



NextFood has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 771738.



Funding: Horizon 2020, European Union

Call: Rural Renaissance – Fostering Innovation and Business Opportunities

Topic: RUR-13-2017 Building a future science and education system fit to deliver to practice

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Duration: May 2018 to April 2022

Coordinator:

Dr Martin Melin, Swedish University of Agricultural Sciences, Alnarp, Sweden

WEBSITE:

<https://www.nextfood-project.eu/>



Nextfood - Educating the next generation of professionals in the agrifood system

Practice Abstract #62: Facilitation as core competency for Agroecologists

Authors: Anshuman Das, Ritam Bhattacharya, Parthib Basu (Welthungerhilfe/University of Calcutta, India)

In NEXTFOOD, facilitators at the University of Calcutta – NextFood Case 9 Improving sustainability in farming and food systems by bringing in agroecological approach through action learning - focus on developing 'Agroecologists' rather than teaching agroecology. As facilitators, we want learners to come out as change makers who can analyse, develop and support agroecological models in farm, farm-clusters, villages and in a wide range of related situations. As the learners need to deal with multi-actor partnerships, facilitation plays a major role in their future.

Facilitation by students in the course curriculum has been planned very carefully where it is engraved in many sessions as a subsidiary outcome. Various tools like group work, interaction with the stakeholders, surveys, debates, presentations etc were used to bring in the action-reflection based learning situations throughout the course. All these have helped the students to address various components of facilitation skills like active listening, asking questions, timekeeping, establishing a psychologically safe environment for sharing, creating focus amongst the group, unbiased objectivity and guiding the group decision process. However, communication has been given special importance where special sessions were organised for audio-visual communication and storytelling.



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Practice Abstract #62: La facilitación como competencia básica para los agroecólogos

Authors: Anshuman Das, Ritam Bhattacharya, Parthib Basu (Welthungerhilfe/University of Calcutta, India)

En NEXTFOOD, los facilitadores de la Universidad de Calcuta - Caso 9 de NextFood Mejora de la sustentabilidad de los sistemas agrícolas y alimentarios mediante la incorporación de un enfoque agroecológico a través del aprendizaje en la acción - se centran en el desarrollo de "agroecólogos" más que en la enseñanza de la agroecología. Como facilitadores, queremos que los alumnos se conviertan en agentes de cambio capaces de analizar, desarrollar y apoyar modelos agroecológicos en granjas, grupos de granjas, pueblos y en una amplia gama de situaciones relacionadas. Como los alumnos tienen que tratar con asociaciones de múltiples actores, la facilitación desempeña un papel importante en su futuro.

La facilitación por parte de los estudiantes en el plan de estudios del curso se ha planificado con mucho cuidado y se ha grabado en muchas sesiones como un resultado subsidiario. Se han utilizado diversas herramientas, como el trabajo en grupo, la interacción con las partes interesadas, las encuestas, los debates, las presentaciones, etc., para introducir situaciones de aprendizaje basadas en la acción y la reflexión a lo largo del curso. Todo ello ha ayudado a los estudiantes a abordar diversos componentes de las habilidades de facilitación, como la escucha activa, la formulación de preguntas, el control del tiempo, el establecimiento de un entorno psicológicamente seguro para compartir, la creación de un enfoque entre el grupo, la objetividad imparcial y la orientación del proceso de decisión del grupo. Sin embargo, se ha dado especial importancia a la comunicación, y se han organizado sesiones especiales para la comunicación audiovisual y la narración de historias.