

Didactic intervention : a concept to enable advisors' collectives in developing skills to support a transition towards agroecology



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SOCIAL CONTEXT : FROM CONVENTIONNAL TO AGROECOLOGICAL FARMING



NEW POLICY REQUIREMENTS, DEBATES ABOUT WHAT AGRICULTURE SHOULD BE, LACK OF RELEVANT KNOWLEGDE, SYSTEMIC BARRIERS



<https://www.terre-net.fr/marche-agricole>

SOCIAL CONTEXT : INCREASED COMPETITION AMONG AKIS PLAYERS, NEED TO REDEFINE SKILLS AND SERVICES

MAIN AKIS PLAYERS

ALTERNATIVE AKIS PLAYERS

NEW PLAYERS (PRIVATE, NGO, FARMERS)

NEW POLICY INSTRUMENTS/ AKIS

<http://agriculture.gouv.fr/agroecology> and GIEE



<http://agriculture.gouv.fr>
Operational Groups and EIP



ÉCOPHYTO
RÉDUIRE ET AMÉLIORER
L'UTILISATION DES PHYTOS

Reducing
pesticide use

ARVALIS
Institut du végétal

CER FRANCE
Voir loin, les pieds sur terre

AGRICULTURES & TERRITOIRES
CHAMBRES D'AGRICULTURE

invivo

cuma

CIVAM
CAMPAGNES VIVANTES

Trame
La force d'un groupe

interAFoCG
Association Française des Organismes de Conseil Agricole

www.AGRICOOOL.NET
on ne fait plus labour mais on sème toujours
PLATEFORME D'ÉCHANGES POUR LA MISE EN PRATIQUE DE L'AGROÉCOLOGIE

osaé
osez l'agroécologie

TÉMOIGNAGES D'AGRICULTEUR

PRATIQUES

SYNTHÈSES

LE PROJET OSAÉ

l'atelier paysan
COOPÉRATIVE D'AUTOCONSTRUCTION



WHAT IS AT STAKE IN DEVELOPING NEW SKILLS IN THIS CONTEXT ?

WHAT ARE WE TALKING ABOUT ?

Developing new ways to frame and address the object of the advice?

FARMER & OTHER STAKEHOLDERS

Other(s): Developing new abilities to support change and transformation?



THE ADVISOR

Self: Being reflexive to adjust to new work situations?

HOW DO WE TALK ABOUT IT ?

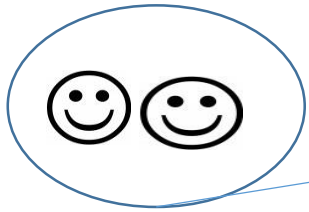
The situation : Being able to design it according to what it at stake?

A multifaceted change is required but what has to be learned is quite undefined:
how to support advisors in achieving this?

A DEVICE TO SUPPORT ADVISORS IN ANALYZING THEIR OWN ACITIVITY AND WORK SITUATIONS

Supporting exchanges about work

The researcher: supporting/tracing



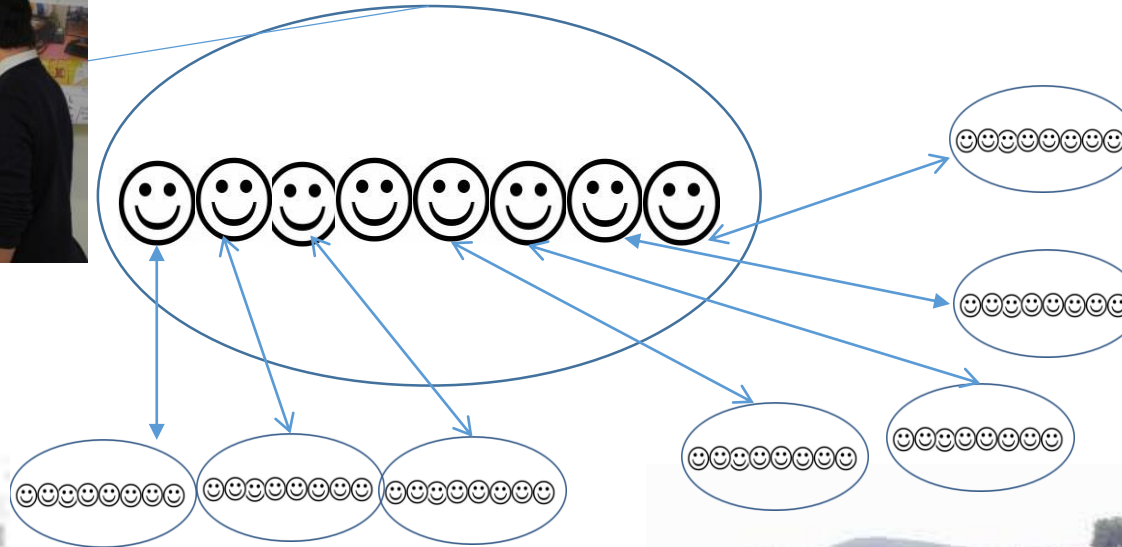
6 workshops (2 days, 2 workshop/year) during 3 years.

2 facilitators (advisors'peers)

A local device (amont 10 others)



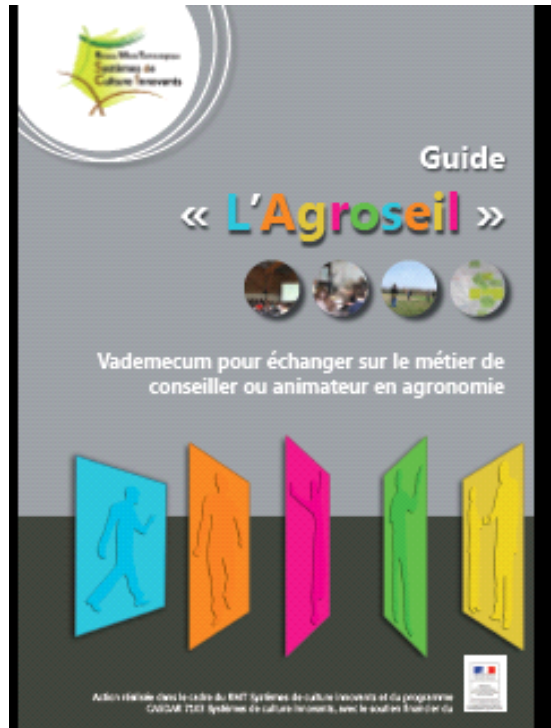
Advisory activity in various work situations with farmers' groups and other stakeholders.



TOOLS

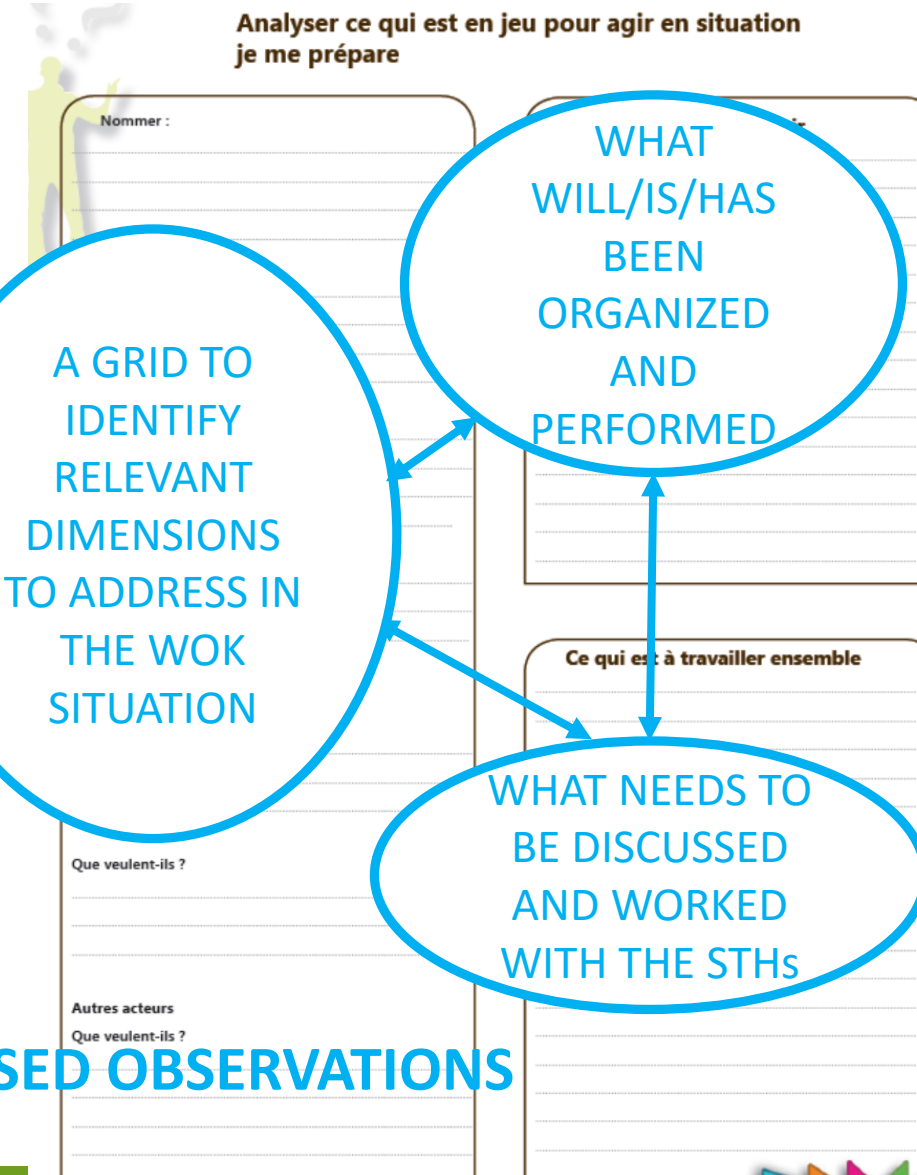


TOOLS TO SUPPORT WORK ANALYSIS WITH PEERS



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TOOLS TO ACHIEVE WORK ANALYSIS AND TO QUESTION PEERS



ANDJOB POSTER SESSIONS, STEP-OUT SITUATIONS, CROSSED OBSERVATIONS

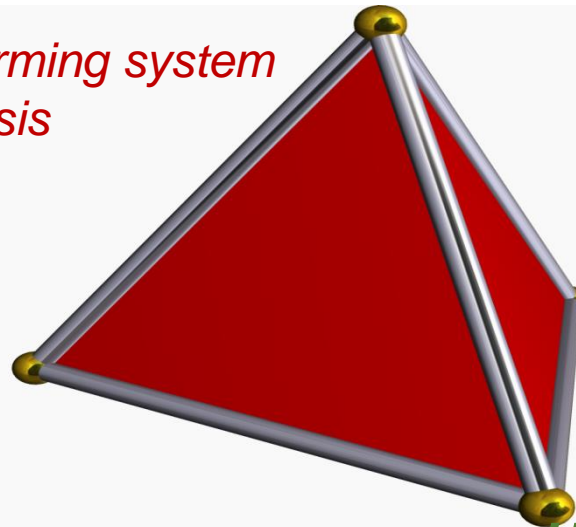
WHAT HAS BEEN DISCUSSED COLLECTIVELY?

WHAT ARE WE TALKING ABOUT ?

Discussing the farmer's strategy
Developing a 360° view on the farming system
Performing an agronomical diagnosis

FARMER & OTHER STAKEHOLDERS

*Understanding attitudes towards
change and motivation levers*
Learning to change



THE ADVISOR

Adapting my way to support farmers
Adjusting my attitude
Understanding
Developing active listening skills

HOW DO WE TALK ABOUT IT ?

How to prepare information delivery?
How to facilitate a co-design meeting
*How to support farmers' engagement in new
decision making?*

FACILITATING PEER'S EXCHANGES TO SUPPORT CHANGE IN WORKING PRACTICES : TRICKY BUT FEASIBLE!

Agroveil : At start, not so easy to make it a relevant tool to support new understanding of the work situations, but clearly relevant!

Situation and activity analysis : need to renew frequently the way to do it, but keeping in mind the Agroveil framework

Step out situations : finding the right question to adress

Crossed observations : an opportunity to become familiar with work analysis

Identify a facilitator



Start the process

What does the organization ask for in terms of skill improvement ?

What does the facilitator ?



Build a common vision

Build the collective

Assess on going changes

Keep involvement over time

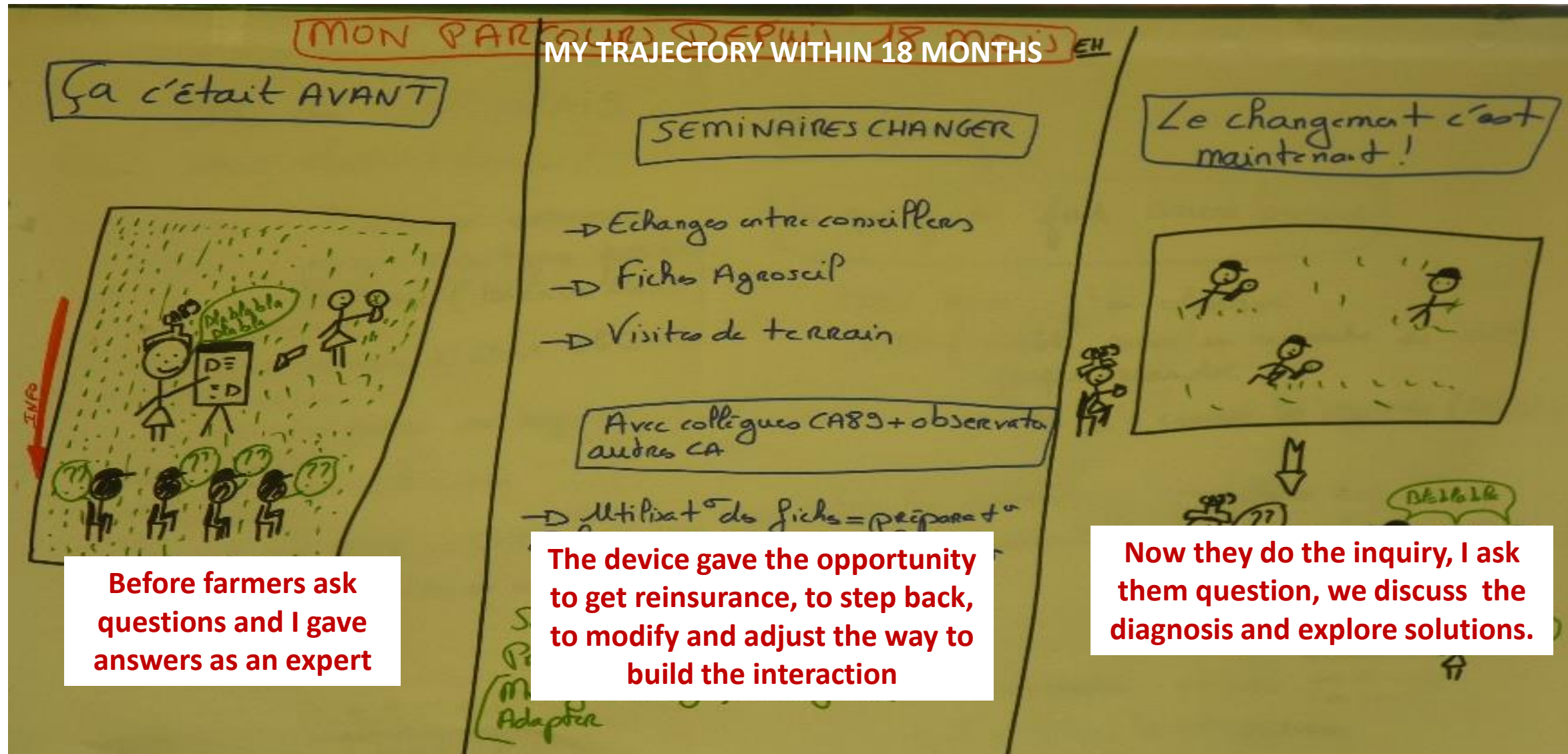
Have to be receptive to any situation

Have to be able to organize relevant step out situations

Enable discussion about the professional norms.

Which feedbacks to the organization?

Barbara explains her trajectory



PERSPECTIVES

SCIENTIFIC

- ✓ More in-depth analysis of individual and collective learning in this longitudinal process taking place in an hybrid device mixing peers' exchanges in training sessions and workplace learning to support reflexivity and co-design of new advisory practices (S. Duhamel PhD);
- ✓ More in-depth analysis of the use of the different tools and the way to combine them to perform a didactic intervention which meets both advisors and their organization requirements regarding skill development.

OPERATIONAL

- ✓ Training and coaching for advisors willing to act as facilitators for such didactic interventions;
- ✓ Providing tools for on-going assessment during such didactic interventions (for the facilitator, the « trainees », the organization)