



«Project Reference: 538785-LLP-1-2013-1-FR-LEONARDO-LMP»  
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# SAGITER – 2013 – 2016

## Agroecological knowledge and Ingenious of the territories

Santiago seminar  
March 2016 from 8 to 10

Marie-Laure Girault  
Anne Moneyron



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# Santiago de Compostel before last seminar SAGITER

To build a training program

To gather our projections, our productions,  
in order to diffuse them starting from the end of 2016

To think of proposals for a work and exchanges from  
march to october 2016 and after...



## Develop a study criticizes projections carried out

What does concern this collected knowledge?

Agroecology :

into what that changes or not ways of approaching  
pedagogy/andragogy (*training (formation) of the adults*)  
(training, transmission, formation, council, etc. ?)

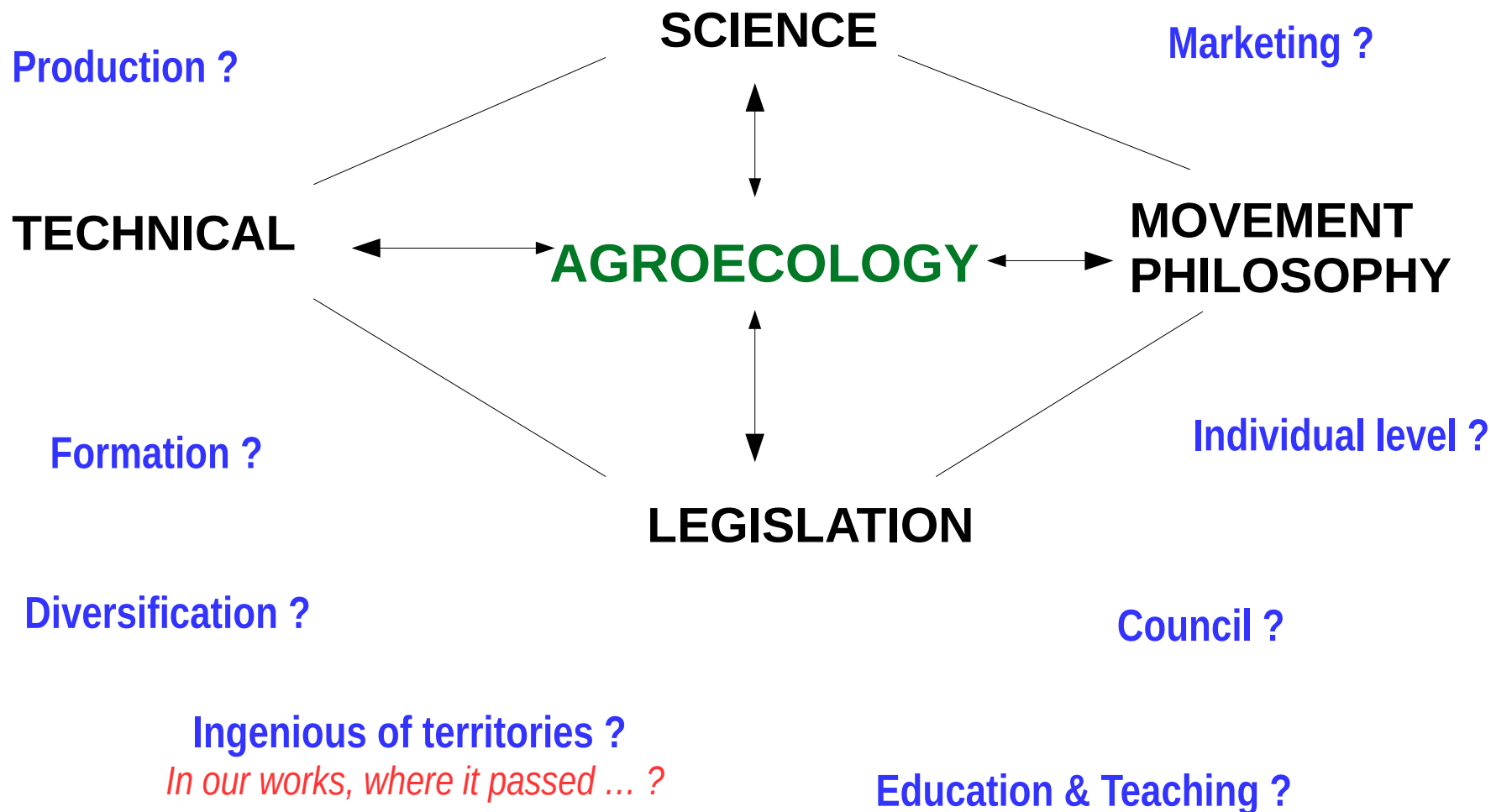
... but where did the ingenious of the territories pass?



# Agroecological knowledge to SAGITER at the beginning of 2016 ?

Collective level ?

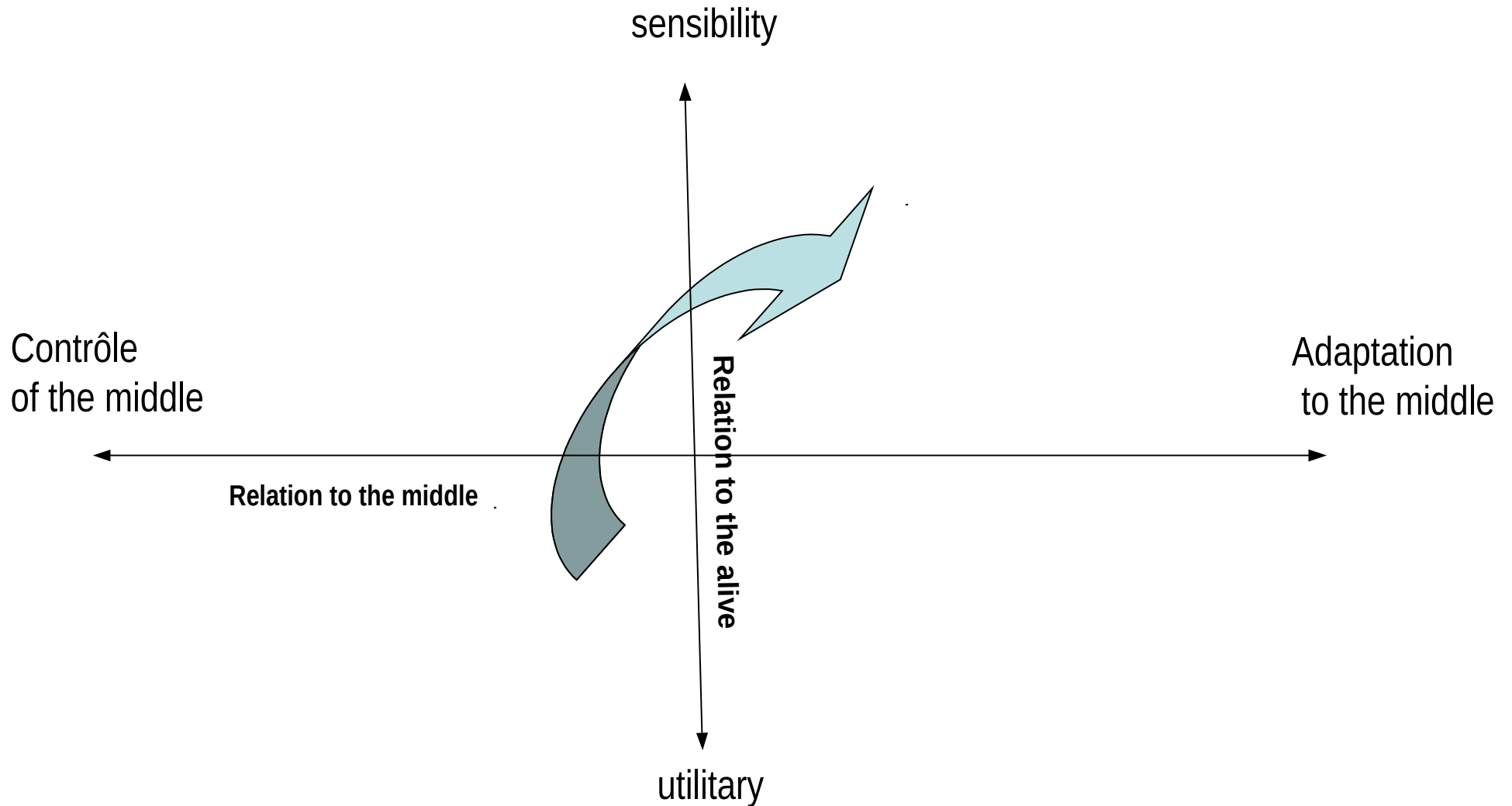
Transformation ?





# Agroecology

## to modify the relation to the “middle” and “alive”





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# Our projections on what rests the S.A.E and the ingenious of the territories for routes of formation?

To centre the collective work of our search-action  
on the starting assumptions  
starting from our productions and compared to the “concepts”  
which we convened since 2013.

1- Modes of trainings : formal, not-formal, informal  
([http://europa.eu/rapid/press-release\\_IP-12-936\\_fr.htm](http://europa.eu/rapid/press-release_IP-12-936_fr.htm))

2 - Between competences and knowledge: about what we speak in Formation ?

3- In what to form with the SAE is this different (*or identical*) to form with the  
agricultural knowledge?



# Competence (*capacity*) and Knowledge ?

***Example of Competence : to weed a culture (cereal)***

According to a “conventional” mode

## ***Mobilized knowledge***

- Read a note of weeding product
- To know “the good” stage of growth of the crop plant to apply the treatment
- To maintain the piece clean while fighting against weeds
- ... *nonexhaustive list...*

According to an "agroecologic" mode

## ***Mobilized knowledge***

- To build rotations of cultures adapted on the ground, climates, etc (ingeniousness soils)
- To recognize the adventitious plants
- To modify its representation of a clean piece
- ... *nonexhaustive list...*



# Competence (capacity and Knowledge ?

***Example of Competence : feed animals***

**Competence (capacity) rests on a received knowledge agricultural (or formed) of control of uncertainty and risks in controlled situations** *(this can be also a situation in agroecology, for example at the time as of low settings)*



**Competence (capacity) rests on an agro-ecological knowledge formed with real noncontrollable in order to act by the way as not controlled situations**







# Concept of Competence (capacity) in formation?

## In formation: what means the word "compétence" ?

\* It results, in the action, of the mobilization and the effective use of a set of internal or external resources in a professional context. Competence consists in mobilizing existing knowledge which it knew to select, integrate and combine.

## Competence is not a state or a had knowledge.

\* It is reduced neither to a knowledge nor with a practice. It is not comparable to an asset of formation. To have knowledge or capacities does not mean to be qualified. *For exple : one can know techniques or rules of countable management and not know to apply them to the convenient period.* Competence requires **to know to connect instructions and not simply to apply them separately.**

\* Concerned with the practical reason, competence is this **capacity to integrate various and heterogeneous knowledge** to finalize them in situation in the realization of activities.

\* **To be Qualified** means, **in the action, to carry out a set of acts** where the execution of each one is dependent on **the achievement of whole or part of the others.**

# Les compétences travaillées à Cluj (06/2015) et Gödöllő (11/2015)

## Compétences recherchées pour les apprenants

## Compétences recherchées pour les formateurs

Favoriser la biodiversité, animale et végétale

Connaissances techniques en agroécologie

S'adapter au contexte social, économique

Expérience

Observer, analyser et prendre des mesures adaptées

Ouverture d'esprit : chercher des personnes ressources (...), des informations (...)

Prendre en compte les écosystèmes

Approche plurielle

Construire une autonomie financière

Capacité de faciliter le croisement de regard

Valoriser les produits, sauvages et cultivés

Diversité des approches, des méthodes, des outils pédagogiques : pratique, visites etc.

Travailler en coopération et réseaux

Savoir définir un objectif, un fil directeur, avec une cohérence de choix de moyens humains, pédagogiques ...  
Didactique

Appliquer une approche globale

Savoir accompagner le changement personnel

Prendre du recul

Savoir créer des espaces à l'intérieur des programmes officiels, innover

Gérer les ressources naturelles

Être clair sur ses convictions

Mettre en cohérence les valeurs et les actes

Garder en tête que l'expérience personnelle ne fait pas loi

Partir des savoirs des apprenants

Écoute active

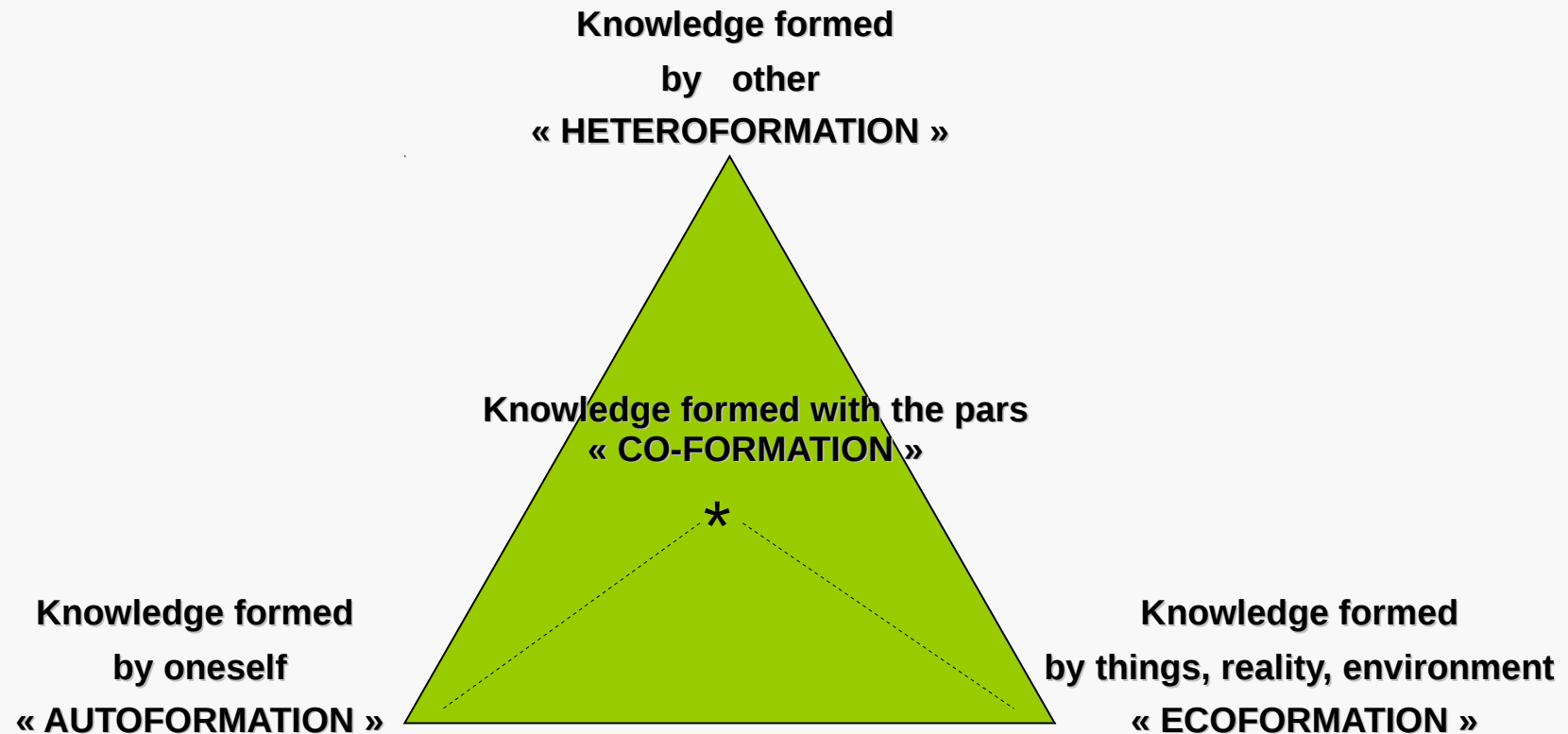
Faciliter les aller-retour entre les moments de formation et entre-  
sessions de formation

Capacité d'observation, identifier les points forts et les points  
faibles



## Agroecological knowledge ?

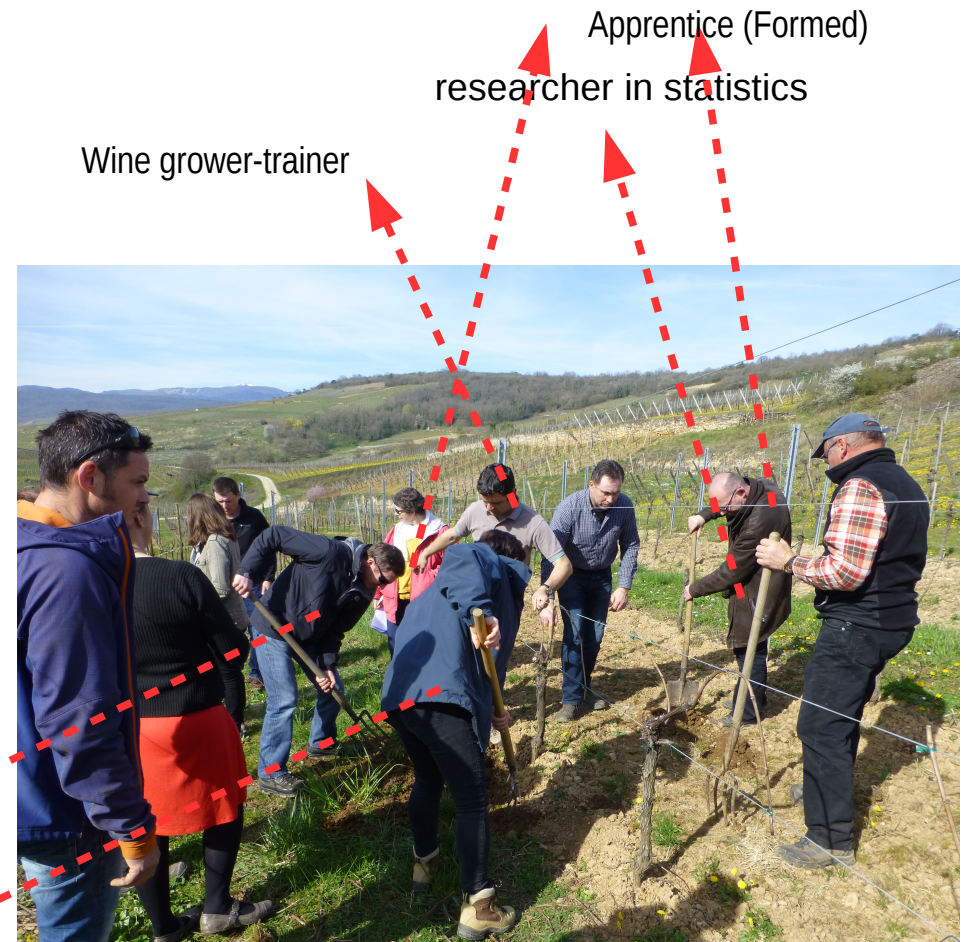
### starting from the Tripolar Theory of the Formation (Gaston Pineau)



# Formation et agroécologie : la question du "terrain" ?

Which would be the “fundamental nuances”

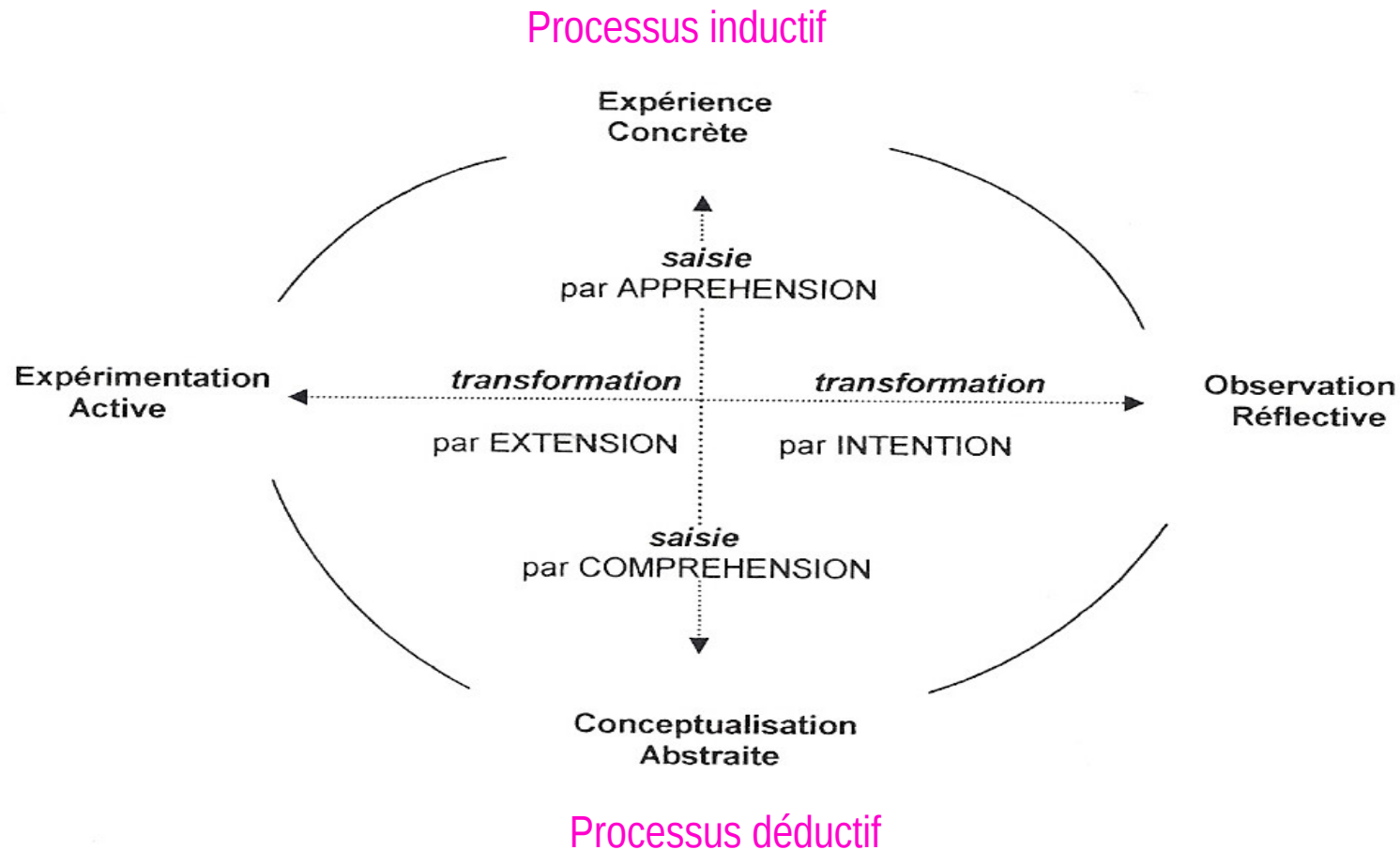
between these two “teaching situations” of formation for agroecological knowledge





# “SAE and ingenious of the territories” starting from the process of experiential learning to D.A.Kolb

## *Schéma du Processus d'Apprentissage Expérientiel de D.A. Kolb*





## The S.A.E. is not imitation and/or reproduction in the state of a “received” knowledge

• It is :

- adaptation and adjustment of the choices and the actions starting from the complexity and **unforeseen of the situations** ;
- **mobilization and care of its own resources** to draw from it the best party, effortlessly useless (*individual and collective*) ;
- **improvisation where others are on the reproduction**. But this improvisation, vis-a-vis unforeseen, is not fruit of the mere chance and the only direct experiment.

As for the musical improvisation,  
it supposes a rigorous preparation by  
**the repetition and accompaniment of its formation ...**  
but how ?



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## Construction of agroecologic routes of formation to the knowledge starting from the ingenious of the territories ...

« No one knows everything and no one knows nothing,  
no one educates anyone, no one educates himself alone,  
people educate each other, mediated by the world »

Paolo Freire