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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 #98: Working with stakeholders from agroecology: a way to inspire and promote students' participation and engagement in their learning experience.

Authors: Claudia Rojas, Francisco Nájera, Ricardo Pertuzé, Andrés Muñoz-Sáez, Gabriela Lankin, Osvaldo Salazar (University of Chile)

One of the main learning outcomes of the UCH course "Linking agroecology with society" was to develop a diagnosis and proposal for improvements in an agroecological system through participatory research in two different case studies. The faculty team invited stakeholders from agroecological farms willing to participate in the case studies.

Students and stakeholders met and built a relationship based on respect and horizontality that allowed the engagement and compromise of the learners with the course project. They demonstrated their commitment in the assignment through active participation, group meetings, and integration of the challenges of the case studies from their own voices. The real-life case studies motivated the students to do their best in order to help the stakeholders. The last demonstrated their social responsibility and professionalism.

The interactions with the stakeholders inspired the students, which motivated them to participate actively during the case study. The *"farmer's ability to deliver their knowledge, with the best disposition to teach from humility"* and *"agroecology is difficult but possible, as a way of life"* were the quotes that stayed in their minds over the whole process. So, working with stakeholders can teach us:

- a) Engagement can be encouraged by inspiration given by stakeholders;
- b) Inviting stakeholders into traditional courses gives dynamic to the learning experience, and it can lead to learning outcomes like social engagement;
- c) It is vital to count on the continuous support of the stakeholders during the development of the learning experience.



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Practice Abstract #98: Trabajando con actores sociales de la agroecología: una forma para inspirar y promover la participación y compromiso de los estudiantes en su experiencia de aprendizaje.

Authors: Claudia Rojas, Francisco Nájera, Ricardo Pertuzé, Andrés Muñoz-Sáez, Gabriela Lankin, Osvaldo Salazar (University of Chile)

Uno de los principales objetivos de aprendizaje del curso “Vinculación de la agroecología con la sociedad” de la UCH, fue desarrollar un diagnóstico y propuesta de mejoras en un sistema agroecológico a través de una investigación participativa.

El equipo docente invitó a actores sociales vinculados a la agroecología con la voluntad de participar como casos de estudio.

Los estudiantes y actores sociales se encontraron y desde el principio construyeron una relación basada en el respeto y la horizontalidad que permitió involucrar y comprometer a los estudiantes con el proyecto del curso. Los estudiantes demostraron su compromiso a través de una participación activa entre ellos, reuniones grupales e integración de los desafíos de cada actor social desde sus propias voces. Trabajar con casos de la vida real, motivó a los estudiantes a hacer todo lo posible para ayudar a los actores involucrados, demostrando su responsabilidad social y profesionalismo.

La interacción con los actores sociales inspiró a los estudiantes, motivándolos a participar activamente. “La capacidad del agricultor para entregar sus conocimientos, con la mejor disposición para enseñar desde la humildad” y “la agroecología es difícil pero posible, como forma de vida” fueron las frases que quedaron grabadas en sus mentes durante todo el proceso.

Entonces, trabajar con actores sociales puede enseñarnos:

a) La participación puede ser fomentada por la inspiración de los actores sociales; b) Invitar a otros actores a los cursos tradicionales da dinamismo a la experiencia de aprendizaje y puede conducir a resultados de aprendizaje como el compromiso social; c) Es vital contar con el apoyo continuo de los actores sociales durante el desarrollo de la experiencia de aprendizaje.