



SAGITER



Progress report

Public Part

Project information

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Executive Summary

The Sagiter project is based on the hypothesis that progress towards an agriculture that respects the environment can be achieved through a combination of scientific knowledge and non-scientific knowledge. We consider that the asymmetric vision of the world where scientific knowledge is considered as rational and therefore "just" and popular or non-scientific knowledge as irrational and therefore "potentially false", is no longer pertinent and we consequently put forward the notion that the completeness of knowledge from all areas will accompany the path towards agroecology.

It is necessary to integrate vernacular knowledge into our conceptual references. The question is to know how to organise the transmission of non-scientific knowledge in a system designed around scientific knowledge. What methodologies should be chosen to adapt transmission methods to the type of knowledge in question and the different recipient persons?

We question the acquisition of agroecological knowledge by those who use it and how to learn lessons from this in order to develop an apprenticeship or training process?

Through this project we aim to participate in a dynamic of promoting agroecological knowledge and learning systems deployed over time throughout the territories.

In this context, the training tool plays a major role in developing awareness, accompanying the evolution of representations, the acquisition or reintroduction of techniques, network consolidation and as a social bond.

Our objective therefore lies in the design of training paths for trainers relative to agroecological knowledge and the related tools, corresponding to the persons identified by the partners, i.e.: farmers, agricultural consultants and technicians, trainers and teachers; while taking into account the characteristics of agroecological knowledge which includes complex, contextualised, composite, committed, personal and uncertain skills.

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1. Project Objectives

Our project will highlight:

- The need for a global approach to production repositioned at the heart of a specific agroecosystem in which the producer's responsibility is engaged alongside that of consumers in a more solidarity based social organisation.
- The need to take into account quality criteria such as the organoleptic type and the vitality of production.
- The need to deploy or revive practices which respect the environment.
- The urgent need to develop agroecological practices which are adapted and transmissible (autonomy with regards to fertilisers and energy), including in marketing forms...
- The importance of the integration of this process into technical and higher agricultural education.

In the long term it will have a direct impact on farmers by enriching their knowledge through future training courses established through the partnership project.

Moreover, the project will create a real European network of agroecological knowledge and we know that the promotion of this knowledge - as for agroecology in general - is one of the priorities for EU member States.

This network is therefore pertinent as an open, European-wide project.

With regards to the target populations, trainers will benefit from a training programme enabling them to integrate the results from the project and consequently communicate their knowledge to the end users who are farmers (for the trainers) and future agricultural consultants and technicians (for the teachers).

The project objectives are to:

- Participate in evolution towards productive and sustainable agriculture by creating a training path for trainers which integrates several teaching approaches adapted to presenting, promoting, learning and deploying agroecological knowledge.
 - Exchange on the concept of agroecology, the notion of agroecological knowledge, the different teaching experiences from the partners, training requirements...
 - Review the modes of acquisition and transmission of knowledge by enabling the trainer to evolve from a position of knowledge transmission (teaching) to one of facilitator/mediator/guide towards the emergence and consolidation of such knowledge with the learner.
 - Develop a teaching strategy based on observations, identification of current practices, feedback from farmers and experimental practices in order to train trainers towards adopting this position and integrating lessons learned into initial and further education training references.
 - Develop teaching tools which are adapted to the mode of transmission of this informal knowledge and to its specific nature and to the trainer/trainee relationship.
 - Introduce into the training programme - in addition to scientific input - modules that take into account the acquisition of "informal" knowledge and which promote this on the same level as other types of knowledge.
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2. Project Approach

The partnership works on a methodology to formalise that which people express more or less 'consciously' within their practices.

The learning methods require a major phase of field data collection and observation. This approach will be proposed to trainers who will follow it and adapt it in relation to lessons learned in the field before formalising their findings in a publication.

In order to transform experience into tuition material, the partners will use the Kolb process:

- alternating phases of concrete experiences
- abstract conceptualisation
- active experience
- reflexive observation

This enables development of tools of formalisation and analysis to permit acknowledgement of self-training and ecotraining and to promote innovative 'practices' that enable trainers to evolve in their mission of transmitting knowledge towards a position of facilitating the learning process.

The project is based on a territorial organisation: Higher education establishment + lycée + training centre + organised group or Environment NGO or consumers.

It is based on the following phases:

1. Coordination
2. Organisation of local development groups
3. What is applied in terms of organisation and training and how this is analysed
4. Implementation of experimentation and training/actions
5. Feedback and adaptations, extract giving good practices
6. Writing of the training modules
7. Evaluation

Each country establishes a local experimentation group which will be associated to the whole of the project, from information collection and observation to the method of transmission of agroecological knowledge, its analysis, testing of training paths and their validation.

3. Project Outcomes & Results

The end result of the programme will be the deployment of one or several training itineraries that provide trainers, teachers and consultants with tools for identifying the modes of transmission of this knowledge and with methodologies for integrating such into training programmes.

These training itineraries will contain both teaching methods and tools and also testimonials, practical analyses, audio and video documents which can be used as training materials...

This requires the evolution of the position of the trainer or teacher towards that of facilitator or guide.

At the halfway point, the project has implemented a certain number of the tools that were initially proposed.

- The partnership has agreed on a mutual definition of the Sagiter project: <http://sagiter.eu/intranet/wakka.php?wiki=PostiI> (login: sagiter & pw: retigas01)
- Local work groups were established and field surveys carried out (Lots 2 and 3).
- Three transnational seminars were held between November 2013 and May 2015 (Lot 1).
- The Project's web site has been completed: <http://sagiter.eu/wakka.php?wiki=Pourquol&lang=fr>
- Through the different meetings, the partners pooled their survey and data analysis practices and methods.
- Methodological tools were formalised, placed on line and tested.
- A conference brought 150 persons to Florac in July 2014; <http://www.colloque-supagroflorac.fr/savoirs-agro-ecologiques/wakka.php?wiki=Accueil>
- Two training sessions were set up in France and Spain, others are scheduled from June 2015 (Lot 4).
- The training itinerary plan is currently being developed in parallel with the ongoing return on experience phase (Lot 5).
- A graph shows the phases of project evolution: <http://sagiter.eu/intranet/wakka.php?wiki=FairE>

Sagiter, also represents a network being developed around agroecological knowledge.

4. Partnerships

The partnership is comprised of;

- The Agroenvironment education institute in Florac
- Fumeterre: consultancy, expertise, monitoring, evaluation and engineering in agroecology
- Savoir-Faire et découverte: individual training with learning based on gestures
- Le Merle training centre: training for shepherds, animal production
- Geyser: study of relations between territories, natural resources and local communities
- Working group on regional studies, Geography department, Marburg University (DE): environmental, social and economic issues
- Federation of agrarian schools in Galicia (Es): professional training
- Vlaamse Landmaatschappij (B): land development and rural development agency of the Flemish government
- Chamber of agriculture and forestry in Slovenia
- Szent Istvan University in Godolo (Hu): training experts in agriculture and foodstuffs
- USAMV at Cluj Napoka (Ro): environmental management in rural areas

The partnership operates overall, with regular contact through meetings for which the reports can be consulted on line.

The partnership is structured in two groups within a steering committee (1) and a survey methods working group whose missions have evolved through to becoming the programme's scientific and technical committee. These groups meet alternately every first Tuesday of the month, or as required (preparation of seminars for example).

The French partnership, which represents 4 partners met four times physically, with each partner hosting one meeting in turn. This partnership comprised the local development group for France.

The other countries also made a local group within their respective fields of action.

The partnerships met three times in a transnational seminar and a fourth is planned in Cluj, Romania in June 2015.

5. Plans for the Future

The partners will continue to deploy the initial programme, without change, progressively implementing the tools detailed in the different lots.

The Cluj seminar will be an important moment for implementing the action plan defined by the different parties. This will be divided into several sections:

- Continued implementation of test training courses
- Work on the evolution of the profession of trainer, the positions and skills required for accompanying the acquisition of knowledge
- Form and methods of capitalisation
- Definition of the definitive format and content of the training itinerary(ies).

At the end of the programme, a training itinerary for trainers will be available on the internet along with the teaching resources required for its deployment. This itinerary will be defined further to the experiments carried out by partners on the territories.

This is aimed at ensuring that partners better take into account the methods of transmission of knowledge. This implies multiplication of such within their respective networks: teaching, training, consulting.

The module will also be introduced to initial training programmes in order to heighten awareness amongst future professionals with regards to taking such knowledge into account.

6. Contribution to EU policies

The project contributes to European policies by responding to certain priorities for adult training and education, by contributing to the implementation of European tools for identifying Vocational and Educational Training processes and also by integrating a dynamic that supports high quality VET based on knowledge acquisition in a professional environment.

The project participates towards improvement of quality and innovation in VET systems, institutions and practices.

Moreover, work on the transmission and dissemination of agroecological knowledge participates towards more general EU policy directions: protection of biodiversity, resource based economics, development of agriculture that respects the environment, exchange of best practices...

7. Extra Heading/Section

The project is based on the assumption that the progress toward a sustainable agriculture can be achieved by combining both scientific and non-specialised knowledge in order to avoid this asymmetric vision of the world in which the scientific knowledge is regarded as rational and therefore "right" and the popular knowledge as irrational and therefore "wrong".

One must open one's own conceptual references to vernacular knowledge. The question is how the transmission of layman knowledge can work in a corpus designed for scientific knowledge? Which methodologies must be chosen to fit the transmission to the kind of knowledge and the concerned audience?

The question is how the people who use the agro-ecological knowledge have been able to acquire it and use it to develop a learning process, and can it be passed on through training?

Through this project, we intend to participate in a dynamic of promoting/upgrading this agro-ecological knowledge, and of these ingenious systems implemented with the passing of time on the territories. In this context, the training is aimed at developing the evolution of representations, acquisition, or reintroduction of techniques, consolidation of network and of social links.



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