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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

Grant agreement: No 771738

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 #86: How to improve the competence of participation and help farmers in their work

Authors: Natalia Rastorgueva, Paola Migliorini, Charlotte Prelorentzos (University of Gastronomic Sciences)

In summer 2021, students of the new Master in Agroecology and Food Sovereignty at UNISG took part of an experiential part of the program. They moved to agroecological communities and farms in order to combine their action research with contribution to the farm activities. The students' contribution included different types of work depending on the communities' activities.

On the one hand, the students took part of daily hands-on farm and research activities. On the other hand, the activities allowed the students to engage in personal dialogues with farmers to better understand the communities' life, their management and principles of work. In addition to this, students were asked to realise a participatory sharing circle with their community.

While students practised the competence of participation, they continued to improve their reflection competences by writing reflection journals. The university tutors and professors supervised them in their research.

As a result of the experiential activities, the students carried out their research projects focused on different themes such as soil, seeds, terraces, wine, fermentation, community supported agriculture, gender issues, education and raw milk. All these themes were discussed as subjects for expanding agroecology and improving food sovereignty.

The farmers highly appreciated the students' participation, knowledge and active contribution to the community life. At the end of the experiential part, some students received job offers from the communities.



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Practice Abstract #86: Cómo mejorar la competencia de la participación y ayudar a los agricultores en su trabajo

Authors: Natalia Rastorgueva, Paola Migliorini, Charlotte Prelorentzos (University of Gastronomic Sciences)

En el verano de 2021, los estudiantes del nuevo Máster en Agroecología y Soberanía Alimentaria de la UNISG participaron en una parte experiencial del programa. Se trasladaron a comunidades y fincas agroecológicas para combinar su investigación-acción con la contribución a las actividades de la finca. La contribución de los estudiantes incluyó diferentes tipos de trabajo en función de las actividades de las comunidades. Por un lado, los estudiantes participaron en las actividades diarias de la granja y de la investigación. Por otro lado, las actividades permitieron a los estudiantes entablar diálogos personales con los agricultores para comprender mejor la vida de las comunidades, su gestión y sus principios de trabajo. Además, se pidió a los estudiantes que realizaran un círculo de intercambio participativo con su comunidad.

Mientras los estudiantes practicaban la competencia de participación, seguían mejorando sus competencias de reflexión escribiendo diarios de reflexión. Los tutores y profesores de la universidad les supervisaron en sus investigaciones.

Como resultado de las actividades experienciales, los estudiantes realizaron sus proyectos de investigación centrados en diferentes temas como el suelo, las semillas, las terrazas, el vino, la fermentación, la agricultura apoyada por la comunidad, las cuestiones de género, la educación y la leche cruda. Todos estos temas se debatieron como materias para ampliar la agroecología y mejorar la soberanía alimentaria.

Los agricultores apreciaron mucho la participación, los conocimientos y la contribución activa de los estudiantes a la vida de la comunidad. Al final de la parte experiencial, algunos estudiantes recibieron ofertas de trabajo de las comunidades.