

COMPTE-RENDU DU SÉMINAIRE SAGITER

SEMINARY REPORT OF SAGITER

Marburg, Allemagne – 6 au 8 mai 2014

PARTICIPANTS

- Markus Hassler (*Université de Marburg, Allemagne*)
- Wim Vandemijt (*Vlaamse Landmaatschappij, Belgique*)
- Franck Stubbe (*Vlaamse Landmaatschappij, Belgique*)
- Jose Gil (*Escolas Familiares Agrarias de Galicia, Espagne*)
- Istvan Feher (*Université Szent Istvan, Gödöllő, Hongrie*)
- Georgina Rack (*Université Szent Istvan, Gödöllő, Hongrie*)
- Judit Covic (*Lycée Agricole, Vác, Hongrie*)
- Sandor Mignon (*Universitatea de Științe Agricole și Medicină Veterinară de Bucarest, Roumanie*)
- Aleš Tolar (*Chambre d'agriculture et de sylviculture de Slovénie*)
- Janko Rode (*Chambre d'agriculture et de sylviculture de Slovénie*)
- Hélène Hollard (*Association Fumeterre, France*)
- Bénigne Joliet (*Association Fumeterre, France*)
- Jean-Luc Campagne (*Association Geyser, France*)
- Philippe Barret (*Association Geyser, France*)
- Geneviève Andréis (*Centre de formation Le Merle, France*)
- Anne Moneyron (*Évaluatrice du projet, chercheure en sciences de l'éducation, France*)
- Loïc Braïda (*SupAgro Florac, institut d'éducation à l'agro-environnement, France*)
- Marie-Laure Girault (*SupAgro Florac, institut d'éducation à l'agro-environnement, France*)
- Guy Lévêque (*SupAgro Florac, institut d'éducation à l'agro-environnement, France*)

OVERVIEW AGROECOLOGY IN EACH COUNTRY /
6th of may, 2014 morning

Objective

- Improve and share our knowledge of the different conceptions of agroecology in our countries

Method

Moving debate moderated by H el ene. H el ene gave the instruction.

Every participant change the side of the room, if he/she agrees. Then exchange and debate with the possibility of changing sides.

Summary of exchanges

- First statement: Agroecology (AE) and organic farming (ABB) is the same.

The vision is different according to the levels: farmers, all age groups, universities, vocational schools. Issue of training of farmers and changing attitudes, the flow of information between different worlds. AB = technical specifications, AE = concept philosophy. The "organic" word is clear, for example organic food ... The concept of agroecology is still unclear. AE: long term, AB: short term.

- Second statement: Agroecology is a set of techniques.

Yes, for some countries: for example future law for French agriculture, not in Belgium where practices are clearly on one side, other things are also in Slovenia, as the transmission of values.

- Third statement: agroecology is primarily an environmental approach. Agriculture still refers to the environment, according to other criteria stakeholders are taken into account, such as the economy ... The AE is broader. Changing breeding methods, and attitudes in relation to the fact that the improvement would necessarily involve an increase in production. The environment-related issues are on the long term; AE also. The AE includes several approaches, such as permaculture, integrated farming, it takes into account also the ways of working, the products used ...

-Fourth statement: In AE, there is zero fossil energy and plastic use:

Ideal to be achieved for some, but on a personal level, not at the level of national policy. Practical alternatives exist, such as agro-forestry with animal traction, crops in animal traction. The important thing is the dynamic, with a goal. The dominant model imposes its technical package, however, the increase of agricultural production is possible with AE.

WHAT HAPPEND SINCE FLORAC / 6 of mai 2014 morning

Objectif / Objective

- To review the progress of the project in each country since the seminar Florac.
- Share the assessment stage of each partner.

Méthode / Method

Led by Nicolai: groups of four people, one is asking the questions: What method do we want to use? For whom? Constraints? Accelerator? One person is speaking. The other write down, take notes. Then a synthesis is made in front of the group.

Mixing countries and people able to translate. Different functions (academic, technical ...) within each group.

For clarity, we can see the slideshows built by each partner. They are available on the dropbox in the file:

Marburg_Meeting> Diaporamas_états_d'avancement

Restitution des groupes de travail / Restitution of the working groups

- « **Breaks** »
 - It is difficult to identify AE
 - Little resources to coordinate the process, problems with money for travel, for example.
 - Networking is time consuming
 - Difficulty of communication between academic and rural vocabulary, interest and no not really converging time
 - Importance of "sensitive" approach, actions and knowledge important, making it difficult to have transmitted information (construction, integration ...) especially when it comes to personal sensitivity.
 - Diversity of actors and approaches

Questions:

- How can the local production be complementary to other activities
- How to identify agro-ecological practices but are holders?
- How to turn this knowledge into teaching tools?
-

- « **Lifts** »:

Motivation, understanding and sharing. We discuss the project. We ask for mobilizing the networks – local groups.

- Combining different activities: polyculture.

- Cooperation between professionals, academics, researchers, etc. Example on the the water issues and soil, as in Belgium: the « down- approach », advisors vs. the farmers (that is also a « brake »).

- Importance from reality ; find how to convey the collected data in the fields. Share information with all relevant partners. Link between different environments, such as in Hungary, a collection of representations of students and peasants. Then crossing information and search for common concerns and levers of change, including training, the adaptation of teaching tools.

- Place and posture of the agricultural adviser ...

- We need of a common understanding of AE, to transfer into a grid for the projects use.

Workingtime on research. Modes of transmission of AE-Knowledge

6th of mai, 2014, afternoon

Objective

- Discovering the tools of collection
- Working collectively to create a common ground

Method

Presentation of a document, created by Philippe Barret, due to his research with students of GINA. The research was conducted by students who visited a farmer on his sight. Marie-Laure is leading this sequence.

Results

The first work consists of the work on the representation of the students, farmers, advisors. How to change the representations ?

> Animate the involved persons. As an example Gyser shows us how to change the representation of a agricultural advisor in four stages :

– Preparation Stage

Define your departure. See the particularity of the place (terroir), define orientation marks and hypothesis. You have to identify humans with a certain knowledge. « Ressource persons »

The parc du Queyras has as an example wide meadows. « How to ameliorate a pasture soil » can be a starting question for a biblio research. > working hypothesis.

– Collection stage

For this stage you need a framework for the study. The aim is to dig as deep as you can through this structure. Be careful about the motivation structure of the resource persons. Understand why they do something, instead of something else. Record the exchanges. Organise maybe an exchange workshop with different farmers and stakeholders.

– Analysis

This stage aims the analysis of the content. It's important to return to the hypothesis of the beginning. Cross check all your data, identify what's the best for your particular place.

– Stage of formalisation, transmission and diffusion

Orientation in the direction of the testimonies. Redefining the word expert. No dichotomie such as farmer vs/or expert.

Important to focus on the transmission, instead on the practise itself.

Geyser powerpoint

The stages 3 & 4 will be extended during our stay in Marbrug.

Autoconfrontation : film, maybe asking the farmer to join us for autoconfrontation.

Proposed method for the visits tomorrow: Loïc is filming, Markus propose a questionnaire. He had thought to propose a closed questionnaire, but eventually a open questionnaire would be more effective. In Germany the closed questionnaire would be better. Letting speak the farmer and give him the freedom to explain, in his (farmers) own word, seems preferable.

The agricultural activity of the farmer includes several sectors: apples, cider, short circuits.

different varieties according to the place of marketing (old varieties for cider. Sectors may be organic farming, others not. It is necessary to partially structuring the questionnaire, to know what he does.

Important for the questions... Do not focus on practice but get the person to talk a little about these techniques anyway, whether it is agro-ecological or not.

For group interviews, it is better to be on the ground of a member of the group interview this person, and then to react the other group members. It must energize the group, that people are confident, have a concrete input (water ...). Go to the field and do together.

Presentation of Judith's work, questionnaire for students & visiting on farms.

In Hungary they prepare the students to go to the farms. They use the media to cut short movies, the take images and notes.

They share their definition of agroecology. Farms were identified. Sagiter specific items on the questionnaires (see their slideshow): the question "How long have you been dealing with this kind of production?" it is subjective and very interesting.

Hungary should add some questions about how they acquired AE in the farm and if someone helped them getting started?" How they think they will pass the farm to the next generation if the farmer soon retires, or maybe support of buyers/sellers? Have you ever faced in sharing your knowledge with someone and if so how did you do? instinctively ask: "If I tell you agroecology, what do you say?" What knowledge attached to its practice (observation knowledge, related to the territory, organization? Are you in a network? ...Association). Entry through the practice is relevant. Do not forget marketing issues. What advice would you give to a young who wants to settle? How do you see the country in 20 years?

This questionnaire will be tested tomorrow; it could form the basis for each country.

Gina offers student destination in the questionnaire; it has already tested. Objective: To sensitize students from disadvantaged classes. EURAPGAP: European framework of good practice: portal. (See Gina slideshow)

This work will be double checked by other researches, the cases will be compared

The questionier build on the pre posture of the students and tries to find out about the changing perception of the participants. The mode of transmission is missing and should be included into his work. Everyone of the partners has the possibility to add questions and to change on this document.

The working group should meet anytime soon after the seminar, to establish a coherent practise.

The working group should create different questioners, for different stakeholders.

TESTS D'OUTILS SUR LE TERRAIN / FIELD VISITS

7 mai 2014 matin et après-midi

The photos will be on the web page of the wiki Sagiter following internetsite:

LINK

One person is in charged for conducting the interview on the field. For avoiding to many questions, by to many person two people will be selected. Loik for the solidarity farm and Markus for the biodynamik farm.

Four groups will be composed :

- Group one is in charge of the observation of the non-verbal
- Group two will focus on the body languages
- Group three will observe the language of the researcher
- Group four will focus on the language of the farmer

FEEDBACKS OF FIELD VISITS

8th of mai, 2014 morning

Objectifs / Objectives

- Analysing the pro and cons of the used tools on the field
- How to adapt these tools for our individual needs

Méthode / Method

Every group will present the results of their observations

Restitution des groupes d'observation / Restitution of observation groups

Meeting with Kathie of the SOLWAI Marburg :

This association has three members, who work with a farmer in the near of marburg. Kathie is in charge of the organisation of the farm. Thus, she has over five years of experience in training. The solidarity farm started in the first year with approx 80 engaged peoples. The members are paying due to their annual income.

The idea of this farm type is to share the risk with the farmer. Furthermore, the members know exactly where their food comes from. There are as much as 40 farms of this type spread in Germany, often close to urban centers. In Slovenia there is an organisation called Partner Farming, it's a close concept to the German one.

For the moment it is clear, that the proposed tool of Loic, is not working in this context. Since Kathie is not a farmer, there is just little to extract about farming knowledge. Anyway Loic is testing his tool on Kathie with a little difference. The aim is to extract deep knowledge, to grab further into the different types of knowledge. This tool is called « instruction au sosie »

The Scenario : Kathie will be ill tomorrow and Loic is taking over the work for her. Therefore, Kathie is focussing on what she has to tell him. It's important for Kathie to tell every detail, since Loic doesn't know anything about her work. Kathie has to « re-experience » a normal day, telling him everything which is important. For this special occasion Kathie has to keep in mind, that over 6000 seeds are going to be implanted.

L_ LOIK

K_ KATHIE

L: (...)how about the bicycle transportation?

C: people have their bike, we must give the route and a "rendezvous" point

L: materials?

C: the gardener takes care of materials

L: explain to people how they should do

C: Yes,

L: How do I do?

C: You're doing well to show; Last year people stomped the floor, careful not to reproduce cete

error; to huddle with the elders; monitor, observe, control; the people have many questions about the culture, the variety, cycle ...

I am able to answer questions from members

L: I have to show you you do?

C: yes

L: I need you to show me; you give me the points to watch, but many things are still implicit for you, so no explicit for me

tells me the space, the organization of the plot, irrigation restrictions ... all these points which are obvious to you but not for me

Anticipating maximum, so ask the most accurate questions. Make a plan, tell me about the challenges and successes you've encountered. Make mixed groups =

C: need experienced people to plant zucchini, others not, those who can show to others.

L: control activity =

C: I go around and see if everything goes well, I also plant zucchini, occasionally I'll watch.

L: I do not put in supervisor.

C: I'm one of the most experienced people, so when I say it will not, most never did that, so ...

L: go into details to go further.

Comments by everyone :

Franck: no planting gestures at all.

Janko: I liked this questioning. We saw the progress, steps and towards where we are going. Everything comes from the interviewed person.

Judith: If I end up with a farmer, how do I do?

L: interesting look to the activity, ask the question "how do I do?" This question deepens; from: 3 things to do that day, then dig to understand and appropriate. The persons are always taking shortcuts, so look what is behind.

Benign: the interviewee is placed in a situation of transmission, one can see if it has difficulty in passing (put into words) know-how non-formal.

L: This method = RPG for everyone.

(...)

A: how is the gardener organized

C: it offers activities of interest to members, it shall appoint the members are mobilized; mailing list for arrest

Itsvan: is t there a link between participation and basket content w

C: partition between everybody that members have work or not

I: What is the biggest difficulty now?

C: 10 people work many volunteers, the project becomes dependent on us! how to ensure succession, encourage new people to get involved! if more people start simultaneously this will cause trouble. We have no control over who pays how much, according to their means, all based on trust. Confidence to the gardener is essential, because it depends on us, this represents about half of his work, but to do more, there is need for more confidence yet.

The varieties used are old and can multiply itself authorized to reproductive freedom. The compromise is based on the fact that consumers accept less attractive vegetables than in the (super) market

L: important to say the feeling of Cathy in this exercise.

C: pleasant; there was some time, I was working 50 or 60 hours a week would not have had time to respond to this exercise. His question: how do we expect to find people willing to take time to answer questions.

L: What do the exercise brought him?

C: I explain much usual, so not too hard to do.

- Little pause -

The powerpoint of Loic is in the dropbox :

Marburg_Meeting > Diaporamas_états_d'avancement > Diapos de Loïc

The posture of the researcher : the need of understanding, but not explaining. Some of the words and some of the questions are turning the questioning again into explaining. This is not the aim. The replacment of words, such as »why « through questions like « how did you realize to change this practise XX » The researcher should stay open towards any pathway, but should be also very attentiv during the interview.

Next step in the programme.

The two persons are used to speak to a group of persons. Therefore we have to be aware, that during our own fieldwork we will know other persons. We need to stay open and spontanous, to react to any situation.

Observation of the farmer : the gestures evolved of the farmer; First rigid hands in the pockets at the first phase; then fast moving hands, only the left hand (social discourse) or both hands (technical or organizational discourse); then gestures and movements of the body more natural, more vivid, more, fingers open ... when he spoke of biodynamics.

Listen to the interviewer:

positive: many qualitative issues were discussed; It was a open farmer, he spoke of his personal history.

Negative: lack of structure, a bit far from what Sagiter wishes; difficulties related to the field, a lot of improvisation, difficulty of being interpreter and investigator at the same time, unable to save, take notes, propensity to ask technical questions irrelevant

Farmer Listen:

He kept control of himself, he has a habit for this kind of presentation, insensitive to criticism, confident, modest income on his life course, conventional discourse, not very convincing, not representative of the peasant world, was open to that there is a sequel, it has a perspective on the learning process,

Question to the organization of field visits: choice of both motive?

For this farm, first contact for both, found buying a pottery; agroecology is different in different regions; choice: a strong link to the environment (Demeter), the other a strong social ties (agriculture Solidarity).

In this situation of actual investigation, deepening into transmission would have been necessary. Economic viability was not really addressed, just mentioned; it's still a business, even if it is for social purposes; consumer choice is fundamental in the economic life of this farm

We would need to return for further investigation.

Rigid frame (Demeter) difficult to find informal practices.

Importance of meeting those working in the field. The manager is also interesting to meet for the overall organization and the philosophical approach. Time, as always, is an important factor, too.

Presentation of the link between agroecology and transmission

Philippe presents a picture he took, to cross what belongs to AE and what to transmission = landmarks, with examples. Keywords that can guide an interview.

You will find the table on the dropbox at the following path:

Sagiter > Marburg_Meeting > [Tableau_transmission_PhBarret.pdf](#)

Presentation of three signs made by SupAgro Florac between 2009 and 2013 with their partners (Geyser, Merle Training Centre, INRA Avignon, Anne Moneyron), on paper or downloadable under "Tools" site Sagiter:

1 - Proposed method of collecting agro-ecological knowledge based on a case study for the integration of agro-ecological knowledge in the French agricultural education.

2 *draft*: how to support the emergence of agro-ecological knowledge in learners

3 - How to build agro-ecological knowledge; observation

PROGRAMMING OF THE MEETING DATES AND MONITORING OF THE WORKING GROUP "METHOD OF INVESTIGATION"

7 mai 2014 matin

Recorded decisions

by Marie-Laure

- Meeting of the Monitoring Committee every first Tuesday of each month at 9:30 am by Hangout that is more stable than Skype. Guy and Marie-Laure reserve the right to seek the group outside of these hours if needed.

Marie-Laure has tested Hangout with each of us to make sure it works and sends the agenda to all.

- We connect on Skype every day as we can for daily exchanges on the project and cultivate friendship.

- For the working group "Working method", Marie-Laure has a survey for a meeting within 15 days of the seminar. Participants in this group are in the google doc "Référénts_Sagiter" sent by Marie-Laure. Remember, the working group members are: Aurélie Loic Michel, Jean-Luc, Sandor Markus Nicolai, Maxim, Rosa, José, Judit, Sylvie.

- A survey is created today by Helene. Email Janko who broadcasts to us all, to set the date of the next seminar in Slovenia. The last week of October is already "okay" for many of us. A reminder: it takes at least two participants per country seminars, and always the same for the continuity and sustainability of the project.

- A list of email addresses exist in the google doc Référénts_Sagiter but Marie-Laure and Guy will create mailing lists so that no one is left in email exchanges. For example: partenaires@sagiter.eu

- There should be posted on the wiki a schedule for three years, which includes all the meeting time or distance.

SAGITER : GLOBAL ACTION PLAN OF THE PROJECT
8th of mai, 2014 morning (END OF WW 2, LONG LIVES THE EU)

Faire / To do it

REMINDERS :

- Bring together the group "collection method" intensively by June; respond quickly to the agenda; responsible: Marie Laure
- Bring together the monitoring committee (one per partner) every 1st Tuesday of the month at 9:30 am; Responsible: Marie Laure and Guy;
- Define the objectives of the seminar in Slovenia;
- Participation in the conference "Agroecology: Knowledge, practices and transmission" of Florac: Sylvie Fosselle ... Sagiter members present at the symposium are divided in workshops, this will enable mutual enrichment.
- Expose the results of Marburg and to enrich
- Website: The website will include a shared calendar etc. ; it costs 6000 euros. Shared among all partners, and evaluation costs in proportion to each financing. SupAgro Florac will calculate and send official letters; Head Guy.
- Documents used during the seminar Marburg: translation and implementation in the form of plug and put online
- Communication: articles; site; link on partner sites, put it all on the drop box
- Formalizing (or reformatiser) a typology (supplements of 11 items) by characterizing the level of artificial agro-ecosystems, the more close to nature to far (more recomposed) from existing works
- Everyone adapts its existing tools to the context and objectives of Sagiter; pending the online site layout, you have to work with "google doc" to create in coopticNet.eu; when you put an online tool, it must be reported to all partners;
- Collect pictures characterizing agro-ecological gestures or transmission situations

Collection process of transmission of agro-ecological knowledge (and / or their experiment, their implementation by the members of local groups) may require knowledge of so-called knowledge; this collection (observation, setting support) should be between Marburg and the seminar in Slovenia.

Each grade monthly workdays; This will be required for interim and final reports. For the French, go on the Finance Ministry website> Mission expenses.

POINTS ON THE IMPLEMENTATION OF OUR COMMUNICATION TOOLS
8 mai 2014 après-midi

What should each by next seminar from May to October:

Communication tools

Upstream: What was the motivation to go to the informal knowledge for agro-ecology? transversal approach of agroecology is wrong with a classic academic approach, specialized. The AE can be grasped by a single entry because learning is multifaceted. The learner has to think

about how he got the result.

Example artisan bread, which is special to everyone while the flour and learned technique is the same.

EI is linked to the territory, so diverse, not standardized, unlike the academic approach.

Goals work with Sagiter:

- How to move in the training of trainers multiform teaching tools consistent with the overall approach of agroecology and transmission;
- No experience training students on agro-ecology research simple and effective methods, appropriated by each;
- Corresponding to the advancement of everyone on this subject;
- How to capitalize on experience;
- Create a framework with common topics at all as to the capitalization for communication;
- Consolidate information by type of environment, culture, or surface etc. No problem there are different tools when working with the product.
- Observe and describe the modes of transmission; modes of transmission categories: one trainer, a trainer accompanied by an outsider, from a work situation;
- Look elsewhere in the world that exists;
- Use extracts from existing films (Depardon, Duranton ...) as educational tools, with the authorization of the directors.

Working proposals:

- Consider capitalization topics outside surveys of farmers, for educational or other experiences; Guy send information collection grids;

QUESTIONS ADMINISTRATIVES ET FINANCIERES /

8th of mai 2014

NO NOTES

BILAN DU SEMINAIRE / WORKSHOP EVALUATION

8th of mai 2014

Objectifs / Objectives

About the seminar with the last present persons: more than 12 participants.

Marie-Laure proposes a evaluation for everyone within an online form in the internet.

Paroles de participants (les derniers survivants)

- huge solidarity within the group, many skills. Not easy to animate; proposal: more animation sharing during the seminar;

- Proposal: need more written animation for everyone. We can observate the mosaic effect. Still some lacks the work on the survey guide. Everyone leaves with common tools and methods; schedule a meeting of the working group for the establishment of a collecting grid;

- "The end is, in the means, as the tree is in the seed" Gandhi; no application in the seminar, what we want to propose transmission situation; make sequences fourth day, led each time by a different person; pay more attention to shedule, make some pauses ...

- Not enough participants in the preparatory meetings, so maybe find someone else in the office to attend the appointments.

Look for consistency in food, containers etc.

- The tools exist; have two people to oversee the animation.

Thanks for the welcome, the choice of location, availability ... beautiful things.

- Have more information on the seminar, with the objectives of the day or half-day before if possible, or while traveling etc.

Participants came out of formal schools, and must acclimate to a different operating; disparity between the approaches of each individual; difficulty to participate in seminar preparation meetings for responsible academic period.

Importance to skype with Guy.

Many exchanges and contributions around the methodology of the visits. Thanks to the translators :-)

Importance of the synthesis after exercise. Moving Debate > 0 because helped locate people and countries. Much discussion in French and translated, it could have been otherwise.

The next time everything will be in English with simultaneous translation and helmets.

Availability of each. Be more rigorous, rotate functions for everyone to participate.

Many abstract, it lacks a bit of practice, require context, rigor, but at the same time interesting to work together; the concrete begins to develop. Time loss problem with the translations. Want to discover the farmers connection between the university and the real world.

Have a moderator and a manager of the time.

Be more responsive between seminars.

"Panic pad"