



## Sagiter – Agro-ecological knowledge and territorial ingenuity

Intermediate evaluation – 4: November 2015 - April 2016  
SAGITER project (November 2013 - November 2016)

Anne MONEYRON  
April 2016

Our previous intermediate evaluation proposals for the SAGITER project date back to June 2015. There were two main themes: one relating to the work in progress and the other putting forward operational and organisational directions both for *Seminar 4 in Cluj* in Romania and for the next collective phase of the project, as registered in 2013, integrating the points of vigilance raised by the European Agency when the project was initially filed.

In July 2015, the SAGITER group submitted its intermediary report which was evaluated by the European Agency. During *Seminar 5*, which was held in *Gödöllő*, Hungary from 9 to 11 November 2015, the SAGITER project group reviewed this evaluation in order to plan its ongoing work (schedule and content).

*Seminar 6* took place in *Santiago de Compostela*, Spain from 8 to 10 March 2016. On this occasion, I noted that significant progress had been made in just 6 months following the intermediate report, meaning that what had not been visible and written in July in the intermediate report was in fact already being implemented. Although there is still a lot of work and adjustment to be achieved, I think that the working methodology chosen, that of research-action, is a driving factor for this dynamic and these 'results'. Maintaining this over time will be a defining factor for the project.

I propose that this 4<sup>th</sup> intermediary evaluation be structured around the seven working themes.

My feedback opens on the general aspects of the METHOD used for the SAGITER project further to observations made during the seminars, from reading reports on work completed, further to e-mails exchanged between the partners and my exchange with partners during the seminars. The approach chosen by Sagiter is to build on a collective basis through "Learning by doing" [we will come back to this question of Learning by Doing in WP2 / Lot 2 and its exact meaning, which is sometimes loosely interpreted]. This approach, which is at the heart of the project, renders the project innovative and above all ensures that it is adapted to the issue of agroecological knowledge: its identification, implementation and transmission/training. It is on this point that the project must focus over the coming months in order to consolidate the conceptual plan which will stimulate more trans-national and inter-professional transversality and transferability for training pathways and different forms of agroecological knowledge. However, this very approach renders complex the evaluation of a collective project involving partners from a wide range of cultures and professions which aims to 'trans-form' the existing set up.

In order to conceptualise the experiences and lessons learned from this research-action and transform these into structured training pathways, the partners have chosen to refer to the *Experiential Learning Process* put forward by D.A. Kolb, involving different phases of acquisition: 'concrete experience, observation, abstract conceptualisation and active re-experimentation.' This is the process referred to in the 2013 project *and will be proposed to the trainers who will apply and adapt it in relation to feedback from the field before formalising the process in a written work (extract from the Sagiter 2013 project)*. This is a co-training process towards the construction of an innovative method for collecting and training on agroecological knowledge, which we have been analysing since November 2013. This type of methodology is always a little unsettling for participants/contributors and coordinators. Some partners have taken on board the research-action principle while others have not, as it requires developing a critical look at one's own methods with regards to the subject in question. I quote René Barbier, Lecturer in Educational Science, who works on the intercultural question: 'there is no research-action without collective participation. Here, the term participation is understood in its widest sense – "we cannot gain understanding without being an actor in the subject, "active" in research and fully and personally involved in our emotional, sensorial, imaginative and rational experience". [Barbier R., 1993, *La recherche-action*, Paris,

Managing a project through research-action represents a challenge that is both epistemological and methodological with regards to conducting this form of research which depends on the 'critical' involvement of an entire group. Without this group deployment, there cannot be any form of co-training and therefore no personal progress with regards to the issue in hand. Progress through research-action must enable *in fine*, accompaniment of those for whom the notion of 'train the trainer' appears distant from their way of doing things (I think of our Slovenian and Belgian partners here, who operate through technical advisors in agriculture), though the transversal training approach demonstrates that every individual, in every sector, can be trained throughout their entire career. The training pathway in agroecology, as envisaged to date by the partners, i.e. formalisation of transversal/shared modules, may explicitly comprise phases or moments dedicated to the spirit of lifelong training. In professions related to "technical advisors in agriculture" these modules would accompany the question of how to promote and acknowledge experience-based learning acquired through time spent on self-tuition, hetero-training and eco-training (as referred to by Gaston Pineau – see the presentation during Seminar 6 in March 2016 at Santiago de Compostela). The development of this transversal training approach requires laying out the place that the 'learning process' should take, as described by Kolb and the movements promoting acknowledgement of considered experience.

The progress enabled by this method is, in global terms, reflexivity stimulated by research and also a method for identifying training actions in direct relation to the realities observed in the 'field' for each partner. It opens and makes possible a concept of agroecology that is open to the acknowledged complexity of intercultural and collective operations. In this project, it is necessary to widen the agroecological approach beyond existing concepts because each partner is fully aware, in their own local context and though agro-geo-political reality, that this notion is not always structured. Furthermore, this enables the integration of a notion of legislation/law as put forward by the Belgian partner [P8] on one hand, and encourages interactions that were not initially planned on the other. For example, the Chamber of Agriculture in Slovenia [P9] has developed links with initial training structures which could not have happened if the concept had been strictly defined at the outset of the project. This is a real benefit from the risks taken through the research-action approach, that of creating an environment favourable to progress and transformations.

## **1- EVALUATION OF PARTNERS AND WORK PACKAGES**

### ***SAGITER project partners***

**P1 – SupAgro Florac (France):** Agroenvironment education institute in Florac (SupAgro Montpellier).

**P2 – Fumeterre (France):** consultancy, expertise, monitoring, evaluation and engineering in agroecology.

**P3 – Savoir-Faire et Co (France):** Training on agroecological knowledge (*name changed in 2015, previously: Savoir-Faire et Découverte*).

**P4 – SupAgro Le Merle (France):** training for shepherds, animal production (SupAgro Montpellier); (*regrouped with SupAgroFlorac [P1] since summer 2015*).

**P5 – Geyser (France):** study of relations between territories, natural resources and local communities.

**P6 – Working group regional studies – Marburg University (Germany), Geography department:** Environmental, social and economic issues.

**P7 – Federation of agrarian schools in Galicia (Spain):** professional training.

**P8 – Vlaamse LandMaatschappij (Belgium):** land development and rural development agency of the Flemish government.

**P9 – Chamber of agriculture and forestry (Slovenia).**

**P10 – Szent Istvan University in Gödöllő (Hungary):** training experts in agriculture and foodstuffs.

**P11 – SAMV University at Cluj-Napoka (Romania):** environmental management in rural areas.

### ***Workpackages***

**WP1 / LOT 1: COORDINATION, MANAGEMENT**

**WP2 / LOT 2: ORGANISATION AND OPERATIONS OF LOCAL GROUPS**

**WP3 / LOT 3: OBSERVATION / IDENTIFICATION, COLLECTION AND ANALYSIS OF DATA**

**WP4 / LOT 4: IMPLEMENTATION OF TRAINING COURSES, EXPERIMENTS**

**WP5 / LOT 5: FEEDBACK, ADAPTATION, PRESENTATION OF GOOD PRACTICES**

**WP6 / LOT 6: WRITING THE TRAINING MODULE, DISSEMINATION**

**WP7 / LOT 7: INTERNAL EVALUATION AND EXTERNAL EVALUATION**

### **WP1 / LOT 1: COORDINATION AND MANAGEMENT**

**Coordination and management** of the project is under the responsibility of SupAgro Florac: an Agroenvironment education institute [P1] which has been highly committed to its project coordination mission. Further to the ethical choice of conducting this project according to an approach and methodology based on research-action, each partner intervenes during the seminars and inter-sessions through a "steering committee" related to each issue in hand. In this manner, the partners can argue their opinions with regards to the collective progress made on the project and on any "sticking points" as they arise (on the schedule or not), with regards to the initial objects set out for the project. It is interesting to note just to what extent this methodology is subject to the wishes of the group and, in parallel, tests the group's cohesion, but it is this methodology which contributes the "training" dimension to the work with regards to the complexity of project subject and the multicultural nature of the group, which is large both in number and representation types. In this context, the coordinator's position and contribution, with regards to maintaining this methodological direction is very important because the multicultural and multiprofessional environment of the project, with 7 partner countries and 3 different types of structures [universities, adult training, consultancies], is fertile ground for energies and opinions that could easily diverge.

The driving forces for the project, since *seminar 4* in June 2015 in Cluj, have moved position. The survey groups have stopped meeting in favour of new sub-groups comprised of types of partner 'publics'. This has made work easier for test-training for partners and co-construction of training pathways. The coordination task is important in that it requires both animation of the project and ensuring continuous and attentive cooperation between partners. The transparency, rigour and respect within the SAGITER group and the conviviality of the exchanges should be highlighted. When faced with difficulties, this level of exchange and human cooperation are key elements that serve to federate and stimulate all the partners involved.

#### **Financial management:**

Catherine Azema (SupAgro Florac), monitors the project 'accounts' and the budget lines for each partner. Her presence at the seminars and comprehension of the subject serves to reassure the partners with regards to their current situation and the European budgetary realities, also communicated through continuous information updates. She provides the group with important elements for global project management, which are necessary for defining which results can really be allocated to the work carried out under SAGITER. Notably, in November 2015 she reviewed the points that are eligible under the project contract and therefore **eligible for financing: i.e. training pathways and training/tuition tools.**

#### **"Internet" communication (partners and partnerships):**

Marc Lanssens (SupAgro Florac), intervened initially at the November 2015 seminar in Gödöllő – Hungary, with regards to cooperative tools and media communication. A template document (A4 format) was prepared in order to standardise and keep project progress reports up to date the through photos related to local groups of SAGITER partners. He intervened on a second occasion during the seminar in March 2016 in Santiago, Spain. Through his *in situ* presence he enabled partners to exchange and gain a better understanding of this tool and to develop their capacity to collectively build a set of instructions aimed at communication professionals in charge of making the site accessible to future users – tools, methods, concepts and production to be shared from the end of 2016 on the SAGITER extranet site.

#### **General objectives of the project**

**Creation of a 'train the trainer' module:** On the collective level, this objective has seen a great deal of progress since summer 2015, on the basis of "test training courses" by the partners. For VLM [P8] this represented the deployment, on 16 November 2016, of a one day seminar "*Agroecology in action: an event for exchanging knowledge,*

*practices and ideas in order to develop the agroecology of tomorrow, together!*”, with a workshop dedicated to agroecological knowledge. The structure of this day was based on the work carried out within and the experience gained through the SAGITER group. This structure VLM [P8] is currently experiencing significant budget restrictions, notably in terms of employment, which is having an impact on the drive and dedication of its representatives for the SAGITER project. The said representatives expressed a desire from the outset that the work carried out has a real impact on change through enhanced reactivity and creativity in terms of Agroecological knowledge. Who knows what the future will bring, i.e. by the end of 2016?

The differences in results between partners does not seem to be the main issue at present, a pertinent approach would be to analyse how each person-partner has evolved since 2013 with regards to their professional environment and personal vision of agroecology and knowledge. However, with regards to the “test-training courses”, it would appear that individual “internal evaluations” of partners are to date insufficient, notably on the conceptual side of things, to enable to be integrated in a concrete and efficient manner into the construction of a training pathway and be shared by as wide a public as possible. I refer notably to: – [P1] which did not carry out a self-evaluation of the three training sessions held, in November 2014 (public: trainers and an agricultural consultant), in May 2015 (where SAGITER partners could take part, which would be even more interesting for this reason), and November 2015; – [P2] which did not share its “test-training sessions” with the group in a tangible manner, both in terms of structure and content, thus meaning I was not able to evaluate the pedagogical contribution of this partner and its pertinence with regards to progress made on a collective front; – [P3] which, as I might say, shone by its absence, (even when present at seminars, the priority appeared to be personal telephone messages and contacts made outside the project, supposedly due to placing its energy on dissemination of courses rather than group exchange and development. How can this presence in the project be justified? With regards to these observations I took time to dialogue with this participant (in November 2013 and November 2015 – I was not present at Seminar 4 in Cluj). Without detailed explanation from this participant I was not able to understand the differences between the present results and initial objectives, which were supposed to have been agreed to during the construction of the project. We recalled the words exchanged during the Gödöllő and Santiago seminars: “coherence and cohesion within SAGITER remains its absolute strength for all concerned”.

### **Animation, methodology transfer and pedagogical change**

One of the objectives of the transversal training modules will be to show trainers why and how to move away from a top-down training approach towards a position of accompaniment in knowledge building. Indeed, the implementation of such training methodologies is not simple when it involves treating such a complex subject within a fixed time frame (3 years). The partner [P1] which is the coordinator for the global management of the project and active as contributor in the content and its development, shows just how difficult it can be to just let things develop within a group. With regards to leading the seminars, given that there is an objective for the end of 2016, this is mainly down to the members of SupAgro Florac. Attempts at co-animation have been implemented, notably for Seminar 5 at Gödöllő, but these turned out to add complexity with regards to seminar organisation. Such difficulties were identified and shared during the internal evaluation sessions held by the group after each seminar, revealing nevertheless that through methodology and pedagogy a shift can be achieved away from top-down learning towards accompaniment in knowledge acquisition.

The use of two working languages remains a difficulty but also a strength. At *Seminar 6* in Santiago de Compostela, the question of the future translation of training courses was itself an excellent source of discussion around the concept of the training courses, knowledge and skills themselves: how to translate these without altering their sense. We were consequently able to exchange on what certain terms meant in the different partner countries and initiate reflexion on a set of terminology accepted by all.

### **Concept of agroecology**

I will not return to the results of the work carried out since 2013 but rather on the method. The fact of having maintained the decision not to start from a pre-established definition but to co-develop the idea of what Agroecology could be, as the research-action progressed, while a source of anxiety for some, has been experienced by others as an opening onto the realities of each party concerned. For example, the Slovenian partner [P9] explained at the last seminar in Santiago (March 2016), that the fact of not being enclosed in a binary definition of Agroecology (what is, and what is not included) enabled them to establish partnerships and explore thought processes with basic training establishments, which would probably not have happened otherwise. Moreover, this enabled a partnership with Hungarian partner [P10]. Consequently, the realities and difficulties of situations are shared and the solutions shape the progress of the group as

a whole.

## **WP2 / LOT 2: ORGANISATION AND OPERATIONS OF LOCAL GROUPS**

In the initial project outline, the objectives and end points of local groups were structured around five dimensions which were to mark several time points throughout the project: *"The project will be based on a territorial organisation: higher education establishment + high school + training centre + organised group or environmental NGO or consumers. It will involve: – organising these groups in terms of space, time and functions; - leading them; - defining, along with them, their operating methods (tools, objectives?); – analysing practices identified with regards to agroecological knowledge; - and associating them with the evaluation. It is essential to constitute, on each of these territories, local project development groups whose mission will be to collect and analyse practices deployed on the territories, experiment training modules, participate in their validation and then distribute these and become the initial users."* (Extracts from the SAGITER project methodology document).

Consequently, the notion of "local group" with regards to its organisation, objectives as territorial reference anchored in the geographical-social-political-agroecological realities, its project related targets and operations, does not appear to be perceived in the same manner by each of the partners. Certain situations are reviewed to illustrate such differences.

For some participants, local groups are closely related to the project method and objectives as deployed through their contribution to the SAGITER project. It would appear that to date, only the Spanish partner [P7] has set up local groups on the basis of the five dimensions announced in the projects and has structured its progression in close relationship with these. [P1] has also established local groups but the sense and content cannot be the same given the overall objectives of this institution.

For other partners, the link would appear to be more delicate. These differences are not systematically related to a lack of methodology but do reveal very different situations from one country to another, with the impact of such situations probably having been underestimated at the outset of the project, as noted by the partners themselves. A certain level of explanation lies in the institutional realities and level of progress related to the agroecological issue in each of the partner countries. Within the SAGITER partnership there is a level of cultural difference between types of structures (universities to NGOs) and between the national agro-environmental policies in the different countries.

For example, the Slovenian partners [P9] had a much greater hill to climb in terms of acknowledgement and awareness development with regards to agroecology. The chambers of agriculture, whose profession is to provide agricultural consultancy, are particularly sensitive to the issue of deployment of national agroecological plans in line with European directives, which represent a radical change to their previous methods and top-down recommendations relative to the implementation of agricultural development policies. At the last two seminars, Janko Rode [P9] explained that he is now receiving requests for information, notably further to a communication at AGRA 2015 in Slovenia (<http://www.pomurski-sejem.si/index.php/en/agra/about-agra-fair>), showing that the work and thought processes deployed using the SAGITER research-action collective methodology are starting to bear fruit. Further to the SAGITER contributions and "test training courses" implemented in Slovenia, he explained that they have both modified their methods of collecting agroecological knowledge while also working towards cooperation with initial agricultural training. This cooperation was not foreseen (nor foreseeable) during the project design. He demonstrated that in the "test training" presentations he adopted certain further training concepts such as: andragogy, formal-non-formal-informal training.

Geyser [P5], while used to working *in situ* with local groups and well implanted in certain regions, reported meeting difficulties in stimulating interest on this theme, which were not expected. What could this indicate? There is maybe some more work required further to the SAGITER project on the issue of mobilising local stakeholders through training/accompaniment modules which will be developed by the end of 2016.

These different "cases" show that it is necessary, in order to structure local groups, to allow for a time of appropriation and development of a project through communication but also concrete production. This means that the implementation of the five dimensions announced within the local groups requires a very long information and negotiation phase in order to clearly define the shared project: training and collection, identification and transmission of agroecological knowledge. In these situations, with regards to the 'field' work carried out, we cannot call into question the drive and dedication of the partners towards building such local groups.

For others, the link with "local groups" appears to be non-existent or poorly understood. They have maintained a



"top-down" approach of consultant and/or trainer which forces them to approach the five dimensions announced from the point of view of their expertise, i.e. holder of knowledge and skill. Consequently, their work with persons in training and holders of knowledge either from an expertise approach (Fumeterre [P2], or through an approach of "Learning by doing" (Savoir-faire et Co [P3]) but which in reality is not true to the spirit of the cooperative approach because the actual time spent in deployment is very short (a few hours) which cannot enable development of the complex thought processes contained in the professional gestures within the framework of agroecology, it can at best stimulate imitation! This short transmission time could be considered as an introductory period. It cannot be considered as "Learning by doing" when we consider the complexity of the thought processes contained in a gesture. With regards to the complexity of agroecological knowledge, it is only through measuring change and the transformation effect, well ahead of the training phase itself that we can consider that we are actually in the presence of a training approach which can truly be called "learning by doing". In both configurations of local groups, each component of the overall dynamic is taken separately, building the five functions of the local group: training – collection – analysis – transmission – evaluation, which are not developed in the complementarity and dynamic by the partners with their contacts. These partners remain focused on: *analysing practices identified in relation to agroecological knowledge and experimenting training modules*. This returns us to the knowledge/skill definition which has already been raised in one of our intermediate evaluations: the difference between observation/collection of practices and skills and the underlying knowledge behind the practices/skills being observed. We will look further into this point in WP6 / Lot 6, because it is important for the partners to develop more precision with regards to such terminology when we develop Agroecological training modules, notably transversal modules.

Globally, with regards to WP2 / Lot2, my remarks do not mean that the local groups have not been duly implemented, but that their functions are very different from one partner to another. I know to what extent this implementation requires in terms of energy, time and skill. What is necessary to distinguish with regards to the differences between partners is related to the methodological choices and professional positions. An evaluation of this question will be carried out by the partners, enabling clarification, from a methodological point of view, of the role and position of the local group contributions with regards to an agroecology training project. This evaluation cannot be completed at the present phase of the project.

### **WP3 / LOT 3: OBSERVATION / CLASSIFICATION, COLLECTION AND ANALYSIS OF DATA**

Observations of concrete situations were carried out through to summer 2015 with local groups for certain situations. Although discussion and exchange on collection methods and tools has been time consuming, we can today state that this has been beneficial in terms of developing methodology and federating in terms of the partners' level of involvement, resulting in us being able to set out the contours of the 'definition' for agroecological knowledge.

Video, used as a tool for knowledge collection and as a training support, has been the object of criticism in terms of its theoretical and practical pertinence. We have observed differences in terms of results and exchanges. We haven't been able to view the results from Fumeterre [P2] which filmed an oil producer, amongst others. Savoir-faire et Co [P3] produced videos on 'Shared gestures' which were issued on their site. Savoir faire et Co also produced a video for/with Szent Istvan University in Gödöllő [P10]. During the seminar in November 2015 in Gödöllő, this video was analysed by the group which observed its limits in that it was much too focused on a de-contextualised gesture with little relation to agroecological knowledge and training methodologies. Other partners [P7 and P9] presented videos on the SAGITER intranet made with contacts from local groups in relation to their local projects and themes, which duly fed into the SAGITER project as a whole.

At present, certain partners are processing the data collected in order to inject this into their training courses. Here again, this takes a great deal of time, notably with regards to establishing a group-wide methodology for the analysis process. The different levels of contribution by the partners highlight differences in investment in and adoption of the project by the said partners.

For the Spanish partner [P7] the coherence of the project with the *in situ* reality enabled it to develop a high level of involvement in the project by the local group and the training teams. A training pathway plan aimed at their public was presented at the March seminar in Santiago. The presentation of this plan recalled that it has been based on the collective work accomplished since 2013. Further to this collective work, the team adapted the results in order to initiate

development of a template format, including a transversal module.

With regards to the development of a training pathway, which is part of the training engineering vocation, the university partner [P6] was called upon for its expertise in order to contribute to piloting lot3/WP3 in collaboration with lot 4/WP4. While their contribution during seminars and between seminars is important for the group, I have not yet seen the baseline or common thread of their project, notably with regards to creating links between local actors and higher education in the human geography sector. What significant results can be expected from their production, both in terms of local context (local actors) and in terms of the project of training on agroecology and agroecological knowledge in the widest sense? Maybe this lack of a common thread is preventing a more active contribution towards the coordination and co-construction of an agroecology training project? On this basis, SupAgro Florac, in its role of leader and coordinator is obliged to take on this aspect of the project.

The SAGITER intranet site presents tools, produced by partners and/or made available for them to test. Since 2013 work has been carried out to appropriate and test these tools. At the March 2016 seminar in Santiago – Spain, a decision was taken to classify the tools retained in line with the different entry level questions for future trainers visiting the extranet site from the end of 2016. The group identified 88 key questions as possible entry points for the training theme. These questions will be processed by SupAgro Florac in order to build and feed the future SAGITER site (end 2016).

#### **WP4 / LOT 4: IMPLEMENTATION OF TRAINING COURSES, EXPERIMENTS**

At the Gödöllő seminar in November 2015, the partners reviewed the European Agency's evaluation which pointed out the "delays" in WP4 and WP6. In other words, delays relative to the training modules from each partner, the experimentation of such and the implementation of training pathways.

We have made a lot of progress on training pathways since then. Further to the presentation of one of their training modules at the November 2015 seminar and at the request of the Hungarian partner [P10], the Slovenian partners [P9] intervened in March 2016 in Gödöllő on one of the ten modules in their training pathway.

With regards to the Belgian partners [P8], Sylvie Fosselle outlined the wide difference between the reality of agroecology in the field (farmers) and the function of legal advisor in her structure (legislation). She pointed out that without the SAGITER project, and in spite of needs which have been identified, they would not have been able to develop a training project in their organisation. However, she has encountered difficulties in defining the training functions within the framework of her work environment. Although she understands that here we are looking at the training function more than the act of tuition, the content exists but how should it be structured with regards to legal advisors? Maybe a more structured approach to this environment could provide answers to this issue. For example, during the seminar in Ljubljana, in October 2014, the group was invited to work on questions raised by certain partners using the "Project Accelerator" methodology. We could possibly envisage, on the basis of the questions raised by Sylvie Fosselle and her team, to establish, using this methodology once again, a group telephone meeting (limited to 3 or 4 partners)? This moment of exchange led to the idea of creating a dialogue on the subject of agroecology. We could consider that the day of debate and the "Agroecology in action" workshop organised on 16 November 2015 with farmers, consultants and researchers, was an example of such an exchange. Using a methodological process could contribute to breaking down barriers and work towards restructuring the training questions: "Identify a path between legal restrictions and agroecological practices" (formulation of the question dated 23 October 2014)? These difficulties, which arise from a lack of experience on the subject, should be addressed in parallel to the problem referred to at the first seminar and recalled at each meeting by Guy Lévêque (SupAgro Florac [P1]), which is that of the continuous presence of at least two persons per structure at all seminars and inter-project meetings throughout the duration of the project.

This is a research action which means that progress and transformations cannot be caught up on simply by reading and reviewing the tools and reports. In training, the training design is often limited to that of a teaching discipline, with agroecology often being considered a subject like any other. Yet the work carried out by demonstrates that this is far from true. Over and above individual questions related to training culture, it is essential to review the relationship between training courses and training establishments, as demonstrated by Edward Hall (*HALL Edward T.: 1979, Au-delà de la culture, Seuil/Point-essais; and 1977, Beyond Culture, Anchor Book*). In the specific context of agroecology, this involves replacing the act of top-down consultancy by an approach of accompaniment and consequently looking at how such consultants can review their missions with regards to the former models applied to farmers, farming and agriculture?

#### **WP5 / LOT 5: FEEDBACK, ADAPTATION, PROMOTION OF GOOD PRACTICES**

*“It is important to recall that the partners are not working on traditional training content but on a training approach which is adapted to the specific environment of agroecological knowledge and its articulation around scientific knowledge.” (WP5 / Lot5. Extract from the SAGITER project summary - 2013)*

Since summer 2015, this aspect has been making significant progress. The partners have carried out experiments on training modules with local groups of stakeholders (in their own contexts and subject to their own requirements). The resulting feedback has been collected since November 2015 and has continued between the seminars. In March 2016 a series of structured and development pathways was presented. This work will be continued during a further seminar which could be held mid May 2016 in Barcelona with the presence of one participant per partner. Indeed, the group, through its size, works more efficiently during physical plenary gatherings or sub-group telephone meetings.

#### **WP6 / LOT 6: WRITING THE TRAINING MODULE, DISSEMINATION**

*“On the basis of lessons learned from previous Work Packages, the partners will proceed with writing a train the trainer module and adapted training tools. It is difficult to foresee the form of such a module and tools but it is clear that it will have to combine conventional approaches with more innovative tools.” (WP6 / Lot6. Extract from the SAGITER project summary – 2013)*

The writing of training modules, which will be the “collective deliverable” of the SAGITER research-action, is already in progress.

However, the question is raised here with regards to the contributions from certain partners, notably in France. For example, for *Savoir-faire et Co* – [P3], the personal dissemination issue has taken over from the group research-action while the pedagogical questioning is not at all advanced. But other partners can also be questioned on this point, even if the problem is not of the same nature. Where do their real productions and contributions stand with regards to the shared production of training modules as compared to their initial commitments? This question raises two issues:

Is it possible to allow the SAGITER label to cover work that has not been validated by the group or even work which has been disapproved with regards to its pedagogical pertinence?

How can we address, within the framework of training modules, a problem already identified during one of our previous intermediate evaluations which is that of not calling into question the difference between observing practices and skills and the underlying knowledge behind such practices/skills observed?

#### **WP7 / LOT 7: INTERNAL EVALUATION AND EXTERNAL EVALUATION**

Here I address the question of effective participation and above all the method of participation for certain partners, because this problem is transversal to all contributions and progress of the research-action. I have already raised this issue and it was the object of discussions during internal evaluations during Seminar 6 in Santiago de Compostela in March 2016.

##### **P11 – SAMV University, of Cluj-Napoka (Romania): environmental management in rural areas**

Before seminar 6 in March 2016, SupAgro Florac made contact on several occasions with the Romanian partner and its two representatives for the project: Avram FITIU and Mignon SANDOR. Although Mignon Sandor was not present at the last two seminars, we do note her effective participation to the work packages within the limits of the resources allocated by her structure. We raise the question therefore of Avram FITIU's commitment to the project and not that of Mignon Sandor.

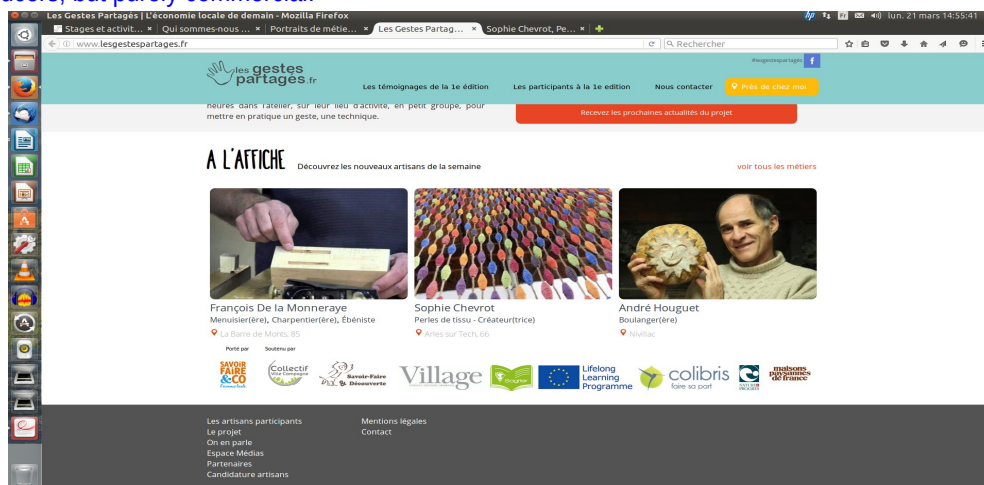
##### **P3: *Savoir-faire et Co* (since 2015; formerly *Savoir-faire et Découverte*)**

*Savoir-faire et Découverte* became *Savoir-faire & Co* during the project (Local skill and economy; cf. report July 2015). It states that it has developed, within the framework of the SAGITER project, “Shared gestures” which are videos



for "Learning by doing". We have already talked about our perception of this approach which claims to be pedagogical. Is an immersion of two hours with a professional sufficient in order to be able to talk about transmission and learning by doing, maybe, but what about reflexivity: different conclusions may be drawn from a single situation? This approach builds knowledge and skills, develops relations (but can we be sure of the development of a network) between individuals on a national or even European level, but what is the position of such a structure within this project?

Moreover, the "commercial" vocation, even though local and legitimate, does not seem to allow a clear distinction between a short course and a training approach. The related site leads visitors on to other purely commercial site for a public more oriented towards 'well-being' rather than a public in transition towards agroecology. Two sites appear to feed into each other: the "shared gestures" site" (for example <http://www.lesgestespartages.fr/fr/professionnel/daniel-et-genevi%C3%A8ve-georges-eleveur-producteur-de-fromages>) provides links in certain cases towards Savoir-faire et Découverte ([http://www.lesavoirfaire.fr/fiche-stage.php?package\\_id=23](http://www.lesavoirfaire.fr/fiche-stage.php?package_id=23)); or in others (<http://www.lesgestespartages.fr/fr/professionnel/sophie-chevrot-creatrice-dobjets-en-perles-de-tissu-local>) to commercial sites (<http://eshop.toiles-du-soleil.com/fr/?gclid=CLaThouuksgCFRmGwod5R4Ggg> and <http://www.ville-aries-sur-tech.fr/le-moulin-des-arts-et-de-lartisanat/>), which are certainly local artisans and producers, but purely commercial!



Some testimonials from the site:

"My son was able to beat hot iron himself and use a 120 year old power hammer".

*Hello, we have just returned from our first participative experience with Bernard Bresnu. We had a fascinating time with Bernard. We learned a great deal not only in technical terms but also on the history of forges in general and ironworking in particular. He invited us to think about the evolution of the profession and the importance if sustainable development. This was a precious exchange for us. My son was able to beat hot iron himself and use a 120 year old power hammer! Thank you for having enabled us to enjoy an exceptional morning.*

"I was delighted by her knowledge and professionalism, thank you for your support to our craftsmen".

*I took part in the aromatology workshop with C. V. It was a very interesting afternoon with clear and well documented explanations. Claudine is obviously dedicated and really knows her subject. The workshop element was simple and I was delighted to leave with my balm for respiratory channels, perfect for the coming season. Thank you once again for giving us the opportunity of participating in this workshop and thank you for your support to our craftsmen.*

"To be repeated, but with more time, the two hours just fly by!"

*I have just spent a very enriching moment with a two hour discovery of the profession of joiner, getting to know the tools and seeing practical exercises with explanations and answers to every question asked, in a really friendly atmosphere with Nicolas C. in Maisons-Alfort. To be repeated but with more time, the two hours just fly by!!!*

I question the use of the logo on these web pages by a partner which is not present nor does it contribute to the collective work of the SAGITER project? Do "Shared gestures" really represent work and results related to SAGITER or is being a partner in the project a means for financing a site and promoting personal and commercial actions? SAGITER is a collective project: implementing actions, evaluating them, testing them together and formalising them. Such is the objective of SAGITER and its working method: research-action. From an ethical point of view with regards to the

partners' commitments, only the results from this methodology should be allowed to carry the SAGITER label. The question is also raised of using public financing for the individual development of a business? I am not an expert but am simply raising the question. These remarks do not in any way call into question the quality of the services provided by this partner.