

AGROECOLOGY SCHOOLS TOOLKIT

FOR ORGANISATIONS AND FACILITATORS



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GENERAL INTRODUCTION

“ Together, the diverse constituencies our organizations represent produce some 70% of the food consumed by humanity. They are the primary global investors in agriculture, as well as the primary providers of jobs and livelihoods in the world - Nyéléni Declaration



GENERAL INTRODUCTION

“ *The autonomy of agroecology displaces the control of global markets and generates self-governance by communities. [...] It implies a transparent relationship between producers and consumers, and is based on the solidarity of shared risks and benefits - Nyeleni Declaration 2015*



WHY AGROECOLOGY?

The current model of our food system is in crisis. We no longer can deny its exploitative impact on both humans and nature and its failure to sustain and nourish the world. Agroecology is increasingly seen as a solution for societies to respond to the multiple crisis situations and reinstall stability of our collective livelihoods, ecosystem and human health ([IAASTD, 2009](#); [IPBES, 2019](#); [IPCC, 2020](#); [HLPE, 2019](#)). The power and potential of Agroecology is rooted in the traditions of communities and continuously enriched with innovations in a Human Rights-based approach (Nyéléni, 2015).

For a better understanding of what Agroecology is from Food Sovereignty perspective, see the Declaration of Agroecology [Nyeleni 2015](#)

WHY A FOOD SYSTEM APPROACH?

Food systems are nested in complex webs of interactions across sectors and actors in societies. All too often, farmers' livelihoods and environment are seen as competing with each other, when in fact, they are often both victims of the very same power structures. The challenges of agriculture today require us to integrate elements that usually are considered separate: rural development, youth employment, gender perspective, human health, climate change, environment, etc. Agroecology gives us a holistic, integrative and action-oriented (political) perspective on food systems connecting food, health, nutrition, culture, land use and sustainability. Agroecology prioritizes protection of peasant knowledge at the heart of this transition.

For a better understanding of what Food Sovereignty is, see the Declaration of [Nyeleni 2007](#)

GENERAL INTRODUCTION

“ Given that historically the family structure was often based on patriarchy and has oppressed women for centuries, we must find new ways of ensuring the transfer of knowledge in a world in which farming is not inherited from father to son, but rather, new entrants experience a cultural transition in order to become true peasant farmers or specialists in agroecology/gies - Schola Campesina



WHY KNOWLEDGE?

In an agroecological approach, which includes a wide range of actors, food producers are at the centre. It is therefore essential to recover, preserve and develop the knowledge that is useful for their activities and autonomy in order to secure the future of food producers. This is also crucial for new farmers and young people who want to farm in close connection with the ecosystem and their immediate environment. Without knowledge and skills appropriate to local needs (how to grow food on small plots, how to plan and build the appropriate equipment, how to prepare food for storage and marketing, etc.) farmers fall into dangerous dependency, e.g. on industrial seed producers. Agroecological education goes beyond vertical model of technical knowledge transfer and is horizontal. Learning takes place in communities, it is often an empowering and a valued and sensitive space where people teach each other and contribute to change development paradigms and food system transformations.

WHAT IS INNOVATION FOR US?

Innovation inspired by agroecology and food sovereignty is aimed at the collective common good, and can be strengthened with the help of digitalisation. Innovation can't mean fewer farmers and less work in rural areas. Farmers provide the means for achieving a basic human right: the right to adequate food -- without them this right is no longer granted. Farmers' knowledge has been extracted countless times in order to take control of the production chain. The dematerialisation of agriculture is a work in progress and is clearly set on a collision course with the interests of family farming. The meaning of innovation hides a large part of the capitalist system that seeks to transform food production from a communal, social, democratic act that is respectful of the natural cycles into a commercial business for a few. Agroecology is the innovation based on peasant knowledge, which strengthens farmers' knowledge and farmers' autonomy.

Explore [Digitalization and Innovation in the frame of Agroecology /](#)

EUROPE AND CENTRAL ASIA

“ *Agroecology is a way of life and the language of Nature, that we learn as her children. It is not a mere set of technologies or production practices. It cannot be implemented the same way in all territories [...] with each sector contributing their own colours of their local reality and culture, while always respecting Mother Earth and our common, shared values*

- Nyeleni 2015 Declaration

SHARING KNOWLEDGE FOR STRONGER AGROECOLOGY MOVEMENT IN ECA REGION

Agroecology is certainly happening in European and Central Asian countries and there are many good cases of agroecology in different local contexts showing that Agroecology is - invisibly - making our local food systems resilient and strong. There is still, however, not enough institutional support, including the commitment from government ministries to encourage mainstreaming of agroecology and building of a groundswell movement across the region (FAO 2020).

In many cases, the environmental protection and agricultural policies are shaped without a political dialogue between them, or even perceived as opposite agendas and treated as separate domains. Far too often, where there is ‘agroecology-in-action’, it remains poorly visible due to national and local organisations’ limited capacity to document the good work on the ground and engage in vigorous farmer-to-farmer or village-to-village work of testing agroecology principles.

Documenting and disseminating successful practical experiences region-to-region is, however, critical to learn from them, leverage their lessons and generate insights for policy change. The varied success rate in the adaptation and integration of Human Rights framework at national level in ECA region makes it an even stronger case for a continued dialogue, experience-sharing and regional partnerships in and through agroecology.



NYÉLÉNI DECLARATION OF AGROECOLOGY

NYÉLÉNI DECLARATION OF AGROECOLOGY 2015

The Nyéleni Declaration has been drafted during the International Forum on Agroecology which was organized at the Nyéleni Center in Mali, from 24 to 27 February 2015. The organizations of small-scale food producers and consumers present in the Nyéleni forum that contributed to identifying the 11 pillars of Agroecology have represented diverse populations, including peasants, indigenous peoples, communities, hunters and gatherers, family farmers, rural workers, herders and pastoralists, fisherfolk and urban people (Nyéleni, 2015). Other allied actors, like international or philanthropic organizations, public institutions and NGOs were also present, but the declaration was drafted by representatives of food-producing communities. The 11 pillars of Agroecology are used by Agroecology Schools in designing curricula, adapting learning methods and choosing training settings..

“

Our ancestral production systems have been developed over millennia, and during the past 30 to 40 years this has come to be called agroecology. Our agroecology includes successful practices and production, involves farmer-to-farmer and territorial processes, training schools, and we have developed sophisticated theoretical, technical and political constructions

- Nyeleni Decalration 2015

BOX 1.1

Agroecology defined by the Food Sovereignty movement is unique, it emphasises:

- **people agency** in the food systems as well as the immaterial connections of communities to their territories and to nature,
- caring relations between humans and nature; care for the **territory** and **local culture**
- recognition of the existing dimension of **power** in food systems and the necessity of transforming structures of power in society as part of the effort to progress towards agroecology.

READ MORE: [Agroecology Guidebook](#)
“*Bridging Generations in Agroecology*”



11 PILLARS OF AGROECOLOGY

“

The real solutions to the crises of the climate, malnutrition, etc., will not come from conforming to the industrial model. We must transform it and build our own local food systems that create new rural-urban links, based on truly agroecological food production by peasants, artisanal fishers, pastoralists, indigenous peoples, urban farmers, etc. -

Nyeleni Declaration 2015



PILLAR 1
AGROECOLOGY IS A WAY OF LIFE
Agroecology is a way of life and the language of Nature, that we learn as her children.



PILLAR 4
RIGHTS AND COMMONS
People are rights holders. Collective rights and access to the commons are fundamental pillar of agroecology.



PILLAR 7
COLLECTIVES AND ORGANISATIONS
Agroecology is based on collectives. Families, communities, organizations and movements are central to make agroecology alive.



PILLAR 10
WOMEN ARE CENTRAL
Women and their knowledge, values, vision and leadership are critical for moving forward, play a central role in Agroecology.



PILLAR 2
ECOLOGICAL PRODUCTION
Agroecology entails agricultural production practices based on ecological principles.



PILLAR 5
KNOWLEDGE & DIGITALISATION
The diverse knowledges and ways of knowing our peoples are fundamental to agroecology.



PILLAR 8
SELF-GOVERNED MARKETS
The autonomy of agroecology displaces the control of global markets and generates self-governance by communities.



PILLAR 11
YOUTH ARE CRITICAL
Agroecology can provide a radical space for young people to contribute to the social and ecological transformation that is underway in many of our societies.



PILLAR 3
TERRITORIAL APPROACH
Territories are a fundamental pillar of agroecology. Peoples have the right to maintain their own spiritual and material relationships to their lands.



PILLAR 6
FEELINGS AND CARE
The core of our cosmovisions is the necessary equilibrium between nature, the cosmos and human beings.



PILLAR 9
FOOD SYSTEM TRANSFORMATION
We need to put the control of seeds, biodiversity, land and territories, waters, knowledge, culture in the hands of the peoples who feed the world.

UNDROP - UNITED NATIONS' PEASANT RIGHTS DECLARATION

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The Declaration acknowledges the prominent role that peasants play in solving multiple crises facing us today – food, environmental, social and economic. Peasants are essential to food security and sovereignty and the realization of the right to food, particularly in developing countries where they provide up to 80% of the food locally consumed - Zainal Arifin Fuat, from La Via Campesina

Full text of the UN Resolution is [here](#)
ECVC video on the UNDROP
ECVC infographic



UNITED NATIONS DECLARATION ON PEASANTS AND OTHER PEOPLE WORKING IN RURAL AREAS

The approval of the “Declaration on the rights of peasants and other people working in rural areas” by the United Nations Human Rights Council is an opportunity to 1) recognise the central role of peasants in 2) transforming food systems in a holistic way with the long-term vision needed to tackle climate change. UNDROP is a powerful tool that we have to use to defend peasant knowledge and rural livelihoods. Today we must extend the struggle for farmers’ rights over their own seeds to all the knowledge that makes peasants unique as economic, social and environmental actors in their field. Without the right-based approach, there is no agroecology. Agroecology Schools support the advocacy work to advance the implementation of UNDROP at the national and regional level through knowledge sharing, political capacity, publications and participatory action research for food sovereignty.

KNOW UNDROP ARTICLES PROTECTING THE RIGHT TO PEASANT KNOWLEDGE

Article 19 [...]

2. Peasants and other people working in rural areas have the right to maintain, control, protect and develop their own seeds and traditional knowledge.

Article 20 [...]

2. States shall take appropriate measures to promote and protect the traditional knowledge, innovation and practices of peasants and other people working in rural areas, including traditional agrarian, pastoral, forestry, fisheries, livestock and agroecological systems relevant to the conservation and sustainable use of biological diversity.

Article 26 [...]

3. States shall respect, and take measures to recognize and protect, the rights of peasants and other people working in rural areas relating to their traditional knowledge and eliminate discrimination against the traditional knowledge, practices and technologies of peasants and other people working in rural areas.

AGROECOLOGY SCHOOLS

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Something that's really crucial to stimulate the process is to convince people what they know is relevant and that they hold the knowledge themselves. [...] Such confidence and capacity building [...] can create a catalytic effect, where more learners become teachers and the process takes on a self- perpetuating momentum

- Colin Anderson 2019



WHY AGROECOLOGY SCHOOLS?

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In these schools, both younger and older educational subjects are trained not only in farming, but also in political-organizational aspects of the collective struggle for land reform, food sovereignty and agroecology. This makes for a rich learning environment, [...] a dialogue-based processes of action and reflection, using popular education as a guide for developing critical consciousness – La Via Campesina



WHY AGROECOLOGY SCHOOLS?

Agroecology schools have become strategic spaces of social movements for scaling up agroecology, strengthening the work for food sovereignty and engaging people, especially youth, in agroecology. An Agroecology School is a self-organised safe space where farmers share knowledge and wisdom on a peer-to-peer principle. The School's methodology is rooted in years of experience of the work done by La via Campesina in the methodology campesino-a-campesino. Peasant knowledge is at the heart of our model of food production. Being autonomous of governments or formal adult education institutions, Agroecology Schools bridge the gap between practical and theoretical knowledge, as well as technical and political skills and provide a platform to unite learning and knowledge-sharing with action research and civic engagement. They are holistic and empowering, including two-way learning processes between policy makers, researchers and farmers to build strategic networks.

WHY AGROECOLOGY ORGANISATIONS?

Agroecology Schools are tools in the hands of organisations who use them to better understand the nature of their work, to better coordinate their action and carry out outcomes of learning into social, economic and political space. Strengthening farmers' organisations and building networks is fundamental in amplifying agroecology. Moreover, organised farmers help to build evidence that supports agroecology as a modern way of farming in the face of climate change and the current industrial food system's glaring injustices. Forms of organisations change through history. Historical popular forms of organisation, such as cooperatives, have been emptied out and devoid of their true meaning, self-regulation and agency. We need to address these very dynamics through strengthening farmers' and agroecological organisations.

AGROECOLOGY SCHOOLS - DEFINITION

WHAT DO WE TALK ABOUT?

Agroecology schools are the place where knowledge is shared within communities led by grassroots organizations on a diversity of topics determined by the local context. It can be either in the formal or informal educational system, in a solid structure or without walls. They tend to have the following elements:

- **For society transformation:** Agroecology schools facilitate knowledge sharing for a change toward a fairer society
- **Based on local needs and realities:** Agroecology schools are facilitating the exchanges to solve local problems faced in a specific context and reality.
- **Based on local knowledge:** The main source of knowledge is held in the farming community, enriched by other sources

- **Popular education:** Agroecology schools are using popular education methods, where participants are the main agent / knowledge holder.
- **Based on horizontal learning processes:** Agroecology schools are facilitating the exchange of knowledge, free of hierarchy. Learners and teachers are exchanging roles in a continuous dialogue. Experts are complementing the existing knowledge provided by all participants.
- **Dialogue of different kinds of knowledge:** (food producers, academia, activist, ...): Allied by a common vision (food sovereignty) in a space of trust, a diversity of knowledge, wisdom, ideas, feelings awareness is enriching participants. Food producers and communities, in relation with academia, experts, and activists can build promising dialogue in agroecology schools.
- **Participatory Action Research:** Research dimension in agroecology schools is always focused on people's needs and will be based on people agency in research processes (will not take food producers and their communities as object of academic research).

“ Decisions are made collectively and learner-educators become accustomed to taking responsibility for their actions. Human qualities such as humility, honesty, integrity and solidarity are considered as important to the learning process as are composts, intercropping, and seed saving - La Via Campesina



SEE **GLOSSARY** FOR
KEY WORDS FOR
AGROECOLOGY
SCHOOLS

HISTORICAL BACKGROUND

LA VIA CAMPESINA SCHOOLS

“ There are many exciting approaches and models for these horizontal learning institutions in the Global South, but there is less understanding about what is happening in European territories and countries and a need to support civil society popular education, learning and training initiatives -European Coordination Via Campesina



AGROECOLOGY SCHOOLS GLOBALLY AND IN EUROPE

Internationally, numerous Agroecology schools have been established – perhaps the most well known examples being The Paulo Freire Latin American Institute of Agroecology (IALA) in Venezuela, which, in 2005 became the first ‘international peasant university’. In Europe, The Peasant’s Action School (EAC in Spanish acronym) emerged as a project of the Spanish food sovereignty organizations with the objective of reinforcing the movement and responding to a Nyeleni mandate of the international food sovereignty movement (Nyeleni, 2007). At the same time, the idea of political training spaces in rural areas addressed to farmers in Europe has been rooting more strongly since the Declaration of Agroecology (Nyeleni 2015). In 2016, the European Coordination of Via Campesina (ECVC) recognized the need to better emphasize popular education and agroecology learning in order to strengthen the European Agroecology Movement. After a period of planning, 30 agroecology leaders and educators formed in 2017 in the UK, the European Agroecology Knowledge Exchange Network, EAKEN.

SCHOOLS OF LA VIA CAMPESINA

The development of agroecology schools over the past 30 years can be linked directly to the growth of La Via Campesina (LVC), who intentionally focused on popular education as a part of its international movement building strategy since their foundation in 1993. The Nyéléni Declaration on Agroecology, for example, addressed this subject directly: La Via Campesina (LVC) is focusing on expanding and strengthening Agroecology Learning Institutions and Agroecology Schools in all regions of the world (see case studies at the end). LVC has recognized that agroecological, political and practical training and learning is a central process in the struggle for food sovereignty and should be a central priority, with a focus on regional leadership, women and youth

Read more on [LVC Agroecology Schools](#)
Explore the La Via Campesina [Toolkit](#) on Peasant-to-Peasant Horizontal Learning
Read [Case Studies](#) of Agroecological Schools

AGROECOLOGY SCHOOLS CASE STUDIES

SCHOLA CAMPESINA, ITALY

ABOUT SCHOLA CAMPESINA APS - International School of Agroecology

Schola Campesina is an agroecology school based in an Italian biodistrict seeking to share, valorise and develop knowledge on agroecology and global governance of food and agriculture. Schola Campesina facilitates the sharing of knowledge amongst food producers' organizations and other allies (academia) on global governance processes in order to improve their participation within the global spaces and advance the food sovereignty agenda at international level. The origins of the organisation date back to the 2015 Nyéléni International Forum for Agroecology and to La Via Campesina's schools of agroecology. In that sense, Schola Campesina wants to put into practice the principles and action plan of Nyéléni 2015 by building training and participatory action research activities.

EDUCATION ACTIVITIES

Schola Campesina pursues 5 strategic educational activities on agroecology:

- Facilitating international trainings for peasant farmers' organisations who identify with the food sovereignty movement;
- Coordinating participatory research activities, such as TAPE, strengthening the documenting of agroecological transition;
- Communicating bi-directionally between ECA agroecology network the IPC and agriculture-related UN bodies in Rome;
- Supporting agroecology organisations in developing their own Agroecology Schools and curricula;
- Developing digital learning tools (webinars, platforms) for sharing knowledge on food policy in global food and agricultural governance

“

Peasant farming is constantly evolving, and agroecology interprets this continuous search for innovation. Without peasant farming and its particular characteristics, such as respect for fundamental rights, knowledge and a sense of community, there is no future for farmers or for humanity itself

- Schola Campesina



READ SCHOLA
CAMPESINA's [VISION](#)

BUILDING TRUST & ALLIANCES

“ Policy advocacy for agroecology generally works well when it is embedded in broad collaborations among farmers, researchers, and civil society organisations, and specifically includes women and indigenous peoples [...] - Amplifying Agroecology 2016

BOX 1.1. BUILDING TRUST, STARTING SMALL

The principles of the farmer-to-farmer method have been at the core of its success of La Via Campesina regional Agroecology Schools:

- 1. Start slowly and at a small scale.** This principle allows for evaluation, reflection, and the rectification of errors. It diminishes the magnitude of risks. It also allows farmers both great participation, as well as time to manage their work on the farm.
- 2. Limit the introduction of knowledge.** It is not necessary, in agroecology, to introduce many new themes all at one time. It is more efficient to gain command of new topics one by one, and stabilize and integrate them little by little.
- 3. Attain quick and recognizable success.** Enthusiasm is a generator of new ideas, and success is the most effective motivator. This principle seeks to be the moral engine during development, recognizing the advances made by daily tasks.
- 4. Experiment on a small scale.** Experimentation is nothing more than testing, sharing, adapting, and adopting new techniques or solutions, based on needs. By this principle, the farmer becomes an active and innovative experimenter and the farm, his or her rich and permanent laboratory, or in the organisation network.
- 5. Develop a multiplier effect.** Sharing information between peasants about results and lessons learned is the only way by which one can achieve extension and growth. Teaching is the best way to learn a subject in depth, and much of this teaching lies in creating a living example, and communicating from farmer to farmer. 'For the farmer, seeing is believing.'

Adapted from: LVC TOOLKIT (Bunch, 1982; Machín et al. 2010) :

BOX 1.1 SOCIAL MOVEMENTS AND NGOs

It is important to distinguish between social movement organisations (SMOs) and non-governmental organisations (NGOs). Both are non-state actors and are, in general, recognised as part of civil society. The most crucial distinction between them pertains to the issue of membership. SMOs are constituted by their members, organised formally or informally, and engaged collectively from grassroots protest, resistance and change in a political project. The membership is central to the legitimacy of SMOs, their leadership and their ways of working. NGOs tend to be functionally specialised, with paid and professional staff, defining their work by their organisational goals rather than by their membership. This distinction is crucial in the context of food sovereignty, where there was an early rejection by the SMOs of the tendency of many NGOs to speak on behalf of social movements and grassroots organisations. In this context, social movement organisations have managed over time to assert their protagonism in relation to their NGO allies, giving them a supportive role. This support can be diverse in terms of political solidarity, expertise, funding, facilitation or media support. It is also essential for NGOs to respect the differentiation of roles and responsibilities between them and the SMOs, and accept the need to adapt to the SMOs often slower and more complex decision-making and implementation processes.

Excerpt from: Ch.4 The role of trust in building alliances of social movements: organising the International Forum on Agroecology, in Knowledge for Food Justice

LEARNING COMMUNITY

“ Policy advocacy for agroecology generally works well when it is embedded in broad collaborations among farmers, researchers, and civil society organisations, and specifically includes women and indigenous peoples [...] - Amplifying Agroecology 2016



MOVEMENT-BASED LEARNING



“*Something that’s really crucial to stimulate the process is to convince people what they know is relevant and that they hold the knowledge themselves. [...] Such confidence and capacity building, when embedded within a strategic program to scale up and scale out a learning program, can create a catalytic effect, where more learners become teachers and the process takes on a self-perpetuating momentum* - Colin Anderson, 2019

BOX 1.1. MOVEMENT-BASED LEARNING - lessons from LVC

Movement schools are about creating social situations in which learners can transform their way of thinking and doing, so that together they can create the microcosm of the society they wish to live in. This means that each person is responsible for building the school community, rather than leaving everything to a group of administrators.

Decisions are made collectively and learner educators become accustomed to taking responsibility for their actions. Human qualities such as humility, honesty, integrity and solidarity are considered as important to the learning process as composts, intercropping, and seed saving.

One of the major characteristics of movement schools is their organicity, a term meaning that people are connected to one another in bonds of reciprocity, communication, planning and follow-up of tasks that are defined collectively. Learner-educators work in permanent small groups that share productive, academic and managerial duties within the school setting. Additionally, working groups are established by topic to make sure that all the needed actions at the school are carried out.

This form of direct democracy is reflected and improved upon over time through the actions of the Political-Pedagogical Coordination, a body made up of leading cadres from the social movements. Coursework is transdisciplinary, combining several academic disciplines with long homestays in peasant communities near the schools, allowing learner-educators to learn from the ‘chalkboard of reality’ as they develop skills related to rural assessments and participatory community work.

MOVEMENT-BASED LEARNING



Peasant to Peasant methodology “sets knowledge free and awakens the enthusiasm to discover, recover and socialize the rich peasant knowledge, tightly linked to the territory, the memories and the socio-historic conditions of the place - Rivierra-Ferre

FARMER-TO-FARMER *campesino-a-campesino*

While agroecology learning is relatively embryonic across Europe, its potential as a tool to build up social movement networks has been exemplified in the Cuban *Farmer-to-Farmer* movement, where, through social processes of learning, the program built up a base made up of 50% of all the peasant families in Cuba (Rosset et al. 2011).

Of course, there are many differences between the European context and the Cuban or other Latin American countries where much of the literature on agroecology learning has been developed. First, there is generally a larger peasant contingent in the Latin American context, with denser networks. Next, there is a much stronger tradition of popular education, whereas in Europe these traditions have been weakened through the neoliberal period. Finally, whereas in many Latin American contexts, peasant social movements have long advanced agroecology within an anti-capitalist and decolonizing framework, peasant movements in Europe have only recently begun to embrace a transformative agroecology for food sovereignty (Nyéleáni 2017; Pimbert 2015).

Extract from: Anderson 2019

DIALOGUE OF WAYS OF KNOWING *dialogo de saberes*

Dialogo de saberes is one of the key elements of Agroecology Schools' pedagogical methods. It takes seriously learners' lived experiences as a point of departure. The method generates a space of transdisciplinary mutual learning. In practice this means that lecturers and students exchange knowledge in a non-hierarchical and respectful environment following the principles of horizontality. This requires honing of skills and confidence in one's ability to listen and think critically, take a stand and express a position as well as reflect individually and collectively, including the emotions and feelings that may emerge.

One way of using *dialogo de saberes* is to structure a series of interventions between actors from different constituencies (farmers, food workers, consumers, scientists, etc). Such multi-actor and inter-sectoral dialogues are essential to transform the food systems together based on food-sovereignty.

FORMAL VS NON-FORMAL EDUCATION

FORMAL EDUCATION (FE)

Formal education mainly occurs in schools, colleges and has pre-requisites and non-flexible, subject-determined curriculum. Increasingly agroecology is moving to this mode, as universities increase agroecological courses, which may restrict its ability to adapt to change and demonstrate learning diversity. However, it also has some mainstream advantages, such as reaching large numbers. FE tends to have a top-down teaching style, fixed curriculum and is often difficult to change.

NON-FORMAL EDUCATION (NFE)

Non-formal education generally takes place in communities. People teach each other and may or may not get certificates etc. NFE in the community is often a more radical and a philosophical place for learning. It is non-discriminatory and it has a network pattern. This has strength. NFE is most often egalitarian and bi-directional. It favours equality of experience and authority and personal communication.

POPULAR EDUCATION

“ Education either functions as an instrument to...bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world - Paulo Freire



PHILOSOPHICAL ROOTS

The use of education, learning, and training as a strategy to build movements and fight oppression has a long history, especially in agrarian social movements. Sometimes referred to as ‘popular education’, such approaches contrast with top-down approaches in that they seek to empower learners rather than simply fill them with information.

Popular Education centres people’s knowledge and understanding of their own world to generate and legitimise the expertise and strategies within their community. The purpose of popular education is the cyclical process of people joining with peers to critically reflect on the socio-economic and political conditions they exist in, and then imagine possibilities for something better to emerge.

In this way, popular education seeks to transform situations and institutions by “uncovering” the necessary knowledge for a (social) agroecological transition within economies and territories.

PEDAGOGY OF PAULO FREIRE

Paulo Freire, the author of *Pedagogy of the Oppressed* and *Education for Critical Consciousness*, born in Recife, Brasil, headed a literacy programme that trained more than 5 million people to read and write. There are six principles of Freire’s education. They are:

- The aim of education is radical transformation of our own lives, our communities, and our societies;
- Identify “generative themes” as the basis for the learning process; people learn best and work hardest for change when they have strong feelings about an issue and are emotionally engaged;
- Dialogue is essential. Learning must be participatory. The educator (or animator) creates the space for this authentic dialogue
- Use a problem-posing approach to analyze and understand the root causes of injustice. Find answers together and use them for action planning;
- Use a reflection/ action approach – what Freire referred to as praxis – in order to create change;
- No education is neutral – every approach supports certain values and worldviews.

Read: *Pedagogy of the Oppressed* (Paulo Freire) EN

EMPOWERING FACILITATION

“ The political aspects of agroecology may not seem somehow ‘natural’ or automatic, yet simply teaching agroecological practice will not automatically equate to political processes of social transformation. [...] The political and practical elements of training must be deliberately and carefully integrated
- Colin Anderson 2019



NETWORK TOOLS #1 TAPE

PARTICIPATORY ACTION RESEARCH

“ While TAPE testing is only an exercise that these organizations implemented, former represents the tip of the iceberg of their work in nurturing existing agroecological initiatives in their countries
- Ana Benoliel



TAPE - FAO TOOL FOR AGROECOLOGY PERFORMANCE EVALUATION

Together with 70 agroecology-related organizations from all over the world, FAO has developed a global analytical framework for the multidimensional assessment of the performance of agroecology: the Tool for Agroecology Performance Evaluation (TAPE).

It envisions to build knowledge, empower producers, inform policy makers and development institutions on one hand, and support agroecological transition processes at different scales on the other.

TAPE applies a stepwise approach at the household/farm level but it also collects information and provides results at a community and territorial scale. The tool was designed to remain simple and to require minimum training and data collection.

The FAO Tool for Agroecology Performance Evaluation came as an instrument that can fill the knowledge gap about the existing agroecological practices, helping to reveal its hidden potential. With the help of TAPE and food producers and their respective communities the latter can identify their own unique development path integrated with their food culture and traditions.

[TAPE introduction course online](#)
[TAPE – Brochure](#)

PARTICIPATORY ACTION RESEARCH

Participatory Action Research or PAR brings people together to define for themselves what problems they face in their community, find solutions through talking with and gathering data from their peers, and then implementing those solutions through strategic and informed actions. It's a model of community organizing that builds the capacity of people on the front-line of a problem to take leadership in creating the change they want.

Extract from: Collabchange

NETWORK TOOLS #2 BILIM PLATFORM

DIGITAL TOOLS FOR AGROECOLOGY

“ Digitalization of food systems that – under full control of the local community, can potentially be a useful tool for local development purposes – is currently mainly used to facilitate data collection for corporate control and interest - Schola Campesina



BILIM PLATFORM
OPEN TO ALL:
[BILIM.NETWORK](https://bilim.network)

READ PAPER: FOOD
SYSTEMS AND
DIGITALISATION FROM A
FOOD SOVEREIGNTY
APPROACH

DIGITAL TOOLS FOR AGROECOLOGY AND FOOD SOVEREIGNTY

Why *Bilim*? *Bilim* Means Knowledge in Turkish and other Central Asian languages. Built on 11 Pillars of the Nyéléni Declaration on Agroecology, Bilim promotes co-learning and political capacity building at the regional and international level.

STRENGTHS OF BILIM

- 1- The **first interregional digital platform focused entirely on Agroecology**, bridging the gap between traditional knowledge and technological tools for sharing it.
- 2 - A tool **built** for a community, **owned** by a community, to share useful knowledge for the community
- 3 - A **safe place** for small-scale farmers to communicate, share knowledge and experiences, and to promote co-learning
- 4 - A **multi-language tool** able to connect farmers' organizations in over 10 countries
- 5 - An **interactive forum and chat** to exchange contents and ideas on the different dimensions of Agroecology (11 Pillars of the Nyéléni Declaration on Agroecology)

SCALING UP, SCALING OUT

“

Agroecology training must also include the political... I come from a country where peasant farming is a way of life and it's still very vivid in the rural area. But what is missing, and this is what is happening in agroecology, is a more political training on how to articulate our political demands and how to act on achieving political aims

- Ramona Dumunioiu



AGROECOLOGY SCHOOLS CASE STUDIES

MOLDOVA

ABOUT GRADINA MOLODOVEI - Garden of Moldova Civil Society Org.

Gradina Moldovei - a Moldovan NGO has been pioneering the concept of agroecology and testing TAPE in Moldova, attracting young families who want to increase their food autonomy with the help of agroecology, i.e., using less or no phytosanitary products, reducing labour, becoming more circular and reducing waste while obtaining abundant yields of delicious fruits and vegetables. The organisation has created a Green Library, an Agroecological Seed Bank based on heritage varieties as well as online tutorial series on food-growing. Building on the need of local communities to access healthy, diversified food, the organisation works to show the environmental and economic benefits of agroecology whilst teaching practical skills through workshops, research and campaigns.

EDUCATION ACTIVITIES

Gradina Molodovei pursues 5 strategic educational activities on agroecology:

- Green Library includes informational materials, leaflets, guides, practical resume of main principles of agroecology;
- Community Seed Bank activated with the help of French and Romanian Seed Savers' organisations;
- Experimental plot - garden of the organisation's founder, combining edible and agroecological features;
- Gardening workshops and trainings on different topics, with special interest among the young generation aware of
- Research, including TAPE, starting critical discussions on food issues, especially health

“

Collaboration is a lot about communication. We use our garden as a visual platform to concretely show things growing better without the work and chemicals. This is one of the best ways to communicate this information to bring people in contact with the garden and where the seeds are grown

-Mariana Seremet



AGROECOLOGY SCHOOLS CASE STUDIES

KYRGYZSTAN

ABOUT ADI - PF Agency for Development Initiatives, Bishkek

Agency for Development Initiatives (ADI) works closely with producers in different areas in Kyrgyzstan and supports gaining autonomy in seed supply for agroecological production. With the ongoing learning supported by ADI, the small-scale (mainly female) producers gradually became a strong seed-saving community, while also offering a rich diversity of agricultural products to the local population. Together with ADI, these producers have become a community co-creating knowledge and restoring its cultural identity within their food systems through agroecology. Another example of a locally-driven solution for sustainable food systems is a [farmers' shop](#) created by ADI in Kyrgyzstan's capital. ADI facilitated the first Agroecology School in Central Asia in 2019.

EDUCATION ACTIVITIES

ADI pursues 4 strategic educational activities on agroecology:

- Since 2015, supporting "Dyikan Muras" a network of local seed guardians to revive the seeds of local vegetable varieties.
- Since 2019, a Youtube channel has been operating - a school for farmers "Dyikan mektebi», in which video lessons for farmers are collected (and continue to be replenished).
- Since 2021, 3 local agroecological field schools have also been opened.
- Since 2020, ADI has been a facilitator (hub) of the Central Asian network on agroecology and has been working with partners from Tajikistan, Kazakhstan, and Uzbekistan.

“ Agroecology is political; it requires us to challenge and transform structures of power in society. We need to put the control of seeds, biodiversity, land and territories, waters, knowledge, culture and the commons in the hands of the peoples who feed the world - Nyeleni Declaration 2015



AGROECOLOGY SCHOOLS CASE STUDIES

GEORGIA

ABOUT ELKANA - Organic Farming and Rural Tourism Network

The Biological Farming Association Elkana, a Georgian non-governmental organization, was founded in 1994. The association employs 50 people; its membership oscillates around 500 and is open to any citizen of Georgia. Elkana works on the issue of environmental conservation and agricultural biodiversity in the rural communities in Georgia, in the context, characterised by a deep erosion of traditional knowledge through 70 years of the Soviet rule. This is done through fostering the development of organic farming, agro-ecological practices, diversification of economic activity and increasing self-reliance of the population in rural areas. Elkana is also an active contributor to regional policy on agro-biodiversity.

EDUCATION ACTIVITIES

Elkana pursues 5 strategic educational activities on agroecology:

- running trainings on organic production by different sectors and territorial specification;
- operating two demonstration / conservation farms (focused on fruit and field crop, and domesticated animals landraces) and farmer-led field experiments;
- offering farm consultations and thematic workshops in the region on collectively diagnosed problems
- contributing to policy development and national strategic plans related to agricultural biodiversity
- participating in exchanges of international networks in agroecology (ECVC, Nyeleni Food Sovereignty Network, Bioversity International, etc)

“

Our diverse forms of smallholder food production based on Agroecology generate local knowledge, promote social justice, nurture identity and culture, and strengthen the economic viability of rural areas. -

International Forum on Agroecology



AGROECOLOGY EDUCATION CASE STUDIES

POLAND

AGRO-PERMA-LAB - training leaders in agroecology and permaculture

A training, research and capacity building education organisation that grew out of Food Sovereignty Movement, Nyeleni Polska. In 2019 APLab adapted and implemented Agroecology Schools' methodology in the first 10-day residential training at the agroecological educational farm, *Ecological Folk Highschool*. The inter-sectoral training was co-designed and pedagogically advised by Schola Campesina. It gathered 20 young activists and 20 expert speakers from a variety of food and agriculture organisations leading to the work on the Declaration of Agroecology for Poland. Since then, APLab has applied horizontal, participatory and popular educational methods to specialist trainings on Community Seed Homes and International Permaculture Educators' Forum.

EDUCATION ACTIVITIES

Agro-Perma-Lab pursues 5 strategic educational activities on agroecology:

- Combining 3-stage training model: participatory research; followed by training; and pilot implementation;
- Working in a synergistic manner at the intersection of approaches (agroecology, permaculture, seeds, sustainable activism, food system transformation);
- Employing *dialogo de saberes* and working across sectors and generations of food-producers;
- Emphasising leadership, community organising potential and diversity in training enrollment;
- Building a network of educators with practical land-based and informal education skills.

“ Our educational network grows with the participation of local leaders and various organizational models: from cooperatives to research institutions and educational farms. Leaders grow up truly grassroots, and movement creates spaces where the vectors of their actions can meet and connect

- Joanna Bojczewska



AGROECOLOGY EDUCATION CASE STUDIES

UNITED KINGDOM

ABOUT FARM HACK - sharing in spirit of technological sovereignty

Farm Hack Farm Hack is a community-led approach to the development, modification and sharing of designs for farm tools, machinery and other innovations. It emphasizes a farmer-to-farmer approach to learning and creates platforms for farmers to come together to 'hack' and apply their collective ingenuity in the development of technologies appropriate for agroecology. The first Farm Hack was started by The Greenhorns in the U.S.A., and has since been taken up in the U.K. By bringing farmers and other technology creators together, new capacity for learning and innovation is created, leading to improved tools, new ideas, increased confidence, and the capacity to develop and build tools.

EDUCATION ACTIVITIES

Farm Hack typically involves two main complementary components:

Web-based: A web platform is used to where designs can be shared using an open source or creative commons approach. Farmer-derived innovations are made available and editable by other members of the community.

Events: Farm hack events bring together farmers, growers, fabricators, engineers and IT programmers to demonstrate and share tools, skills and ideas through field demonstrations, practical workshops, seminars, entertainment, and cultural exchanges. These two components come together when tools that are demonstrated at events are posted online.

“

Farm Hacks are based on the principle that everyone has something to learn and everyone has something to teach. Farm Hack opens space for horizontal dialogues and experimentation rather than one-way lecture style learning
- EAKEN



Farm Hack
Farm-to-farmer
innovation: open source
and creative commons
[Pedagogical PDF](#)

AGROECOLOGY SCHOOLS CASE STUDIES

SPAIN, HUNGARY

[EHNE BIZKAIA](#), BASQUE COUNTRY - farmers' union for small scale farms in Spain

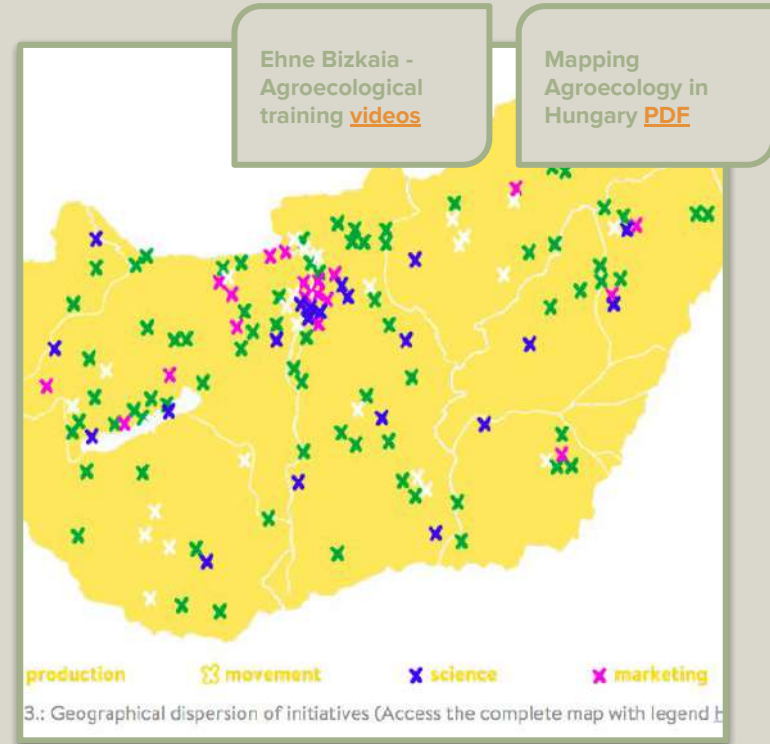
EHNE-Bizkaia provides training in both the practical and political aspects of agroecology. Formed in 1976, EHNE-Bizkaia has gradually moved towards fully integrating political activism and agroecology, joining La Via Campesina in 1993. EHNE-Bizkaia has developed and advocated forms of learning that not only help farmers escape dependency on corporate supply chains, but also build political networks and the educational capacity of farmers. In doing so EHNE-Bizkaia has drawn heavily from the traditions of Popular Education. EHNE-Bizkaia courses are geared towards learning about the political and the practical reasons for transformations towards agroecology and food sovereignty. In 2017 Ehne Bizkaia played a key role in hosting VII International La Via Campesina Conference.

HUNGARIAN AGROECOLOGY NETWORK ASSOCIATION

Emerged at the 1st Hungarian Agroecology Conference, 2019. Currently the Network has 3 working groups: Education and Knowledge sharing, Landscape and natural resources management and Farmer involvement. The network aims to:

- organize events to promote knowledge sharing and networking for the development of the Hungarian agroecological transition;
- carry out agroecological awareness-raising activities;
- embed agroecology in the formal and informal education system;
- formulate and represent policy recommendations; advocate for agroecology
- promote research that is practice-oriented, stakeholder-involved and cross-disciplinary

“ In Agroecology, the practical and the political are inseparable. EHNE-Bizkaia attempts to politicize new members through popular education, pointing out the systemic contradictions – or ‘clash of models’ – between food sovereignty and capitalist society - EAKEN



AGROECOLOGY EDUCATION CASE STUDIES

INTERNATIONAL NETWORKS

EAKEN - European Agroecology Knowledge Exchange Network

Since 2016, The European Agroecology Knowledge Exchange Network aims to link European initiatives which promote the peasant-to-peasant agroecological knowledge exchange. This network is part of an international process led by La Via Campesina (LVC) and coordinated in Europe by the European Coordination of La Via Campesina (ECVC). EAKEN strives to build a European-wide exchange network facilitating peasant-to-peasant knowledge exchange and increase emphasis on popular education. The network focuses on practical skills sharing as well as on political training, considering both as inseparable. By doing so, it wishes to strengthen the peasant agroecology and food sovereignty in Europe.

URGENCI - bridging farmer-consumer divide

URGENCI, the international network for Community Supported Agriculture (CSA), emphasises the need to consider consumers as key subjects in agroecology and agroecology learning. In one example of their agro-ecological education work. The participation of consumers in the political dynamics of agroecology is a rich but largely untapped potential for advancing food system transformation, however, providing blended farmer-consumer learning spaces is critical for wider social movement building.

In 2019, leading members of URGENCI took part in the Schola Campesina's training on Agroecology in Italy.

“

Collective rights and access to the commons are fundamental pillar of agroecology. We share access to territories that are the home to many different peer groups, and we have sophisticated customary systems for regulating access and avoiding conflicts that we want to preserve and to strengthen -

Nyeleni Declaration 2015



[EAKEN Resources Working Notes](#)

[URGENCI RESOURCE HUB](#) (for Community Supported Agriculture)

GLOSSARY - KEY WORDS FOR AGROECOLOGY SCHOOLS

ACTION RESEARCH

AUTONOMY

AMPLIFYING AGROECOLOGY

BIO-REGIONAL COOPERATION

CAPACITY BUILDING

CO-CREATION OF KNOWLEDGE

COOPERATION

DIVERSITY

EMANCIPATORY

EMPOWERING CRITICAL

FARMERS ORGANIZATIONS

FEELINGS

HORIZONTAL LEARNING

INTERGENERATIONAL

INTERSECTORAL

ACTION RESEARCH Action research' is a participatory process concerned with developing practical knowing in the pursuit of worthwhile human purposes. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of significance concerning the flourishing of human persons, their communities, and the wider ecology in which we participate (adapted from Reason and Bradbury, 2008, Pimbert 2009)

AUTONOMY Building farm autonomy is a central issue for Agroecology Schools: valuing local knowledge, farmers, technologies for water and energy management, soil fertility and the multi-functionality of farming.

AMPLIFYING AGROECOLOGY Amplification of agroecology the transformation of food systems, rather than just the spreading of a set of food production techniques. Amplification of agroecology (is) a long-term process leads by social movements, but encompasses all actors in the food system, including consumers.

BIO-REGIONAL COOPERATION Developing bio-regional cooperation is a model of a self-sufficient and democratic economy.

CAPACITY BUILDING Horizontal learning environments emphasize that everyone has experience and knowledge they can share with others. Capacity building builds self-confidence in participants. It is a crucial element within a strategic program to scale up and scale out a learning program, where more and more learners become teachers.

CO-CREATION OF KNOWLEDGE The declaration of the Nyéléni Forum on Agroecology, 2015, clearly states that agroecology is a process of collective generation, or co-creation, of knowledge, not merely vertical information transfer. Co-creation of knowledge happens when new knowledge emerges from sharing learning and working together with other people.

COOPERATION Agroecology Schools must be based on building cooperative situations among the actors involved in the agrifood system: producers, educators, consumers, social movements, (local) public institutions, along with initiatives and markets for a social-solidarity economy. This approach is based on enabling actors to work on the transformation of territories inspired by democratization of knowledge, institutions, economies and power.

DIVERSITY Agroecology School recognises the critical role of diversity in two aspects: ecological and social. Diversity is central in peasant farming, and it is through the observation and analysis of diversity that small producers improve and innovate their practices and approach. The process is based on continuous learning and embraces diverse modalities of knowledge that comprise peasant wisdom and art of food growing, land management, and environmental conservation.

EMANCIPATORY EDUCATION Emancipatory education dismantles the traditional vertical nature of teaching and learning and empowers learners to understand the wider context of learning and knowledge co-creation. It encourages learners to act on their understandings more effectively and enact change, both at first within the classroom, but ultimately to experience and reflect on their impact and affect other spaces.

EMPOWERING CRITICAL LEARNING Developing critical consciousness among farmers through empowering their self-recognition, self-determination and visibility of experience is key to understanding the genuine role of agriculture.

FARMERS ORGANIZATIONS Grassroots organizations for small food producers include peasants and small family farmers, indigenous peoples, local communities, hunters and gatherers, small-scale livestock farmers and shepherds, and fishermen. These groups' work is essential combat poverty, food insecurity and hunger.

FEELINGS Peasant sentiment bases on awareness, love and respect for the Earth, the commons, nature and all life forms. Agroecological education approves the role of emotions and feelings and gives them value as part of the transformative learning process. Agroecology Schools recognise explicitly the emotional and organisational aspects of the shared common political identity in the group.

HORIZONTAL LEARNING A transformative learning approach and a central concept within popular education that involves democratic communication on the same level, non-hierarchical and anti-authoritarian co-creation. A horizontal agroecology learning approach is a way to validate perspectives routinely sidelined in mainstream learning approaches.

INTERGENERATIONAL Agroecology School approaches the older generation with care, respect and a humble attitude, paying attention to how we can set up spaces for a more sensitive dialogue across differences in historical farming experiences.

INTERSECTORAL Agroecological education is intersectoral, showing us how various elements of the food system are linked. By bringing together into dialogue people from diverse sectors of economy and society, we learn that our concern for nature and care for the right to eat healthy, nutritious food connects us all deeply. From here we can build shared vision and act.

GLOSSARY - KEY WORDS FOR AGROECOLOGY SCHOOLS

NETWORKS & ALLIANCES

ORGANIZATIONS

PARTICIPATORY

PEASANT TO PEASANT

PRINCIPLE-BASED

SCALING OUT/UP

SOLIDARITY

TECHNICAL & POLITICAL

TERRITORIAL DIMENSION

THEORETICAL & PRACTICAL

TRADITIONAL KNOWLEDGE

TRANSFORMATION OF FOOD

SYSTEMS

TRANSFORMATIVE

TRUST

NETWORKS & ALLIANCES By building international networks through local, regional and national initiatives, new possibilities arise for exchange and the international mobility of pedagogical innovations from one location to another through the *dialogos de saberes*. Multi-scaled networks are critical for the sharing of agroecological knowledge and pedagogies and building capacity for further learning.

ORGANIZATIONS Decentralized and distributed local organizations play a key role in facilitating knowledge-sharing within transformative agroecological learning networks of producers and consumers.

PARTICIPATORY Agroecological education is based on *dialogo de saberes*, participatory methodologies and dynamics.

PEASANT TO PEASANT (*Campesino a Campesino*) Peasants have innovated and exchanged knowledge from ancient times, but the contemporary and systemized version of this exchange is known nowadays as the “Peasant to Peasant” (also known as farmer to farmer) methodology.

PRINCIPLE-BASED Agroecological education is based on the 11 Principles of Agroecology. These principles inform topics in the curriculum, the choice of training space, participant enrollment and the design of training programmes.

SCALING OUT/UP To amplify agroecology, it is helpful to imagine horizontal and vertical dimensions. Horizontally, it is necessary for agroecology to reach out from the existing ‘lighthouse farms’ and engage many thousands and millions more small farmers across the continents of the globe. This horizontal growth is called ‘scaling-out.’ On the other hand, agroecology cannot change global food systems without local NGO-led processes, projects promoting agroecology (supported by large funds), and social movements implementing agroecology with the scientific community in the context of ongoing agrarian reform and political structures (LVC Toolkit)

SOLIDARITY Sharing risks and benefits, and solidarity between rural and urban populations build strong, independent communities where agroecological knowledge can be horizontally learned.

TECHNICAL & POLITICAL Agroecology Schools connect learning about the practical aspects of agroecological production with the political project of food sovereignty. Whereas training on agriculture can happen naturally in communities, the political dimensions of training, including how to articulate political demands or impact institutions, is critical for empowering farming communities and organisations.

TERRITORIAL DIMENSION Agroecology Schools must enable transforming territories. The role of the territory as well as the local management of natural resources and food systems, with strong urban-rural links and farmer-consumer cooperation are critical for food sovereignty.

THEORETICAL & PRACTICAL A combination of theoretical (e.g. popular education, political agroecology), practical (ongoing study proposals for Food Sovereignty) and transformative (food networks and movements) approaches are typical of Agroecology Schools.

TRADITIONAL KNOWLEDGE Protecting and developing traditional knowledge is essential to maintaining the continuity of the farmer’s vocation. Without traditional knowledge farmers could lose their autonomy and become vulnerable to external changes.

TRANSFORMATION OF FOOD SYSTEMS Agroecology links together science, practice and movements focused on social change and social justice. The agroecological transformation of the food system is a way to redesign it to achieve ecological, economic and social equality.

TRANSFORMATIVE Transformative agroecological learning changes the position of learners and makes them active discoverers. Agroecology schools help learners to reflect on their collective identity and struggles.

TRUST Trust between social movement leaders and non-governmental organisation workers is a result of long-term relationships built on shared values and goals, and the engagement of taking risks collectively, with a shared understanding of roles and responsibilities between the social movements and non-governmental organisations.

VIDEO LIBRARY



Agroecology: Voices From Social Movements



TAPE - Introduction to E-Learning Platform



Introduction to the Global Governance of Food and Agriculture from a Food Sovereignty Perspective



Introduction to the Global Governance of Food and Agriculture from a Food Sovereignty Perspective



Technology sovereignty – what kind of innovation small-scale food producers need and want?



Schola Campesina 2017 Training documentary video



Open Source solutions: the challenge to share and protect farmer's knowledge



How do rights to natural resources ensure a viable future for young farmers?



Miguel Altieri: Why is agroecology the solution to hunger and food security?



Earth Talk: Agroecology: Who will feed us in a planet in crisis with Miguel A. Altieri



Participatory Research with Women Farmers



Agroecology Grassroots Solutions to Global Crises



DARE This playlist includes a series of films about Democratising Agriculture Research in Europe



CAWR People's Knowledge Series - Public Debate on Agroecology in the European Parliament



Agroecology: Voices From Social Movements

CO-CREATION, COPYRIGHTS

“ Our vision is to rebuild, defend, energise, exchange and transfer peasant farming knowledge from generation to generation. This knowledge is the heritage of food producers, and also of their communities and like-minded academics – all on an equal footing”
- Schola Campesina

CO-CREATION

THE TOOLKIT is a working document, which will be updated in the course 2022/2023. The content of this publication is the sole responsibility of partner organisations: Schola Campesina Aps, Elkana, Ecoruralis and ADI and have been created as part of the project “*Sharing knowledge for a stronger agroecology movement in ECA region*”.

PARTNER

This project is co-led by four organizations ADI (Kyrgyzstan), Ecoruralis (Romania), Elkana (Georgia) and Schola Campesina Aps (Italy) and will benefit a larger community of Agroecology Schools and small scale farmers’ organisations from Europe and Central Asia (ECA), including Albania, Bosnia & Herzegovina, Hungary, Kazakhstan, Kosovo, Moldova, North Macedonia, Poland, Serbia, Tajikistan, Turkey, Ukraine, Uzbekistan.

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ORGANISATIONS

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