



TRAINING REPOSITORY

PROMOTING PEASANT AGROECOLOGY



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P2P, Peasants to peasants, an agro-ecological training framework, was carried out under the Erasmus+ Programme from 2018 to 2021. It was carried out by the lead partner, La Confédération Paysanne (Fr), and its partners: L'Associazione Rurale Italiana (it), Eco Ruralis (ro), EHNE-Bizkaia (es), Le Mouvement d'Action Paysanne (be), the Norwegian Farmers and Smallholders Union (nor) with the support of the European Coordination Via Campesina.

PRESENTATION

1 INTRODUCTION

1.1 Who are we ?

The six organisations at the origin of this training repository are peasant organisations members of the European Coordination Via Campesina (ECVC), itself a member of La Via Campesina International. They were born out of a critique of productivist agriculture in different contexts and at times in different European countries. Each organisation has its own way of functioning: some of them play the role of farmer unions and their members are all peasants. For others, they have associative status and include non-farmers among their members.

All these organizations are dedicated to the defence of peasant agriculture and its workers. Their members are volunteer activists who work not only to build alternatives to the agro-industrial model, but also to develop a new horizon for the agricultural world and society. In particular, they are campaigning for food sovereignty, food democracy, for a pesticides-free agriculture, without GMOs, that produces quality food accessible to all, and whose producers are properly remunerated. They act in particular through political advocacy, raising public awareness, the development of peasant agriculture through the exchange of practices and training.



The Confédération paysanne

Present in all French departments, including the overseas regions, the Confédération paysanne is one of the representative agricultural unions in France. It promotes the project of peasant agriculture, which guarantees all consumers access to quality food that respects the environment and pays fairly the producers, and act for numerous peasants in a lively countryside. Its work revolves around four fundamental pillars:

- ★ **The production and dissemination of analyses**, with work on the composition of income, an assessment of the Common Agricultural Policy (CAP), social rights, the rights of the controlled, land tenure, climate change, food, water management, alternatives to pesticides, animal welfare, the industrialization of agriculture etc.
- ★ **Consultation with political and administrative bodies**, via the tools put in place (CAP negotiations, regular meetings with the various ministries concerned) or the tools of the profession (inter-professional organisations, trade fairs).
- ★ **The search for alternatives in the fight against climate change** through agronomic innovation, agroecology, agroforestry, alternative production and marketing systems (short circuits, farmers' markets, local slaughterhouses, farmers' shops, collective catering) as well as support for all new farm projects.

- ★ **An original farmer union** struggle that always strives to put the legitimate demands of peasants into perspective with the expectations of society as a whole (bringing together Peasants of the Land and Peasants of the Sea, organising workshops open to the population, close links with NGOs and citizen associations) that enable the construction of shared proposals that meet the expectations of the general public.

The Confédération paysanne considers that agriculture, food and climate change are everyone's business and its action is based on the scale of society as a whole. Its analysis and expertise are increasingly shared.

 <http://confederationpaysanne.fr/>



Associazione Rurale Italiana

The Associazione Rurale Italiana (ARI) was founded in 1985.

It is present in 5 of the most important Italian regions at the agricultural level, such as Piemonte, Veneto, Emilia-Romagna, Lazio and Sardinia, and is one of the most important agricultural associations in the Italian associative panorama. It is also active in defending the rights of rural migrant workers in southern Italy (Sicily, Calabria) against labour exploitation and the phenomenon of “caporalato”. ARI militates for a peasant agriculture and the defence of its workers, respectful of the environment, agricultural employment and product quality. With the Via Campesina network, it is mobilising for the recognition of the right to food sovereignty. Above all, the union advocates that all peasants have the right to a decent income, in acceptable working conditions, and for many peasants in a lively countryside. ARI’s work is based on three types of activities:

- ★ **The production and dissemination of analyses,** with ongoing work on income composition, the CAP, social rights, land tenure, climate change, food sovereignty, agricultural taxation, etc.
- ★ **Consultation with political and administrative bodies,** via the tools put in place (CAP, RDP, WTO) or the tools of the profession.
- ★ **The search for alternatives,** including access to land, alternative production and marketing systems, and support for new forms of activism.

These activities are mutually nourishing and enriching. Numerous commissions per production chain (milk, meat, fruit and vegetables) or per theme (land, installation, social rights, pesticides, biodiversity, climate) work simultaneously or alternately on each of these times, to advance the peasants’ thinking and create a balance of power where progress is needed.

ARI considers that agriculture and food are everyone’s business and takes action at the societal level.

ARI considers that agriculture and food has a great impact on everyone and therefore takes action at the societal level in order to defend and promote the collective rights of peasants.

 <https://www.assorurale.it/>



Eco Ruralis

Eco Ruralis is an association of peasants and small scale farmers, operating at national level in Romania, with over 16,000 members in all counties of the country. The association was founded in 2009 and represents the interests and rights of peasants, small producers and people working in rural areas in Romania. We are an association of peasants and farmers involved in food production through subsistence and semi-subsistence agriculture, diversified and based on the principles of agroecology.

The vision of the association includes the right to use (propagate, exchange, improve) and sell peasant seeds, the right to land and access to the market, and the right to take part in making and deciding public policies in agriculture and food. We are members of the European Coordination Via Campesina.

 <https://www.ecoruralis.ro/>

EHNE-Bizkaia, a professional agricultural organisation in Vizcaya, was founded in 1977. In the context of the industrialisation of Spanish agriculture, the first major objective of the organisation was to ensure decent work for agricultural workers. Its work focused on improving working conditions, adapting to new techniques, creating a network of sectoral associations, cooperatives and management centres.

EHNE-Bizkaia's vocation is to promote, create and encourage perpetual construction processes. The last few years have been marked by actions in favour of Food Sovereignty, the establishment of producer and consumer cooperatives, alternative markets, new agricultural facilities.

Nowadays, the organisation has 938 members from all the regions of Bizkaia.

It works not only for its members, but also for people living in rural areas and for young people starting a process of settlement in rural areas. EHNE-Bizkaia maintains relations with administrations at different levels, such as regular discussions and coordination with agricultural organisations and unions, peasant organisations, workers' unions and other types of organisations and associations, NGOs, etc.

EHNE-Bizkaia is part of COAG-IR at the national level, of the ECVC at the European level and of La Via Campesina International at the international level.

 <http://www.elikaherria.eus/>



The Mouvement d'Action Paysanne

The Mouvement d'Action Paysanne (MAP) is an association of peasants and citizens who have created an «Independent Peasant School» to transmit peasant knowledge and know-how.

As a permanent education association of the Wallonia-Brussels Federation and a professional agricultural training centre recognised by the Walloon Region, the ASBL-MAP-EPI is committed to public recognition of the existence, content and specificity of peasant agroecology and the peasant profession.

On a daily basis, the association defends the rights of peasants and the principles of peoples' food sovereignty through the implementation of the principles of agroecology. It works to unite peasants, rural and agricultural producers and craftsmen in a common action for solidarity development.

MAP-EPI develops actions to raise awareness among its members and civil society, alone or in close collaboration with its partners (civil society associations, environmental and development NGOs, other agricultural training centres).

It develops projects related to peasant agroecology, the transmission of skills, knowledge and know-how, access to land, the defence of peasants' rights, the Common Agricultural Policy, access to markets and the defence of agro-ecological production.

MAP-EPI's activities are based on the investment of about a hundred volunteers, who support a management structure (5 people) in which parity and participatory democracy are part of the foundations. A team of 4 employees supervises and accompanies a staff of about thirty farmer-trainers active on farm-schools.

 <http://www.lemap.be/>



Norwegian Farmers and Smallholders Union

The Norwegian Farmers and Smallholders Union (NBS) is a farmers' organisation founded in 1913 with 7000 members throughout Norway and a salaried team of 8 people. It functions as an agricultural union and works in conjunction with the Norwegian Agrarian Association for its advocacy work. Its aim is to improve the economic and social conditions of farmers.

The development of quality food production, farm diversification, local processing, animal welfare and living cultural landscapes are important issues for the organisation.

Its main activities are the production and dissemination of analysis on agricultural policies, consultation with public authorities, development through training and exchange of practices.

 <https://www.smabrukarlaget.no/>

1.2 Why this repository?

Many farmers are developing as much as possible peasant agroecological practices on their farms. Some perceive the strong constraints that have to be faced and that limit the development of these good practices at the farm level. This is the case of the members of our organizations who have chosen to give their time and energy so that peasant agroecology progresses beyond their farms: on their territories, in their countries and at the international level.

This commitment takes many forms, including the exchange of practices, the transmission of knowledge, know-how and interpersonal skills, and the support of other farmers in key stages of their journey, such as installation, transmission or

major changes in their production system. These activities are practiced in different ways within our organizations. Some can rely on salaried teams trained in accompaniment or on partner networks, others can only count on the investment of volunteer farmers. However, these activities require specific knowledge, know-how and coaching postures. This reference framework is the result of the need to identify this knowledge, know-how and interpersonal skills and to structure them in a single document. The profession of «agro-ecology promoter» does not exist as such, but this name seems to us to be the one that best describes all the activities carried out by our members to advance peasant agro-ecology everywhere.

1.3 The method

★ This repository had to be built on the lessons learned from five three-day European seminars that brought together our six organisations, each seminar dealing with a collectively defined theme identified as essential to the peasant agro-ecology project. However, we must point out here that the health crisis at Covid-19 has largely disrupted the progress of the project and three seminars out of the five initially planned have had to be cancelled or replaced by videoconference exchanges. These meetings made it possible to share good practices, exchange tools, experiences and knowledge. Each seminar was therefore prepared in advance by all the partner organisations and the participants were chosen for their knowledge of the subject or their interest in it. At the end of each meeting, an analysis of the

knowledge, know-how and interpersonal skills mobilised was carried out, leading to the construction of the activity sheets of this reference system.

Here are the different meetings supporting this reference frame:

- ★ **Seminar 1 in Durango, Spain, in February 2019:** Introduction to peasant agroecology and farm diagnosis;
- ★ **Seminar 2 in Tilff, Belgium, in October 2019:** Farm transmission, analysis and support of a transmission situation;
- ★ **Exchanges by videoconference and by e-mail in 2020 and 2021** in order to develop the activity sheets on technological autonomy and biodiversity.

1.4 The European support

It is within the European Program «Erasmus +» that the project's actors were able to carry out this collective work. This European scheme offers a wide range of activities, enables people who wish to do so to acquire professional experience in Europe, facilitates the exchange of good practices between trainers and is a useful support for setting up new training tools or sharing tools at European level. It should also be noted that this scheme is open to all types of economic actors such as social partners, associations, decision-makers, companies, etc., and is not reserved for vocational training organisations. This flexibility has allowed the diversity of the structures involved in this partnership to carry out such a project.

The project entitled «P2P Agroecology» was set up to develop activities for exchanging practices from peasant to peasant on peasant agroecology. It is part of the «Strategic partnerships in education and training» section of the Erasmus + scheme. The financial support mainly financed the travel expenses of participants in the five European seminars described above. It also made it possible to finance working time to organise the logistics of these meetings and prepare the pedagogical content, and to cover the costs of interpreting for each meeting, translation and printing of this reference manual.

2 PHILOSOPHY - VALUES

2.5 Definition of peasant agroecology

For several years now, the term agroecology has been widely used in Europe and beyond, often to refer to different things, or with a broad understanding of agroecology. For the project partners and all the member organisations of the European Coordination Via Campesina, agroecology includes a strong political dimension. Agroecology is a permanent process towards a more autonomous and sustainable agriculture, which does

not exclude anyone from taking this path. It is also important to point out that agroecology cannot be separated from the political proposal of La Via Campesina: food sovereignty.

A major consultation process led to the Evenstad Declaration in March 2014. It is this definition that is referred to when discussing agroecology in this training framework.



Training session during the seminar
«Transmission in peasant agroecology»
on October 2019. Neupré, Belgium.



Evenstad declaration

Agroecology

Transforming society through food production and the peasant struggle**

This document strives to define the concept of agroecology as understood by the peasant farmers of the European Coordination Via Campesina.

We are food producers and see agroecology as a way of life and a way of interacting with our surroundings. It is also our way of making progress towards Food Sovereignty.

We understand agroecology as a process of individual and collective transformation, above and beyond specific agroecological techniques and practices. We are committed to moving forward together, excluding no one. Our aim is an agriculture based on peasant autonomy, independent of oil and other fossil fuels; a farming system that protects landscapes without GM crops, patents or agrochemicals.

Agroecology entails a comprehensive view, where processes and practices are adapted to local conditions, at all scales. This concept affects and transforms all aspects of life.

Below we present six essential principles for bringing this about.

1. Feelings

Peasant sentiment is an essential part of agroecology. It is based on awareness, and love and respect for the Earth, the commons, nature and all life forms.

2. Diversity and biodiversity

Agroecology favors biodiversity as harmony and synergy among various systems: natural, social and cultural.

Agroecology fosters and safeguards agricultural ecosystems in viewing them above all in terms of local diversity and interacting systems.

3. Peasant knowledge

Agroecology protects, shares and pools traditional peasant knowledge in its various contexts and realities.

It enhances intergenerational transmission and exchanges from farmer to farmer. It fosters innovation through observation, creativity and continuous learning and provides means for overcoming new challenges.

4. Community

Agroecology fuels trust and cooperation between communities, large and small, rural and urban.

Agroecology entails a change in values, from individualism to cooperation, it heightens egalitarian social relations and community spirit.

We assert the need for mutual recognition between peasants and society, and for respect for our dignity as workers of the land.

5. Peasants' rights

Our rights as peasants such as the right to seeds, to land, to water and to the commons are among the prerequisites of agroecology.

Agroecology is a means to decentralize power and to restore peasant independence.

The agroecological model respects local agriculture everywhere in all communities as it is based on solidarity and cooperation between all regions and all peasants. Agroecology cools the planet and contributes to the fight against climate change.

6. Struggles and social transformation

We need peasant farming to strengthen our grassroots and to further our political agenda.

Agroecology, along with the peasant struggle is legitimate day to day resistance in our fight for Food Sovereignty. We must not let them divide us. Our agriculture has many forms but has only one heart, peasant farming!!!

Evenstad, Norway, March, 2014.

3 REPOSITORY GOALS

3.6 Promoter of agroecology

As we wrote earlier, 'promoter of agroecology' is not a profession strictly speaking, but a name that is open and broad. Being an actor in the indispensable agricultural transition can take several forms and emanate from different stakeholders. This reference framework was written primarily for farmers who wish to work for the development of peasant agroecology beyond their farms, by exchanging with their peers, by getting involved

in agricultural development organisations or by participating in the elaboration of public policies for the orientation of agriculture, in particular through farmer union mandates. However, it can also be a source of reference for activists, volunteers, trainers or employees of agricultural development structures who are not themselves farmers.

3.7 Promoting agroecology: a constantly evolving activity

Promoting agro-ecology is an ongoing struggle and this reference framework is neither exhaustive nor fixed in time. On the one hand, the health crisis of 2020 has largely disrupted its development process, which has meant that certain topics have only been partially addressed. On the other hand, many other

topics could be the subject of an activity sheet in this reference framework, such as the challenges of climate change, gender equality, the galloping digitisation of agriculture, the explosion of food insecurity, etc.

3.8 Provide references, guide training programmes

The two main goals of the reference framework are to provide general reference points and to guide training programmes, whether in an institutional framework or in popular education approaches.

★ **Giving references:** the partnership has tried to sift through the knowledge needed to address the different issues. It has also tried to indicate a number of educational resources already available and for the most part mobilised during the process of developing the seminars. These benchmarks should make it possible to:

- ★ **Encourage exchanges and the transmission of knowledge between peers;**
- ★ **Promote understanding of the socio-economic and agro-ecological environment of an agricultural system;**
- ★ **Identify levers for action for agricultural transition** at all scales, from the farm to local, national and international public policies;
- ★ **Fostering commitment and mobilisation;**

★ **Guiding training programmes:** not preparing for a «professional job» strictly speaking, this reference framework is intended to be a source of inspiration for all training programmes dealing with agricultural and food issues, from initial training to adult education, but also to feed into the popular education initiatives that abound in the agricultural world.

4 TYPOLOGY OF SKILLS

We propose here to distinguish between the different types of knowledge needed by volunteers, activists or salaried employees who carry out or wish to carry out activities to promote

peasant agroecology. It is essentially a question of proposing indicative knowledge on which each person can assess his or her level of mastery and possible needs for improvement.

4.9 Theoretical knowledge

The knowledge needed to promote agroecology can cover a wide range. In the first place, basic knowledge of how a farm operates is fundamental: agronomic and zootechnical knowledge, but also knowledge of agricultural economics, accounting, and knowledge of the regulatory and political frameworks that govern agricultural activities. This knowledge is usually acquired partly through initial training, but mainly through daily farming practice and continuing education. Most farmers wishing to accompany their peers are therefore often already well equipped.

However, other methodological knowledge may be necessary, such as how to conduct an interview or how to transmit knowledge. More rarely, local knowledge about the reality and complexity of a territory may be called upon.

Finally, an agro-ecology promoter must be aware of the economic and political constraints on agricultural activity: European competition law, structuring of food demand, subsidy distribution system, regulatory framework. The system of constraints that weighs on European farms can sometimes constitute a glass ceiling to the transition. It must be made clear so that the transition is not placed solely on the shoulders of the farmers.

4.10 Practical knowledge, know-how

Conducting an interview, leading a group, applying popular education methods, transmitting knowledge, analysing results and formulating proposals are all skills that are necessary to pro-

mote agroecology. Although there are specific training courses for acquiring or developing some of these skills, most are acquired through practice and experience.

4.11 Soft skills

This category of knowledge is certainly the most delicate to formalise, but it is nevertheless essential for certain activities. The soft skills mentioned in this reference framework mainly refer to behavioural knowledge and postures to adopt in situations of exchange between peers, such as listening, non-judgement,

empathy and benevolence. They are particularly important in the diagnosis and farm transmission phases, which can mobilise powerful affects.

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Visit of the Larock farm on 28 October 2019 during the seminar
«Transmission in peasant agroecology».
Neupré, Belgium.

PROMOTING PEASANT AGROECOLOGY

Activity sheet 1.1 : Carry out a farm diagnosis

Theoretical knowledge	Practical knowledge	Soft skills	Criteria and indicators
C1. Knowledge of peasant agriculture			
<ul style="list-style-type: none"> ★ To know the definition of peasant agroecology ★ To know the general principles of the Charter of peasant agriculture ★ To know the six themes of peasant agriculture 	<ul style="list-style-type: none"> ★ Be able to present the six themes and general principles of peasant agroecology 	<ul style="list-style-type: none"> ★ Share the values of peasant agroecology: solidarity, sharing etc. 	<p>The candidate is able to reconstitute the six themes of peasant agroecology.</p> <p>The candidate has a professional, associative or personal experience in the agricultural field.</p>
C2. Preparing for an interview			
<ul style="list-style-type: none"> ★ Know the main steps of a farm diagnostic interview: visit of the farm, data collection etc. 	<ul style="list-style-type: none"> ★ Inform about the objectives of the diagnosis: to strengthen the farmer's capacity to analyze his farm ★ Identify the farmer's motivations for carrying out a diagnosis. ★ Explain the questionnaire process ★ Inform about documents to be prepared before the interview (accounting, technical data) ★ Find out about the main characteristics of the farm to be diagnosed (type of production, life stage of the farm, individual / collective structure, diversification activities etc.). 	<ul style="list-style-type: none"> ★ Ability to organize and adapt to the availability of the peasants ★ Ability to present and explain the exercise ★ Professionalism, ethics (respect for confidentiality) 	<p>The candidate is able to present the diagnosis, its objectives, and the course of the interview.</p>
C3. Conducting an interview			
<ul style="list-style-type: none"> ★ Have a good basis in agronomy and agricultural economics ★ Know the manual of peasant agriculture and know how to use it. 	<ul style="list-style-type: none"> ★ Recall the interview process, the ambition to evaluate in order to evolve but without judging: positive evaluation method ★ Define privacy rules ★ Control the timing of the interview ★ Be able to distance yourself from the questionnaire 	<ul style="list-style-type: none"> ★ To have a neutral, open and non-judgmental stance ★ To have relational capacities of listening and accompaniment to reflection ★ To have the ability to adapt and manage disruptions (poorly prepared data, unavailability, etc.). 	<p>The candidate is able to conduct an interview based on the questionnaire in the peasant agriculture manual :</p> <ul style="list-style-type: none"> ★ the candidate has followed or carried out several diagnoses ★ the candidate demonstrated adequate posture in conducting the interviews
C4. Search for missing information and correct erroneous data			
<ul style="list-style-type: none"> ★ Know how to read agricultural accounting and energy balance sheets ★ Know the general and local agricultural context of the farm under study 	<ul style="list-style-type: none"> ★ Be able to search and interpret regional agricultural data 		<p>The candidate is able to collect and process data autonomously.</p>

EDUCATIONAL RESOURCES / TOOLS FOR KNOWLEDGE ACQUISITION

- ★ **Charter of peasant agriculture** - Fadear
- ★ **Definition of Peasant Agroecology** - ECVV
- ★ **Peasant Agriculture Manual (versions of the questionnaire are available in English and Spanish** - Fadear
- ★ **National and local agricultural data** (France: Agreste, Census of Agriculture, Belgium: National Statistics Office, ...)

Activity sheet 1.2 : Identify areas for improvement

Theoretical knowledge	Practical knowledge	Soft skills	Criteria and indicators
C5. Analyze the results of a diagnosis to identify the farm's needs or deficiencies			
<ul style="list-style-type: none"> ★ Know the local agronomic, economic and political assets and constraints in order to contextualize the analysis of results. 	<ul style="list-style-type: none"> ★ Knowing how to analyze the results of a farm diagnosis, by indicator and for the whole farm ★ Know how to identify the strengths and weaknesses of the farm as a whole and with respect to each indicator. 	<ul style="list-style-type: none"> ★ Have the capacity to exchange and take into account the opinions of the farmer diagnosed in the analysis of the results. 	<p>The candidate is able to restate in writing and orally the results of a farm diagnosis.</p> <p>The candidate is able to identify indicators that require improvement.</p>
C6. Formulate proposals for improvement			
<ul style="list-style-type: none"> ★ Know the planning tools (retro-planning, investment plan, training plan, etc.) ★ Know the main transition patterns in agriculture 	<ul style="list-style-type: none"> ★ Be able to formulate well-founded, costed and planned proposals for improvement. 	<ul style="list-style-type: none"> ★ To be able to bring out values and objectives (personal, for one's practice, for one's farm, for one's family) ★ To have the capacity to open up and co-construct with the farmer concerned and adopt an accompanying stance to propose without imposing. 	<p>The candidate has formulated concrete and detailed proposals based on the results of a diagnosis.</p> <p>A second diagnosis is carried out to evaluate the evolutions.</p>
C7. Involve partners in identified transition projects (peers, neighbors, clients, etc.)			
<ul style="list-style-type: none"> ★ To know the local associative, union and agricultural fabric ★ To know the main structures of agricultural development 	<ul style="list-style-type: none"> ★ Know how to direct the farmer to the right people according to the proposed improvement projects 	<ul style="list-style-type: none"> ★ To have exchange and networking capacities 	<p>The candidate has formulated proposals for integrating transition projects into collective dynamics.</p>

EDUCATIONAL RESOURCES / TOOLS FOR KNOWLEDGE ACQUISITION

★ **Farmer Field Manual and Synthesis of Results** - *Fadear*

2 ACCOMPANYING THE TRANSMISSION

Activity sheet 2.1 : Anticipate and prepare a transmission

Theoretical knowledge	Practical knowledge	Soft skills	Criteria and indicators
C8. Raise awareness of transmission and initiate reflection			
<ul style="list-style-type: none"> ★ To know the course of the transmission: legal, financial, human/social, the different stages of the process and the time needed for each stage. 	<ul style="list-style-type: none"> ★ To know how to identify the future sellers of its territory ★ To know how to present information in an educational and accessible way ★ To know how to put farm transferors in contact with each other and how to lead a group to exchange experiences on the subject, knowing how to facilitate the taking of words. 	<ul style="list-style-type: none"> ★ To have the ability to listen and exchange ideas. ★ To know how to offer a different perspective to the farmer on his own farm, deconstructing preconceived ideas. 	<p>The candidate is able to identify future sellers in a given territory.</p> <p>The candidate is able to bring out a reflection on the transmission to future farm transferors.</p>
C9. Assist in the analysis of the transmissibility of a farm			
<ul style="list-style-type: none"> ★ To know the six criteria for transferability and be able to analyze them at the farm level. ★ To know the recurring sticking points in transmission situations (housing, price, adaptability, project incompatibility, etc.). 	<ul style="list-style-type: none"> ★ To conduct a farm diagnosis with a view to future transmission ★ To understand the overall operation of a farm and identify the blocking points for a transmission 	<ul style="list-style-type: none"> ★ To have a caring approach in the analysis of the farm to be passed on ★ To have listening skills, discretion and empathy 	<p>The Candidate is capable of conducting a transmission diagnosis.</p> <p>The candidate is able to reconstitute the results of a transmission diagnosis and to feed the reflection of the future transferor.</p>
C10. Accompany the adaptation of the farm upstream of transmission			
<ul style="list-style-type: none"> ★ To know the main transmission patterns in agriculture ★ To know the different support tools: training, financial tools, preparation of a retirement project. 	<ul style="list-style-type: none"> ★ To be able to formulate well-founded, costed and planned improvement proposals and to draw up a forecast of the various improvements to be made to the farm, in co-construction with the seller. ★ To know how to carry out a financial evaluation of the retirement project 	<ul style="list-style-type: none"> ★ Be able to bring out the values and objectives of the future farm transferors. ★ To know how to adopt an accompanying stance to propose without imposing 	<p>The candidate is able to draw up a forecast proposal for the development of the farm upstream of the transfer: training, possible investments, costing, preparation of the retirement project.</p>

EDUCATIONAL RESOURCES / TOOLS FOR KNOWLEDGE ACQUISITION

- ★ **Supplement to the Peasant Agriculture Manual, Transmission Diagnosis** - Fadear
- ★ **Guide « Accompanying the transmission of farms »**, 76 pages, 2016 - Fadear
- ★ **Brochure « Ideas for passing on your farm »**, 60 pages, 2014 - Fadear

Activity sheet 2.2 : Developing technological autonomy on a farm scale

Theoretical knowledge	Practical knowledge	Soft skills	Criteria and indicators
C11. Accompanying the search for and meeting of potential buyers			
<ul style="list-style-type: none"> ★ To know the stages of the route to the installation and the structures of accompaniment of the territory. 	<ul style="list-style-type: none"> ★ Know how to identify project holders identify farms to be sold that could correspond or be adapted to their project ★ Knowing how to take into account the expectations and rhythms of sellers and buyers. ★ Knowing how to compare the projects of sellers and buyers and how to create a constructive dialogue. ★ Knowing how to accompany the seller in the presentation of his farm (production, local context, history etc.) 	<ul style="list-style-type: none"> ★ Have group facilitation, networking and dialogue facilitation skills. ★ To be able to discuss all subjects with the farm transferor-new farmer duo. 	<p>The candidate is capable of suggesting contacts between farm transferor and and new farmer.</p> <p>The candidate is capable of supporting the joint reflection between the farm transferor and the new farmer.</p>
C12. Accompanying the transmission			
<ul style="list-style-type: none"> ★ Be familiar with transmission and installation facilities ★ To know the main administrative steps of the transmission: transfer deeds, request for retirement, etc. ★ To know the different actors of the territory to whom the farm transferor should be introduced. 	<ul style="list-style-type: none"> ★ To know how to write a transmission offer ★ To know how to prepare the transmission with the farm transferor: drawing up a transfer schedule, agreeing on all aspects of the transfer (finances, housing, future involvement of the transferor or not, etc.). 	<ul style="list-style-type: none"> ★ Ability to synthesize everyone's expectations ★ Knowing how to leave the necessary time for the maturation of the respective projects ★ Adopt a neutral and benevolent stance in the event of a transferor/recipient dispute. 	<p>The candidate is able to build a transmission plan including the various stages of preliminary dialogue, costing and administrative procedures.</p>

EDUCATIONAL RESOURCES / TOOLS FOR KNOWLEDGE ACQUISITION

- ★ **Supplement to the Peasant Agriculture Manual, Transmission Diagnosis** - Fadear
- ★ **Guide « Accompanying the transmission of farms »**, 76 pages, 2016 - Fadear
- ★ **Brochure « Ideas for passing on your farm »**, 60 pages, 2014 - Fadear

3 DEVELOPING PEASANT AUTONOMY

Activity sheet 3.1 : Developing technological autonomy on a farm scale

Theoretical knowledge	Practical knowledge	Soft skills	Criteria and indicators
C13. Develop a critical approach to agricultural technologies			
<ul style="list-style-type: none"> ★ To have knowledge of the evolution of farmers' relations with technology throughout history ★ Understand how agro-equipment constrains production systems and technical itineraries ★ To know the links between technological development and indebtedness, land restructuring, work rationalisation and energy dependence 	<ul style="list-style-type: none"> ★ Know how to analyse the situation of a farm in its relationship to technology and establish proposals for self-construction and adapted training ★ Know how to question the meaning and relevance of a technology at different scales 	<ul style="list-style-type: none"> ★ Be able to actively listen and discuss the place of agricultural technologies in a peer's farm or agricultural project. The candidate is able to transmit elements of political analysis on the role of agricultural technologies, both in the major transformations of agriculture and on a farm scale. ★ The candidate is able to support a peer in thinking about the role of agricultural technology on his or her farm or in the context of his or her installation project. ★ The candidate is able to evaluate the level of dependence or autonomy induced by a new tool. 	<ul style="list-style-type: none"> ★ The candidate is able to transmit elements of political analysis on the role of agricultural technologies, both in the major transformations of agriculture and on a farm scale. ★ The candidate is able to support a peer in thinking about the role of agricultural technology on his or her farm or in the context of his or her installation project. ★ The candidate is able to evaluate the level of dependence or autonomy induced by a new tool.
C14. Promoting the self-building of agricultural tools and buildings			
	<ul style="list-style-type: none"> ★ Master and know how to transmit self-construction techniques such as metal, stainless steel, wood, electronics, self-construction of tools and buildings adapted to the production system etc. 	<ul style="list-style-type: none"> ★ Pedagogical capacity to transmit manual and technical know-how, ★ Ability to stimulate the creativity and inventiveness of learners to best meet the needs of their farm. 	The candidate has acquired new construction techniques and is able to mobilise them to increase the technological autonomy of his/her farm.
C15. Analyse the contemporary challenges of technological development			
<ul style="list-style-type: none"> ★ Understand the technical and political challenges of developing digital technologies, robotics and biotechnology in the agricultural sector 	<ul style="list-style-type: none"> ★ Knowing how to question the relevance of technological responses to the development of agroecology, coherence with the needs of farmers and all the foreseeable impacts. 	<ul style="list-style-type: none"> ★ Ability to step back and critically analyse a new technology 	<ul style="list-style-type: none"> ★ The candidate presents a critical approach to the place of digital and precision technologies on his/her farm and in society.

EDUCATIONAL RESOURCES / TOOLS FOR KNOWLEDGE ACQUISITION

- ★ **The Atelier paysan exhibition « Machines et bâtiments agricoles libres » :**
<https://www.latelierpaysan.org/Nos-expositions>
- ★ **Campagnes Solidaire n°361, Folder « L'autonomie technologique pour l'agriculture paysanne » :**
<https://www.confederationpaysanne.fr/sites/1/cs/documents/CS%20361%20leger.pdf>
- ★ **The Atelier paysan plea for technological sovereignty :**
<https://www.latelierpaysan.org/Plaidoyer-souverainete-technologique-des-paysans>

4 PRESERVE AND DEVELOP ANIMAL AND PLANT BIODIVERSITY

Activity sheet 4.1 : Protecting and developing animal biodiversity on the farm

Theoretical knowledge	Practical knowledge	Soft skills	Criteria and indicators
C16. Mastering the challenges of domestic biodiversity at the farm level			
<ul style="list-style-type: none"> ★ Know the different selection criteria in an animal selection process (performance, breed hardiness, adaptation, longevity etc.) 	<ul style="list-style-type: none"> ★ Know how to analyse and explain how selection based solely on the criterion of productivity per animal is detrimental to other selective advantages and constrains the production system and breeding practices. ★ Know how to highlight the advantages of hardiness and the adaptation of animals to the specificities of the territory. 	<ul style="list-style-type: none"> ★ Pedagogical skills to assist in the analysis of the genetic performance of the herd: know how to bring out the distinction between individual genetic performance and adaptation to the system as a whole (environment, breeding practices etc.) 	<p>The candidate is able to analyse the genetic selection issues at farm level and identify the relevant selection criteria (performance, longevity, hardiness etc.)</p>
C17. Mastering the societal challenges of domestic biodiversity			
<ul style="list-style-type: none"> ★ To know the origin of pyramidal animal selection and its consequences on the decline of genetic diversity ★ To master the issues of genetic impoverishment of livestock and the protection of small breeds ★ To know the technical, commercial and administrative constraints of selection 	<ul style="list-style-type: none"> ★ Be able to explain the issues of domestic biodiversity at the farm and European levels ★ Be able to present the classical and alternative breeding schemes. 	<ul style="list-style-type: none"> ★ Ability to summarise the challenges of preserving cultivated biodiversity (food sovereignty, dependence on inputs, genetic homogenisation and health fragility, etc.) 	<p>The candidate has a good understanding of the societal challenges of preserving domestic biodiversity.</p> <p>The candidate knows the legal, technical and commercial constraints that hinder the development of farmer-breeding.</p>
C18. Promoting and developing autonomy and farmer selection			
<ul style="list-style-type: none"> ★ To know the farmers' practices that allow the development of the autonomy of the breeding system and the increase of genetic diversity (mass selection practices, decision-making autonomy, etc.) ★ To know the actors involved in the conservation of breed with low numbers 	<ul style="list-style-type: none"> ★ Know how to develop breeding practices that favour acquired and innate hardiness: balance between eliminating unsuitable animals and maintaining the greatest possible diversity. ★ Knowing how to direct people towards actors who are involved in preserving domestic biodiversity (breeder groups, exchange networks, associations, etc.). 	<ul style="list-style-type: none"> ★ Pedagogical capacity to transmit knowledge and farmers' know-how on selection processes. ★ Capacity to network breeders in a given territory 	<ul style="list-style-type: none"> ★ The candidate is capable of proposing selection practices on a farm scale that allow the development of the hardiness of the herd and the autonomy of the breeder. ★ The candidate is capable of directing the breeder towards collective structures in the area to promote selection work on a population scale.

EDUCATIONAL RESOURCES / TOOLS FOR KNOWLEDGE ACQUISITION

- ★ **Booklet « La biodiversité animale à la ferme »** - Confédération paysanne
- ★ **Global Plan of Action for Animal Genetic Resources** – Food and Agriculture Organization of the United Nations (FAO) – 2007
- ★ **Wilderswil Declaration on Livestock Diversity** – La Via Campesina:
<https://viacampesina.org/en/wilderswil-declaration-on-livestock-diversity/>

Activity sheet 4.2 : Preserving and developing cultivated biodiversity

Theoretical knowledge	Practical knowledge	Soft skills	Criteria and indicators
C19. Master the issues of cultivated biodiversity at the farm level			
<ul style="list-style-type: none"> ★ Know the genetic processes at work in the different selection practices. ★ Know the principles of mass selection and the main regulatory and political obstacles to the possibility of reseeded part of the crop 	<ul style="list-style-type: none"> ★ Know how to analyse and explain how selection based on the sole criterion of yield is to the detriment of other selective advantages and constrains technical itineraries ★ Know how to highlight the advantages of hardiness and adaptation of plants to the local soil, climate and agronomic environment ★ Knowing how to insert oneself into seed exchange networks between farmers 	<ul style="list-style-type: none"> ★ Knowing how to make people think about selection schemes, the impact of cultivated varieties on the production system, the interest in developing seed autonomy on one's farm in connection with other farmers in the area. 	<p>The candidate is able to analyse the genetic selection issues at farm level and to identify the relevant selection criteria</p> <p>The candidate is able to formulate proposals to develop seed autonomy on a farm scale.</p>
C20. Mastering the challenges of cultivated biodiversity on a societal scale			
<ul style="list-style-type: none"> ★ To know the main obstacles to the use by farmers of their own seeds: use of the F1 hybridization technique by the seed industry, European seed and intellectual property law (patents, plant variety certificates etc.) 	<ul style="list-style-type: none"> ★ To be able to explain the societal stakes of the preservation of cultivated biodiversity and the right of farmers to sow part of their harvest 	<ul style="list-style-type: none"> ★ Ability to summarise the challenges of preserving domestic biodiversity (food sovereignty, dependence on inputs, adaptation to the land and to climate change, etc.) 	<p>The candidate has a good understanding of the issues involved in preserving cultivated biodiversity</p> <p>The candidate is able to present the main obstacles to the use of farm-saved seeds and to recall the rights of farmers in this matter.</p>
C21. Opposing Genetically Modified Organisms (GMOs) and the patentability of life			
<ul style="list-style-type: none"> ★ Knowledge of the regulatory framework for seeds and GMOs: intellectual property law, patent law; ★ Have a general knowledge of the different techniques of genome modification, both old (cell fusion, mutagenesis, transgenesis etc.) and new (in vitro cell multiplication, directed mutagenesis etc.) ★ Have a knowledge of the economic environment of seeds: main seed companies and industries, strategy of industrialists to impose new GMOs etc. 	<ul style="list-style-type: none"> ★ To be able to present the issues at stake in the fight against old and new GMOs ★ To be able to transmit at different levels of precision the technical, legal, economic and political knowledge of the fight against GMOs and the privatisation of life. 	<ul style="list-style-type: none"> ★ Have the pedagogical capacity to transmit complex knowledge, to popularise genetic manipulation techniques and their consequences (biological, agronomic and social) ★ Have a fighting spirit in the fight against the privatisation of life 	<ul style="list-style-type: none"> ★ On the basis of sound technical and legal knowledge, the candidate is able to build a case against GMOs and the privatisation of life ★ On the basis of sound technical and legal knowledge, the candidate is able to build a training adapted to different audiences

EDUCATIONAL RESOURCES / TOOLS FOR KNOWLEDGE ACQUISITION

- ★ **Comic Strip – Histoire de semences : résistance à la privatisation du vivant** – Confédération paysanne
- ★ **Booklet 4 pages : Stop aux nouveaux OGM cachés !** - Confédération paysanne

CONCLUSION

This Erasmus + project, even if it was truncated because of the sanitary measures, has really brought us a lot. It has allowed us, European peasants, to meet, to exchange on our practices and to become aware of the assets and difficulties of peasant agroecology.

Peasant agroecology is a process of constant improvement of our practices which aims at a system of production and transformation respectful of consumers, of other farmers near and far, of the earth and of biodiversity. To achieve its objective, this agriculture must stand on its two feet: a political dimension of argumentation, of struggle to change the rules and a development dimension, not only technical but also social, methodological and sociological.

The participants already knew and practised peasant agroecology on their farms, but we needed to share the tools that had been put in place locally, such as the farm diagnosis or the methods of support for installation and transmission. We observed and were enriched by our differences. Here are some examples:

- ★ **The price of land, an essential asset for producing food, varies from 1 to 20 in Europe.** It shows us that there is still a long way to go before land becomes a common good;
- ★ **Consumer expectations vary greatly from one region to another:** for example, some people want to buy bread from their favourite farmer-supplier, while others would not consider a farm shop without fruit and vegetables...
- ★ **Autonomy can be expressed in different ways:** we can be autonomous while working together; we can be autonomous in terms of energy but not in terms of feeding our animals, etc.

The health crisis we are currently experiencing has revealed the importance of peasant agroecological production and processing systems. Many citizens who have understood the importance of healthy and local products have found their way back to our farms. And direct sales, increasingly organised collectively upstream or downstream, have taken off again. This shows that the form of agriculture we defend is supported by many people. Food sovereignty cannot therefore be separated from peasant agroecology: with a local and abundant supply, thanks to numerous peasants, people choose the food they need. Nor can we separate peasant agroecology from the climate because it brings many positive externalities (CO2 storage, less inputs, less transport, more autonomous systems, etc.). We can therefore say that peasant agroecology cools the planet.

We all belong to a peasant union that is a member of the European Coordination Via Campesina and is supported at the international level by La Via Campesina. So we are not alone, but strong with all our combined qualities. Thanks to the reference framework that we have developed during this training, we will be able to pass on to the peasants around us the knowledge and know-how of peasant agroecology so that it becomes the norm.

TRAINING REPOSITORY

PROMOTING PEASANT AGROECOLOGY

Transforming the European agricultural system, which is at the end of its rope, in order to develop an agriculture that creates jobs and produces quality food while respecting the environment and the farmers who practice it, is the ambition that the member organisations of the European Coordination Via Campesina have been carrying for many years. This project has a name: peasant agroecology.

Contributing to the project of social and ecological transformation towards peasant agroecology can take several forms. If the evolution of public policies that orient agriculture is an indispensable prerequisite, training, exchanges of practices between peers and popular education are all necessary paths to the development of peasant agroecology. This reference toolkit was written primarily for farmers who wish to work on the development of peasant agroecology beyond their farm, by exchanging with their peers, by getting involved in agricultural development organisations or by participating in the development of public policies on agriculture via union mandates.

Developed within the framework of the European partnership «P2P Agroecology» from 2018 to 2021, this reference toolkit does not claim to cover all the topics that deserve to be addressed in the framework of a comprehensive training course on the issues and practices of peasant agroecology, but it does offer general guidelines to orient training programmes, whether in an institutional framework or in popular education approaches.



Erasmus+

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