

Proposal to bring forward the final production of Sagiter by capitalising the transnational work

Working document – Version dated 5 February 2016

*Anne and Marie-Laure **has** carried out an initial structuring procedure which has been shared with Loïc, Guy and Marc. We present this document as a support element for exchange during the committee meetings on 18 and 19 February and the **two upcoming** weeks.*

In order to be productive during little committees, we propose only an extract from our work. Please read it and make some comments about the proposed frame and about the tools list.

III. Construction of training paths

Path developed further to exchange, experience and production between partners at the Sagiter seminars, amongst others annex 1: “Definition of agroecological knowledge for the partners” (Florac, 2013) and annex 2 “Post-It wall” (Florac, 2013).

The objective of the training course is to accompany the construction of agroecological knowledge. It supposes a change of position of the trainer.

Within the framework of Sagiter, we are considering a transversal path to be adapted to the general public through a toolbox with different entry points (trainers-teachers, agricultural consultants, technicians, students, associations and private individuals), and methods (perennial or annual) and types (breeding or cultivation) of production and territories (plains, mountains, urban...).

Skills required for the trainers and learners: cf. annex 5. Proposal: distribute the skills (worked in Cluj and Gödöllő) within each module.

Importance of alternating practical and theory: the trainer and the professional do not have the same experience and do not give the same recommendations.

1. Objective of the itinerary:

Accompany the construction of agroecological knowledge for training courses. **AND/OR to transfer the trainee into a sensitive state of mind.**

2. Skills sought after by trainers and learners

Proposal: distribute the skills (addressed in Cluj and Gödöllő) within each module of the training path.

Skills to be acquired by the learners:

- Promote animal and vegetal biodiversity
- Adapt to the social and economic context
- Observe, analyse and take adapted measures
- Experiment and innovate in all sectors
- Take ecosystems into account
- Develop financial autonomy
- Promote wild and cultivated products
- Work in cooperation and networks
- Apply a global approach

- Take a step back to review
- Manage natural resources
- Ensure coherence between values and acts
- promote independence from meta/macro systems
- subsistence
- promoting self-determined learning
- promote the ability of critical self reflection

Skills to be acquired by the trainers:

- Technical knowledge in agroecology
- Experience
- Open mind: identify resource persons in a team or externally, obtain information at the source: professional environment, archives, businesses...
- Plural approach
- Capacity to facilitate cross referencing
- Diversity of approaches, methods, pedagogical tools: practice, visits, etc.
- Know how to define an objective, a guideline, with coherent choices of human and tuition resources
- Know how to accompany personal change
- Create spaces within official programmes, innovation
- Be clear with one's convictions
- Remember that personal experience is not the absolute truth
- Integrate the learner's own experience
- Active listening
- Promote a dynamic in periods between training sequences and sessions
- Capacity to observe and identify strengths and weaknesses
- Capacity of adaptation
- Capacity of evaluation
- Capacity of temporal positioning: ensuring follow up
- persuading skills – methods/concepts?
- Raise motivation
- ability to create internal differentiation (binnendifferenzierung)

3. Operational objectives of the itinerary:

- Develop a training position in coherence with the learning of agroecological knowledge
- Identify the learning process and promote course design strategies for the acquisition of integrated/multi/reference agroecological knowledge (integrating the dimensions of motivation, ethics, experience, sensory and sensitive, scientific...)

4. Itinerary for “train the trainer” courses

Module 1: Agroecology, knowledge and training courses

(May be a transversal module?)

Preamble:

Where you learn and understand the content, directions, philosophy of the module...

Objectives:

Training tools and method:

Module 2: developing agroecological knowledge: observe, listen, feel, experience with/on/for a territory (provide example cases)...

Preamble:

Objectives:

Training tools and method:

Module 3: What training processes are suitable for building agroecological knowledge?

Preamble:

Objectives:

Teaching tools and method:

Module X: Transmission of AE knowledge into regimes: transfer into politics/ cross-sectors)

Module 4: Analysis

Preamble: Continuous improvement of the training stations

Objectives:

for advisors:

- self-analysis for individual usage, improvement of the trainings.

For trainee:

- collective analysis, debrief. To reflect upon progress of learning of each participant

List of pedagogical tools identified in Sagiter

(Not exhaustive one, need to be completed)

Immersion :

- Work on representations and the thought process: photo-language, reading landscapes, photos of landscapes, Q-sort (carried out during the agroecological knowledge course in May 2015 and experienced by the Sagiter partners present), moving debate (carried out at the second seminar in Germany), word associations (Post-it wall carried out in Florac at the first seminar), *Technique of the nominal group* (7+7=7).
- Case study from filmed examples, learners position which elements correspond to agroecology and which do not.
- Concrete situation: field visits (carried out on each seminar) and exchange of experience (seen at the second seminar in Germany, interview method used: teaching a doppelganger), followed up by individual and group analyses.
- External contributions with professional and university lecturers (carried out in the 5th week in Hungary).
- Work on theory further to visits: build a representation of agroecological knowledge (content, temporal character, complexity, multiple facets...), for personal appropriation.
- Debate and moving debate (experienced during the second week in Germany) as tools for exploring different aspects of agroecology.

Work on positions:

- Reflection on the position of the teacher or trainer (facilitating learning rather than teaching content) and that of the learner (be a co-constructor of knowledge and not a consumer of knowledge) with regards to agroecological knowledge.
- Organise exchange and interventions between different actors in the implementation of agroecological knowledge (farmers, technicians, counsellors, researchers, decision makers, financiers, legislators).
- Analysis of professional practices (APP): GEASE.
- Cooperative Learning in multiculturalism (CLIM) (carried out during the agroecological knowledge training course in May 2015 and experienced by several Sagiter partners who were presented).
- Experimenting with pedagogical tools enabling understanding of agroecology and its movements as well as the changes in position required in order to accompany learners.

Others tools :

- Role play, theatre forum
- Workshop of observation practices, heightening senses and awareness of the importance of senses as learning factors/mediators.
- Debate and moving debate (experienced during the second week in Germany) as tools for exploring different theories within agroecology and the knowledge related to these theories (technical, practical, scientific knowledge, eco-training: sensitive, philosophical...).

- Experiment with training tools and paths.
- Project accelerator (experienced at the 3rd and 5th seminar in Slovenia and Hungary)
- Animation tools setting out the manner in which agroecology is integrated into training: the Gorilla, the nine points, enigmas
- Methodology Transposition Game (JMT) (used during the agroecology course in May 2015 and experience by the Sagiter partners present)
- Predator (experienced at the 5th seminar in Hungary)
- Identification of knowledge
- Collection

Extract from Gödöllő pad :

Possible vectors/supports of training for trainers:

- MOOC (Massive Open Online Courses)
- Agroecology training guide / manual / text book
- E-book as above but in digital format
- A book accompanied by a web site
- Systems map for different entry points (different publics, production methods and types, specific characteristics of territories).

Suggestion: see the site by [Casdar Stratégie for an example of results presentation](#)

Structuring the content of the deliverables

- Proposal for structure by Philippe Barret in Gödöllő
- 1. Objectives and targets
- 2. Principal content we wish to approach
- 3. What procedure? What general framework?
- 4. What teaching tools (case studies, film...)?
- 5. Means, human and material resources (skills, positions, knowledge...)

2 types of elements in each chapter: those which are common to each country plus inserts showing the specific elements related to the socio-cultural realities in each country

Add testimonials, “they did it, it is possible” in the second section plus examples to link each country at the end of each chapter.

ANNEX 1

Definition of agroecological knowledge by the partners

Launch seminar, Florac, 2013

- Respect for life
- Autonomy and self sufficiency
- Human and social scale, collective approach
- Systemic approach
- Bond with the territory: ecosystems and environments
- Adaptation to natural conditions
- Valorisation of local resources
- (construction of) evolving knowledge
- Economy: local added value
- Fair income
- (Agro) (organic) diversity and nature
- Diversification of activities

ANNEX 2

Post-It wall by the partners: shared vision of the project

Launch seminar, Florac, 2013

Theme: what is important for the Sagiter project further to the expectations and objectives of each partner? (First day of the seminar)

<http://sagiter.eu/intranet/wakka.php?wiki=PostiT>

ANNEX 3

Table of transmissions

Proposal by Philippe Barret, made in Germany

To be downloaded [here](#)