

First results for France

Students' understanding of the Sustainable Food System's concept and their expectations regarding the teaching of this topic

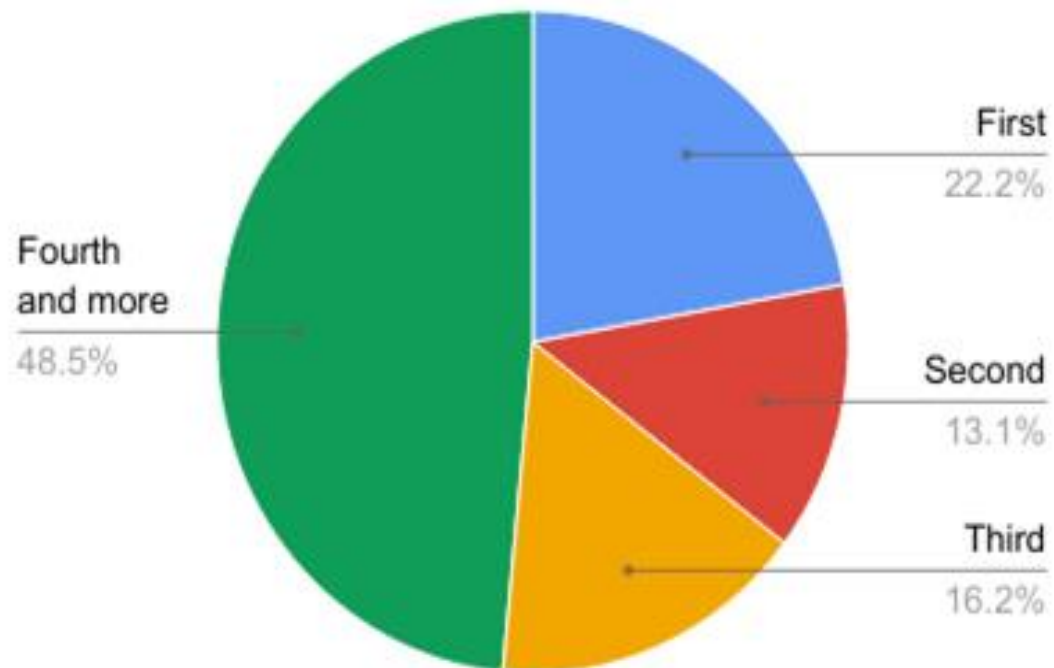
*Louise Daviron
Maxime Le Roux
Gabriel Mauchamp;
Tutored by Alexander Wezel*



Analysis background

- ▶ French students
- ▶ only ISARA Lyon students so far
- ▶ 99 participants

Participants' year of study

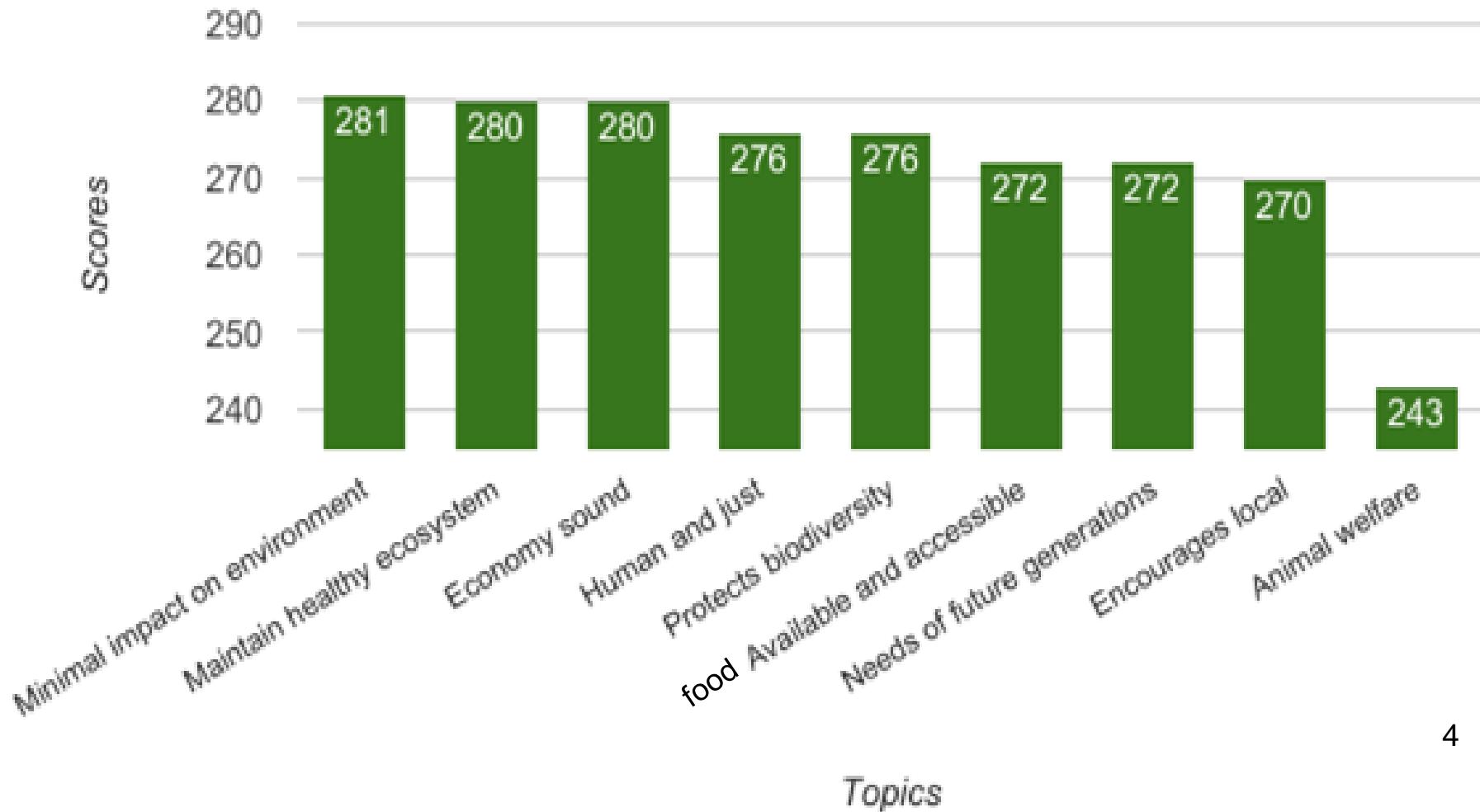


Results presented

- I) Students' vision about Sustainable Food Systems
- II) Students' acquired knowledge
- III) Students' wishes about future SFS teaching

I) Student's vision about Sustainable Food Systems

What's important in a Sustainable Food System ?

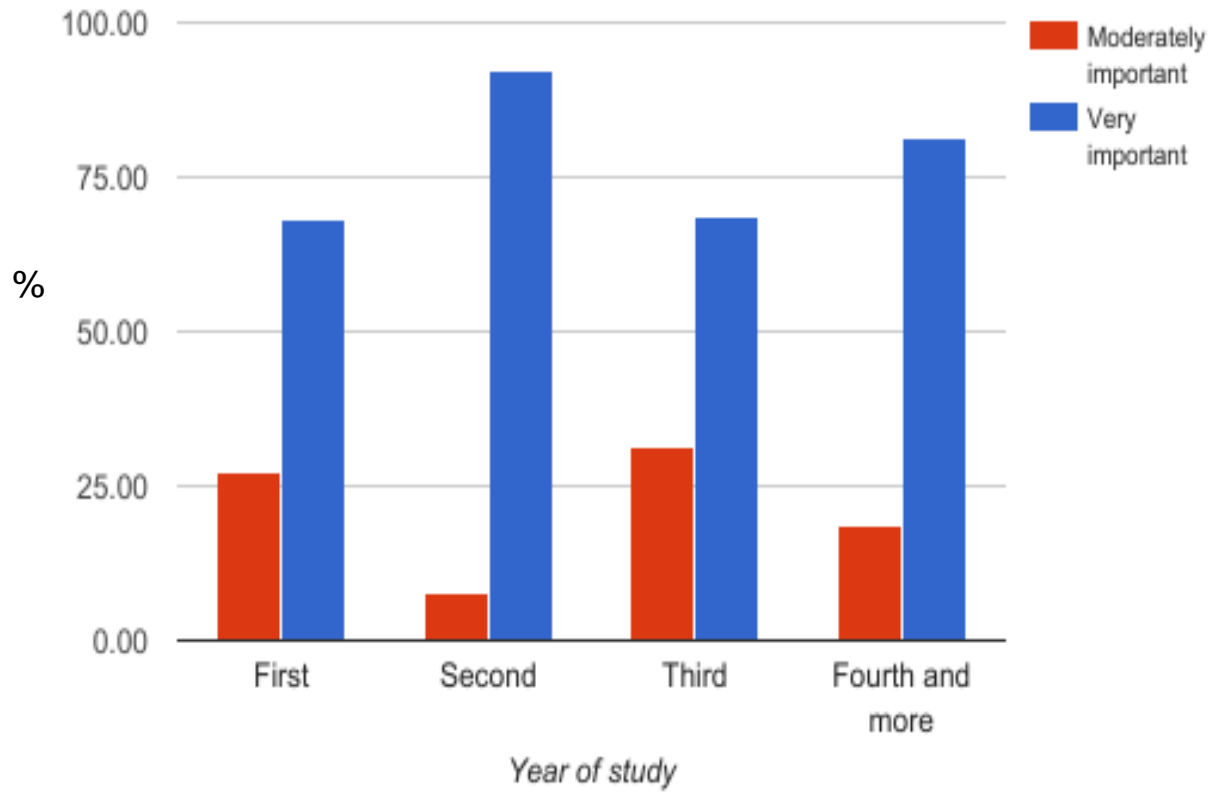


Scores

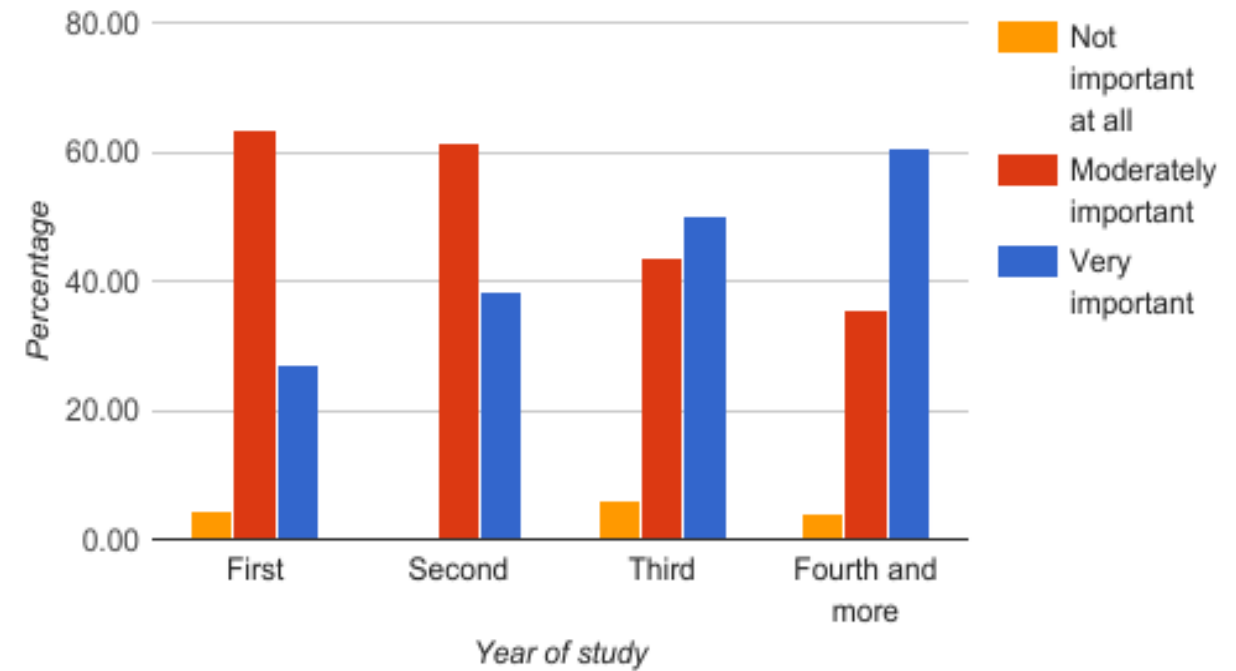
-Very important=3 points
-Moderately important=2 p.
-Not important at all=1 p.

I) Student's vision about Sustainable Food Systems - two examples

Q6 : Protects biodiversity

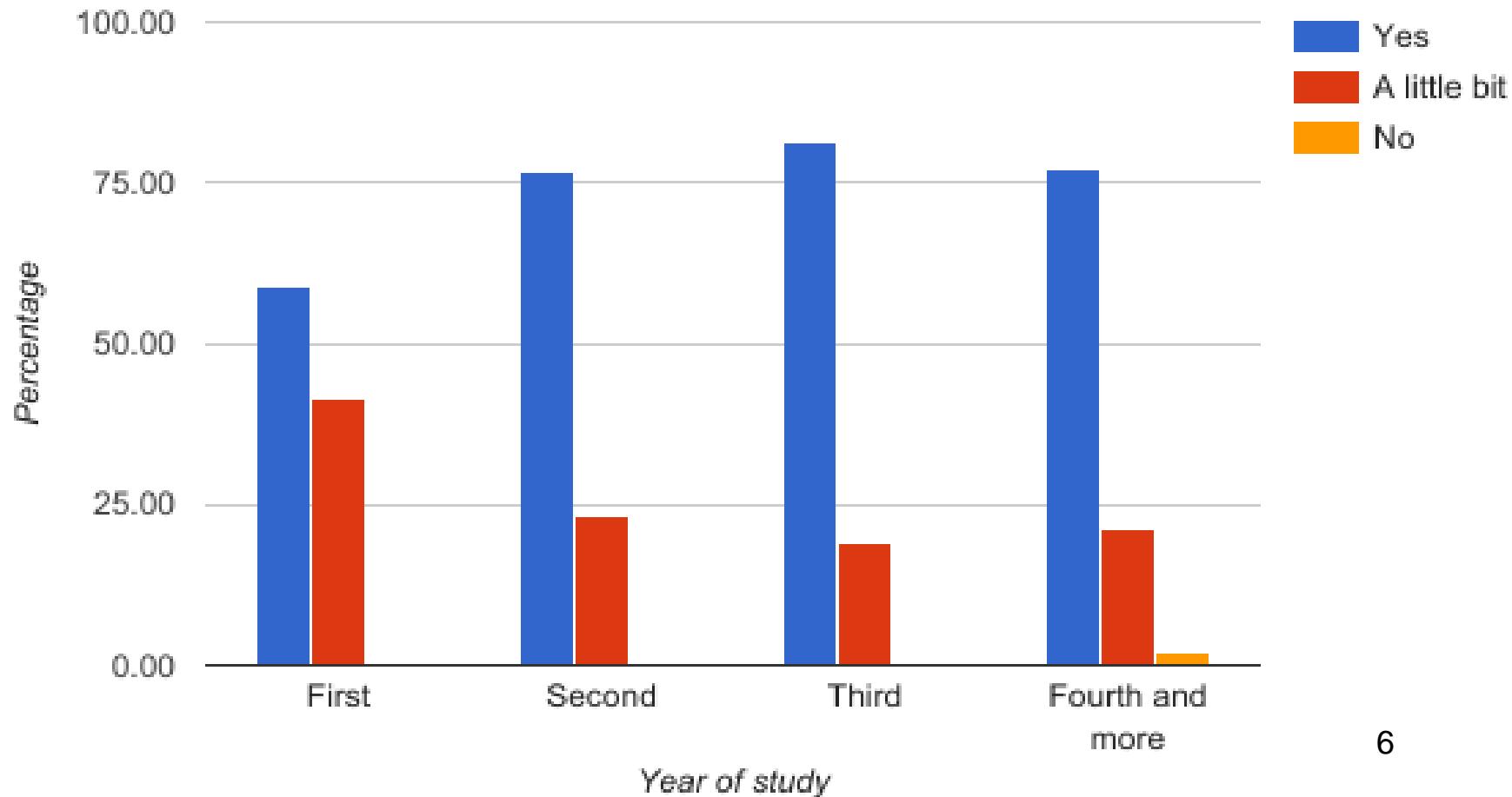


Q6 : Respects animal welfare



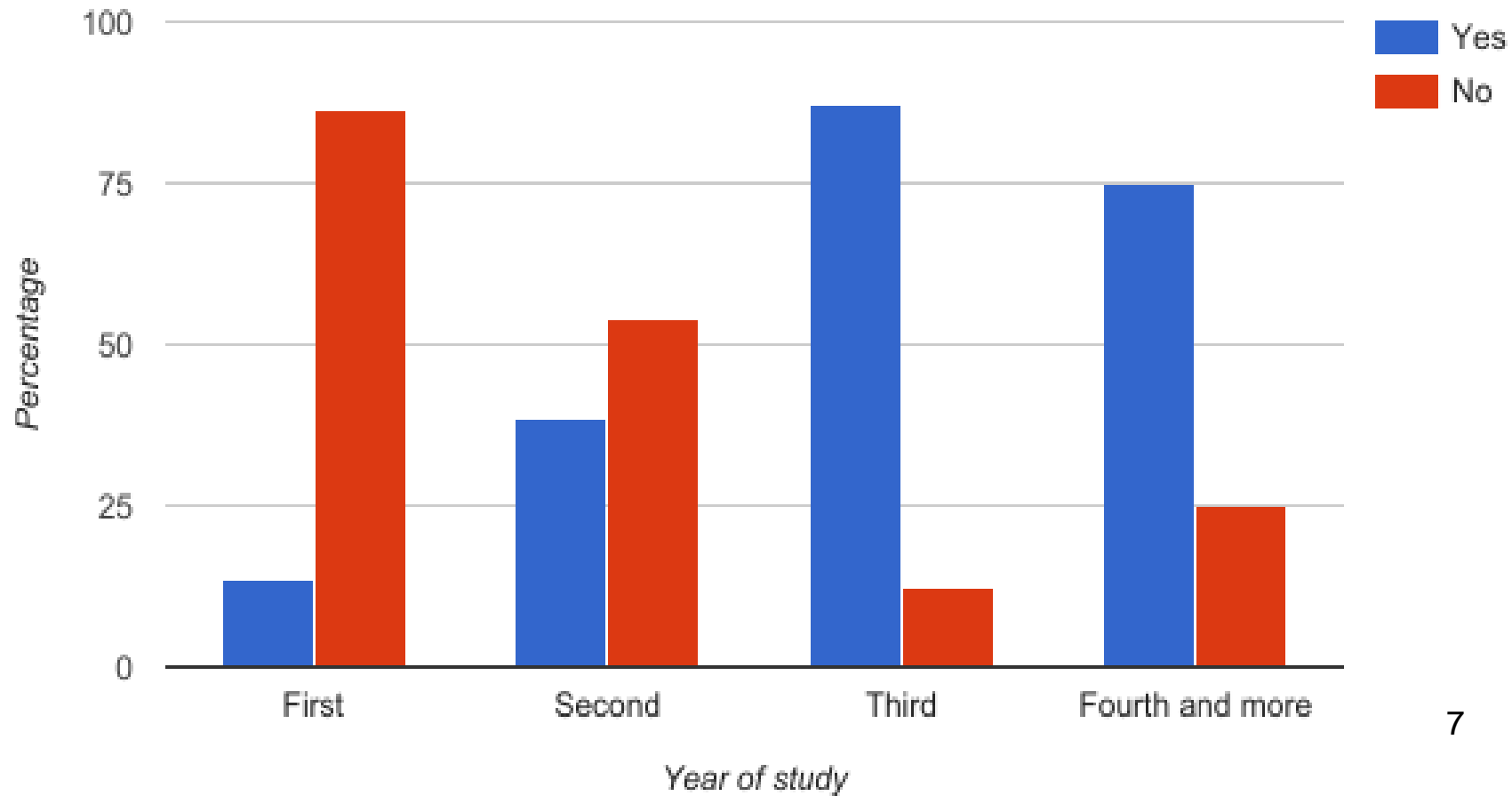
I) Student's vision about Sustainable Food Systems

Q7 : Are-you interested in SFS ?



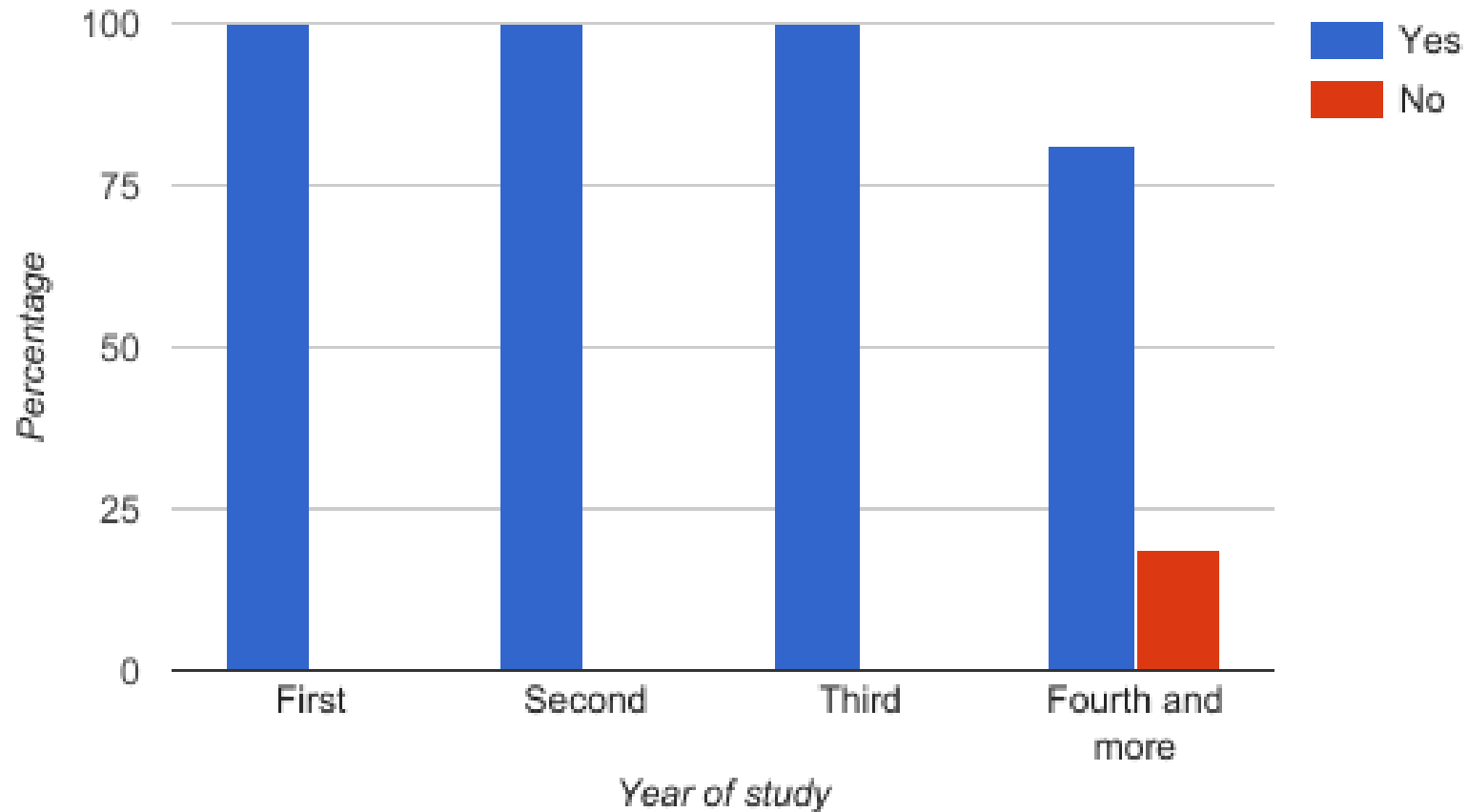
I) Student's vision about Sustainable Food Systems

Q8 : Have you already had a course in your study programme related to or covering Sustainable Food Systems?



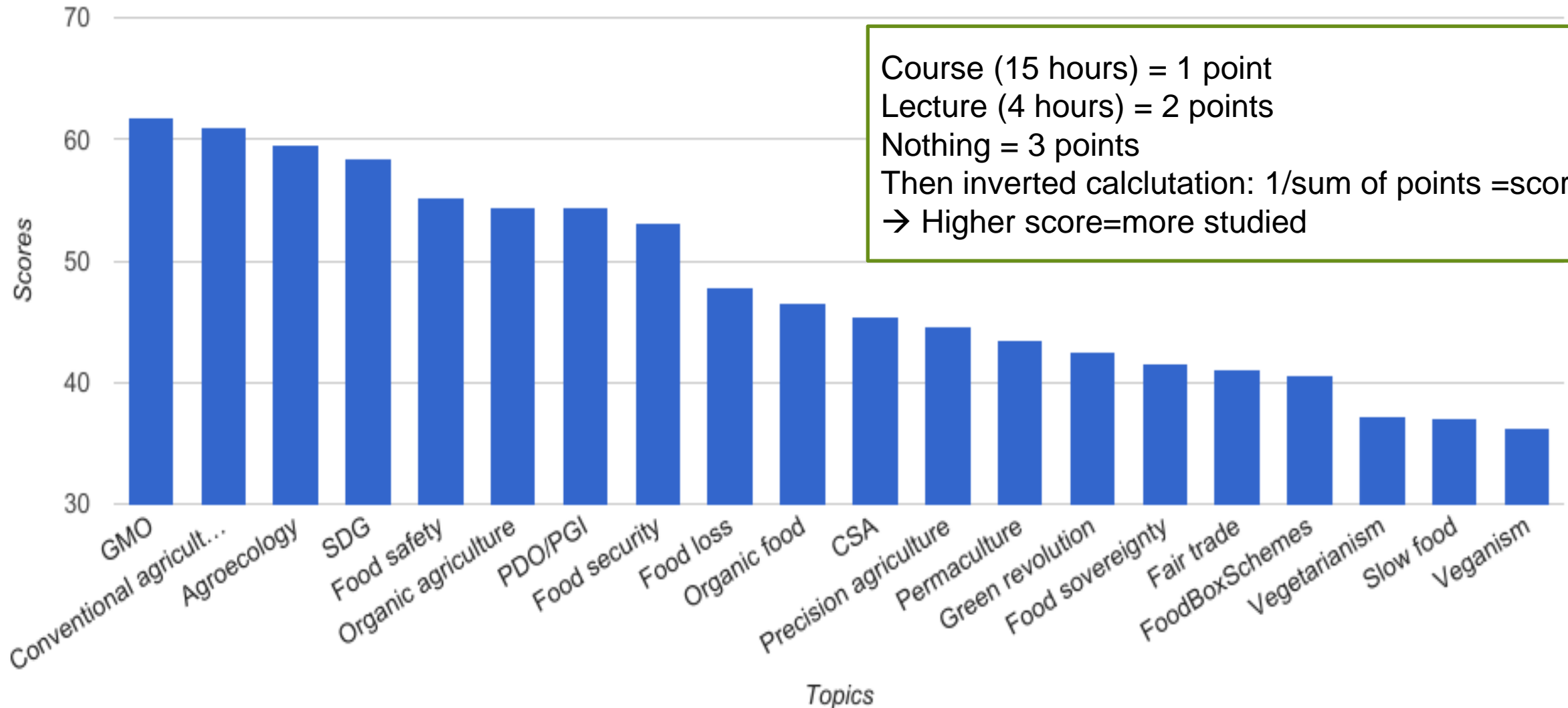
I) Student's vision about Sustainable Food Systems

Q10 : Do you think that a course or topic in Sustainable Food Systems will be useful for your future employment?

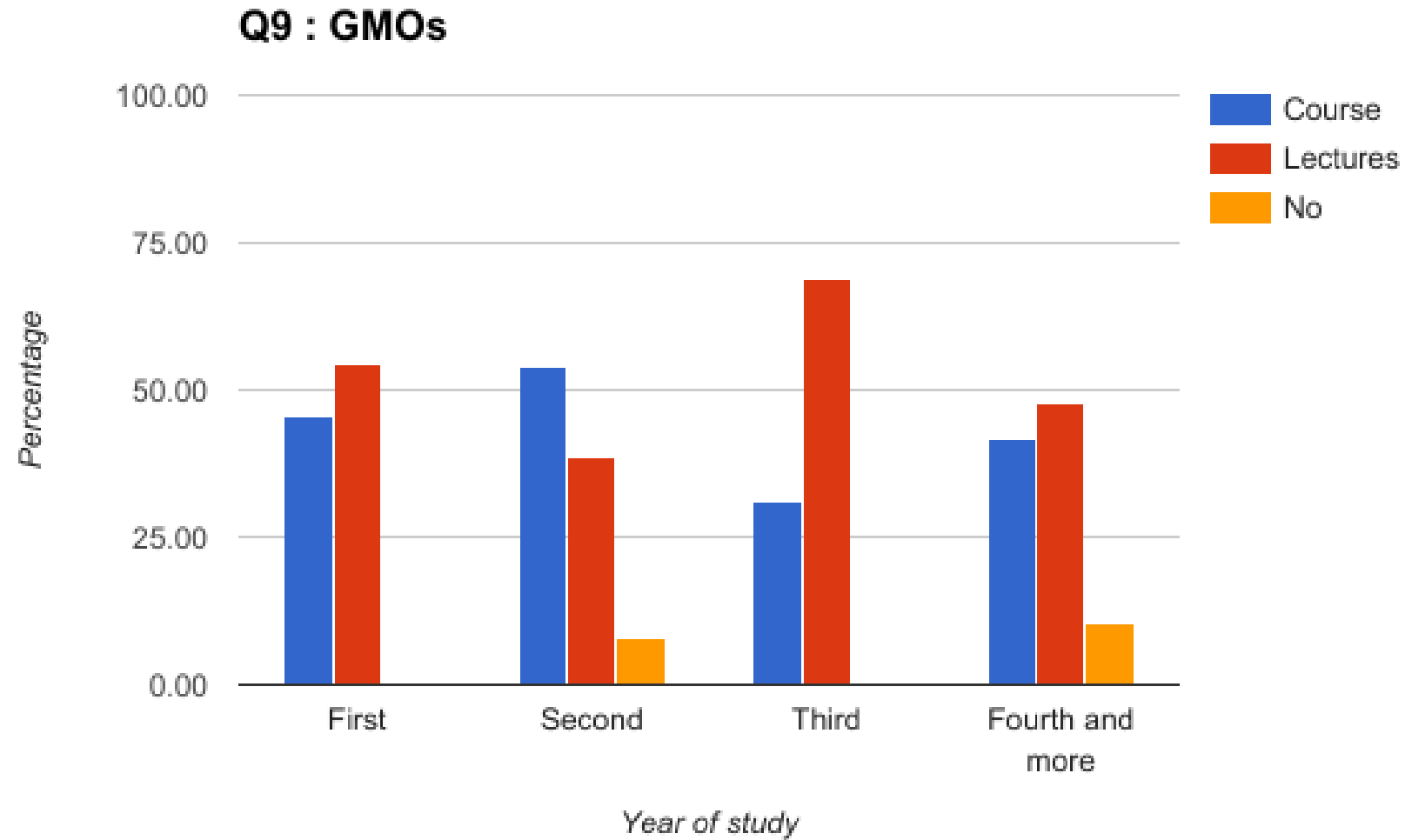


II) Student's acquired knowledge

Q9 : Have any of these topics been covered in your university education ?

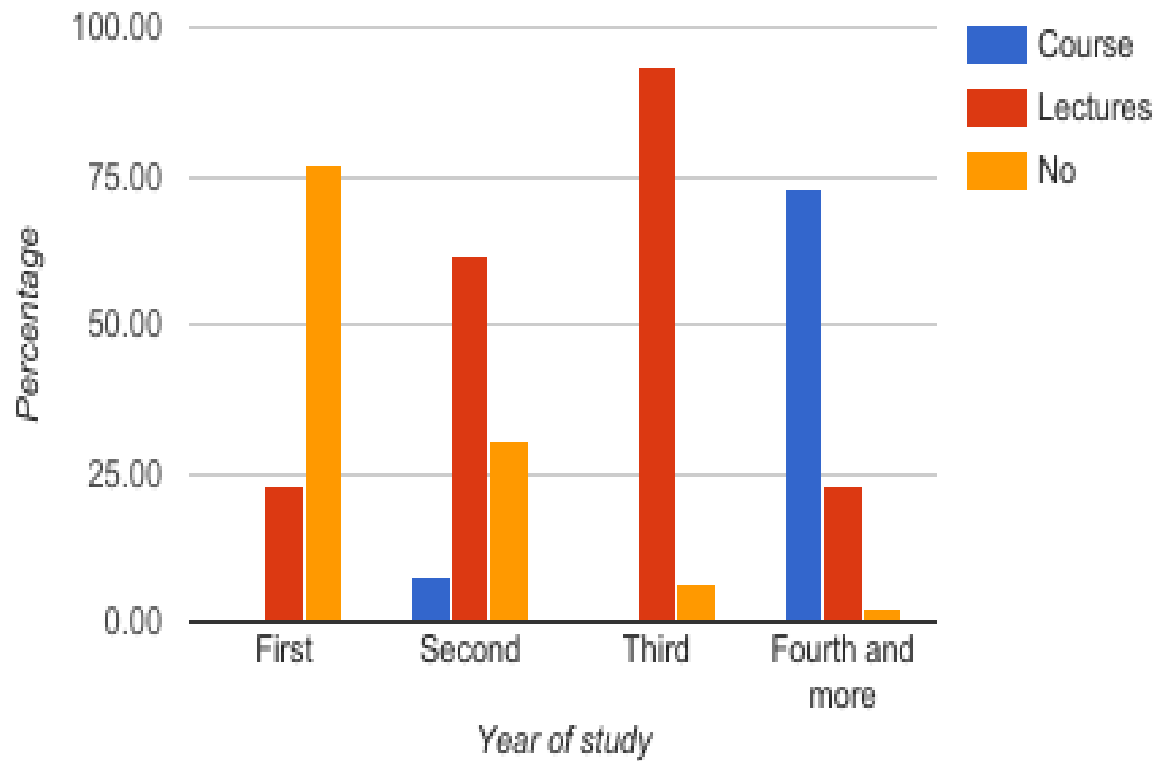


II) Student's acquired knowledge

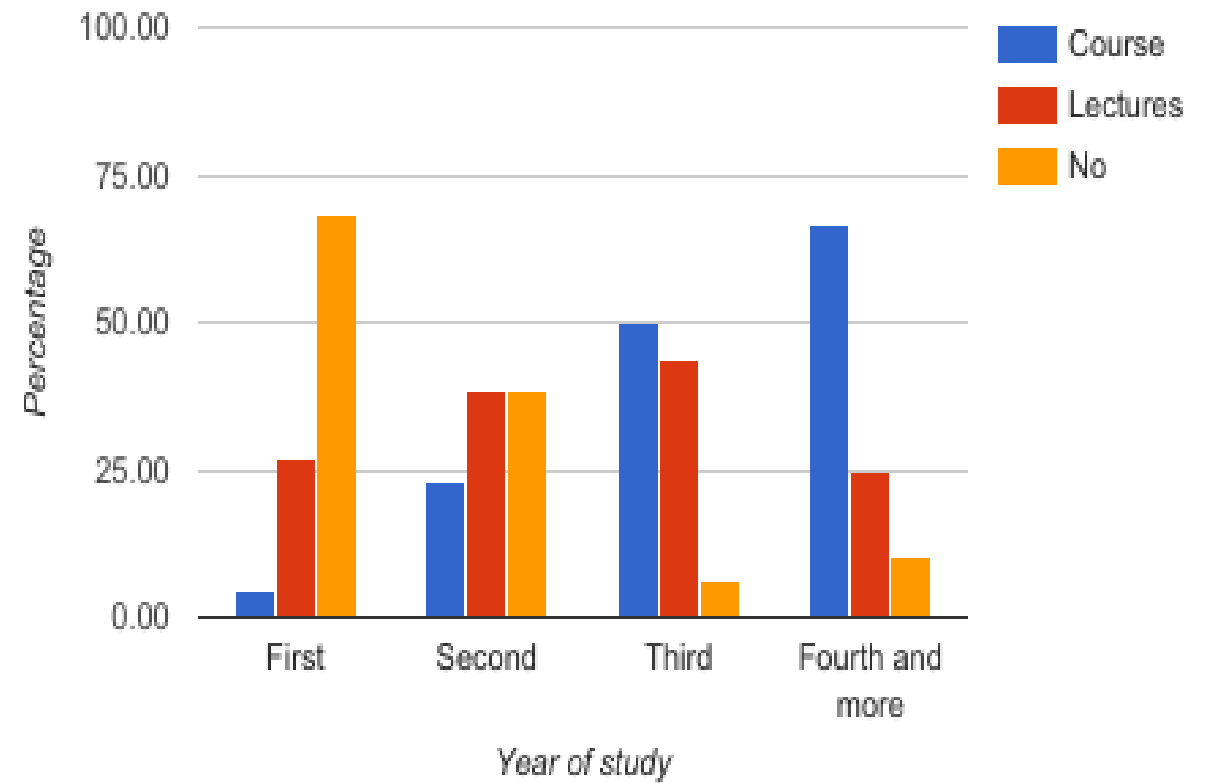


II) Student's acquired knowledge

Q9 : traditional food / regional food (PDO = Protected Denomination of Origin or PGI = Protected Geographical Indication)

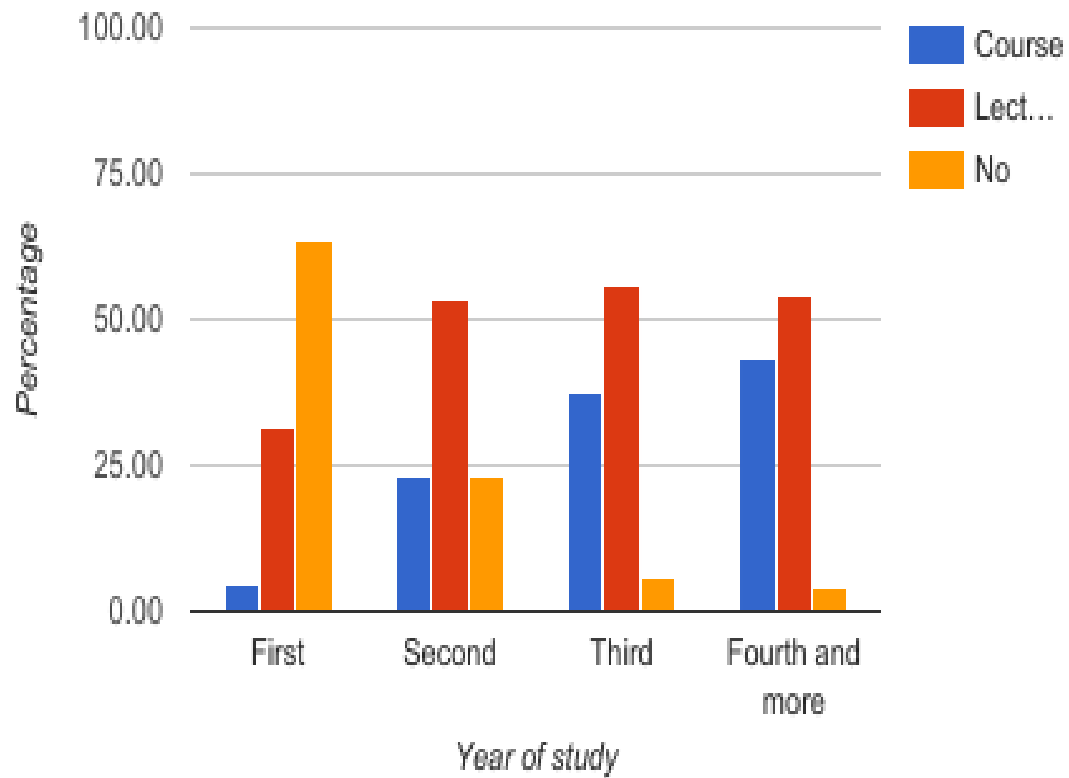


Q9 : Food safety

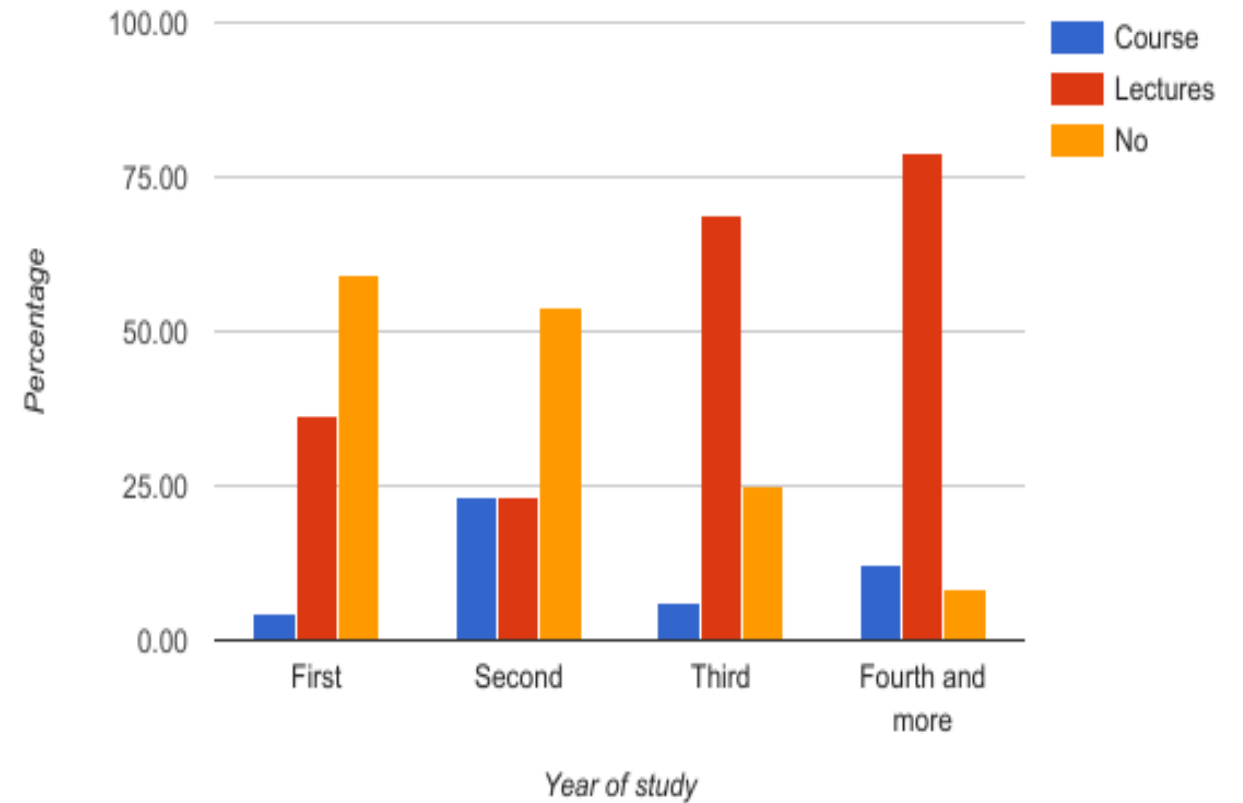


II) Student's acquired knowledge

Q9 : Food security

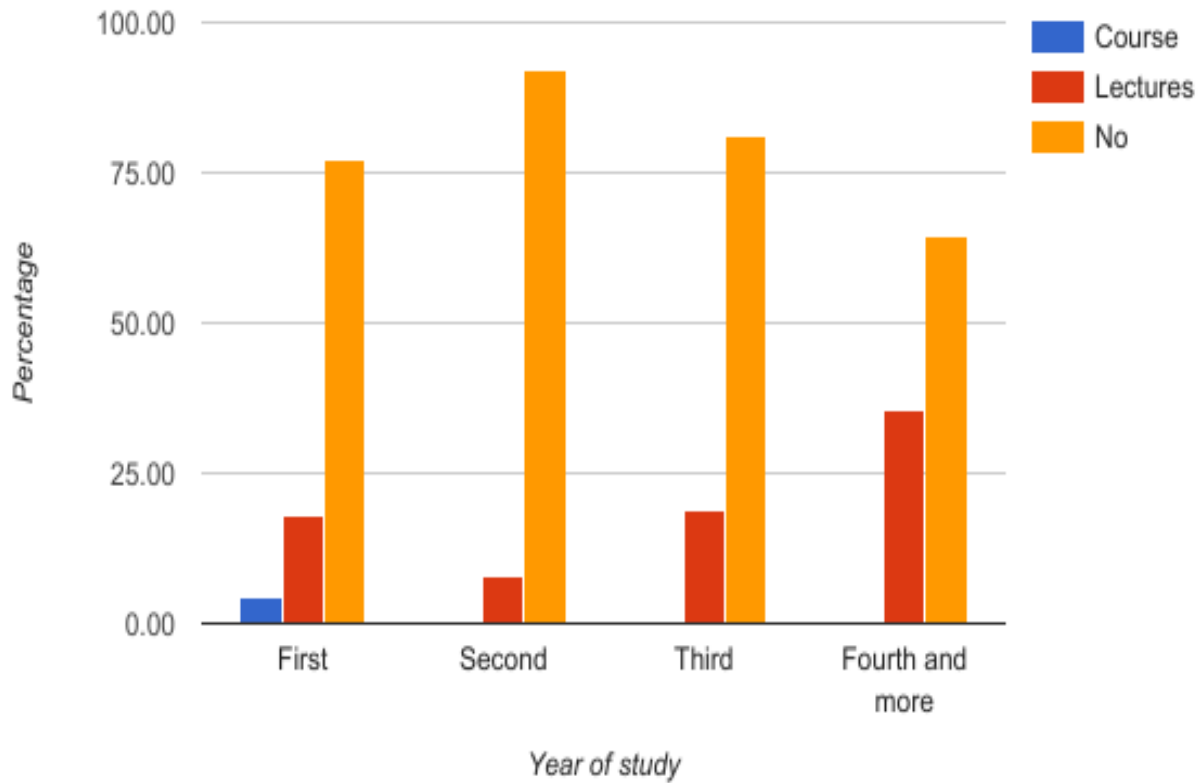


Q9 : Organic Food

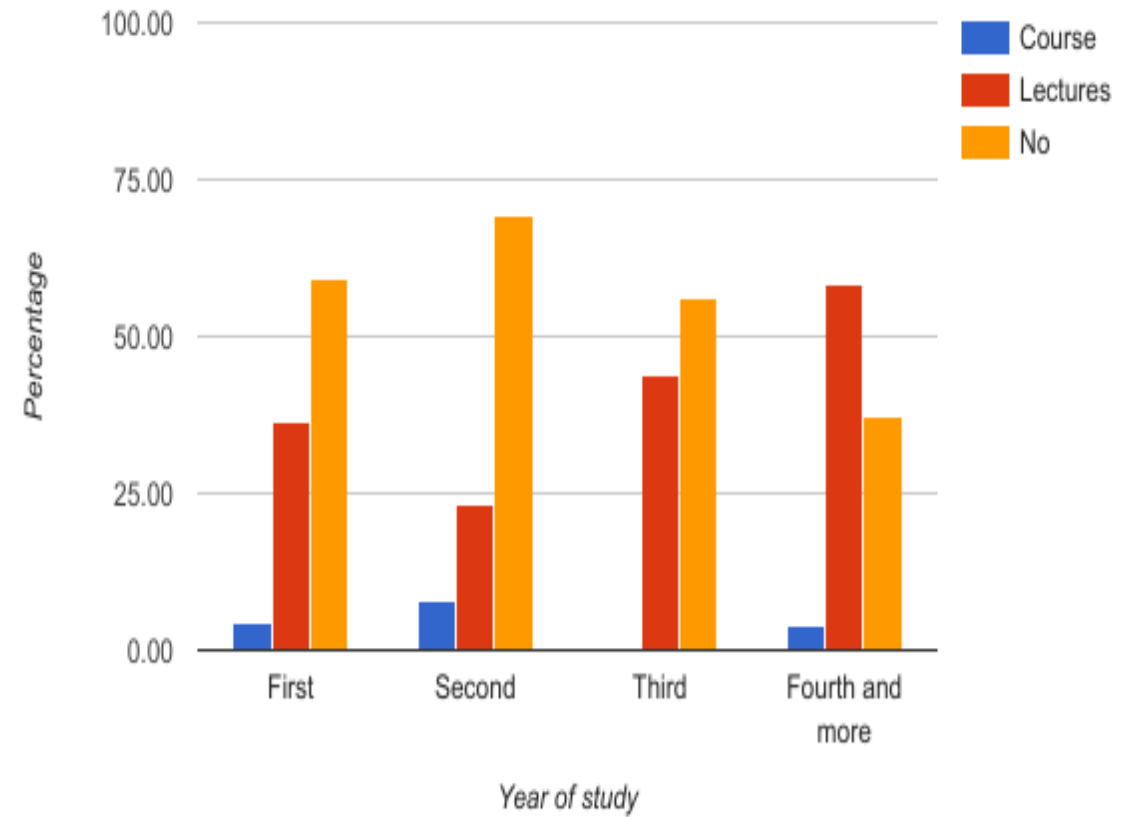


II) Student's acquired knowledge

Q9 : Slow Food

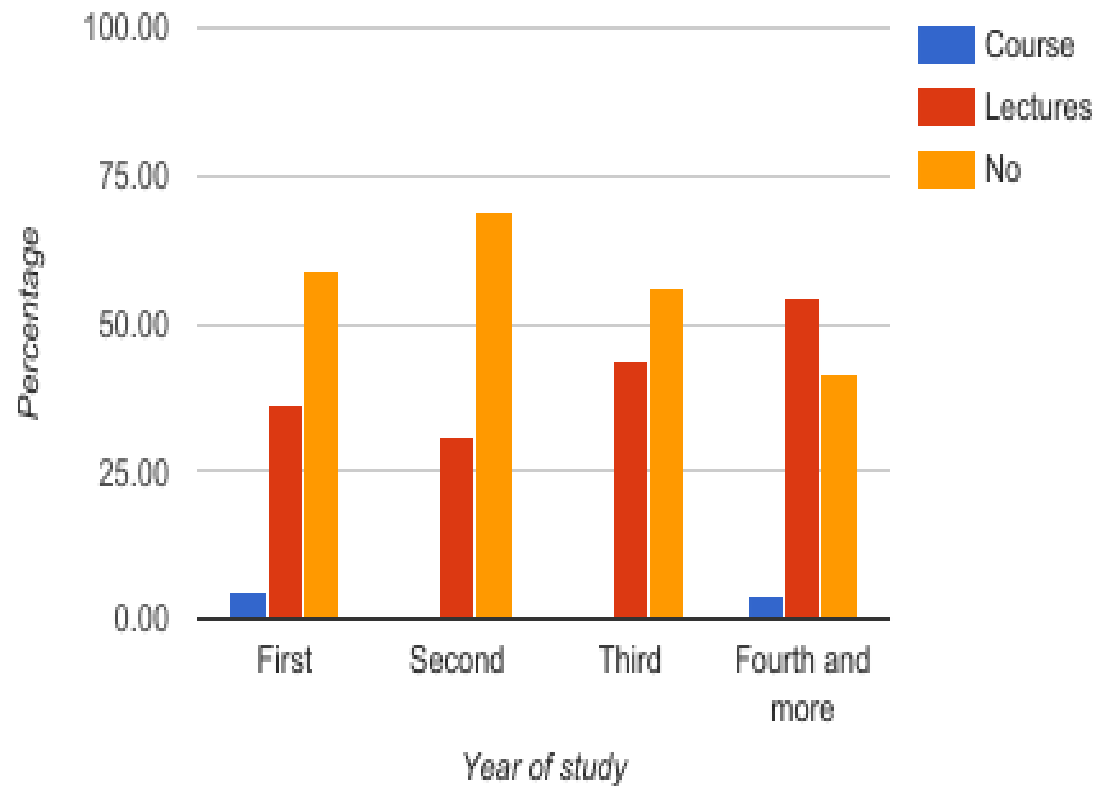


Q9 : Fair trade

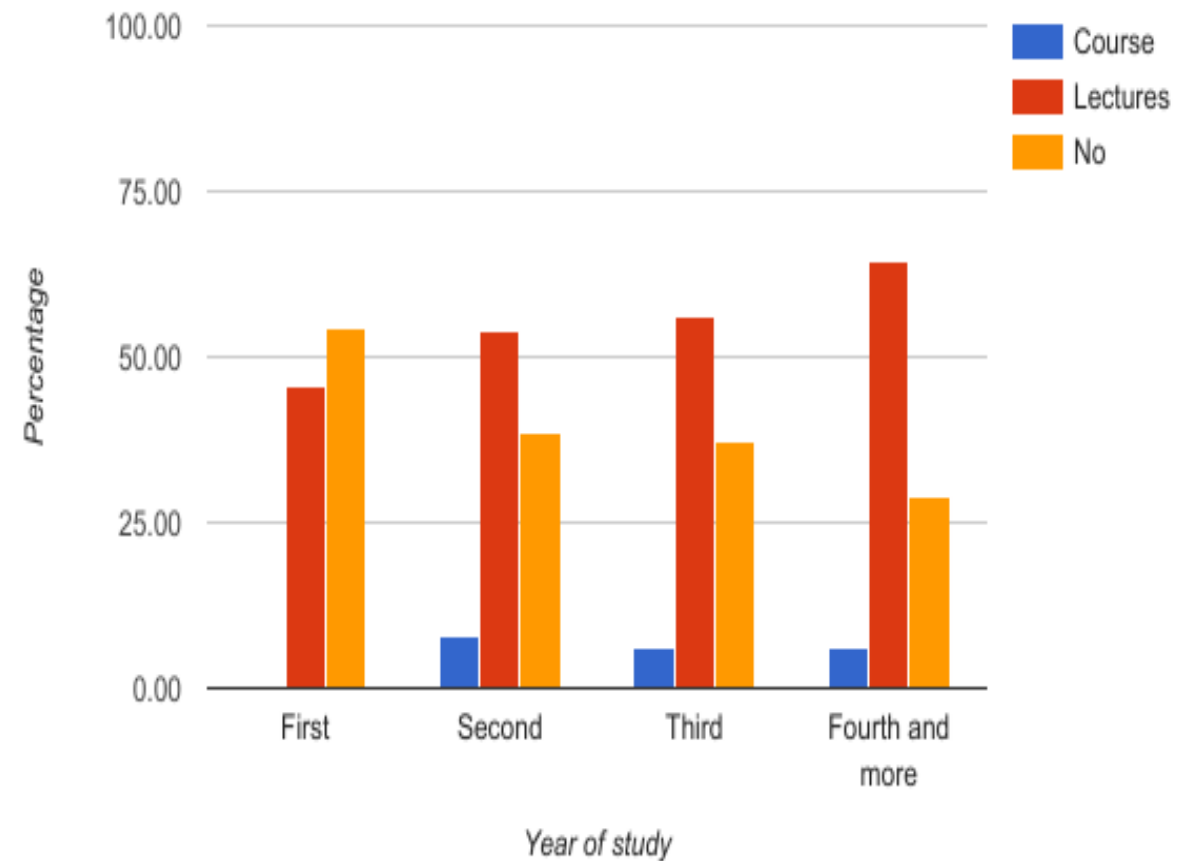


II) Student's acquired knowledge

Q9 : FoodBox

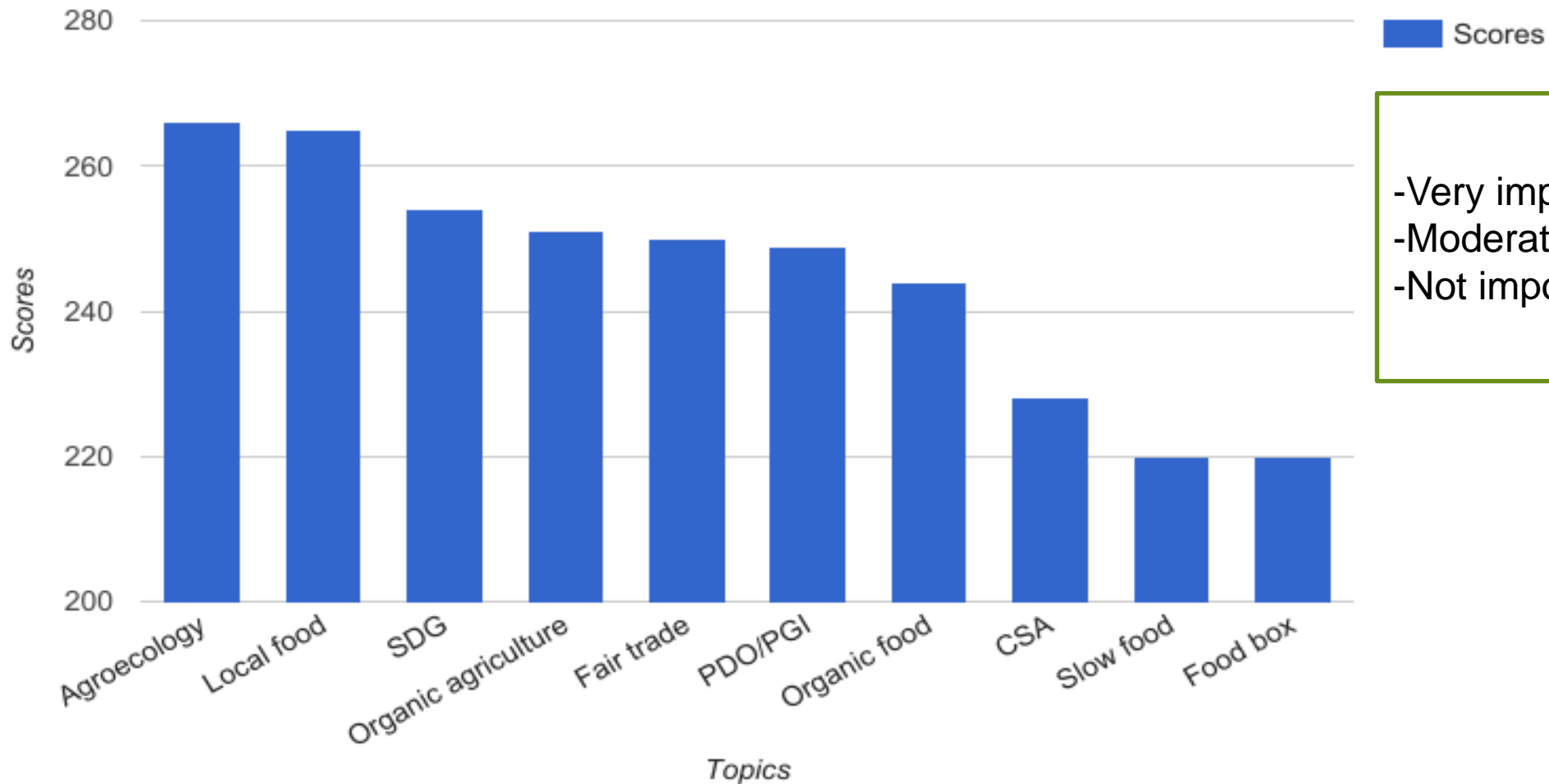


Q9 : Permaculture



III) Student's wishes about SFS learning

Q11 : How interesting do you rate the following topics for a future teaching course ?

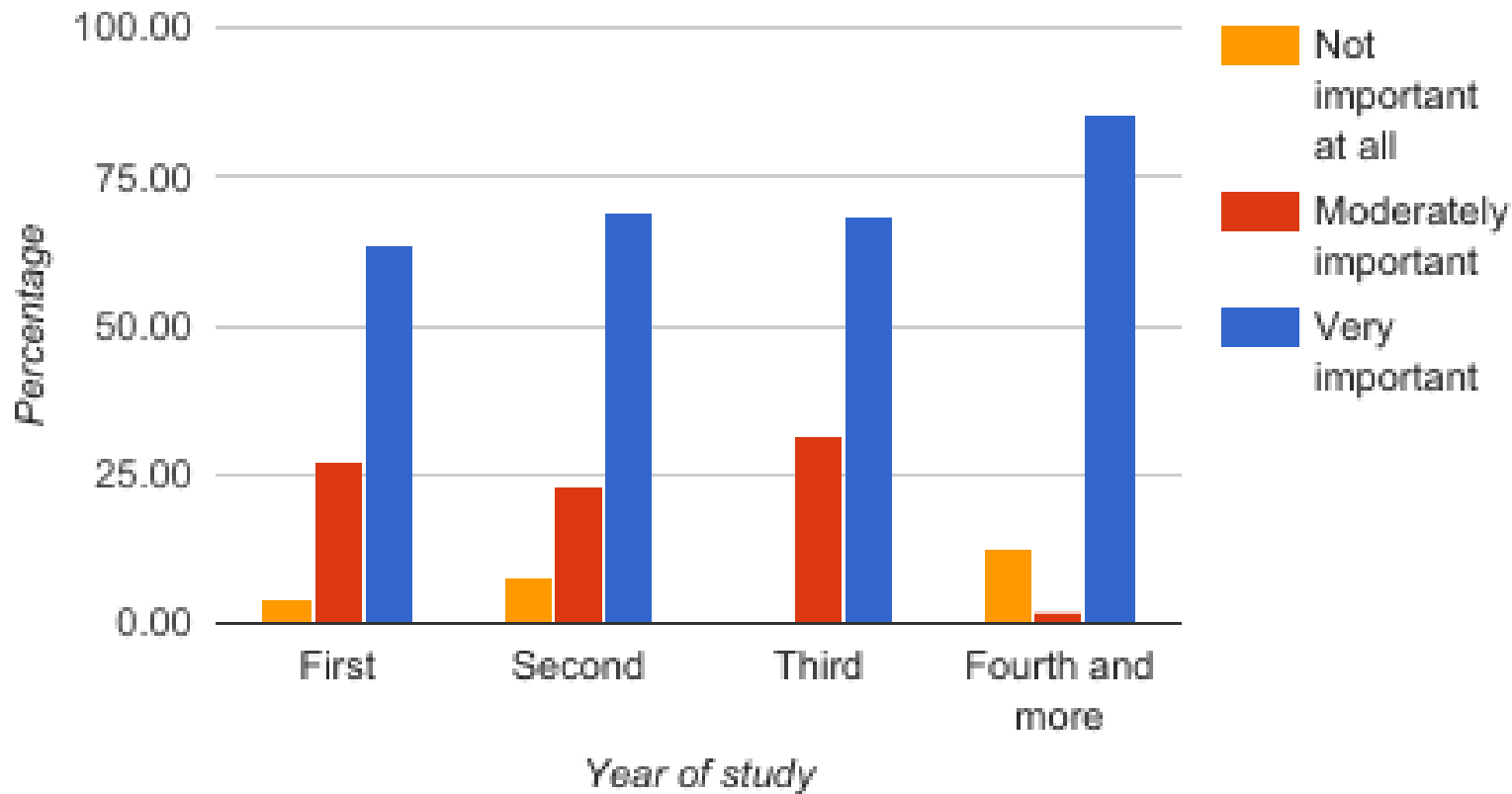


-Very important=3 points
-Moderately important=2 p.
-Not important at all=1 p.

III) Student's wishes about SFS learning

Very interesting topics:

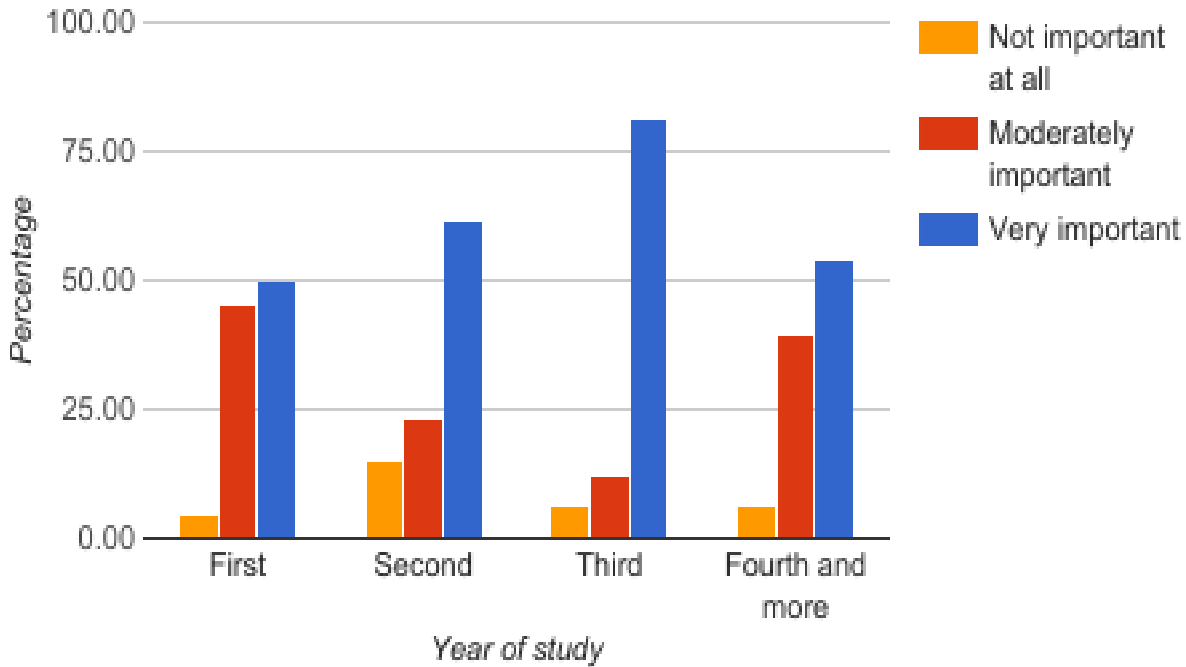
Q11 : Agroecology



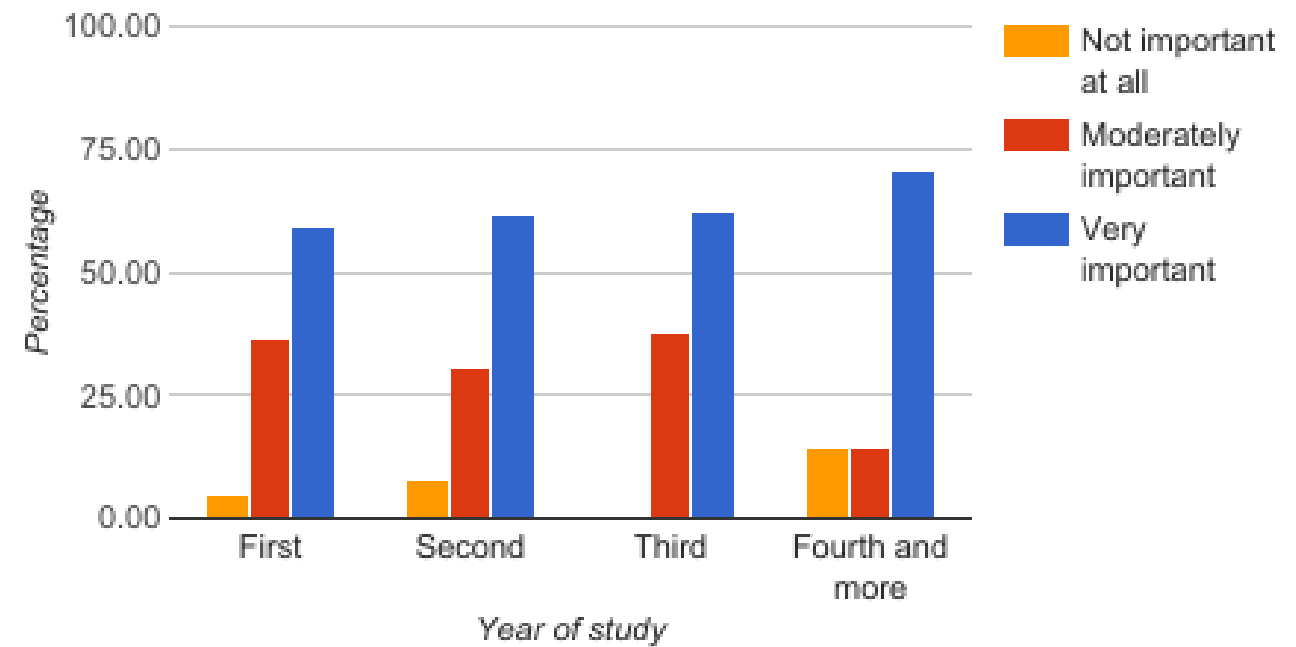
III) Student's wishes about SFS learning

Very interesting topics:

Q11 : Protected Denomination of Origin (PDO) and Protected Geographical Indication (PGI)



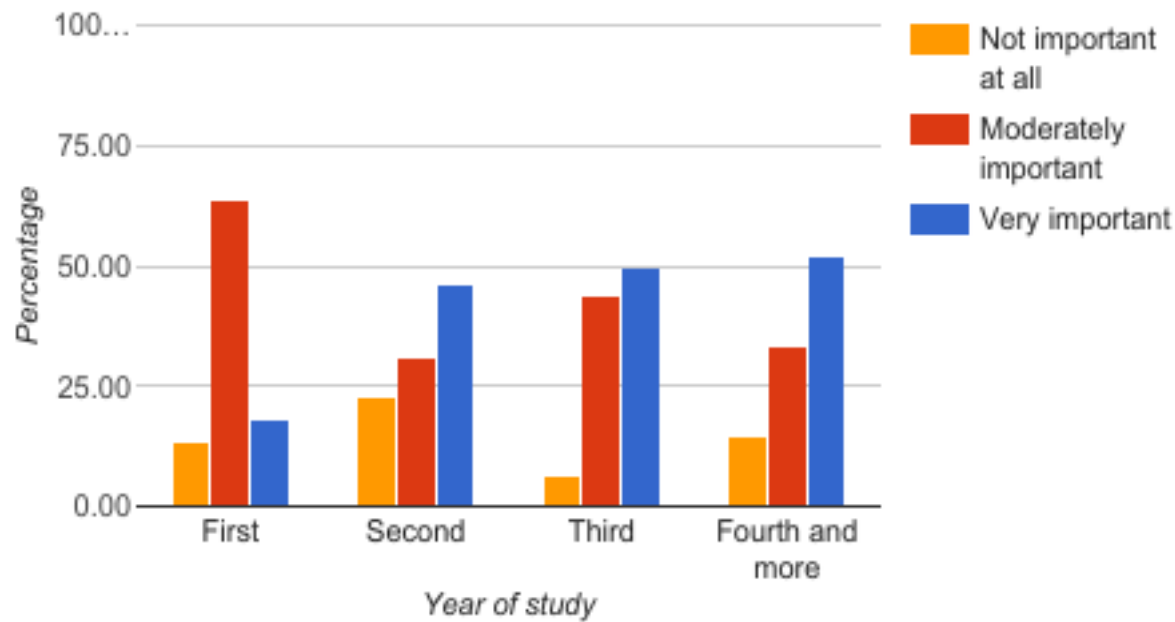
Q11 : Sustainable Development Goals (SDGs)



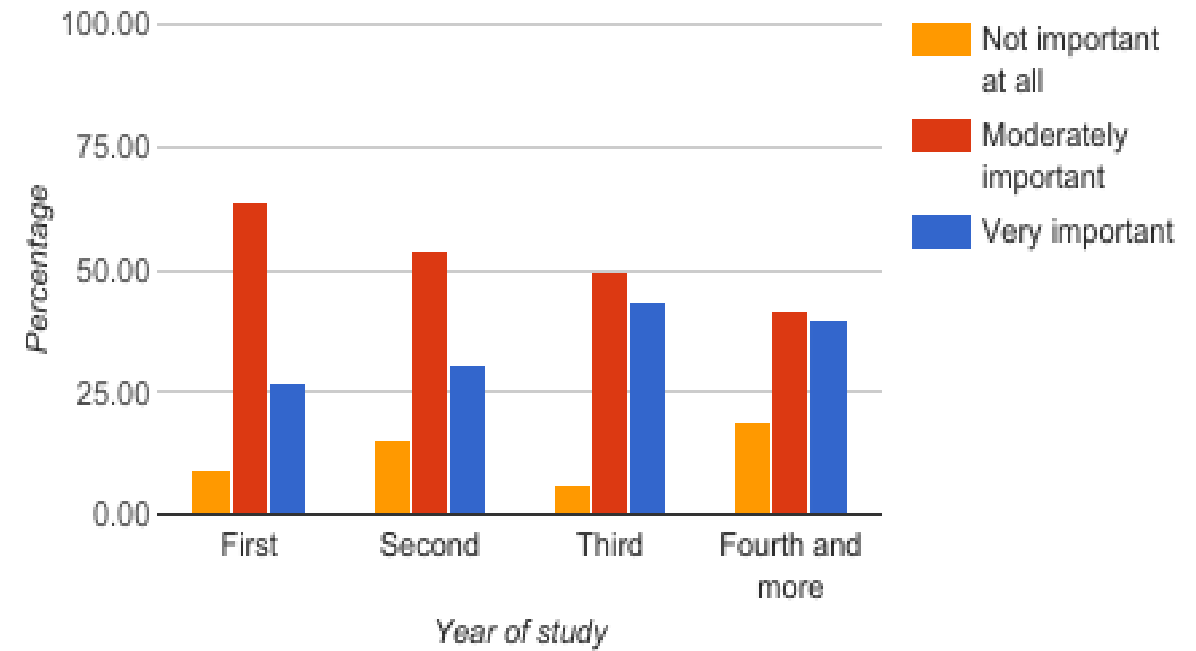
III) Student's wishes about SFS learning

Moderately interesting topics:

Q11 : Community Supported Agriculture (CSA)



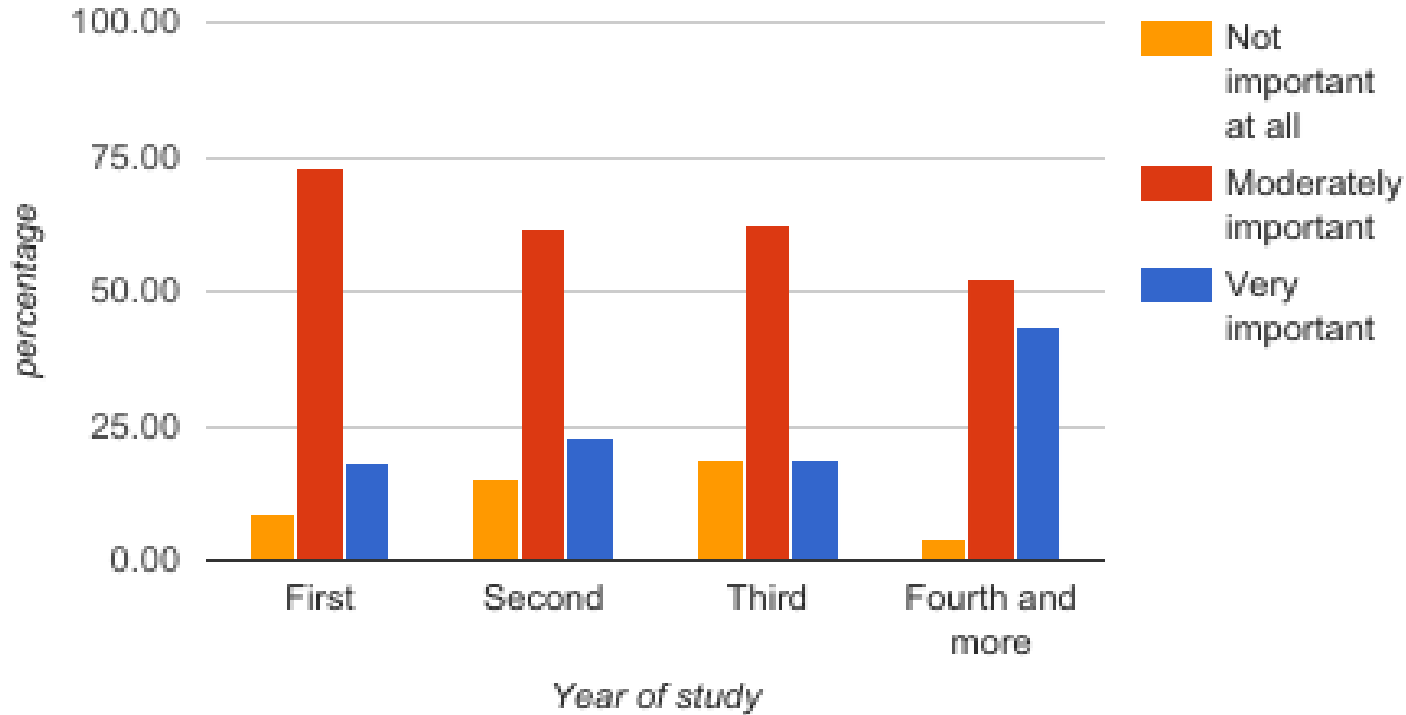
Q11 : Food box schemes



III) Student's wishes about SFS learning

Moderately interesting topics:

Q11 : Slow food



Other ideas :

7 persons proposed the idea of permaculture

Conclusion

- ▶ Various components of SFS already in first two years
- ▶ Proposition of students: Complete course of SFS would be optimal in third year to make a transition before specialisation in year 4 and 5.
- ▶ More results will probably provide more insight about teaching of SFS (non ISARA students are still missing)
- ▶ Question of how some students understand what is behind some terms, e.g. GMO, food security, food box-CSA.
→ ask again some students which answered already?