



Education and Culture DG

Lifelong Learning Programme



Disability In sustainable Agriculture :
a New Approach for training of practitioners

WP3c

TRAINING PATH AND TOOLS

**Luca Falasconi; Francesco Messia; Gigliola
Paviotti
Dipartimento di economia e ingegneria
agrarie
UNIBO**

CONCEPTUAL FRAMEWORK

Our approach to disability is:

1) inclusive (work and social inclusion)

2) interactive (role of the context and the quality of communication).

We work on the reduction of handicap.

The goal is that people with disabilities become as autonomous as possible (autonomy = self ruling).
Autonomy means being able to make choices, carry out a decision and take the responsibility of it.

CONCEPTUAL FRAMEWORK

Our aim is to improve the active role of persons with disabilities and the mutual learning between professionals and users (co-evolution).

Our common, formal frame (internationally recognized) is **ICF (International Classification of Functioning, Health and Disability)**.

We are interested in the bio-psyco-social logic of ICF

CONCEPTUAL FRAMEWORK

According to ICF, the quality of an active life, participation and active citizenship depend not only on **the functions** a person may have or have not (e.g. walk, speak, see...) but on **functioning**.

Functioning is made of dynamic interactions between different functions, activities and contexts.

Functions are **static** while Functioning is **dynamic**.

CONCEPTUAL FRAMEWORK

It is the same logic of organic/biodynamic farming.

It means the maintenance and implementation of what does exist and functions.

Like persons with disabilities, soil, plants, animals are not passive beings to be manipulated and addressed as we like it. They are active beings which act and react in different ways according to contexts and inputs.

Both organic/biodynamic farming and an inclusive educational approach to disability follow the logic of the living: *co-evolution and mutual adaptation*.

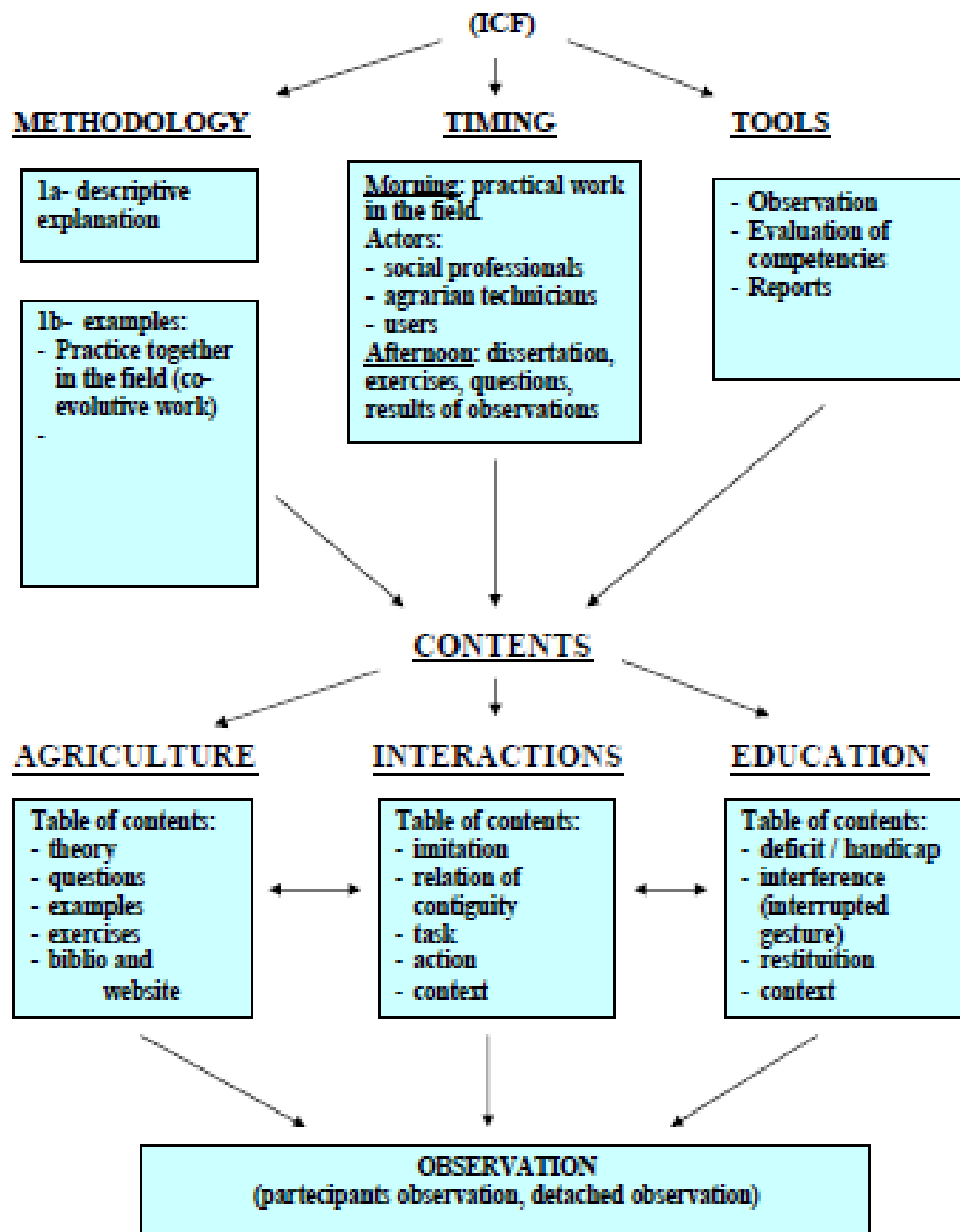
TRAINING NEEDS

The training needs summarized in Krakow are strictly connected to one another and, directly or indirectly, related to professionals' relations with users. All the training needs can be met through:

-Observation: self-observation, participant observation, detached observation

-evaluation of competences: it doesn't need to be formalized always. With the help of some guidelines it aims to bring out and focus past experiences, one's own values, personal characteristics, working motivations, skills and know how.

CONCEPTUAL FRAMEWORK



METHODOLOGY

- **Experiential learning**
- **Shared reflection**
- **Relation of contiguity**

METHODOLOGY

- **Experiential learning**

DIANA training path is based on experiential learning.

It means to focus daily tasks and activities with users as educational and training experiments about problems and needs directly connected with users.

Then compare and exchange points of view, suggestions, ways of doing.

METHODOLOGY

Shared reflection

After the experiment, round a table professionals compare personal experiences of the working task different points of views, suggestions, ways of doing with the users.

The detached observation (videotaped interaction) is very useful. Perhaps we discover that we have different opinions of that user or implicit different educational aims. In this way each professional can be both trainer and trainee (mutual learning).

METHODOLOGY

- **Relation of contiguity**

The pivot of the training is what may be called “relation of contiguity”.

It means that the attention and actions both of professional and user are aimed at the working task (shared attention). and its output (e.g. only good vegetables or bread are sold and bought), that is something outside them.

On the contrary, often the educational task is aimed at the user (doing something for the sake of doing it, without meaning for the user). It's very important to communicate, make clear, share the meaning and the aim of the task.

TIMING

Morning: practical work in the field.

Actors:

- social professionals
- agrarian technicians
- Users

Afternoon: dissertation, exercises, questions, results of observations

TIMING

- 1) As far as possible, use internal professionals as trainers
- 2) Choose a mixed group of professionals according to the size of the farm and total number of professionals, for participate to the training
- 3) Choose a coordinator
- 4) Videotape the tasks performed by agricultural, social professionals and users.
- 5) Common reflection

TIMING

1) We suggest ten days distributed from May to October.

In the morning, experiential training in the fields (stables, dairy, bakery...).

In the afternoon discussion (questions, answers, explanations, comments) about both agricultural and educational training.

2) Plus five half days dedicated only to educational training using the problems, skills and needs of two/three users as a kind of case studies to answer the training needs stated in Krakow.

TOOLS

- **Observation**
- **Evaluation of competencies**

CONTENTS

AGRICULTURAL TRAINING

The draft of agricultural training that we have proposed is based on Italian climate and vegetable farming both in open fields and cold tunnels.

The draft training is a basic program.

CONTENTS

AGRICULTURAL TRAINING

The red thread of the training will be the observation of what happens in the cultivated fields according to seasons, explaining what's happening, why it happens and what should be done.

The observation will be guided by the trainer's questions, i.e. not explaining beforehand what and why it happens but asking questions .

CONTENTS

AGRICULTURAL TRAINING

Timing 5 meetings of 2 days each from May to October.

- 1) Beginning of May: spring/summer cultivations, the soil, how to test and improve the fertility, sowing and transplanting.
- 2) Middle June: the control of weeds and parasites, useful organisms, first harvests, preparation of products for selling
- 3) Beginning of August: summer/autumn cultivations, sowing, transplanting, watering
- 4) Mid-September: again summer/autumn cultivations, weeds, parasites, useful organisms, harvest, preparation of products for selling
- 5) End of October: calendar of sowing and transplanting, planning of sowing and transplanting, alternation of cultivations, quality and sensorial analysis of products.

MONITORING

AGRICULTURAL TRAINING

In organic/biodynamic farming *monitoring* is a necessary transversal activity which uses observation as a preventive and timely defense tool of crops.

A professional monitoring is made by the farmer or an agrarian technician.

But social professionals working in a farm should know its basic aspects to work better with users: knowledge of the context, meaning and aims of their farming activities, self-confidence.

We think that some users too should learn them.

MONITORING

AGRICULTURAL TRAINING

To conduct a proper monitoring, we believe it is useful create task tables.

The task tables are intended to identify actions to be carried out but also to be observed.

The results of the observation (**participant and detached observation**) should be discussed during the afternoon meeting.

We think there are three main themes:

- the task and related actions
- the context
- a self-observation by social professionals.

OBSERVATION

One of the fundamental areas of training within the DIANA project is in **observation**:

The observation may be:

- participant
- deferred /detached

The participant observation is necessarily an individual activity identified with the direct interaction.

The deferred observation is necessarily a shared activity because different persons have different perceptive habits, different ways of connecting data.