

# Survey results from ISARA

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

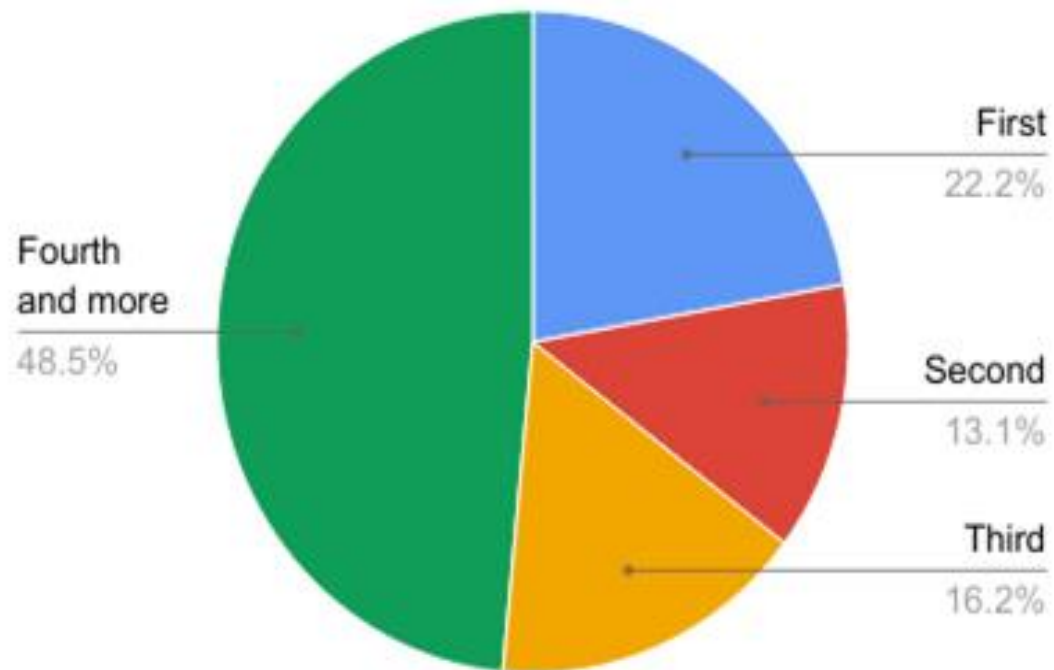
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Maxime Le Roux  
Gabriel Mauchamp;  
Tutored by Alexander Wezel*



# Analysis background

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

**Participants' year of study**

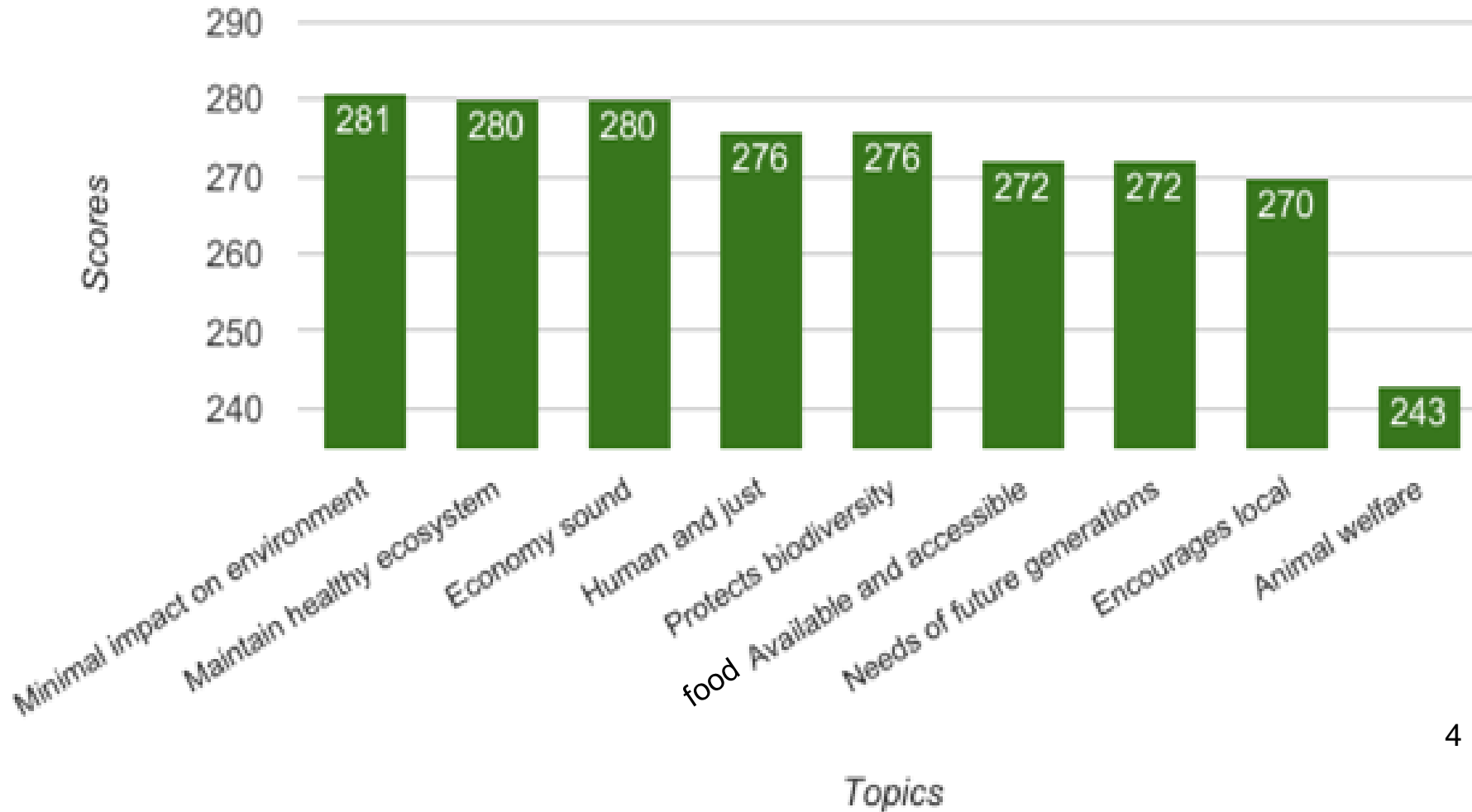


# Results presented

- 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 ?

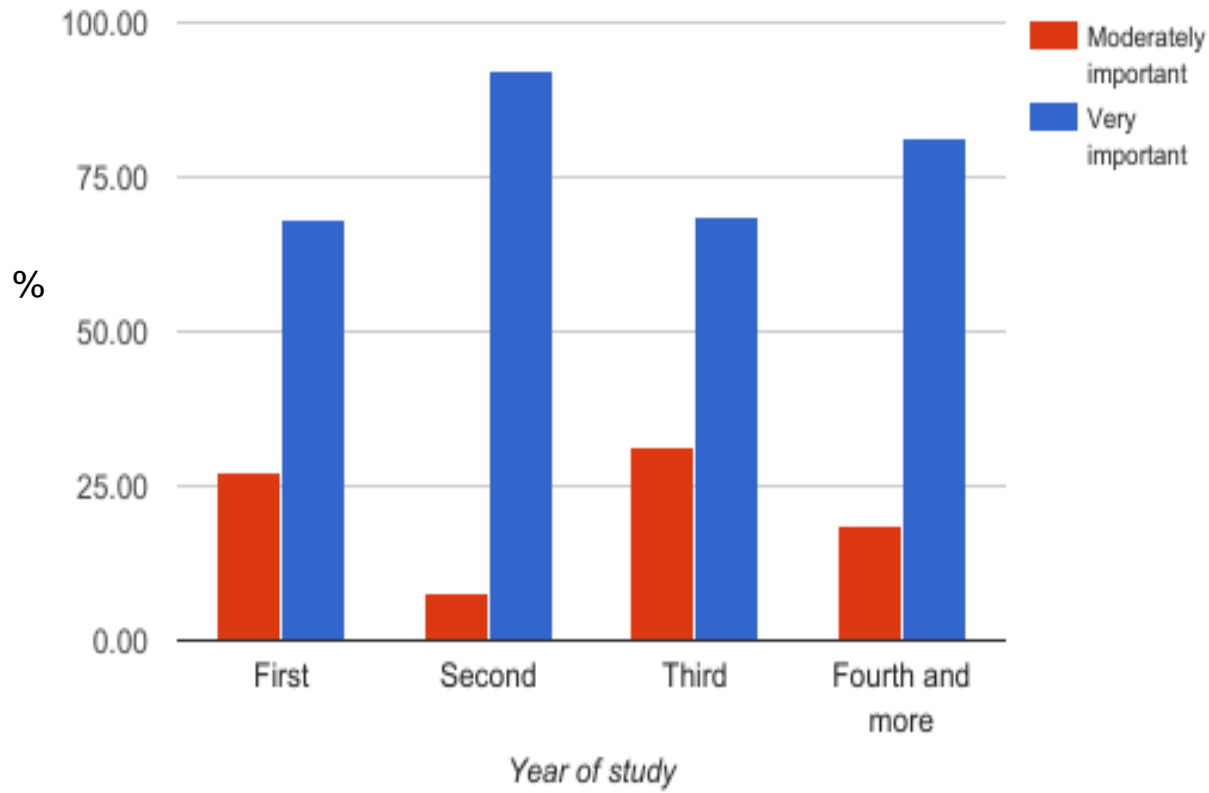


**Scores**

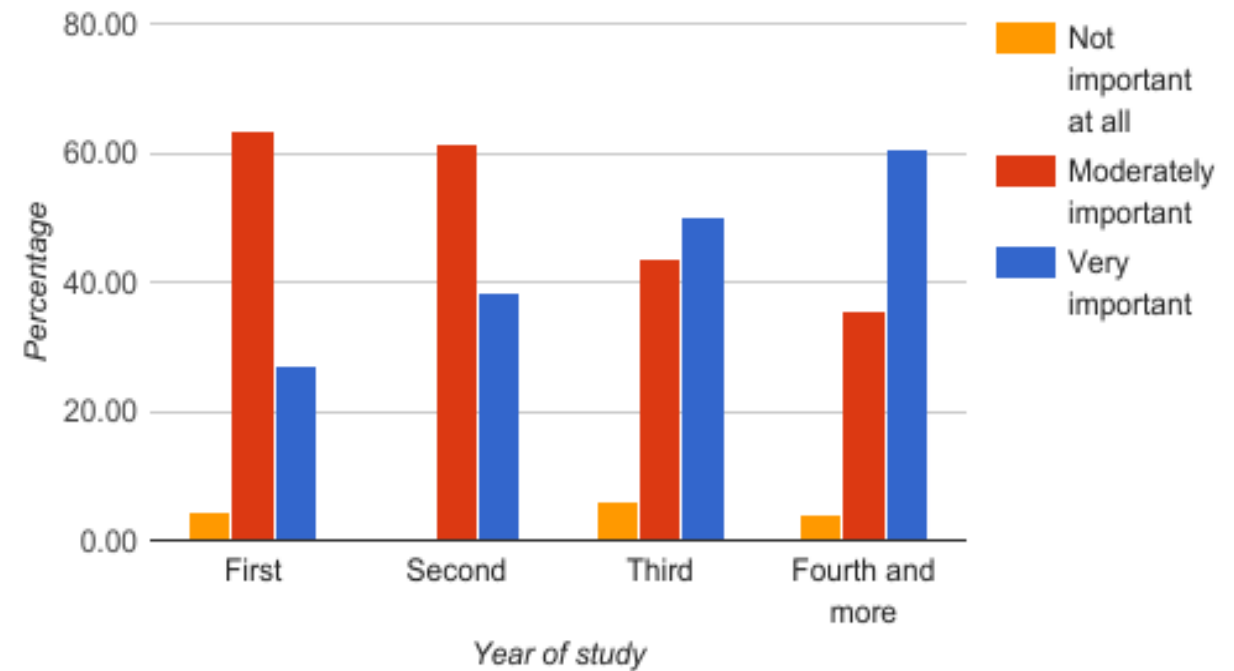
- Very important=3 points
- Moderately important=2 p.
- Not important at all=1 p.

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

### Q6 : Protects biodiversity

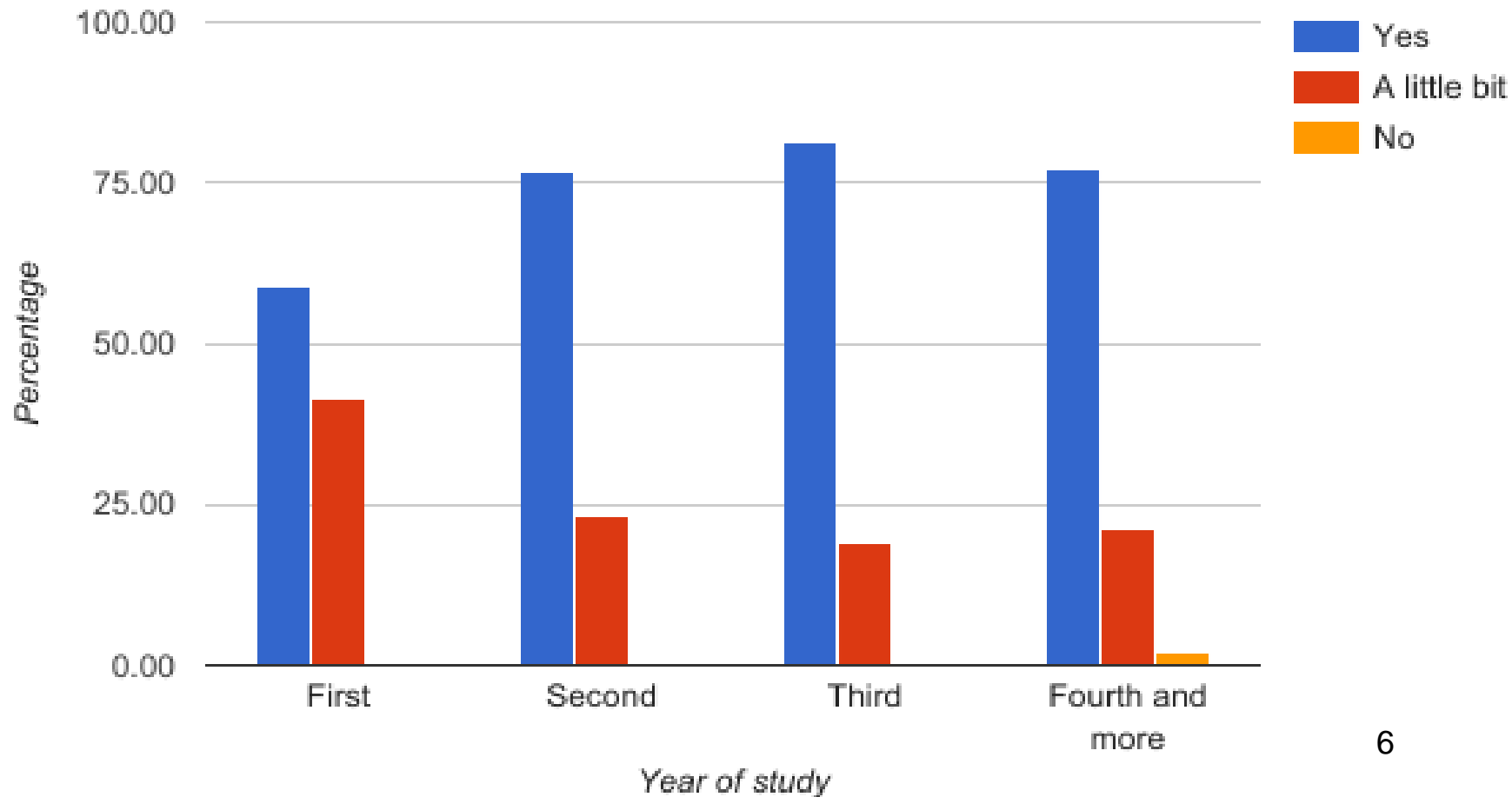


### Q6 : Respects animal welfare



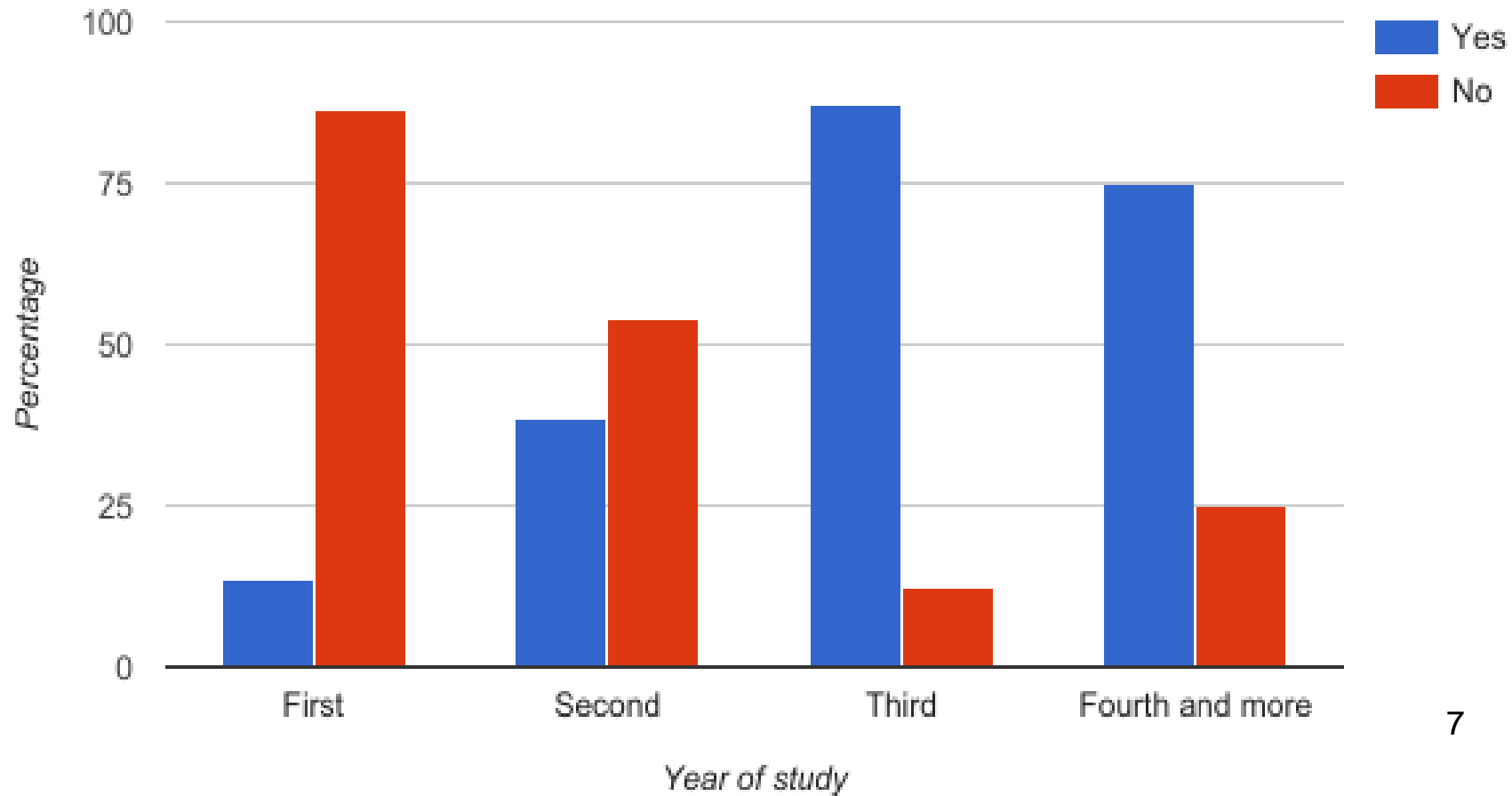
# I) Student's vision about Sustainable Food Systems

**Q7 : Are-you interested in SFS ?**



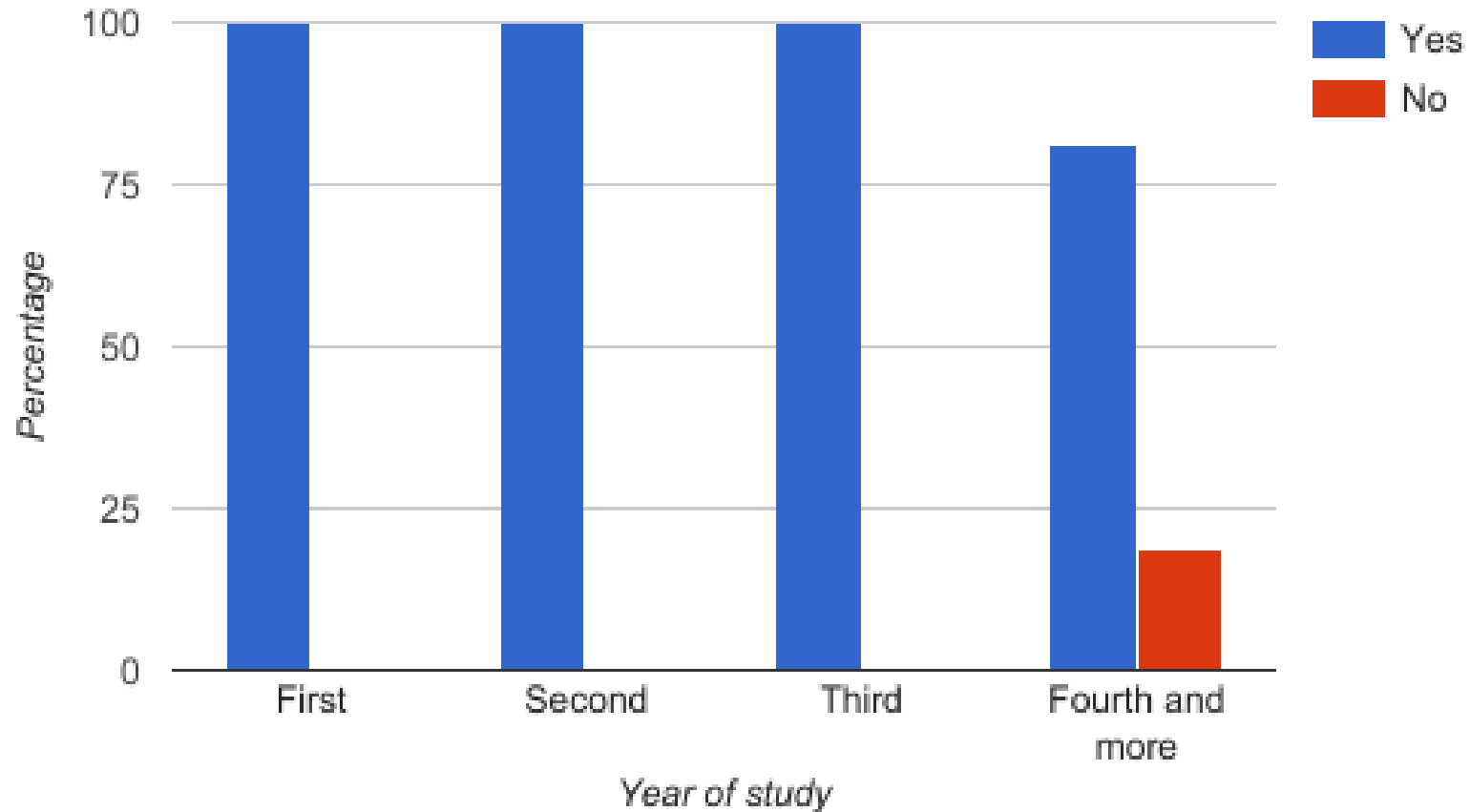
# I) Student's vision about Sustainable Food Systems

**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

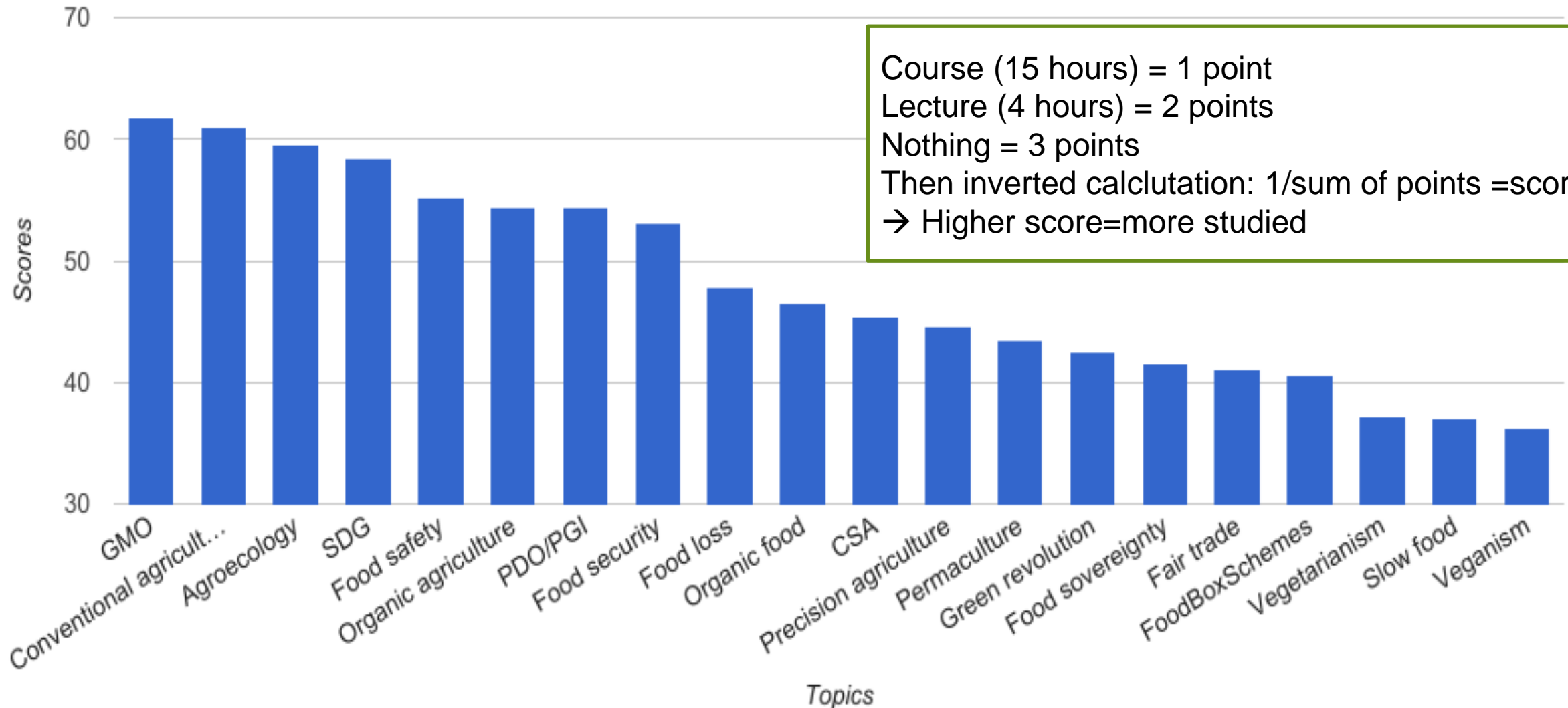
**Q10 : Do you think that a course or topic in Sustainable Food Systems will be useful for your future employment?**



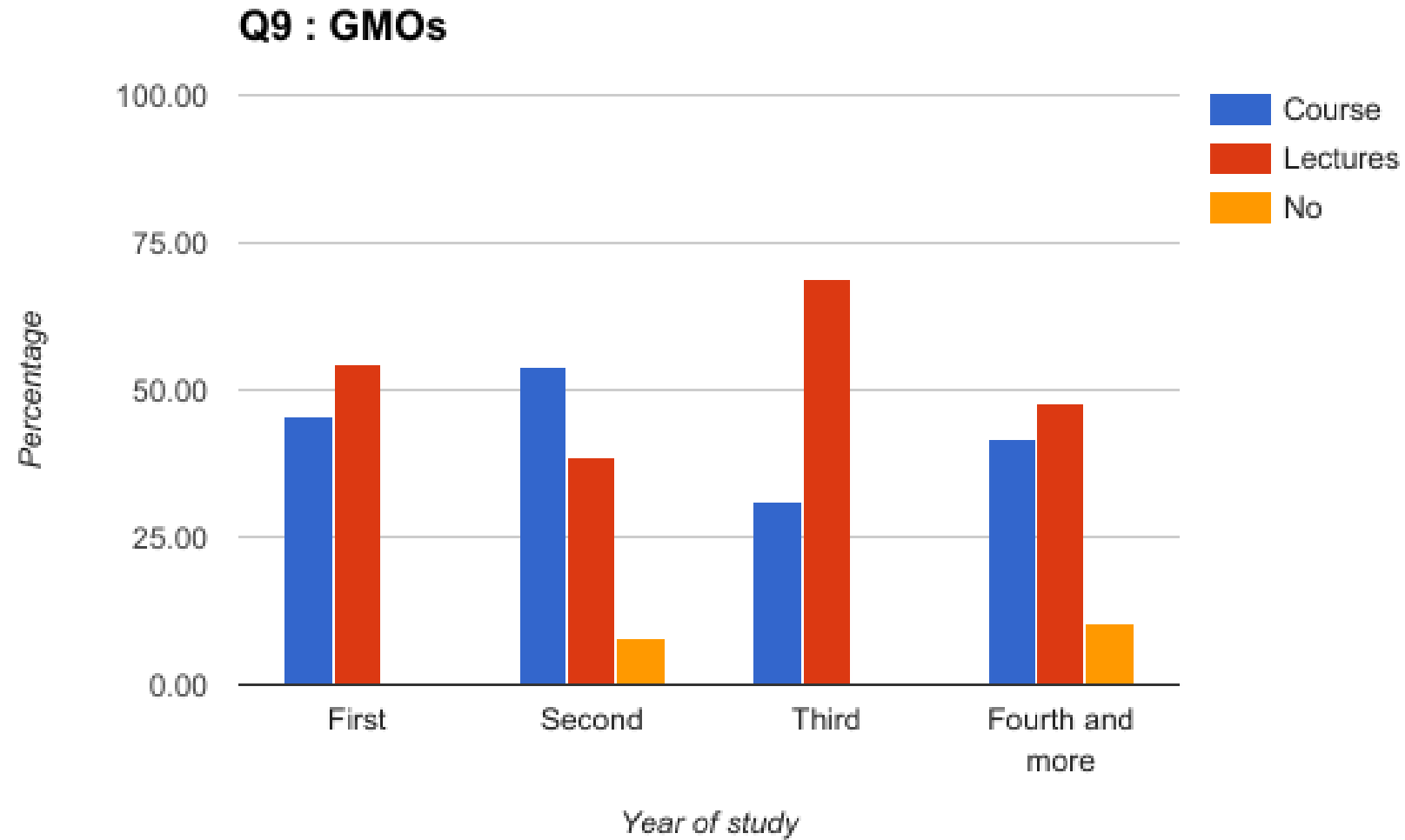


## II) Student's acquired knowledge

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

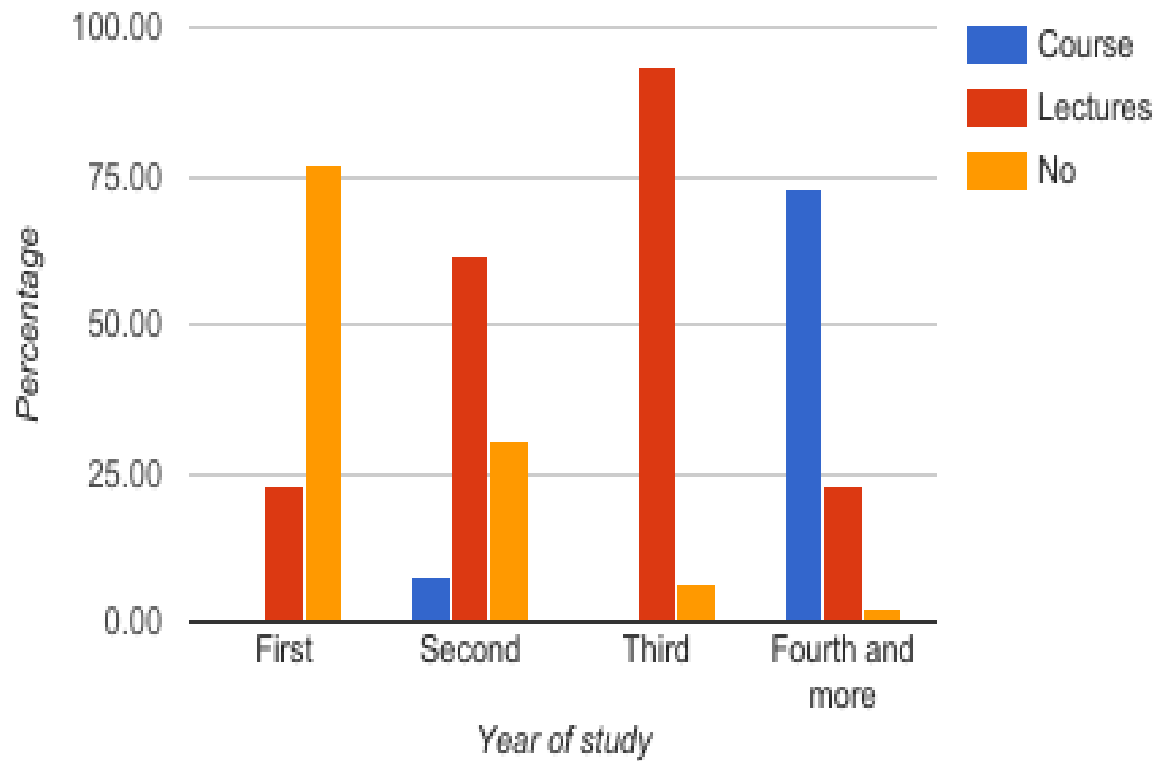


## II) Student's acquired knowledge

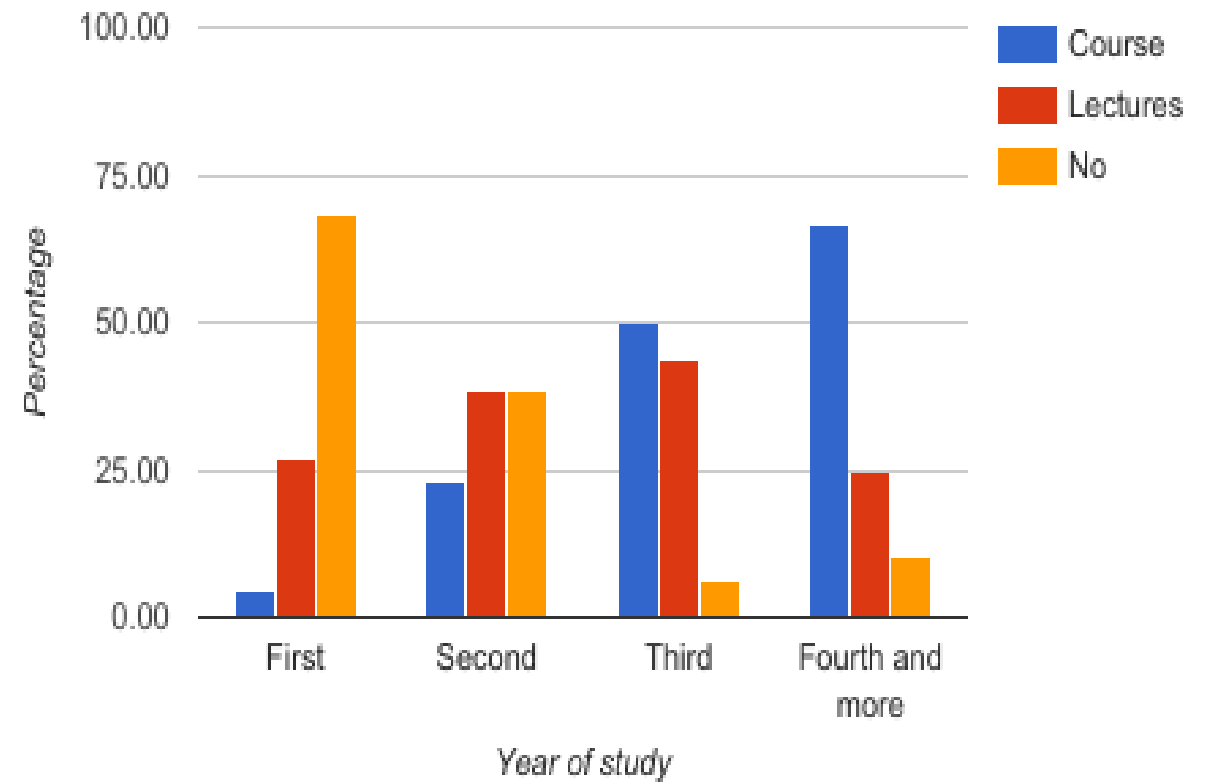


## II) Student's acquired knowledge

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

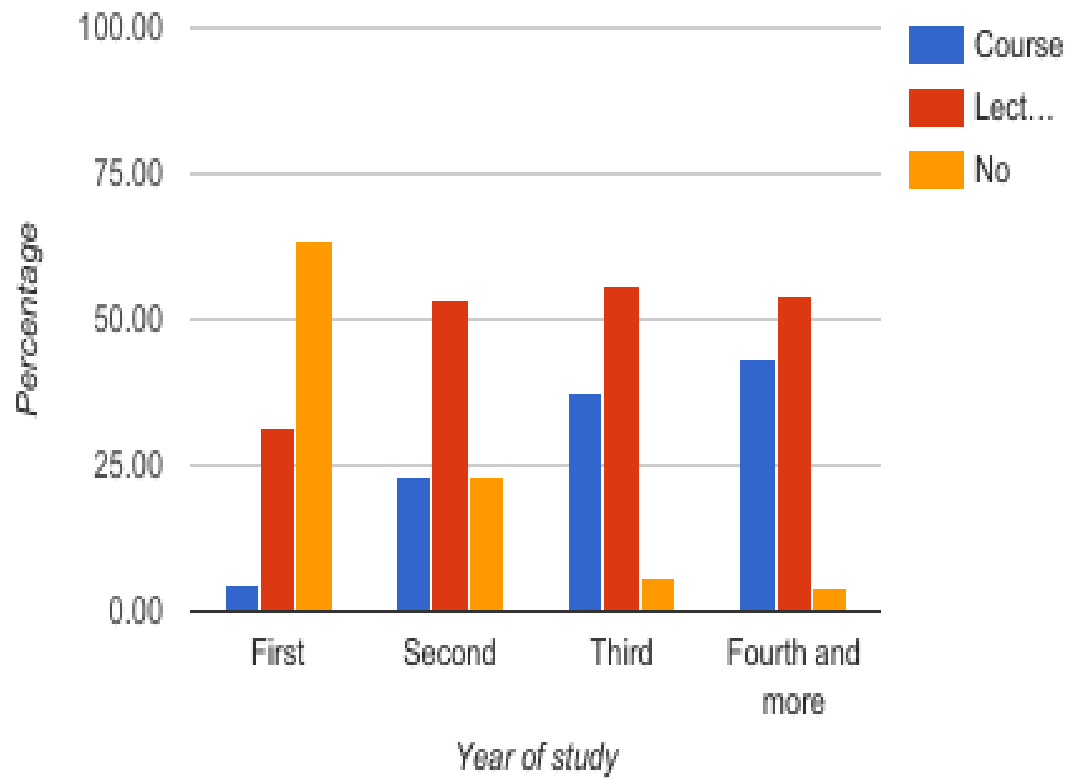


**Q9 : Food safety**

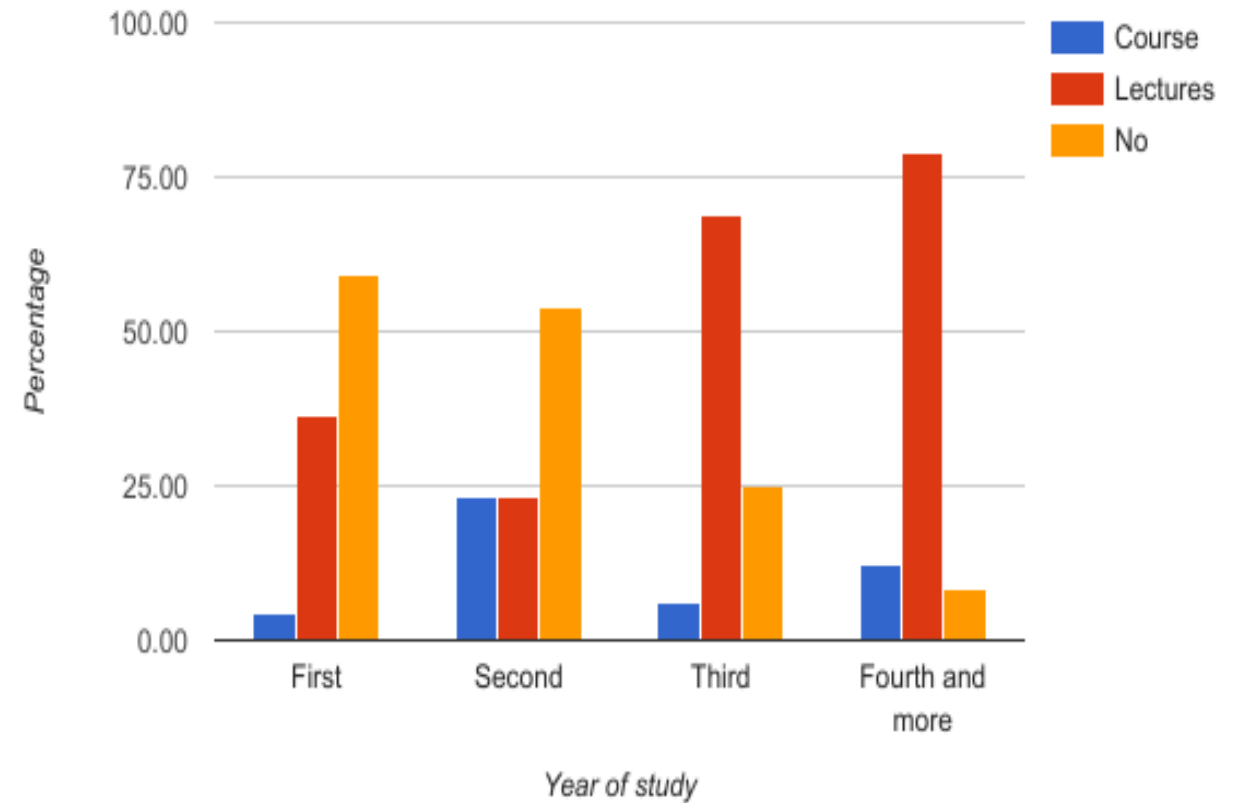


## II) Student's acquired knowledge

Q9 : Food security

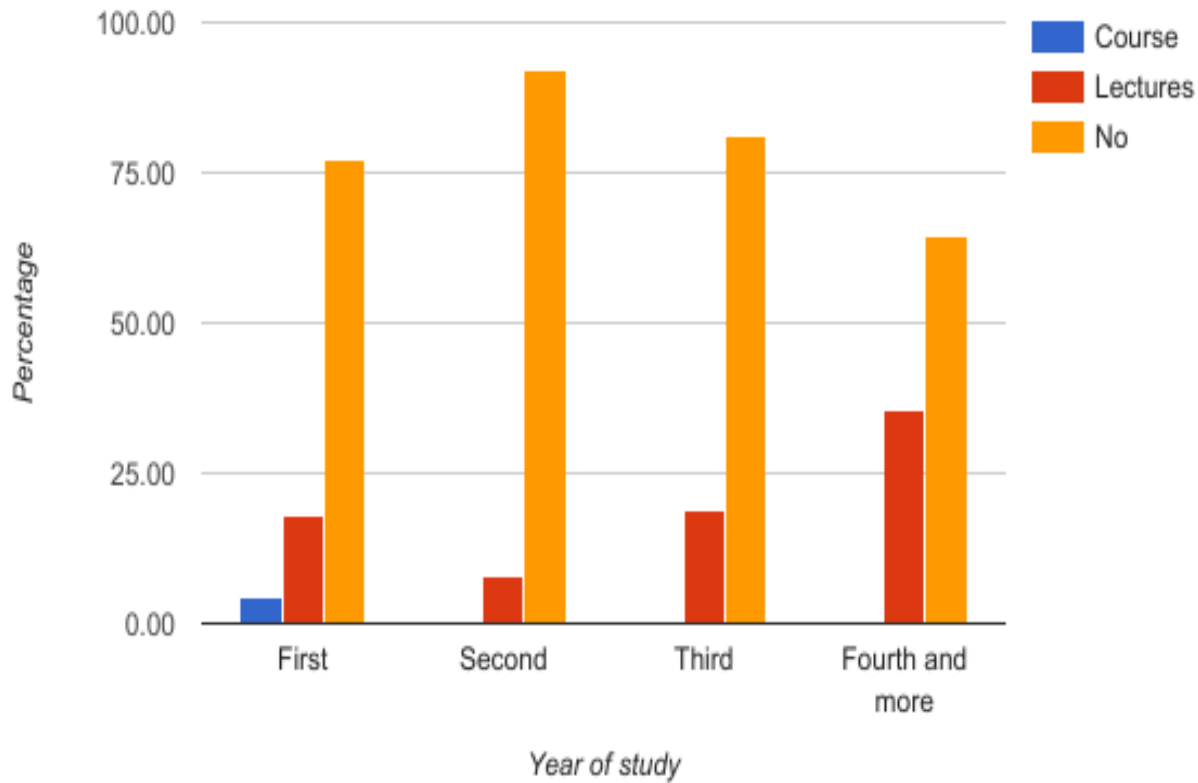


Q9 : Organic Food

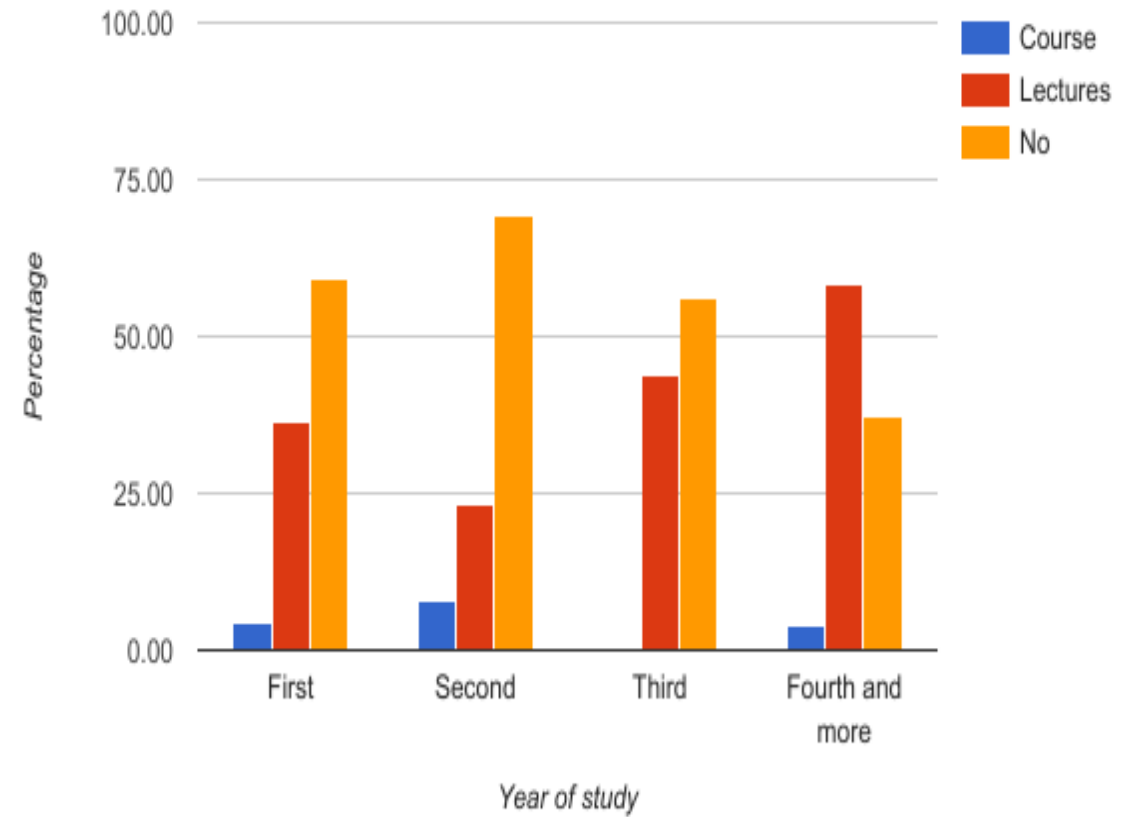


## II) Student's acquired knowledge

Q9 : Slow Food

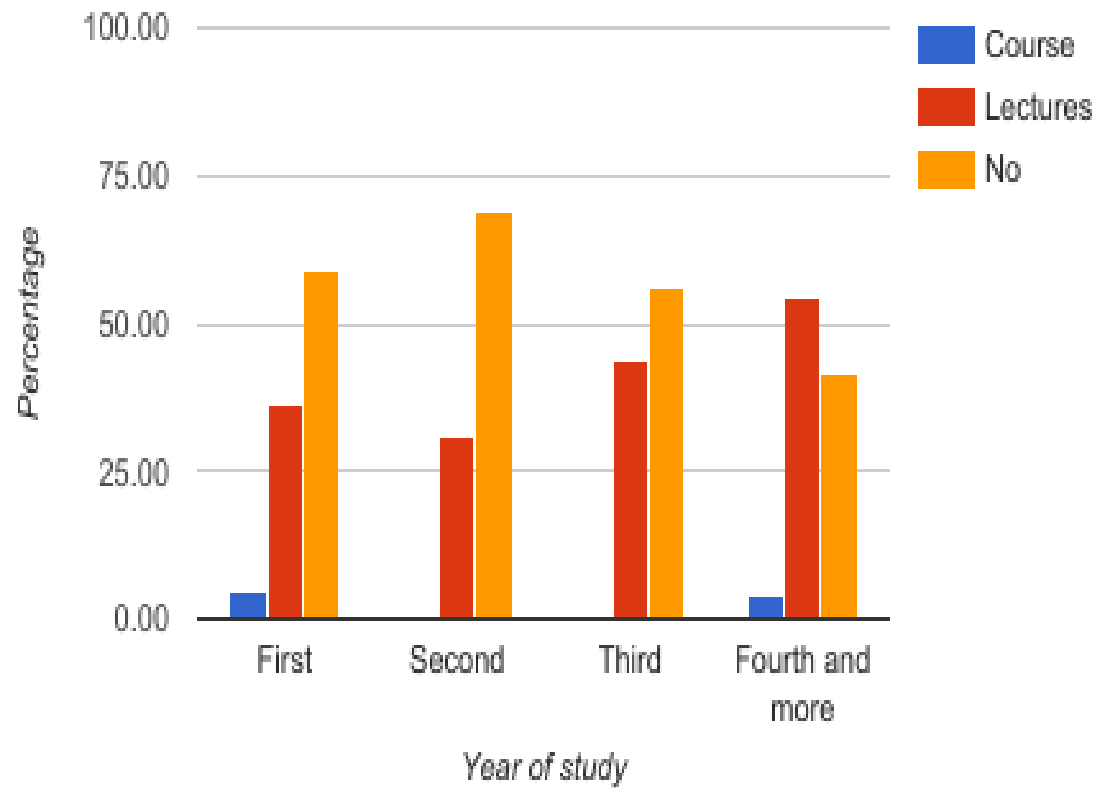


Q9 : Fair trade

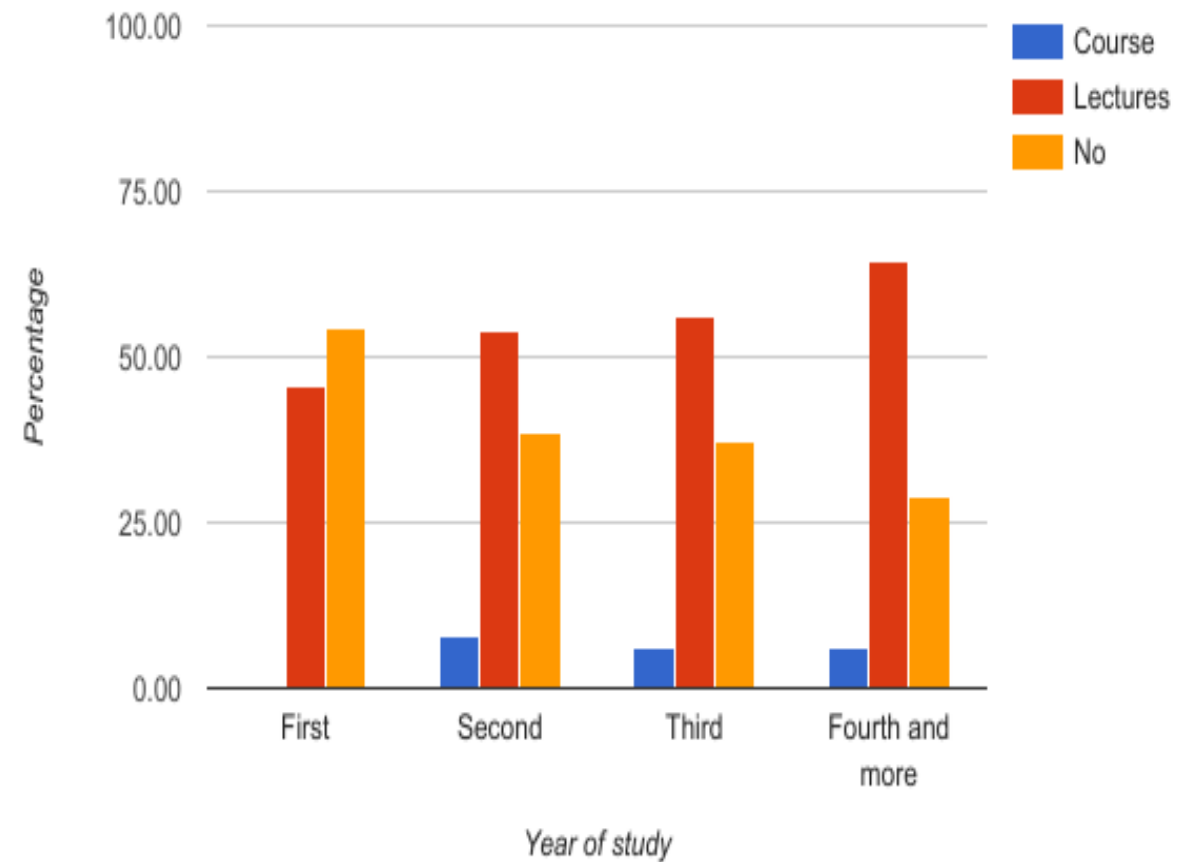


## II) Student's acquired knowledge

### Q9 : FoodBox

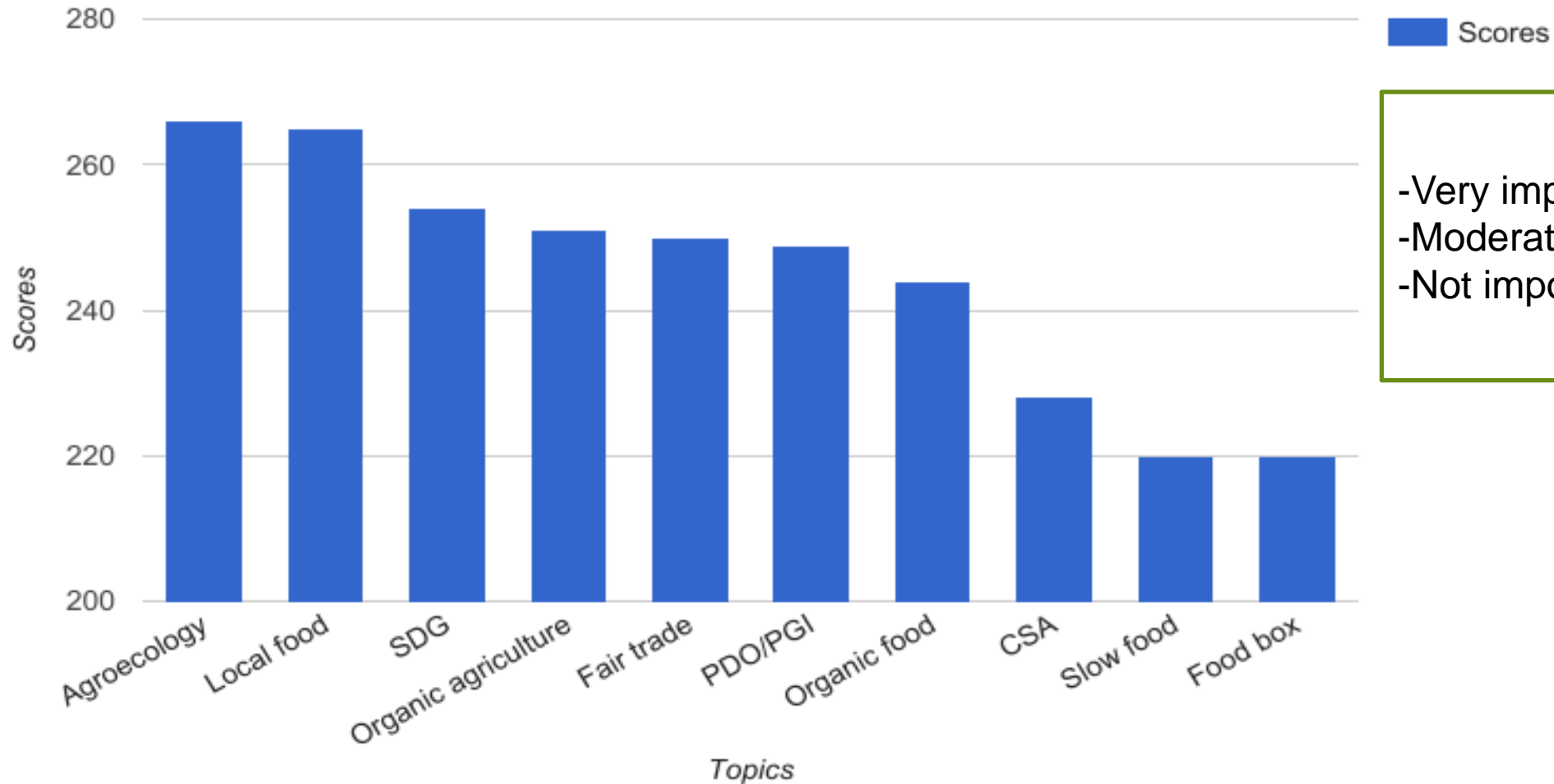


### Q9 : Permaculture



### III) Student's wishes about SFS learning

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

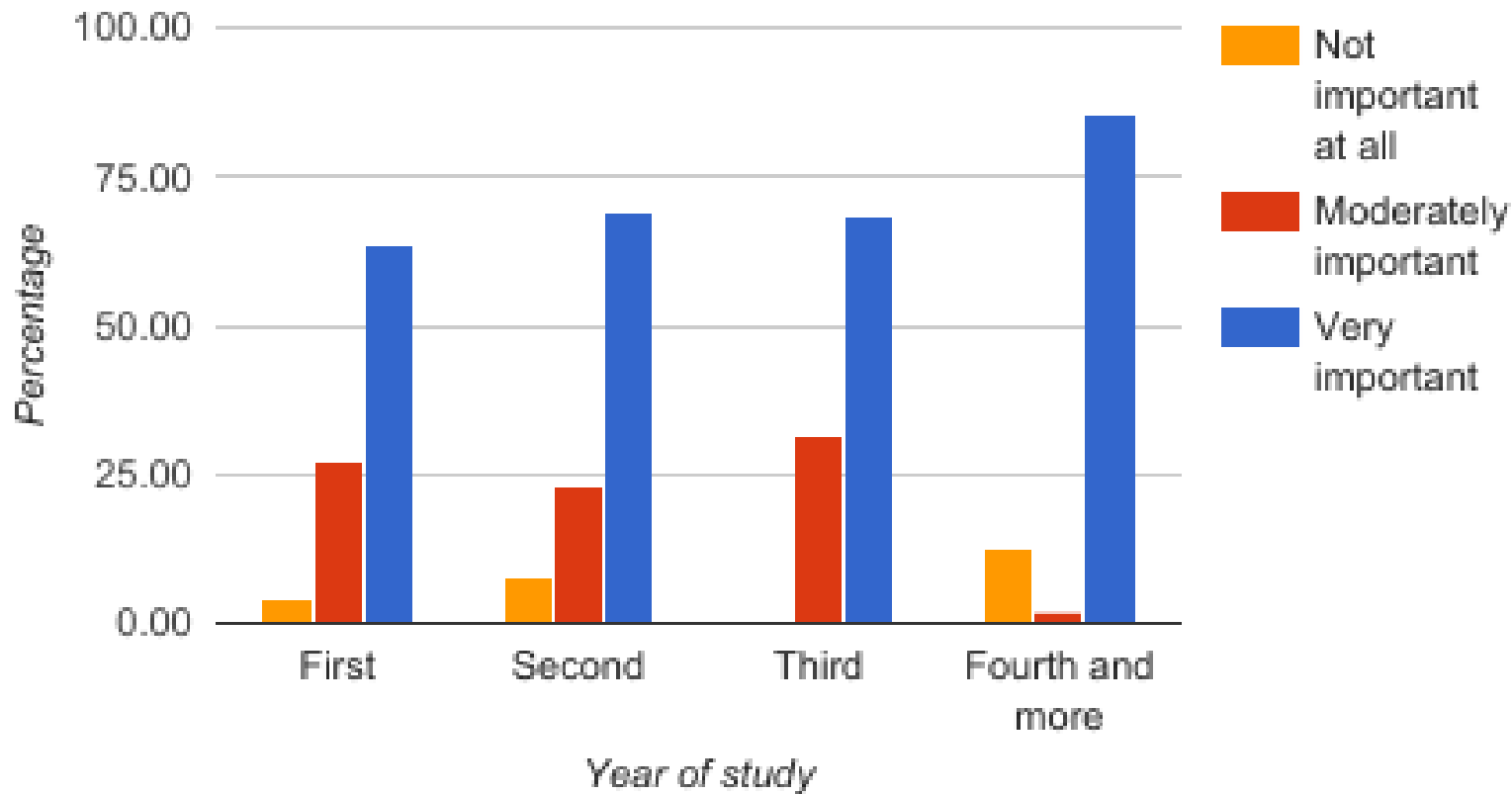


-Very important=3 points  
-Moderately important=2 p.  
-Not important at all=1 p.

# III) Student's wishes about SFS learning

Very interesting topics:

## Q11 : Agroecology

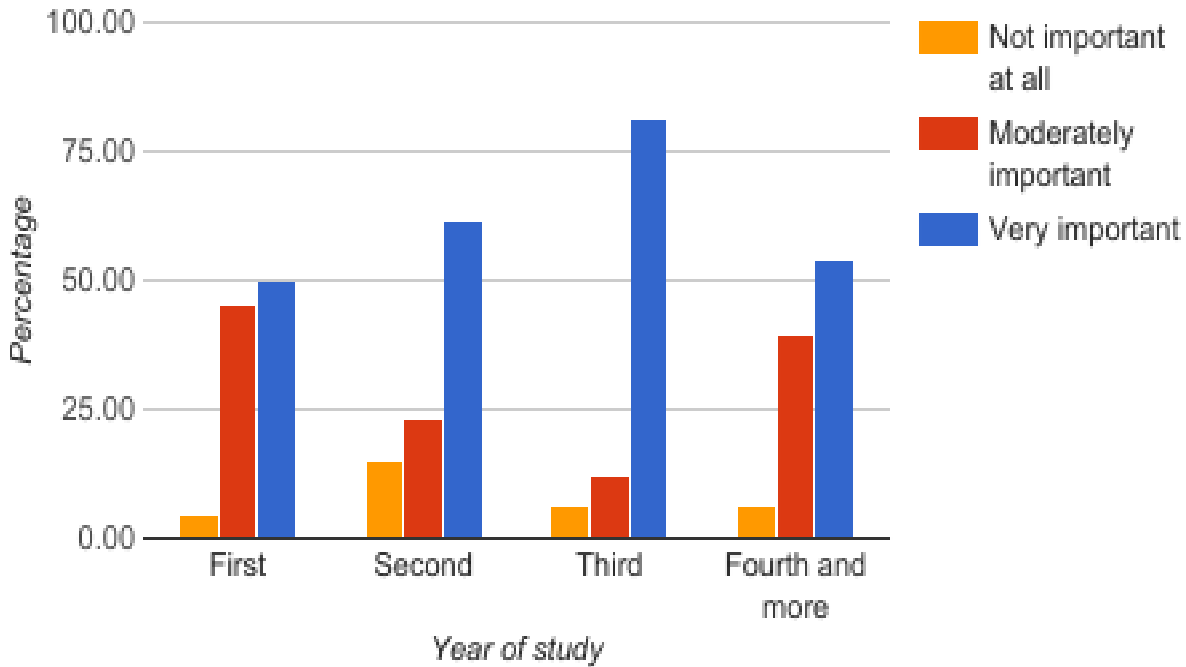




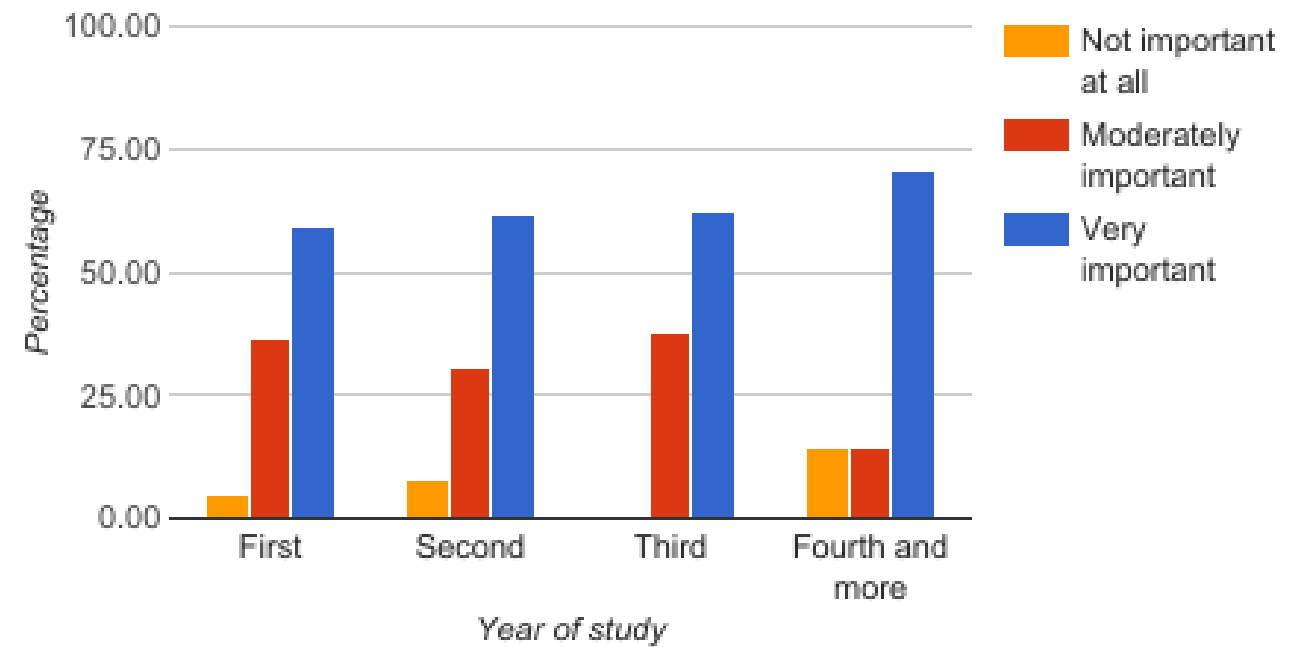
# III) Student's wishes about SFS learning

Very interesting topics:

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



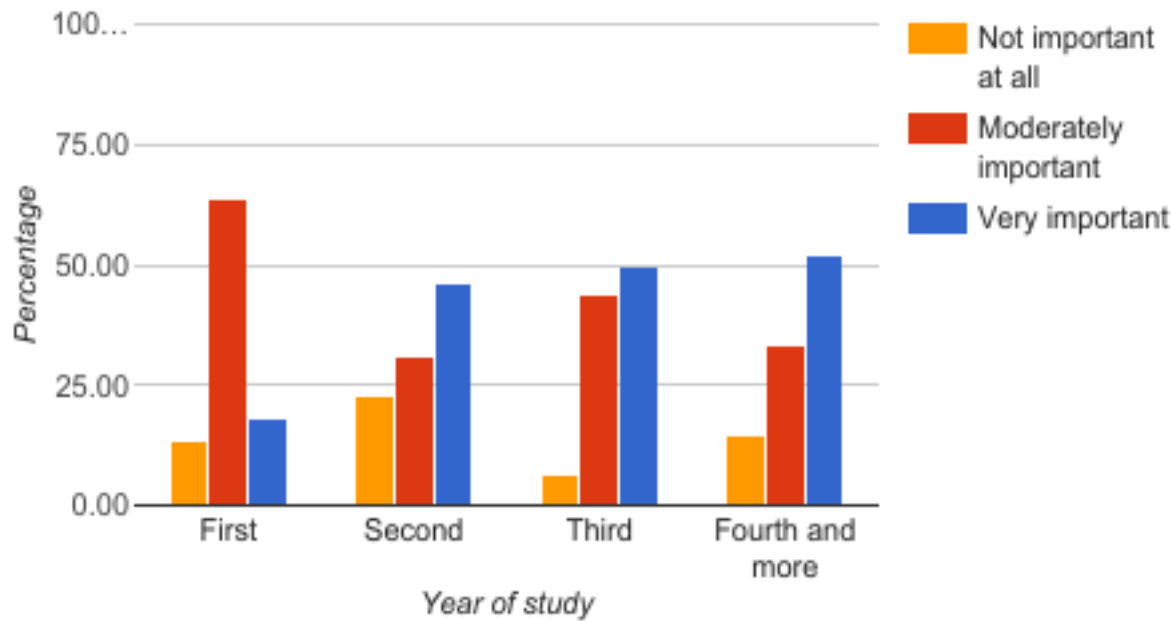
**Q11 : Sustainable Development Goals (SDGs)**



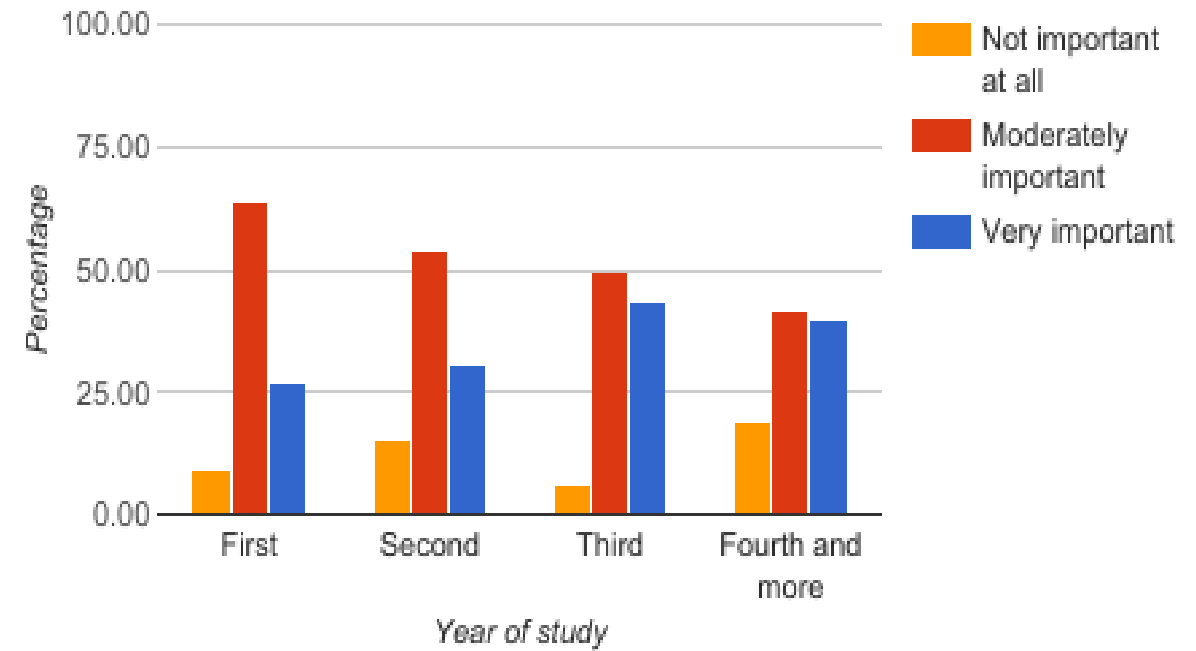
# III) Student's wishes about SFS learning

Moderately interesting topics:

### Q11 : Community Supported Agriculture (CSA)



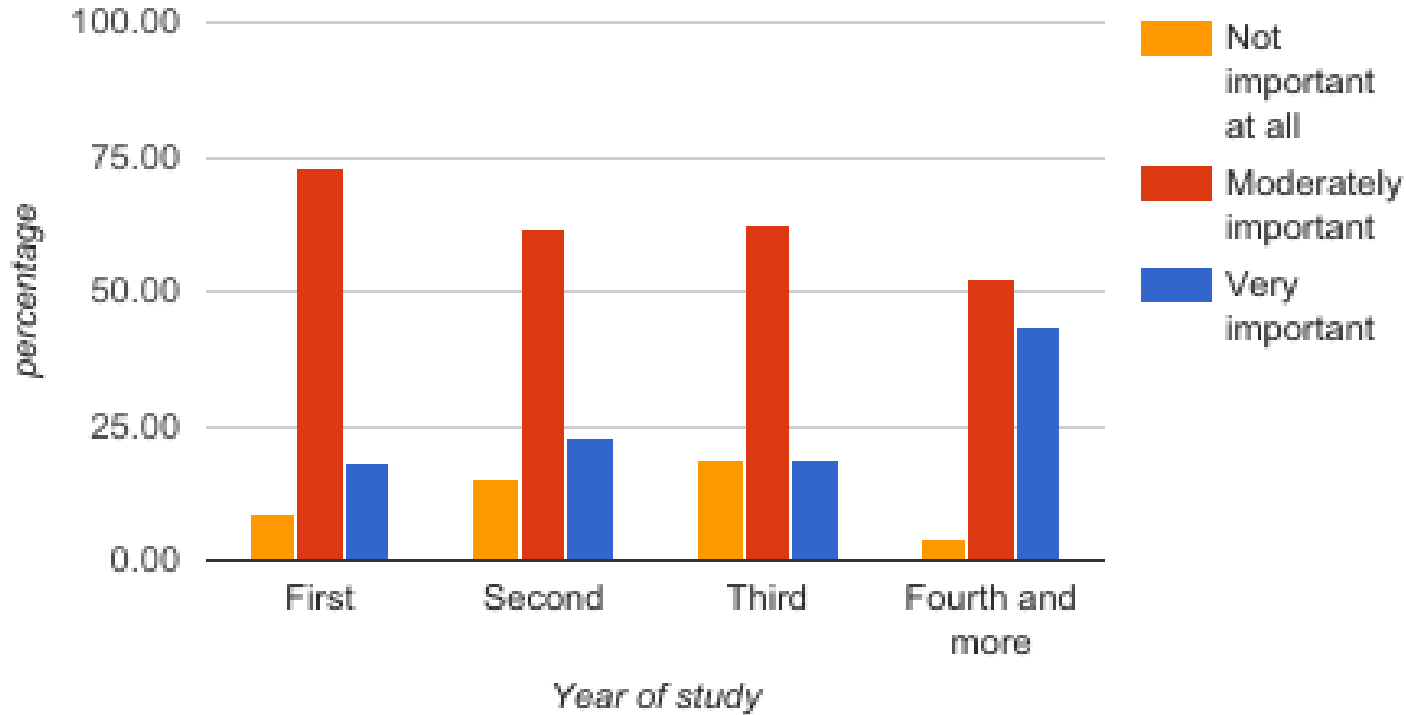
### Q11 : Food box schemes



# 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?