtained (Task 4.1 and 4.2);

  - building on strategies identified (in Task 4.2) to formalise a conceptual framework and specific policy design options, establishing links to best practices.
  - to further develop concrete guidelines for policy makers and education managers towards improvement of policies in the sector,
  - to develop and specify new policy instruments and tools that match the needs of the sector and strengthen EU education and training system.

Rationale for D4.4 (for each type/level of education/need)…

Best practices & tools

Role of actors

Policy instruments

Needs

NEXTFOOD certification system ☺

EU/Country: standards, Certification agencies: certification, etc.

Certification… further described

Improve shared understanding of education among actors

Plan:

circulate a structured draft of D4.3 to collect you input….

…but only after today's discussion!!

(plus a final workshop to fix the main conclusions)

Next: your input on padlet

Workshop Task 4.3 NextFOOD
New instruments design and implementation options

| Pre-University | University | Vocational Education and Training | Life-long Learning | Others |

Best practices & tools

Role of actors

Policy instruments

Needs

Following the scheme on the left and the domains above, please, try to answer:

"Which practical policy instruments do you suggest in order to improve the current Education & Training System, according to the results obtained within your WP and Tasks?"

WP5 – Quality assured knowledge transfer

13.00 Introduction

13.10 Theory

13.20 Czech case

13.30 Swedish case

13.40 Greek case

13.45 Coffee break

14.00 Introduction to group discussion

14.10 Send participants in outbreak rooms, divided by WP:s

14.50 Wrap up and good bye

WP5 – Quality assured knowledge transfer

Task 5.1. Literature review
- review of standards and criteria in use or recommended for quality assessment of applied research and education

Task 5.2 Framework development
- framework for the monitoring, reporting and evaluating innovations and practice-oriented research and education outputs

Task 5.3 Framework testing
- testing and evaluating the framework for monitoring, reporting and evaluation of education and research quality.

NextFood Sustainability Impact Framework

The framework resonates with NextFood's "action learning strategy" in considering multi-actor involvement and action-oriented features

The aim has been to develop a framework which will assess:
        1) the quality of practice-oriented education and research in the agri-food and forestry sectors
        2) the processes of interactive innovation in this context
        3) their positioning in relation to use and impact.

Framework development and testing

First framework developed in 2019-2020 (Deliverable 5.2)

Testing and updates of the framework (2020-2021)

Two pilots - Czech Republic and Sweden

Third pilot - The American Farm School in Greece

Questions for group disucssions

What would be the most important impact of your WP?

Who are your relevant stakeholders?

Who would relevant for evaluating the impact, i.e. who would you assemble?

What would be a relevant way of measuring the impact of your WP?

What would be the challenges applying a framework like this in your context and in the EU?