



Programme d'éducation
et de formation
tout au long de la vie

MINUTES FROM THE SAGITER SEMINAR

Florac, France – 12 to 13 November 2013

PARTICIPANTS

- Markus Hassler (*Marburg University, Germany*)
- Bavo Verwimp, (*Vlaamse Landmaatschappij, Belgium*)
- Franck Stubbe (*Vlaamse Landmaatschappij, Belgium*)
- Rosa Leis (*Escolas Familiares Agrarias de Galicia, Spain*)
- Jose Gil (*Escolas Familiares Agrarias de Galicia, Spain*)
- Istvan Feher (*Szent Istvan University, Gödöllő, Hungary*)
- Katalin Kujani (*Szent Istvan University, Gödöllő, Hungary*)
- Judit Covic (*Agricultural High School, Vác, Hungary*)
- Avram Fitiu (*Universitatea de Științe Agricole și Medicină Veterinară, Bucharest, Romania*)
- Sandor Mignon (*Universitatea de Științe Agricole și Medicină Veterinară, Bucharest, Romania*)
- Aleš Tolar (*Chamber of Agriculture and Forestry, Slovenia*)
- Janko Rode (*Chamber of Agriculture and Forestry, Slovenia*)
- Hélène Hollard (*Association Fumeterre, France*)
- Bénigne Joliet (*Association Fumeterre, France*)
- Jean-Luc Campagne (*Association Geyser, France*)
- Philippe Barret (*Association Geyser, France*)
- Geneviève Andréis (*Le Merle training centre, France*)
- Michelle Jallet (*Le Merle training centre, France*)
- Arnaud Trollé (*Association Savoir Faire et Découverte, France*)
- Anne Moneyron (*Project Evaluator, Consultant Researcher in Educational Science, France*)
- Loïc Braïda (*SupAgro Florac, Agro-Environment training centre, France*)
- Marie-Laure Girault (*SupAgro Florac, Agro-Environment training centre, France*)
- Cathy Azéma (*SupAgro Florac, Agro-Environment training centre, France*)
- Aurélie Javelle (*SupAgro Florac, Agro-Environment training centre, France*)
- Lydia Bourdreux (*SupAgro Florac, iSupAgro Florac, Agro-Environment training centre, France*)
- Michel Vidal (*SupAgro Florac, SupAgro Florac, Agro-Environment training centre, France*)
- Guy Lévêque (*SupAgro Florac, Agro-Environment training centre, France*)

PRESENTATION OF THE PARTNERS

12th November 2013, morning

See the sides from each participating structure in the Dropbox: *Sagiter – seminaire_florac*

COMPASS

12h November 2013, afternoon

Objective

Review the expectations, approaches and skills of each partner with regards to the project.

Partners' representations of Agro-Ecological Expertise

Avram and Sandor

Expectations: share experience and see how to transfer knowledge and experience. The Romanian organic farming federation is preparing a new rural development programme (RDP). What are the new elements to be introduced into the programme in the short term? For example, how to take ecological measures into account (adapt Agro Environment Measures - AEM - to the reality of Romanian agriculture), what are the social criteria to be taken into account?

In the medium term, how can different approaches be introduced; how can one identify innovative approaches which create a link between farmers and consumers?

Rosa and José

Expectations: exchange of information and experience; develop an updated system relative to traditional Agro Ecological practices and identify the added value of these in order to ensure that they remain in place.

Resources: activate local stakeholders within the framework of professional training modules; promote the value of traditional practices. Experimentation of the training process deployed. Distribution of results on a regional and national level.

Example of transmission: there may be gaps in the transmission of certain skills or knowledge (e.g.: cultivation of hops, local varieties of potatoes, types of wheat for bread production); traditional knowledge should be reactivated on a base of local history and training courses can be deployed in this direction (need for methodology), in relation to the development of local production (beer).

Contribution: methodology for stimulating local groups and development of training tools to facilitate transmission.

Aleš and Janko

Expectations: strong partnership, new knowledge, exchange of best practices and experience.

Objective: Share methodology of analysis and transmission.

Requirements: collect and present practices, include Agro Ecology into core training modules and professional training modules.

Resources: 2 levels of progress.

Example of transmission: agricultural practices. Question: how to qualify a good practice? Good for the farmer, for society, for the environment (notion of complexity); notion of time to be integrated.

Markus

Expectations: learn about the method of collection and transmission of Agro Ecological expertise.

Example of transmission: difficult to find because agriculture is widely industrialised. Know how related to breeding a given breed of pig in south-west Germany which is widely used for organic farming and which provides greater added value than other standard breeds.

Objective: Contribute to an international project which enables this know-how to be maintained.

Contribution: contribute quantitative and qualitative Social Sciences methods (speciality at Marburg). Contribute to stimulating awareness in Germany with regards to this type of know-how or expertise. An exceptional contribution could be based on this experience in the analysis of commercial procedures (e.g. breeding).

Bavo and Franck

Work on AEM, identification of problems with farmers.

Expectations: find communication tools in order to convince farmers. Barriers exist (cultural shock) and are occasionally irrational. How does one address the Agro-Ecology issue with farmers? Need for a collective approach to promote change (different to a farm by farm approach). Importance of opinion leaders.

Istvan

Expectations: create a training system on 3 levels. How to manage change (influencing small and large scale producers)?

Objectives: use of training results, creation of a publication in 2 languages, training an advisor for small and medium sized holdings, create an inventory of good practices per country.

Example of transmission: experience with historic breeds or plant varieties, eco-villages.

Arnaud

Question on the objective of the project: how can one maintain the value of transmission while formalising it?

Contribution: transmission mainly by gestures.

Expectations: Work on supports via new information and communications technologies.

Hélène and Bégnine

Expectations: Improve the integration of Agro Ecology into training courses; exchange experience.

Question: what is meant or understood by Agro-Ecology (the latest fashion?)? Need to clarify this point.

Objectives: promote applied ecology, including in gardens. Mix types of public because agriculture concerns everyone.

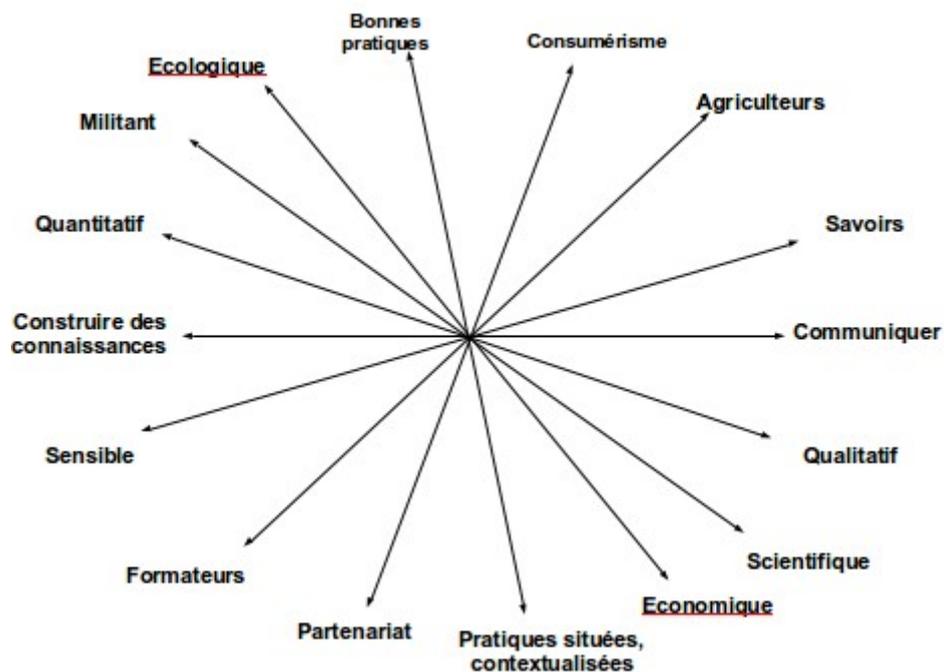
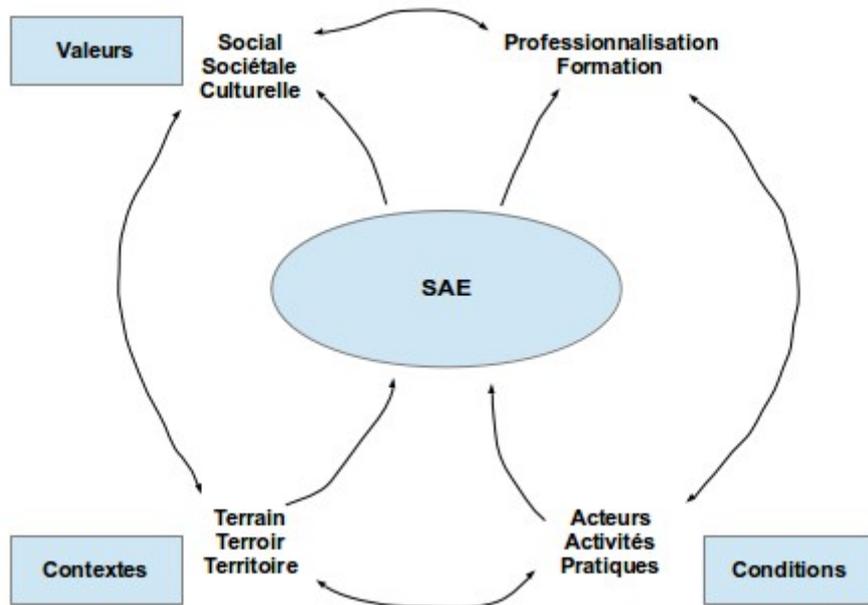
Example of transmission: increased use of composting, vernacular architecture, plant care, links between food and health.

Resources: participative training tools; activities based on senses, theatre, games; work on evaluation of representations.

Contribution: Agro Ecology network, expertise, training animation.

Mapping of our representations by Loïc

Loïc has mapped different training formats which correspond to the different approaches put forward by the project partners.



FIELD VISITS

13th November 2013, morning

See the photos and videos taken, visible on the SAGITER Wiki

FEEDBACK FROM VISITS

13th November 2013, afternoon

Introducing the exchange, an example of transmission of Agro Ecological Knowledge

Role play between a shepherd searching for summer pastures and a breeder (recruiter for a shepherd) based on the herd being taken to a pasture which is different to that which the shepherd knows: origin of the herd, rhythm of the herd, climate.

What the breeder can transmit:

- recommendations on the configuration (position of dogs and the shepherd with the herd with regards to the terrain, the weather and the behaviour of the herd, given that the herd has a specific sensitivity).
- 'Contact with animals, this is difficult to pick up in school'.

Questions: what does it mean to have the herd to hand?

With this example, can one say whether there is a cognitive development for the shepherd?

Role of the trainer: Give an overview (information about breeds, herd management methods) but also recommendations on how to adapt know how to the local context and personnel.

For example: recommendation on enclosing the sheep in order to rest and after the afternoon heat to move them again, keeping the different herds together as one, all the time.

The breeder and the shepherd don't have the same experience and therefore do not give the same advice.

In addition to the trainer from Le Merle, the trainees meet professional shepherds during their course and can therefore learn from this experience.

Many trainees remark that the recommendations given during the training course were understood at a later date with the benefit of experience and that this experience led them to find other solutions, adapted to the prevailing environment, although a number of parameters come into play. "There are many things I wasn't told about, but I found out all by myself". "You can't spend several weeks with a herd without searching for solutions to the problems you encounter".

Focus on agro-ecological know how and their transmission based on experience in the field

Objectives

- Set out the principles for collection of Agro Ecological Knowledge and the transmission of this based on field visits in the morning.
- Co-construct a collection and analysis procedure.

Method

1. First of all, individual writing exercise based on a question: what elements are retained from the morning visits for SAGITER?
- 3 key themes were developed:
- procedures for collecting Agro-Ecological expertise
 - Agro Ecological Knowledge itself
 - transmission of Agro Ecological expertise
1. Group work, 4/5 persons per group
 2. Shared results

Results from the group work

We chose to base the exchange on themes rather than chronological order.

Reception

"It is important to feel that we were met with a positive attitude by the person receiving us".

Listening and speaking

"For the 2 morning situations discussions were much freer once we were outdoors and also with a joke or two".

"It is important to start with building contact before asking questions relative to Agro Ecology".

"Exchange was richer in the barn, everyone was more concentrated". The breeder was more focussed on her job and more relaxed".

"In the barn I couldn't hear anything and there was the language barrier".

"Language is important on a socio-professional level, it is important to avoid jargon though".

"It is important to concentrate on the person in order to progressively enrich the information collected; you must search for precise information. You get progressively deeper into the subject. For example, controlled burning was mentioned in passing and then the subject returned with the shepherd explaining how he went about it, we could even have gone further on this theme ".

It is important to have close contact with the person for the survey. It is difficult to collect information in a large group".

"My best interview was when nobody spoke. It was simply observation.

Participative observation is also a sociological approach".

=> *It is important to take the quality of relations, trust and relaxation into account.*

=> *Active listening is important.*

=> *It isn't possible to collect Agro Ecological Knowledge if you don't speak the language.*

=> *Your posture and position is important, you must not judge or create any ill feeling.*

Context of the persons surveyed:

"It is important to have prior information on the situation of the holding, before collecting Agro Ecological Knowledge".

"You follow either a position of adaptation or one of evolution".

"The shepherds work on traditional experience in the region, they don't talk about Agro Ecology... they work in the mountains. We need to accept the natural constraints with regards to Agro Ecological Knowledge".

"Agro Ecological Knowledge depends on certain parameters which can be found everywhere (Agro Ecological conditions, family structure, socio-cultural conditions...) the observation of which is important. Then we can ask why you do this or that".

"Different elements must be addressed: the context, climate conditions, family structure, type of animal, type of production from the smallholding".

"I have seen how difficult life can be in the mountains, I really admire these people".

"The approach that we now have is anthropological but although the two families really do have an Agro Ecological approach technically speaking, they haven't considered how to use this on a commercial basis".

"They repeat procedures without economical considerations, for example water retention, stone paths, grassy zones".

"Controlled burning is an ecological practice here but not in Romania, where it is prohibited; this raises another Agro Ecological issue".

"The farmers we saw have reached a level where they send their production to Parisian restaurants even though many of them haven't much formal education (for example in sales and marketing), it is really impressive to see how they can sell their produce in Paris".

"A question: what is the future of smallholdings without a family relay: why is there no relay? Is transmission possible without relays? What is the role of Agro Ecological Knowledge in facilitating the transmission of a smallholding?"

"Neo-rural populations are eager to discover Agro Ecological expertise, whereas children of farmers find this natural and ask fewer questions".

=> There is a notion of preparing the way, for example using monographs, reading landscapes, and the collection process is slow. One possible direction is to prepare a single exploratory interview procedure.

=> An important aspect of Agro Ecological Knowledge is that it is adapted to its environment

Data collection

"With regards to collection and observation: it is better to see a person 'at work' rather than having them explain what they do".

"We need to define a method for finding data, asking standard questions and that the questions asked are always the same for all interviewees".

"We are not making an inventory but collecting semi-directed interviews".

"However the semi-directive investigation is insufficient".

"The questionnaire is developed as the interview unfolds".

"Rather than asking precise questions, we need to address topics to guide a discussion on the theme chosen for the semi-directive interviews. Certain questions do not guide farmers to the Agro Ecological theme".

"The persons met have differing degrees of analysis of their own practices. We also cannot have the same approach between farmers and non-farmers".

"During the collection process, exchange is the factor that will enrich the content".

=> *We must be careful on how the interview is carried out. It may be very technical with regards to how the smallholding is run, but not necessarily so with regards to Agro Ecological Knowledge*

=> *We need to prepare questions and themes which enable free expression of Agro Ecological Knowledge*

=> *It is of interest to collect images, conversations, texts...*

=> *We need a standard interview guide but which allows for adaptation in relation to the interview context*

=> *It is interesting to see the difference between persons who have thought about the question in hand and those who haven't*

Knowledge identification

How do we define what is Agro Ecological knowledge and what isn't? What criteria are used to identify Agro Ecological knowledge?

"Helping persons interviewed to formulate ideas. There is a type of knowledge which is indissociable from the individual".

"It is interesting to take a transversal view and meet several 'holders of knowledge' at the same time".

"At the outset we don't know what we are looking for, but a minimum framework is necessary. There are factors which will emerge during the exchange".

"There may be differences in opinion on the Agro Ecological knowledge to be promoted".

"Farmers must make more effort and improve their Agro-Ecological behaviour. This goes beyond simply understanding one's environment".

"We need to analyse the effort the farmer makes with regards to the environment, this will enable precise definition of Agro Ecological knowledge, for example in the morning session farmers found that they had no negative impact on the environment. It will be interesting to review this point of view in places where there are differences of opinion".

"Several subjects can be addressed: tradition, extension and diversification of activities, limitation of inputs, seeking food autonomy for hers, combining breeding varieties, collective organisation".

"Two possible, but ambitious, subjects on the definition of Agro Ecological knowledge: agro-forestry with a complex management processes and Agro Ecological infrastructures (when is an infrastructure Agro Ecological if referred to with regards to environmental impact?).

Controlled burning is a divisive issue: the same practice may acceptable in some contexts but not in others. And how is this practice deployed? What is the social organisation".

"4 items: man-man relationship, man-animal relationship"

"Stepping aside from the traditional logic and reasoning in terms of production and productivity is not the best approach for discussing Agro Ecological knowledge".

"We observed that people made the most of resources in their environment and applied diversification: bees, chestnuts... They communicate on what they do but are not aware of the processes they are actually engaging. This is what we need to promote".

=> *We never know in advance what we are going to find*

=> *The notion of effort could be a characteristic or a criteria used to address the question of Agro Ecological knowledge in regions where there is a breakdown in transmission of such knowledge.*

=> *Working on Agro Ecological knowledge on complex themes involves the question of "How do I work in and with my environment ? How do I manage the resources ? How do I manage the ecosystem within the territory ?*

=> *It is important to promote informal knowledge and find training methods for their transmission".*

Transmission

It is important to consider what can be transmitted and what cannot.

"Question what is meant by transmission and learning".

"With regards to transmission, I have heard: 'I do as I feel, those who want to learn can follow me'.

"They have built up knowledge over several generations and it is difficult for them to communicate their knowledge".

"Transmission is made to trainees or interns".

"In the association, 80% of the public comes to learn new and rural skills".

"At Le Merle, 90% of the trainees are from agricultural environments".

=> *The actors do not really measure the wealth of knowledge they have, with regards to Agro Ecological Knowledge, it is down to the observers to detect and promote this;*

=> *Photographs and film are methods for transmitting AE Knowledge, there is also oral transmission, study trips.*

Methodology

=> *We should follow 3 phases: review of the territory, identification and collection of knowledge and finally, transmission*

OUR DEFINITION OF AGRO ECOLOGICAL KNOWLEDGE

13th November 2013, afternoon

Objective

Shared understanding of what Agro Ecological knowledge actually is without an over-precise definition, rather an agreement on a list of words or items.

Method

5-10 minutes of individual thought with definition of 7 words or items, then in a group of 4/5 in order to retain 7 words or items, then validation by all the partners of a set of ten or so words or items.

Results per group

Group n°1:

- (construction of) evolving skills
- strong bond with the territory
- systemic approach
- collective / common / shared dimensions
- tradinnovation
- ecological dimension

Group n°2:

- adaptation to natural conditions
- complexity thinking
- (agro)-(bio)-diversity + wild
- autonomy / self sufficiency
- human and social dimension
- fair income
- wide ecological knowledge

Group n°3:

- Respect of life
- Bond with the territory: ecosystems / environments
 - Promoting local resources
 - Economy: local added value
- Social: human scale and collective approach
 - Closing cycles (C, N, energy....)
 - Autonomy
- Multiple culture breeding, diversity of production, multiple activities, facilities

Results validated by all participants

- Respect de la vie / Respect of life
- Autonomie – autosuffisance / Automony - self sufficiency
- Échelle humaine et sociale, approche collective / human and social scale, collective approach
 - Approche systémique / Systemic approach
- Lien au territoire : écosystèmes - terroirs / Link with the territory: ecosystems - terroirs
 - Adaptation aux conditions naturelles / Adaptation to natural conditions
 - Valorisation des ressources locales / Valorisation of local resources
 - (construction de) savoirs évolutifs / (Construction of) evolving skills
 - Économie: valeur ajoutée au local / Economy : local added value
 - Revenu équitable / Fair income
 - (Agro) (bio) diversité et nature sauvage / (agro)-(bio)-diversity + nature
 - Diversification des activités / Diversification of activities

DETAILED STUDY OF WORK PACKAGES 2, 3 and 4

14th November 2013, morning

Objective

How work packages 2, 3 and 4 operate, are organised and their content

- work package n°2: organisation of local development groups
- work package n°3: actions for organisation, training and analysis
- work package n°4: implementation of experiments and training courses/initiatives

Method

3 work groups, each with an ambassador designated, worked on proposals from each work package around the following themes:

- method
- public
- tools to be used
- who is responsible
- expected results

Pooling of the work by the 3 ambassadors in the presence of a mediator. The work groups were present but did not intervene during the exchange. The ambassadors could consult their groups if there was a point to be clarified or which required further discussion.
The work groups were established with a view to mixing nationalities.

Work package n°2 did not require the pooling exercise. The objective here was to exchange ideas relative to the establishment and organisation of local development groups.

Work package n°4 was not addressed due to a lack of time.

Report from the groups on work package n°3

Group n°1:

Problem: - there are several approaches and different data
- there is formalised knowledge and non-formalised knowledge

How to proceed?

1. Collect information on transmission.

We need a shared method.

- Film Agro Ecological Knowledge and draw conclusions
- Have a non-filtered observation
- Free up expression: transmission should be dynamic

2. Analyse data

What shared tool with regards to the information collected?

Group n°2:

Objective of data collection: find good examples.

Not carry out an exhaustive inventory

Good examples in countries are exchange between farmers, consumers, technicians.

We need to find the principles which are behind the good examples.

To have trust in partners.

Define principles to adapt them elsewhere.

If we film exchanges, this could unsettle people.

And what is a 'good practice'?

Another important point: with regards to exchange, we need to have a dynamic approach and encourage debate.

We could apply several methodologies but we must have shared principles to harmonise our approaches and form a guideline. However, with regards to tools used to process the information collected, it is essential that these are shared.

Group n°3:

For the general framework, we should not forget what we aim to communicate regarding Agro Ecological Knowledge and that we should not make any value judgements.

Knowledge is related to the experience and lifestyle of the holders. It is therefore important to analyse the lifestyles and how they evolve.

Complementary methods can be used in each country. We need to review what is carried out in each country and share the methodologies. We then have to consolidate the results and build on these.

With regards to transmission, there are several issues:

- how to involve students and researchers in the collection of Agro Ecological Knowledge?
- how to accompany learners in a global approach to their learning process?
- how to promote Agro Ecological Knowledge in an economic environment?
- how to promote bonds with the territory for the different stakeholders and introduce debate and exchange?
 - importance of accompaniment with a social dimension (tool box for promoting individual values).
 - how to develop a tool for capitalising modes of transmission?

Proposals validated at the negotiation table for work package n°3

Objective of work package n°3:

Collect information with consent, capitalise this in a shared tool, analyse the information by showing a pathway in the evolution of the transmission process. With regards to the latter point, Markus and Lydia can enrich the approach with regards to their experience in training development.

Collect information on transmission:

We can have different methodology approaches for the survey. There are complementary collection methods which provide different insights.

It is important to have shared principles with regards to the collection of transmission principles:

- Do not aim to be exhaustive with regards to transmission practices
- In relation to the local context, we use different supports for collecting transmission practices: informal exchange and more formal training courses
 - Collect AEK transmission practices at different levels, with all rural stakeholders (farmers, consumers, technicians, consultants, managers...)
 - Non filtered observation (observation but from an open, unbiased standpoint)
 - Facilitate expression / develop trust
 - Stay on the subject (Agro Ecological Knowledge, transmission)
 - No judgement. What is a good practice? Careful!!! The important factor is the evolution of practices.

Do not mix good Agro Ecological practices with good transmission practices.

You must remain open with regards to Agro Ecological practices.

With regards to knowledge, debate is important, there is not one single point of view. For example, controlled burning is prohibited in some countries and authorised in others.

Tool: video is not necessary in all cases, only when absolutely necessary. Filming is tricky because this can lead to less spontaneous exchange.

The aim is to observe because farmers sometimes have difficulties in explaining what they do. Film, why not, but several media are possible (text, audio, photos, interactive tools). Do not set a rigid framework, allow for discussion and expression of transmission.

Analyse data:

- Extract the principles observed, those which are recurrent and can be of use for collecting knowledge: trust...
- Show the complementarity of methods
- Note the transmission phases and place these in an evolution process
- Have a share tool for capitalisation

Further discussion on our surveys:

- Key principles, main theme of our cooperation:
 - Approve the phases of the transmission evolution process.
 - Even though collection methods are different in each country, we need to define a common framework for the interviews (an open interview guide).
 - How to identify Agro Ecological Knowledge with regards to knowledge itself (experience) and learning (third party).
- We need to capitalise the best practices for SAGITER on 2 levels:
 - technicians (transmission of knowledge)
 - trainers (tuition pathways)
- Do not forget the systemic approach.
- Talk about the economy and how products are marketed.
- Observe the relationships in the field, the social dimension (not forgetting the words we chose to define Agro Ecological knowledge).

====> Each participant should take home these elements of methodology and place his/her results on line on the SAGITER site.

====> Shared tools for capitalisation and analysis are to be developed mutually.

PRESENTATION OF THE SAGITER PROJECT

14th November 2013, afternoon

See slide show on the SAGITER dropbox: *communication - diapo-sagiter* and the [wiki SAGITER](#)

ORGANISATION OF WORK GROUPS

Organising a seminar involves: reception in the host country, organising and preparing accommodation, catering, travelling, preparation of field visits... ***The organiser is not alone for the organisation and field work, this is carried out in liaison with a scientific and educational committee***

- Next seminar: April 2014 in Germany Duration: 2 to 3 days. A Doodle will be used to define the exact dates.
- Seminar in October 2014: Slovenia
- Seminar in May 2015: Romania
- Seminar in October 2015: Hungary
- Seminar in April 2016: Spain
- Seminar in October 2016: Belgium/Brussels

Presentation of the BUDGET table

French rules apply. Also visible [here](#)

Define the different costs: gross salaries, net salaries, subcontracting fees, travelling expenses, living expenses...

Keep all supporting documents and receipts.

OUR COMMITMENTS FOR THE NEXT SEMINAR

What does each member have to do before the next seminar, from December to April:

- Compilation of seminar notes: Lydia and Marie-Laure

The 12 items from Wednesday afternoon: Marie-Laure

Group work from Thursday afternoon, the principles, main theme (key phases...): Marie-Laure
Specifications for the interview guide.

- Establishment of the scientific and training committee plus meetings by Skype or flash-meetings every 6 weeks. Define the programme for the next seminar.
- Preparation of the website.
- Feedback of the work from this seminar to local partners.
- Establishment of local groups and initiation of information collection meetings.
- Markus and Lydia will put forward an engineering proposal defining the phases towards transmission - on the Wiki: page StrinG
- Establishment of a bibliography: Educagri document, book by Benigne and Hélène, Wiki site from SupAgro Florac, GEYSER website, SAGITER website.

SEMINAR EVALUATION
14th November 2013, afternoon

Strengths

- Universal goodwill
- Rich level of exchange
- Enthusiasm in the diversity of persons present
- Successful partnership with shared ideas and objectives A good start
- Very interesting but now we must find out how to turn the theory into practice.
- Thank you Florac and Fumeterre for writing up the DOI document.
- Very pleasantly surprised by the richness of the partnership - there had already been upstream thought and preparation - and by the general willingness.
- A drive to discover the partners' territorial reality.
- Delighted to have found twelve common items.
- Delighted to see everyone and put names to faces.
- Enjoyed working in small groups.

Points for improvement

- More precise individual presentations. Presentations of structures but not of the individuals.
- Density of the information.
- Some hesitation in the organisation.
- Only one poster displayed - Fumeterre.
- It would have been easier with professional simultaneous translation. This should be provided for the future seminars, is there a budget?
- It is possible to 'order' a logo from a colleague in Spain.
- Suggestion: clearer breakdown of everyone's roles: coordination, animation, translation, note taking...
- Not enough made of the field visits.
- Plenary sessions too long resulting in energy lost (Wednesday afternoon).
- Occasional lack of clarity on the objectives of certain sequences.
- Not enough on communication in Agro Ecology. One should always think about who is the target when speaking about Agro Ecology, take their motivations into account.

Anne's assessment

A strong dynamic has been initiated with a rich level of work already engaged. A good start to the project; to be continued.