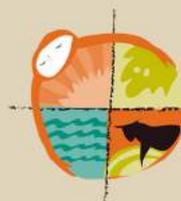


EXPERIENCE OF THE NATIONAL AGROECOLOGY SCHOOL (ENA)

OPERATING GUIDE



Una Escuela de las Organizaciones
Campesinas Indígenas, Afro y del Manglar



Fundación Heifer
Ecuador



OPERATING GUIDE EXPERIENCE OF THE NATIONAL AGROECOLOGY SCHOOL (ENA) HEIFER ECUADOR

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INTRODUCTION

This document is an operating guide gathering the experience of developing the National Agroecology School (ENA) promoted by Heifer Ecuador, to provide operational and methodological grounds to inform future initiatives of systematic training in Agroecology. The intention is to portray this experience in an organized fashion, to help create new educational processes, considering its radical potential for creative transformation of reality; and considering that ENA proposed, from the outset, to integrate agroecological education with small-farmer organization and action to transform society at large.

“The National Agroecology School was born and developed as a collective experience involving multiple stakeholders, centering on rural organizations nationwide, overcoming their differences for this educational purpose and with ongoing technical support from the Heifer Foundation” (Isch, 2013: 4).

This transmits a series of instruments and steps that will undoubtedly be useful for other similar efforts, explicitly using: the methodology to be used, the timing to be followed, the topics and modules to be reviewed, and the recommendations and extra suggestions that can orient those who use this guidance to set up systematic training.

We invite the readers to make this system their own, as described below, hoping that it is useful for their efforts in their organizations or communities.

Background

The National Agroecology School began in 2009 with an effort by Heifer Ecuador to gather national and international experiences in training, used to create a training proposal that was discussed and endorsed by a large number of local and national organizations¹.

¹ Mainly ECUARUNARI, FENOCIN, CNC.EA, CONFEUNASSC, and the Collective of Agroecology Schools of the Northern Highlands.

Background for the ENA included the time contributed by the Ecuarunari schools, joint work by organizations that belong to Vía Campesina (CNC-Confeunassc-Fenacle) and the mandate of CLOC (Latin American Coordinating Agency for Rural Organizations) to organize agroecology schools.

Due to the difficulties in promoting change from conventional production to the agroecological approach, it was considered vital to provide systematic agroecology training to help build rural capacities, improve the small farms and enable organizations to holistically promote an alternative way to do small farming².

The background of this process is outlined below:

The Regional Agroecology School of the Northern Highlands (Pichincha) operated from 2008 to 2012, graduating three student groups: rural people from 7 second-tier organizations from Cayambe and Pedro Moncayo³. This process implemented applied research to find biological solutions for problems of crop pests and diseases, by combining academic knowledge with small farmers' ancestral knowledge. This generated educational materials and videos.

Further, since 2009 there have been three agroecology training processes for second-tier organizations in the cantons of Cayambe and Pedro Moncayo and Local Agroecology Schools in the Northern Highlands. This adapted the methodology of the Regional School to the particular conditions of each organization, which involved more women and youth.

Other Agroecology Schools in the Central Highlands trained small farmers from the provinces of Cotopaxi, Tungurahua and Chimborazo: 65 learners from six rural-indigenous organizations, starting in 2007.

Agroecology Schools were held in Loja from 2009 to 2011, with backing by the Unified Federation of Rural and Grassroots Organizations of the South (FUPOCPS). This agroecological training was given to 25 leaders delegated from five second-tier organizations (Isch, 2013).

“The ENA’s strategy is oriented toward building capacities of replicating agents among the rural population to promote agroecological processes to meet the specific needs of each region and community, recognizing their cultural, ecological and economic characteristics, so they can be sustainable over time and no depend on development cooperation funding” (Vogliano, 2014: 20).

The **guiding principles** orienting the ENA are:

a.- Respect for the sovereignty, autonomy and diversity of the organizations taking part in this process.

Heifer facilitated Ecuadorian participation in the IALA Paulo Freire Agroecology Institute (created under ALBA in 2005). The proposal began, with assistance by technical experts from Chile, Brazil (MST) and Mexico, gathering the political, pedagogical and technical vision of these three countries (ISCH, 2013).

² Internal ENA Document: “Propuesta organizativa y metodológica Escuela Nacional de Agroecología”: 1

³ In this process, Heifer Ecuador consolidated coordination with the Salesian Polytechnic University, the Amautay Wasi Indigenous University and the leaders of the seven participating second-tier organizations.

b.- Generating public opinion, motivation to upscale agroecology, understand and strengthen food sovereignty.

c.- The School is understood as an opportunity for training and reflection together among diverse people, while also strengthening each organization's own guidelines.

d.- This collective construction of knowledge is based on a dialogue among different kinds of knowledge, starting by analyzing and observing reality.

e.- The National School is an organizational effort (by the rural movement, in its diversity); it is strategic, with flexibility to respond to changing situations, contribute in the role of policy advocacy in these organizations and enable learners to make their own proposals, along with their communities and grassroots organizations.

It was constructed with allies and support in the hands-on work of reflecting on life, on daily work, from a position of solidarity with the people, backing previous and present struggles by the rural, indigenous, Afro descendant and mangrove peoples' movement, along with several universities and non-governmental organizations (NGOs).

The **main goals** for the ENA are:

- Contribute to societal and rural movements, reinforcing these movements' proposals and visions, by joint construction and positioning of agroecology and food sovereignty in society; and
- Coordinate agroecological education with rural organization and with the proposal to take transforming action in society, coherent with rural organizations' policy, by promoting agroecological education as systematic participation, critique and transformative action, integrating pedagogical, methodological, political and technical elements.

The stages through which ENA developed were:⁴

First stage: the proposal was born

The proposal combined experiences by rural organizations, which felt the need to work on these topics, along with an internal development in the Heifer Foundation, which had already been training local leaders in agroecology.

The diverse activities during this first stage were:

1. Internal reflection in the HE team reached the conclusion that it was radically important to promote an agroecology school.

⁴ These 'steps' were taken to form the ENA for two purposes: to portray the particular process in Ecuador, and to provide guidelines for the activities required to set up similar systematic training processes.

2. An initial document was presented to national-level rural organizations, especially their central leadership, who committed their organizations to form a policy committee for this school, to consolidate and develop it.
3. A collective was structured among these organizations, who played a leading role, truly driving the initiative from the outset.
4. Meetings were held for public discussion of the proposal, to establish commitments and agreements with organizations to develop the dynamics to put the agroecology school into practice.
 “Leaders welcomed the base document and made suggestions to incorporate topics from other processes, identify each organization’s strengths and contributions, and value the different inputs and angles from which they approached this project” (Isch, 2013: 21).
5. The basic agreement not only incorporated general management aspects, but also a series of elements about how to structure the School, like its regulations, highlighting agreements about selecting participants, methodologies, and so on.
6. Formation of the collective board of directors: Directorate- Coordination, of Educational Action and Management
7. Establishment of national and international institutional agreements and alliances to empower research processes.

Second stage: the curricular proposal

8. Selection of participants according to a certain profile, after a preselection by each organization (See Attachment1: *Pre selection form*).

Criteria and requirements proposed by the School to select participants
<ul style="list-style-type: none"> - Be part of this collective process, backing and respecting it, clearly understanding that not only the individual participant is involved, but also, basically, their organization - Know how to read and write - Participate actively in the organization and community - Have basic practical experience with agroecology - Interest and personal motivation - Be willing to sign a commitment with the Organization and the School - Have the endorsement of the national organization and the local organization - Sensitivity to the issues of gender and intercultural equity
<ul style="list-style-type: none"> - Other criteria and requirements applied by the Organization - *The selection process will be carried out by local organizations along with the School’s steering committee to design the selection criteria on a consensus basis and apply it with applicants. Final selection will be done by a Committee reviewing applicants’ qualifications (Committee chosen by the School board of directors)

The profile of participants who are selected must be linked, from the outset, to an educational goal or exit profile for the learner, which proposes for them to become promoters, technicians and teachers of agroecology. Promoters because they will shoulder the commitment to develop and promote agroecology in their own

organizations or communities; they must be willing to generate proposals, struggles and innovative experiences for agroecology and to guarantee food sovereignty.

Technicians because they must know about the technical tools and agroecological practices to be able to apply and develop them in concrete reality. And teachers because they must have the capacities to convey their knowledge, pursue participatory research and collectively construct new knowledge. Their communicational capacities must be developed to make this all possible, so they can systematically analyze their own experiences, taking their own practice to ever-higher levels.

Participants committed to share everything they learn with other persons who were not involved in the process.

9. Construction of the curricular grid: materializing the basic foundations of the National Agroecology School. The initial proposal was prepared to present to leaders of rural organizations, structured with an introductory module, nine thematic modules and a closing module, but had to be restructured to better match learners' time possibilities and schedules of their host communities.

Organizationally, ENA comprised: a Directorate-Coordinating Committee (DC), responsible for the political guidelines to operate the School, with members from national and regional organizations and the management of Heifer Ecuador (HE).

The School also had an Educational Action (AE) team, a collective of educators, scholars and small farmers with profound knowledge about the proposed topics for each module. It also coordinated with existing regional bodies (e.g., the Northern Highlands).

This meant an institutional structure with three management and coordination bodies:

1. The Collective Directorate, responsible for policies, comprising a representative of each participating rural organization and one representative of Heifer.
2. The Pedagogical Coordinating Team, made up the same way, but favoring technical staff with suitable professional profiles rather than leaders of the organizations; and
3. The Administrative Coordinating Team, to ensure proper handling of funds.

Concretely, ENA was finally structured as follows:

- a.- Collective Directorate⁵
- b.- Regional Councils (of organizations by geographical regions)
- c.- Consultative Council (of persons committed to rural people and to agroecology)
- d.- Pedagogical Coordinating Team
- e.- Coordinating Team of Learners

⁵ See *ATTACHMENT 3: Description of mechanisms and functions*

Modality of education

Educational timing

The ENA operates with types of modalities: on-campus (School space-time) and semi-presence (Organization - Community time, for collective learning). The former is mainly for analysis and discussion of learners' historical experience, and the latter has been designed to give back the knowledge they have acquired, sharing with their communities and getting involved in participants' organizational activities. This educational is understood as a continuum, enabling learners to take part in theoretical discussions but without neglecting their community life.

This educational timing reinforces the pedagogical principles of: "the need to change our existence" and to establish "a place to study and to grow as human beings". These two phases contribute to overall organization and also to learners' self-organization, to ensure that their education will achieve its goals and the intentions of each module.

School Time

School time was held for seven days every two months, rotating venues (Course load: 60%) and was organized into:

1.1.1 Opening time

A daily sharing by the entire School (learners, community supporters, School Coordinators), to motivate for the day's activities, share information about news, make group presentations, report about overall and individual cultivation of ideals and caring for the collective, strengthening class identity and the unity of grassroots organizations.

During this period, the "idealism" activity revitalizes ancestral practices and other collective connections among knowledge and feelings, concrete and abstract, scientific

knowledge and what we know from other epistemologies, whether indigenous or from other peoples who live in Ecuador.

1.1.2 Class time

Daily time to study the curricular components planned for the module, according to the established, agreed schedule.

1.1.3 Work time

Educational actions are understood as processes requiring collective learning and organized responsibilities according to the needs of the on-campus time, such as: cleaning classrooms, dormitories, bathrooms or other areas, washing the dishes, making breakfast, helping prepare other meals, and caring for general well-being. These activities are carried out by the Study Groups, insisting on breaking free of gender inequities.

1.1.4 Time for discussion of agroecological experiences

This time is planned for sharing experiences that have been systematically analyzed by learners in agroecological and organizational activities.

1.1.5 Time for written reflection

Specific time to reflect, recording reflections in a personal notebook, with critical analysis of daily experiences, the School's pedagogical process, and the inner exploration of oneself, generating openness to broader analysis of humankind and the universe, to construct a project for one's own life and for society.

1.1.6 Reading time

Create and enjoy the habit of reading, with texts suggested by the pedagogical team, to dig deeper into the topics studied: learners can make summaries, take notes, reach conclusions, and make brief presentations about these texts.

1.1.7 Sports and recreation time

Sports and games to encourage physical, intellectual and playful capacity and interaction with the rest.

1.1.8 Time for meetings of groups and commissions

For the collective organizational process and to practice caring for each other, this includes School management, ideals, studies and other tasks set by the School.

1.1.9 Time for the coordinating team to meet

This time is set aside for coordinators of groups to meet, debate, plan, evaluate and manage the School's pedagogical affairs, accompanied by a member of the School's Pedagogical Coordinating Team.

1.1.10 Time for sharing with the community

This is a day when the learners share with the community hosting the module, organized by the host organization and including a work party (minga) and cultural activities (a cultural event in the evening) to learn and strengthen the community's and learners' identity.

For 60 days, each participant works in the places where they live normally, continuing the process of teaching and learning, and actively participating in their organizations and communities.

Activities during School-time:

Preparations

- a. Planning for each module
- b. Preparing the activities for the group's communities, such as deciding on visits, tours, workshops or meetings
- c. Preparing the working environment for studies; check the venue and prepare it to meet educational needs: numbers, positions, responsibilities, schooling, educational experiences, etc.
- d. Preparing the methodology, techniques and dynamics to be carried out in each activity
- e. Preparing the supporting and instructional material

Introduction. This begins the educational process:

- f. Filling in registration forms
- g. Participant introductions using appropriate dynamics
- h. Elicit each learner's expectations to discuss in terms of the general program
- i. Present the program for the first module
- j. Describe the methodology to be used
- k. Reach agreements with learners about contents, schedules and responsibilities
- l. Form groups responsible for the work-time activities (snacks, cleaning, etc.)

First activity: Valuing the experiences of learners

- m. Explain the purpose of this activity in the methodological process
- n. Explain the work guide
- o. Organize work groups to make an analysis of the current situation
- p. Determine the duration
- q. Give each group the necessary material

Activity 2: Reflection and deepening

- r. Organize the plenary to present group findings about their reality
- s. Deepen the reflection, including theoretical, political and technical elements together with participants' experiences.

- t. The facilitator shares theoretical elements relevant to the topic, making sure to relate them to the findings of the group work
- u. Evaluation of School-time

Activity 3: Return to experience, to practice

- v. This activity has the purpose of enabling participants to develop action proposals to transform the reality they analyzed.

Final activity: Responsibilities for Community-time

- w. It is important for learners to make specific commitments after each module to implement in their organizations, communities or workplaces.
- x. Fill in the commitment form
- y. Explain what evaluation involves in the educational process
- z. Ask them to fill in an evaluation form.

Community-time

Community-time is intended to be for a period of 45- 60 days. (Course load: 40%). This time is fundamental for learners to put into practice in their home territories what they have learned during School-time. It is organized into:

1.1.1 Reporting time

When they return to their places of origin and work, it is important for learners to report on their participation to the organizations and communities they belong to or work with.

1.1.2 Organization and advocacy time

An important element of liberating education is learners' involvement in the dynamics of their organizations to help plan events, mobilizations, fairs, among other activities.

1.1.3 Work time

This time is based on the routine of working in the fields, practicing and experimenting with the knowledge constructed during daily life.

1.1.4 Study time

This time makes it possible to complement the work and literature research that could not be done during the classroom time: research, introduction to contents or topics, deepening in the suggested bibliography.

1.1.5 Reading time

This helps create and enjoy the habit of reading, with texts suggested by the pedagogical team, to complement classroom time and deepen key topics.

1.1.6 Exchanges and internship time

This enables learners to expand their experiences and knowledge and have a broader perspective of regional diversity and life in communities and rural areas.

1.1.7 Action research

Establish a concrete place for study and research. This study and research will help deepen learners' reflection about the difficulties encountered, framing them (establishing a line of research) and intervening to change the situation.

1.1.8 Systematic summary of agroecological experiences

One of the outputs from their learning is to critically, systematically reflect on the entire educational process they have taken part in.

1.1.9 Technological research in agroecology

One main theme in education is research, to resolve specific technical problems and take a qualitative leap forward in agroecological production.

Community time is a major pedagogical challenge, when learners must develop a plan and organize themselves to get involved in their organization and community as dialogue-based educators to contribute to transforming reality.

All learning during this time is analyzed and reflected on in the next classroom period, as an evaluation mechanism.

Finally, there is a project pulling together all the research done by learners (See *ATTACHMENT 6*).

Community-time activities:

Introduction:

- a. Systematic analysis of the classroom-time experience
- b. Submit a report on participation to their organizations or communities

First activity: Experiences

- c. Meetings with members of organizations or communities to identify the generating topic
- d. Determine, on the basis of participants' experiences, a research topic to pursue throughout their studies.
- e. Put into practice the knowledge and relevant techniques developed during the classroom module
- f. Pedagogical work with members of their organizations or communities

Activity 2: Reflection and deepening

- g. Organize discussion with results from experience
- h. Identify the fundamental contradiction
- i. Identify the generating theme
- j. Critical analysis of the problem
- k. Organize discussion with results putting into practice
- l. Identify the problems or successes from putting into practice
- m. Critical analysis of problems
- n. Analysis of conditions.
- o. Participatory presentation about the agrarian situation to provide context for the generating theme
- p. Theoretical and technical explanation of putting into practice
- q. Theoretical and technical explanation of the problems, successes and conditions of putting into practice.

Activity 3: Return to experience, to practice

- r. Collectively define what is to be done in organizations' reality regarding agroecology

Final activity: Evaluation

- s. Evaluate the process
- t. Prepare a systematic report to submit for consideration in the next classroom module.

Evaluation

A whole day is reserved for evaluation at the end of each module, and the closing module, when this is repeated. The idea is not only to evaluate learners but to analyze the whole educational process, the role played by the different stakeholders, individually and collectively and to make choices to enable ongoing improvement (*See ATTACHMENTS 9 and 10*).

Continual experience of critique and self-criticism has become another way to generate knowledge

In the closing module, evaluation is integrated into a process of motivating their own organizations to uphold their commitment to agroecology as an emancipating political and productive response.

The ENA experience included **ongoing evaluations**, producing five regional studies by the end of the training cycle, applying everything they learned to their concrete reality and replicating the knowledge they acquired at the School back at their farms. This used eight indicators: agroforestry, soil moisture, crops, soil conservation, pests and diseases, animals, self-sufficiency, and others.

Out of the 28 graduates from the first group at ENA, seven have taken management or leadership positions⁶.

Notes:

- It is suggested to follow up especially on community time. The organization, in coordination with the School, must assign a member to monitor the learner's educational process in their community, supporting, motivating and creating suitable conditions for effective education.
- One objective condition for Community Time is coordination and integration with organizations and communities to continue the educational process; another involves the School's mentoring backstopping. This time will be backed by a leader from the organization to ensure its effectiveness.
- With these considerations, the week's work is planned in detail, with each day's activities but with a margin of flexibility because of the way that each of these study – work periods will be discussed by participants, which enriches implementation of each activity (*See ATTACHMENT 4*).

The strategy for both phases of learning combines three guiding principles: The community society project, the technical and political agroecology project, and the Small-farm Movement. This integration involved transformation of agroecological concepts and practices that rework the array of relations that human beings have with Nature and other persons from an ecological perspective; the concept and practice is the pedagogy of liberating education.

The three **fundamental themes** are summarized below:

- a). Knowing as a dialogue and thematic discussion in which knowledge and assessment are constructed collectively and on the basis of everyone's experiences;
- b). Technical sharing of resources and abilities that are developed for the community and which create bonds with other persons and organizations; and
- c). Collective action, since agroecology must be constructed actively in contexts of broad diversity, which strongly incorporates the cultural component.

The ENA makes an impact on five levels: personal, family, community, organizational and society at large.

Conceptual framework

Food sovereignty as a policy proposal is not well enough understood or internalized by participating organizations, so Heifer's role was to encourage reflection to link the

⁶ Final outputs are available at <http://www.heifer-ecuador.org/>

contents of the Agroecology School to the food sovereignty proposal, on the basis of the historical development of our country's agrarian structure (Escriva, s-f: 6).

Regarding the conceptual framework, the ENA was based on three basic fields: a). agroecological, b). educational, c). political.

AGROECOLOGY

The first theme is a proposal to turn around the homogenizing model of growing single species of crops, fruits, and animals, as a requirement for industrial development. This model emerged when synthetic fertilizers were introduced, and plants were homogenized for mass introduction of farm machinery; now we are entering a third stage, developing pesticides and now increasingly complex promotion of genetically modified organisms.

This panorama also entails concentration of land ownership, pollution, loss of biodiversity, indebtedness, deteriorating soils, production systems that are increasingly dependent on external inputs and disconnected from Nature; so agroecology is a holistic proposal to rethink this human-Nature relationship, revaluing ancestral wisdom and developing and recreating autonomy and organization-building. Therefore, agroecology contributes to addressing present-day challenges of environmental deterioration and ongoing struggle for food sovereignty.

EDUCATION

Regarding the second conceptual area, education is oriented toward a relational political process where educators and learners share a political horizon to creatively transform reality. Concretely, liberating education is applied as a systemic, dynamic, anti-authoritarian approach, mainly promoting intercultural dialogue and hands-on practice.

Methodologically, ENA started from the concrete historical reality, combining intellectual and manual work, to learn by doing and pursue education as a collective task. The methodology involved three inter-related aspects: based on historical experience, reflecting on what is known, and focusing on concrete experience, on concrete reality.

POLICY

This direction includes the following elements: integrated defense of life, a commitment to generating contexts developing horizontal and dialogue-based relationships, working to collectively construct and manage autonomous striving for a more equitable world.

The training program was based on reflection about the key pillars and principles of the agroecological approach and food sovereignty, applied to the zone's ecological and social characteristics, discussed with all project participant organizations, to implement systematic education and training for organizations' leaders (Ibid.).

THEMATIC MODULES

The basic fields are expressed in the curricular grid and in each module.

The pedagogical team, over time, made major adjustments in the curriculum (compared to the first ENA experience), considering the experiences of the first modules, the modular topics approved by the Collective Management and proposed by learners.

The second group of learners followed these modules:

- *Preliminary or introductory module (0).*- to internalize the School's overall program, thoroughly understand the political approach, analyze pedagogical principles, design the ways of coexisting during School-time, and for working during Community-time|.

The main contents for classroom time during this module were: the School's program, organizations' backgrounds and positions, introduction to the philosophy of hands-on practice, conscious discipline and self-organization, planning and organizing work.

For community time, proposed activities included an inventory of crops, wild plants, domestic and wild animals on farms.

**Note:* For this first module, it was important to elicit learners' expectations and organize groups or nuclei on the basis of specific criteria, trying to get them to organize while taking diversity into account.

- *Thematic modules (1 to 9).*- organized around objectives, exit profiles and topics in the thematic fields: political and sociocultural, educational and pedagogical and the relationship of human beings with Nature – agroecology.
- Social and political, based on valuing the knowledge of rural, indigenous, mangrove and fishing peoples' cultures, in their relations with Nature and society, to establish the dialogue with other enriching approaches, to construct a critical approach and integrated understanding of reality.

- Agroecology with an approach of integrating technical and political, theoretical and conceptual, and practical, applicable knowledge. This also included valuing the concrete knowledge and practices of rural, indigenous, Afro, and mangrove cultures and the contributions of present-day agroecologists. Topics were emphasized that complement education and knowledge that learners already had.
- Education critiques authoritarian education to fully understand liberating education and the ways that this is expressed experientially. Learners discussed how knowledge is constructed and how to apply practical tools for systematic analysis, education and research.

Modules were developed in relation with the agricultural production cycle in each zone; and the sequence in technical topics related to this reality.⁷

The updated curricular grid is attached, describing: thematic fields, objectives, exit profiles, particular topics, days and hours, and comments on each of these 10 modules.

CURRICULAR GRID BY MODULES

⁷ ESCRIVA, 6

The curricular grid from the first ENA group is shown in red.
 The curricular grid from the second ENA group is shown in black.

INTRODUCTORY MODULE						
THEMATIC FIELDS	OBJECTIVES	EXIT PROFILES	MODULES / TOPICS	Days- Hours	Comments	
Insertion	Identify and internalize the School's overall program.	Understand the School's overall process:	School Program		Elicit learners' understanding of what agroecology means.	
	Deeply grasp the School's political position	Understand how the ENA was constructed politically (background, proposals, structure, etc.)	Background and proposals by participating organizations.			
	Analyze the School's pedagogical principles		Understand the School's pedagogical principles	Introduction to the philosophy of Hands-on Work		
				Idealism		
				Conscious discipline and self-organization		
	Define the ways of coexisting as a group during School time	Internalize operational and social aspects of the School.		Organizational and methodological proposal		
Define the ways of working during Community time	Principles of working during Community time				Report, for each module, on technical workshops held by the organizations that learners can attend.	

	Organize conditions to analyze individual and collective reality	Contrast day-to-day life with one's life project	Subject, individual and collective	48 h total Introd. mod.	
Community time	Agroecological practices to systematically integrate the concepts learned during School time into day-to-day practice.	Understand the process of transition to agroecology	Inventory crops, wild plants, domestic animals and wild animals on the farm.		each activity during this period will be receive technical mentoring.

MODULE 1

THEMATIC FIELDS	OBJECTIVES	EXIT PROFILES	MODULES / TOPICS	Days- Hours	Comments
POLITICAL SOCIOCULTURAL	<p>Learn the foundations of historical materialism TO ANALYZE REALITY and the philosophy of hands-on work.</p> <p>Experience and analyze the relationship of human beings with Nature as the basis for agroecological reflection. Reflect on indigenous / rural cultures as civilizational wholes comprising diverse elements and relationships with Nature and among human beings, to identify the domain, meaning and elements underlying Agroecology. Identify the elements to</p>	<p>Learn about the material basis conditioning the concept of the world.</p> <p>Grasp the meaning of ecology, understanding human beings as part of and in relation with Nature.</p> <p>Understand indigenous / rural cultures as a meaningful whole, which cannot be understood without grasping their profound relationship with Nature.</p> <p>Use the basic elements to</p>	<p>Difference between idealism and materialism. Philosophical foundations of Marxism. DIVERSE WAYS OF UNDERSTANDING REALITY</p> <p>Indigenous / rural cultures I</p> <p>Ancestral concepts of the relationship between human beings and Nature</p> <p>Mysticism and cultural rites</p> <p>Introduction to analysis of the agrarian social context. Method and object</p>	24 hours	

	<p>conduct an analysis of the social context. Understand and analyze the agrarian world and its elements as a complex social synthesis of multiple components.</p>	<p>make an analysis of the agrarian social context. Use skills to begin research to understand the context with an eye to promoting agroecological development in the community.</p>			
		Learn the foundations of the philosophy of hands-on work.	<u>PRINCIPLES FOR ANALYZING REALITY</u>		
EDUCATIONAL PEDAGOGICAL	Understand the pedagogical and methodological foundations that will orient development of ENA's educational program. Identify the differences between	Differentiate authoritarian education from liberating education.	Authoritarian education and liberating education.		

	authoritarian education and liberating education.	Learn the foundations of grassroots education	Grassroots education as a process of dialogue, humanizing hands-on practice and emancipation. Pedagogical foundations Methodological foundations Concept of education	16 hours	
RELATIONSHIP BETWEEN HUMAN BEINGS AND NATURE - Agroecology	Experience and analyze the historical relationship between human beings and Nature from an anthropological, ecological and historical perspective, as the basis for agroecological reflection. Analyze the evolution of agriculture Analyze the foundations of agroecology and how the concept has evolved	Understand the historical relationship between human beings and Nature.	History of humankind's relationship with Nature		
		Understand the concept of an ecosystem. Thoroughly learn the background of the evolution of agriculture Learn and apply the principles of agroecology Learn and distinguish among the different schools of agroecology	Characteristics of ecosystems and their inter-relationships: mangroves, páramos, jungle, dry forest, etc. Concept of fertility of ecosystems with emphasis on the origin and fertility of soils. Introduction to agroecology: What is it? Discuss the concept and other forms of alternative agriculture vs. conventional agriculture (organic agriculture, biodynamic, permaculture, ecological agriculture, etc.) and the current situation Evolution of agriculture	24 hours	Total hours module 1: 56

Community time	Agroecological practices to systematically integrate the concepts learned during School time into day-to-day practice.	Understand the process of transition to agroecology	Inventory the farm's agroecological practices. Describe the farm's soil (color, texture, odor)		
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MODULE 2

THEMATIC FIELDS	OBJECTIVES	EXIT PROFILES	MODULES / TOPICS	Days- Hours	Comments
POLITICAL SOCIOCULTURAL	Know the basic categories of the theory of social formations. Understand the concepts of territorial analysis and apply them to the contemporary world situation and development of the dominant development model, viewed from the standpoint of territorial-social construction, what this implies and its impact on the agrarian situation.	Thoroughly understand the central categories of analysis OF REALITY Familiar with the basic concepts for territorial understanding of globalization Understand the agrarian social context as part of the dynamics of territorial organization of globalization	Production forces, production relations, production mode.		
			Social classes and the class struggle. Globalization and territory Introduction to territorial analysis of globalization	16 hours	
EDUCATIONAL	Learn the initial	Master the basic concepts of	Essence and appearance, and	16 hours	

<p>PEDAGOGICAL</p>	<p>concepts of the theory of knowledge</p> <p>Reflect on knowledge and forms of knowledge</p> <p>Value rural knowledge and ancestral practices</p>	<p>the theory of knowledge</p> <p>Identify the processes of knowledge production</p> <p>Differentiate among the different forms of knowledge</p>	<p>alienation.</p> <p>Forms of knowledge</p>		
<p>RELATIONSHIP BETWEEN HUMAN BEINGS AND NATURE - Agroecology</p>	<p>Reflect on ecology and culture as a product of the work process.</p> <p>Understand and analyze the concepts and principles of soil and fertility management in agroecology</p> <p>Value small-farm practices for soil and</p>	<p>Identify processes of producing knowledge and culture as a result of the relationship between human beings and Nature</p> <p>Recognize and master basic soil concepts</p> <p>Master and apply ecological principles for soil and fertility management</p> <p>Master and apply criteria and</p>	<p>Work as a central concept of the relationship between human beings and Nature</p> <p>Knowledge and technology as a product of the work process.</p>		

	<p>fertility management Develop capacities for assessment and design of agroecological proposals.</p>	<p>instruments to do agroecological property assessment.</p>	<p>Worldview and culture as expressions of the relationship between human beings and Nature</p> <p>Soil and fertility management</p> <p>Soil management. Basic concepts</p> <p>Fertility and recycling: management concepts and principles</p> <p>Reconnaissance of agroecological techniques and principles in ancestral agriculture regarding soils and fertility</p> <p>Agroecological assessment of territories</p> <p>Elements and criteria to develop agroecological proposals</p>	<p>24 hours</p>	<p>Total hours module 2: 56</p>
Community time	<p>Agroecological practices to systematically integrate the concepts learned during School time into day-to-day practice.</p>	<p>Understand the process of transition to agroecology</p>	<p>Listing of agroecological practices on the farm and listing of non-agroecological practices (discussion in each case)</p>		

MODULE 3

THEMATIC FIELDS	OBJECTIVES	EXIT PROFILES	MODULES / TOPICS	Days- Hours	Comments
POLITICAL SOCIOCULTURAL	Know the concepts underpinning the Theory of Value	Thoroughly understand the central categories of the theory of value	Commodities, usage value and exchange value.		approach to seeds, patenting, biopiracy, GMOs.
	Reflect on inter-ethnic relations and intercultural relations Reflect on food sovereignty and its construction in the indigenous / rural world Reflect on ways of eating around the world according to historical and cultural contexts.	Use criteria of cultural diversity and inter-cultural relations Understand the concepts of food sovereignty Understand food sovereignty as a crucial element of rural communities Understand food in a historical framework determining the current food system and the problems generated.	Alienating and creative work Indigenous / rural cultures II Diversity and intercultural relations Food sovereignty History and structure of food in the world, from a holistic concept to fast food.	16 hours	
EDUCATIONAL PEDAGOGICAL	Reflect on the foundations of critical awareness	Learn and reflect on the forms of awareness.	Alienating forms of awareness: magical awareness, naïve awareness, etc.		
	Analyze the basic assumptions of the methodology and the methodological process of grassroots education	Know and apply the methodological concept and process.	Development of a critical awareness Participatory methodologies Methodological process	16 hours	
RELATIONSHIP BETWEEN HUMAN	Understand the notion of territory as an	Understand territory through social and ecological relations.	Ecosystem – agroecosystem relationship. Landscape		

<p>BEINGS AND NATURE - Agroecology</p>	<p>integrating concept.</p> <p>Understand and analyze the concepts and principles of biodiversity</p> <p>Understand and take a position on patenting life and GMOs</p> <p>Analyze the concepts and principles of agroforestry</p>	<p>Thoroughly understand the background, criteria and principles of biodiversity management</p> <p>Know and take a position regarding patenting and using GMOs</p> <p>Master, apply concepts, principles and practices of agroforestry.</p>	<p>Introduction to the socioeconomic and historical-ecological dimensions of the territory.</p> <p>Worldview of the territory by ancestral cultures: indigenous peoples, ancestral peoples of the mangrove ecosystem, Afro-descendant peoples, montubio peoples.</p> <p>Biodiversity and agrobiodiversity</p> <p>Biodiversity. Decentralized management of genetic resources</p> <p>Biodiversity management, uses and practices in small-farm systems</p> <p>Seed improvement methods</p> <p>Globalization and commoditization of life (biopiracy, patents and seeds)</p> <p>Agroforestry. Agroforestry concept, principles and practices</p>	<p>24 hours</p>	<p>describe the territory during Community time</p> <p>Total hours module 3: 56</p>
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Community time	Agroecological practices to systematically integrate the concepts learned during School time into day-to-day practice.	Understand the process of transition to agroecology	Recover ancestral agroecological practices to apply (influence of the moon on animal husbandry, on crops, on fishing), rites to protect against frosts, pests, bad weather and others)		
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MODULE 4

THEMATIC FIELDS	OBJECTIVES	EXIT PROFILES	MODULES / TOPICS	Days- Hours	Comments
POLITICAL SOCIOCULTURAL	Know the concepts underpinning the	Understand the categories of surplus value and exploitation.	Surplus value and exploitation of labor. Accumulation. Capital		

	<p>Theory of Value</p> <p>Understand how the territory is constituted and the concepts of territorial development Reflect on indigenous / rural cultures to identify their relationship with extraction from and use of Nature and their processes to configure the territory Analyze urbanization processes in present-day globalization Analyze alternative exchange systems and support these processes in field work Analyze forms of marketing and exchanges.</p>	<p>Understand territoriality in a complex sense, as the synthesis of production of human life Understand ways of taking advantage of natural assets and territorial planning of indigenous / rural cultures and the concept of the relationship between Nature and humans. Understand the current process of urbanization and its impacts on Nature Understand proposals for alternative exchange and solidary economics as alternatives for the dominant economic system, as ways of overcoming the separation between the city and the countryside. Understand ways of exchange and marketing among small farmers.</p>	<p>Subjects in the Capital-Labor relationship</p> <p>Analysis of the territory and the concepts of territorial development</p> <p>Indigenous / rural cultures III</p> <p>Holistic utilization of natural assets and territorial planning</p> <p>Agro-astronomy</p> <p>Globalization and unbridled urbanization</p> <p>Alternative systems of city-countryside relations and for solidary exchange and economics</p> <p>Systems of marketing</p> <p>Systems of exchange</p>	16 hours	Constructing the subject – small farmers
EDUCATIONAL PEDAGOGICAL	Analyze the basic assumptions of the methodology and the	Master the theoretical and pedagogical elements of liberating education.	The subject-object relationship.		

	<p>methodological process of grassroots education</p> <p>Identify the assumptions and elements of the systematic summary in order to make systematic summaries.</p>	<p>Know the foundations of a dialogue among different forms of knowledge.</p> <p>Carry out systematic analyses of experiences.</p>	<p>Dialectic appropriation of reality, on the basis of experience.</p> <p>Systematic analysis</p>	10 hours	Concept of "generating topics"
RELATIONSHIP BETWEEN HUMAN BEINGS AND NATURE - Agroecology	Develop the concept of sustainability from a political ecology approach.	Understand the concept of political ecology.	Principles of political ecology: how the relationship of exploiting Nature works; summary of K-T and K-N contradictions		
	<p>Know and apply the concept of watershed management in territories, communities and each farm</p> <p>Understand and analyze the concepts and principles of water pathways.</p>	<p>Know the dimensions of sustainability.</p> <p>Know and apply the concept of watershed management</p> <p>Know the principles, concepts and practices of water movement in the soil.</p>	<p>Concept of social metabolism: Relationship of society with the ecosystem / industry with agriculture.</p> <p>Perspective of watershed and water management</p> <p>Principles and concepts of watershed management, a vision from the angle of agroecology and the territory</p> <p>Principles and concepts of water management</p> <p>Techniques of water management and irrigation.</p>	30 hours	Total hours module 4: 56 hours

Community time	Agroecological practices to systematically integrate the concepts learned during School time into day-to-day practice.	Understand the process of transition to agroecology	research and description/analysis of damage caused by industrial agriculture / livestock raising in communities (flowers, bananas, broccoli, palm, shrimp, livestock, other), research ways of remediating this damage		
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MODULE 5

MODULE 5					
THEMATIC FIELDS	OBJECTIVES	EXIT PROFILES	MODULES / TOPICS	Days- Hours	Comments
POLITICAL SOCIOCULTURAL	Know the concepts underpinning the Theory of Value	Understand the concept of land revenue and apply it to rural economies.	Land revenue, extraction of surplus value from the small-farm economy.	16 hours	Food sovereignty
	Analyze industrial husbandry and animal products as part of globalization.	Identify the transformations that animal husbandry and the industry of animal products have undergone in the current stage of globalization, locating them in their historical framework and understanding of the food system.	Revenue flows; labor force and cooperation, social and political relations. Globalization and industrial animal husbandry.		
EDUCATIONAL PEDAGOGICAL	Understand the pedagogical - methodological process of a dialogue among different forms of	Master instruments to analyze sustainability.	Summary of the analysis of flows in the political-sociocultural dimension, the relationship between human beings and Nature, and agroecology.	16 hours	This module must work first on the third dimension, and then on the first

	<p>knowledge</p> <p>Identify the assumptions and elements of participatory research to pursue research in the regions.</p>	<p>Master the action-research methodology from an approach of dialogue among different forms of knowledge.</p> <p>Design and apply a participatory research project.</p>	<p>Sustainability criteria: Productivity, Stability, Flexibility, Resilience (capacity to recover), Autonomy, Equity</p> <p>Action-research methodology</p> <p>Participatory research</p>		<p>and then on the second.</p>
<p>RELATIONSHIP BETWEEN HUMAN BEINGS AND NATURE - Agroecology</p>	<p>Develop the concept of sustainability at the agroecosystem level.</p> <p>Understand and analyze the concepts and principles of agroecological animal handling</p> <p>Analysis of the different schools of animal health</p> <p>Analyze and value animal husbandry in indigenous / rural cultures.</p>	<p>Able to understand essential natural processes and make a flow analysis in agroecosystems.</p> <p>Know and apply concepts, principles and ecological animal husbandry practices</p> <p>Know and differentiate among the contributions of the different schools of animal health</p> <p>Recognize and value animal husbandry practices contributed by rural / indigenous cultures.</p>	<p>Essential natural cycles: water, air, minerals and reproduction of life.</p> <p>Energy flows, biodiversity and agrobiodiversity, fertility and organic matter.</p> <p>Processes of exploiting Nature in processes of agricultural - extraction production.</p> <p>Agroecological animal husbandry</p> <p>Agroecological animal husbandry</p> <p>Ethno-veterinary medicine, animal homeopathy,</p>	<p>24 hours</p>	<p>Total hours module 5: 56</p>

			acupuncture, reiki, using microorganisms, ecological livestock raising Animal husbandry in indigenous / rural cultures.		
Community time	Agroecological practices to systematically integrate the concepts learned during School time into day-to-day practice.	Understand the process of transition to agroecology	Propose a management plan to improve soil fertility on the farm, and then apply it		

MODULE 6

THEMATIC FIELDS	OBJECTIVES	EXIT PROFILES	MODULES / TOPICS	Days- Hours	Comments
POLITICAL SOCIOCULTURAL	Learn the foundations of the philosophy of revolution. SOCIAL CHANGES Reflect on indigenous / rural cultures to identify their ancestral medical practices.	Understand and apply the concepts of domination, State, hegemony and people's power. Understand and value ancestral medicinal knowledge passed down in indigenous / rural cultures Know and practice ancestral	Structure and superstructure State ideological systems Hegemony, Counter-hegemony and People's Power <i>Indigenous / rural cultures V</i>	16 hours	Work on autonomous grassroots and rural economy as an exercise in people's power. Food sovereignty

		medicine.	Ancestral medicine (theoretical and practical workshop) Medicinal plants		
EDUCATIONAL PEDAGOGICAL	Identify generating themes Reinforce knowledge to systematically summarize experiences and research processes.	Master the methodology of systematic summary from an approach of dialogue among different forms of knowledge. Carry out systematic analyses of research experiences.	Potentials, limits, losses and contradictions. Systematic analysis Research Indicators to evaluate sustainability.	16 hours	
RELATIONSHIP BETWEEN HUMAN BEINGS AND NATURE - Agroecology	Develop the concept of agroecology. Analyze the concepts and principles for managing diseases and pests Recognize diseases	Ownership of the concept of agroecology as a whole. Master principles for agroecological practice.	Dimensions of agroecology: economic, social, productive, ecological, cultural, ethical, political-organizational, ideological and class dimensions. Agroforestry, agroecological practices for livestock and crops.	24 hours	Do a second exercise to elicit learners' understanding of the meaning of agroecology. Total hours

	and pests Master pest management and control techniques.	Master and apply concepts, principles, practices and techniques for ecological pest and disease management Recognize diseases and pests for different crops.	Pest and disease management Concepts and criteria for ecological disease management Concepts and criteria for ecological pest management - trophobiosis Recognizing pests and diseases Disease and pest control practices and techniques.		module 6: 56
Community time	Agroecological practices to systematically integrate the concepts learned during School time into day-to-day practice.	Understand and apply agroecology on the farm	Agroforestry farm design and application plan.		

MODULE 7

	OBJECTIVES	EXIT PROFILES	MODULES / TOPICS	Days- Hours	Comments
POLITICAL SOCIOCULTURAL	WHAT IT MEANS TO BE A SMALL FARMER – PROCESSES AND DEMANDS	Learn about rural and grassroots struggles	Rural struggles as a political stakeholder Identity as culture and identity as class.	16 hours	

	<p>Identify forms of organization and small farmers' struggles in the present-day context Put these processes into practice, to enhance field work.</p>	<p>Learn about different rural struggles worldwide and relate them with the struggles and organizations to which the learners belong Recognize the importance of Via Campesina in the present-day context Understand and practice agroecology as a tool in the struggle for Via Campesina – the way of small farmers.</p>	<p>Organizational culture Rural / indigenous resistance movements: Via Campesina, Landless Workers' Movement</p>		
EDUCATIONAL PEDAGOGICAL	<p>Summarize elements for construction of critical awareness</p> <p>Reflect about coordination among education, organization and action in the field of agroecology Identify methodological elements to disseminate Agroecology Schools.</p>	<p>Conceptually summarize the elements that build critical awareness Master and apply the concepts of empowerment and contradictions as a methodological component</p> <p>Coordinate education with organization and action</p>	<p>Determinations / conditionings</p> <p>Critical thinking: subject – object.</p> <p>Appearance – essence / Abstract - Concrete</p> <p>Problem formulation: encoding and decoding; and experimentation</p> <p>Boundary situations</p> <p>Mass action</p> <p>Education, organization and liberating action.</p>	16 hours	Return to analyzing the territory

<p>RELATIONSHIP BETWEEN HUMAN BEINGS AND NATURE - Agroecology</p>	<p>Develop skills for agroecological practice.</p> <p>Master the concepts and principles of agroecological planning Develop capacities for assessment and development of agroecological proposals. Develop capacities to analyze agroecological assessments and proposals.</p>	<p>Master principles for agroecological practice.</p> <p>Master concepts, apply criteria and techniques for agroecological property planning.</p>	<p>Water in its social, cultural and productive dimension.</p> <p>Seeds, heritage of the peoples at the service of humankind. Technical, social, cultural and political dimension</p> <p>Agroecological property planning</p> <p>Concepts and criteria to design agroecological systems</p> <p>Presenting agroecological assessments and proposals</p> <p>Analyzing presentations.</p>	<p>24 hours</p>	<p>Total hours module 7: 56</p>
<p>Community time</p>	<p>Agroecological practices to systematically integrate the concepts learned during School time into day-to-day practice.</p>	<p>Understand and apply agroecology on the farm</p>	<p>propose and develop a system to improve plot irrigation.</p> <p>Make a plan to reintroduce native seeds on the farm</p>		

MODULE 8

MODULE 8					
THEMATIC FIELDS	OBJECTIVES	EXIT PROFILES	MODULES / TOPICS	Days- Hours	Comments

POLITICAL SOCIOCULTURAL	Reflect on the meanings of grassroots political projects	<u>RECOGNIZE SMALL-FARMER PROCESSES IN ECUADOR</u>	Concepts of emancipation, autonomy, freedom, and self-determination		
			Integrating and building alliances		
EDUCATIONAL PEDAGOGICAL	Develop the elements to construct the Collective Action Plan.	Master and apply the concepts and methodologies to construct the Collective Action Plan.	Revolutionary hands-on practice		
			Transforming reality		
RELATIONSHIP BETWEEN HUMAN BEINGS AND NATURE - Agroecology	Develop skills for agroecological practice.	Master principles for agroecological practice.	Process of transition to agroecology (not technical, but changing social and political relationships)		
			Agroecological planning		
Community time	Develop agroecology in the framework of a dialogue among different forms of knowledge	Coordinates the community agroecology proposal	Collective Action Plan		

CLOSING MODULE

THEMATIC FIELDS	OBJECTIVES	EXIT PROFILES	MODULES / TOPICS	Days- Hours	Comments
POLITICAL SOCIOCULTURAL	Sharing the lessons learned acquired in the process of dialogue among different forms of knowledge	Ownership of the concepts, analysis instruments and tools for militant action, developed during the educational process.	Group presentation of the work of dialogue among different forms of knowledge.		
EDUCATIONAL PEDAGOGICAL		Understand agroecology as a whole			
RELATIONSHIP BETWEEN HUMAN BEINGS AND NATURE - Agroecology	Do critical and self- critical evaluation	Achieve a synthesis, understanding the pedagogical process and evaluating its results.	Overall evaluation of the School and synthesis of the pedagogical process.		

General recommendations

- ✓ Organize participants into groups, with internal coordination rotating for each module. Each group holds a meeting at the end of the days to evaluate their process.
- ✓ Before each module, give participants the module agenda, containing dates, schedules and work topics by module, so people can organize their time to attend the School.
- ✓ Coordinate beforehand with the learners from the territory where the on-site workshop will be held and with local organizations to organize visits, themes and emphases to be addressed, activities planned by the community, etc.
- ✓ Make a report with the inputs from group work, personal reflections, evaluation and commitments.
At the beginning of the next module, take these materials into consideration to assess the fulfillment of commitments.

Bibliography

- ESCRIVA, Julia (facilitation). 2010. Documento de sistematización de las escuelas de agroecología Sierra norte, Sierra centro y Costa sur (Última versión revisada enviada para comentarios: March 2011)
- VOGLIANO, Soledad (Ed.). 2014. Escuela Nacional de Agroecología (aprendiendo de la experiencia en Ecuador). Construyendo una vía agraria campesina. Heifer Ecuador Foundation, Quito
- Curricular grids, first and second graduating classes, ENA- Ecuador
- Internal documents of Heifer Ecuador:
 - a. Achievements regarding the exit profile for ENA participants

- b. Proceedings report: first meeting of former students and mentors of the National Agroecology School. Quito, 26 and 27 July 2013
- c. ENA Organizational and methodological proposal

Attachments

1. Participant and Mentor Selection Form

1.- General Data

Name of the Organization:

Name of the person delegated to represent the Organization at the School:.....

Current position or responsibility
.....

2.- Selection of learners and working zones

2.1.- *Selection criteria:* If other selection criteria have been proposed and applied than those proposed by the School, please note in the following chart.

2.2.- *Affiliate organizations with interest in participating in the School:* Note names and areas of influence (all – more spaces can be added to the chart)

Name of affiliate organizations that will participate in the School	Geographical zone of influence (canton, parish, community, other)

2.3.- *Organizations and zones with possibility and interest in implementing modules:* Note the following data for each organization

Name of the Organization:.....

Geographical location:.....

How will the community contribute to strengthening the School?
.....

How will the local organization contribute to holding one of the School modules in their zone?
.....

3.- *Mentoring selection and mechanisms*

3.1. *Note criteria and requirements that the organization decided to select mentors*
.....

3.2.- *List of persons comprising the group that will backstop and follow up on National Agroecology School learners.*

Names	Organization (regional)	Residence
.....		

Date:

Full name of the person responsible for preparing the form:

2. Pre selection record

Data on learners

1.- *Full name:*
.....

2.-*Age:*
.....

3.- *Current activity and/or function* (e.g., producer, promoter, leader):
.....

4.- *From:* Note the grassroots organization the person belongs to and where he/she lives
.....

5.- *Agroecological experience* (major aspects):
.....
.....

6.- *Motivation* (why does the person want to participate in the National Agroecology School?):

7.- *What does he/she expect from the School?*

.....
8.- *What constraints or difficulties does he/she have to be able to take part actively in the training?*

.....
9.- *Commitment to the School, the organization and with the person's own farm:*

.....
10.- *Observations (suggestions and other remarks).....*

Place and date:

Signature:

3. Description of mechanisms and their functions

Common Tasks for all Coordinators/as and Secretaries of Study Groups and Working Commissions

The tasks outlined below are shared by all, involving all coordinators and secretaries from the above structures, whenever applicable; specific tasks are also assigned:

Coordinators.- have the following tasks:

- a) Coordinate diligently, actively and committedly their Study Group or Work Commission,
- b) Prepare and coordinate meetings responsibly; keep track of time use during meetings and conduct them properly.
- c) Gather information from his/her group responsibly and ethically to submit to the General Coordinating Team and the Pedagogical Coordinating Team.
- d) Coordinate specific activities done by his/her group.
- e) Guarantee performance of decisions by the School's Collective Directorate and Pedagogical Coordination Team.
- f) Be accountable to the collective for proper progress by the Group or Commission, as the case may be;
- g) Organize times to evaluate learners' co-existence. When there are special cases, propose discussion and practical ways to resolve them;
- h) Participate fully in all NB Coordination meetings, and efficiently perform the tasks herein assigned.
- i) Responsibly perform the other tasks assigned individually or collectively by other groups in the School.

Secretaries.- Their common tasks are the following:

- a) Along with the Coordinator, prepare the meetings of their groups and clearly keep an orderly record of these meetings, with analyses, proposals and resulting resolutions and make sure that they are conveyed by the corresponding channels;
- b) Accompany the whole process of recording course activities to file as the School's memory School.
- c) Along with the other secretaries, form a Communication, Memory and Systematic Analysis Commission, and keep a daily record of all activities done in the School and submit it to the Pedagogical Coordination Team.

Specific Tasks and Functions of the Bodies within the Collective Directorate

The DC meets on a regular basis every two months for ongoing evaluation and planning of the School, as a mechanism for improvement and the necessary rectifications.

Decisions are made by the Collective Directorate by consensus, understanding the challenge posed by this new way of reaching agreements, of living unity in diversity, of respecting the way that each organization thinks, but with the capacity to identify shared goals and ways to reach them. This agreement procedure also requires each organization to argue their positions, to make their approaches and searches more explicit.

Any resolution made by the DC involving the activity and operation of the School will be mandatory for learners, individually and collectively.

Pedagogical Coordinating Team

Comprising 5 leaders and promoters chosen by the Collective Directorate, with two General Coordinators; 1 Pedagogical Coordinator, 1 Administrative Coordinator; 1 Logistical Coordinator; the Team is managed by consensus, and all its actions are geared toward the National Agroecology School's progress, following and enforcing DC resolutions and this Organizational and Methodological Proposal.

Tasks and powers:

- a) Responsible for the School's political and pedagogical leadership;
- b) Submit regular reports to the collective through the corresponding channels, and bimonthly reports to the Collective Directorate;
- c) Guarantee harmonious collective coexistence
- d) Individualized mentoring of learners;
- e) Organize individual and collective study;
- f) Guarantee rigorously that the political - ideological and organizational principles of the Rural, Indigenous, Afro-descendant, and Mangrove organizations involved in the School;
- g) Continually analyze the School's internal and external reality
- h) Maintain ideological security, political and moral coherence.

General Learner Coordination Team (CGE)

Comprising all Coordinators of Study Groups; two coordinators (a man and a woman) are chosen from among them as representatives on the School's CGE; mentors are assigned from among the remaining coordinators for the Work Commissions.

They meet every Tuesday and Saturday during School time, to ensure back-and-forth information flow on orientations and resolutions from the Pedagogical Coordination Team, Study Groups and Work Commissions. Meetings will be mentored by a member of the Pedagogical Coordination Team.

Functions and Tasks

- a. Bridge communication and interaction among Study Groups and the Pedagogical Coordination Team,
- b. Ongoing follow up, evaluation and mentoring of internal dynamics and operation of Base Groups, ensuring active participation by all members in the collective construction of the School;
- c. Study and resolve minor organizational situations and difficulties that come up under the Study Groups. Therefore, depending on the nature and analysis of these situations, directly resolve them, or refer them to the corresponding Teams and the CP.
- d. Promote learner self-esteem and active participation in all educational activities, ensuring solidary coexistence and overall well-being of the collective, caring for School assets; promoting a care culture between persons and Nature.
- e. Study and resolve minor organizational situations and difficulties that come up under the Study Groups. Therefore, depending on the nature and analysis of these situations, directly resolve them, or they may turn to the School's Coordinating Team.
- f. Coordinate activities – implement Learners' organizational life, ensuring that their suggestions, criticism, and tensions are discussed and handled by the School's different mechanisms.

Study Groups

Functions and Tasks

- a. Define their name, label and symbol to identify them;
- b. Appoint 1 coordinator, 1 secretary, and 1 member for each Team;
- c. Guarantee direct democracy, encouraging individual and collective participation and care for each person (solidarity and affection);
- d. Clean up collective areas (dining room, kitchen, bathrooms, classrooms, outside yards) according to the established schedule;
- e. Study, debate, propose and evaluate the course organizationally;
- f. Guarantee that collective dynamics unfold fully
- g. Study to reinforce collective learning and/or reading as indicated by facilitators, instructors, and the CP;
- h. Be accountable to the collective for active participation of members in all activities; as well as for mistakes they make;
- i. Know about planning by the Coordination General; discuss, analyze and make observations and proposals as relevant;

- j. Continually evaluate the School's progress, and contribute ideas, suggestions and other tasks it requires;
- k. Prepare and carry out the ideals session on the day when it is assigned
- l. Responsible for conscious discipline of Group members, ensuring self-monitoring, to reinforce all members' holistic development;
- m. Regularly evaluate social coexistence of Group members and their participation in each assigned team.

Work Commissions

Commissions are operational bodies performing specific tasks in the School; they backstop concrete operating issues in their areas of action; and those that are suggested or instructed by the CP, Study Groups and General Coordination Team; all learners are enabled to form their teams and contribute actively and responsibly to performing their tasks.

To ensure Commissions are effective, they will have an average of six members; and learners will volunteer for commissions according to their aptitude and affinity; each team will be mentored by a member of the General Coordination Team and Pedagogical Coordination Team.

The Commissions to be formed are:

- a) Health, hygiene and food
- b) Communication, memory and systematic analysis;
- c) Culture and Ideals;
- d) Sports and Recreation;
- e) Infrastructure and Cleaning; and
- f) Discipline and Security;

Each Commission will elect a coordinator and secretary, who will responsibly and diligently perform the tasks they share, described above.

Specific Functions and Tasks.- All tasks these teams carry out will be assisted by the CP

Health, Hygiene and Food Commission

- a. Oversee learners' health,
- b. Manage and administer the first aid chest and a package of alternative medicine to provide assistance to treat minor ailments and diseases happening to the collective;
- c. Observe and suggest measures to keep collective areas clean (classrooms, bathrooms, dormitories, dining room, dishwashing, yards)
- d. Provide information and suggestions to prevent diseases
- e. Find fellow learners who know about medicine to help as necessary
- f. Prepare the daily menu for meals with the people responsible for the kitchen, taking nutrition into account and taking advantage of the local food culture.

Memory and Communication Commission

- a. Coordinate and administer responsibly the use of materials and equipment assigned for collective use for educational, political and educational purposes;

- b. Take actions to orient and train the collective about managing available equipment and resources necessary for study and consultation;
- c. Do regular maintenance of equipment to ensure optimal operation;
- d. Update the bulletin board daily, to share information and news about agroecology and significant actions by organizations involved in the School and in general the grassroots movement in Ecuador, Latin America and the world;
- e. Develop and propose creative ways to communicate among the collective;
- f. Define a system for reporting and systematic summarizing about the School
- g. Make a daily report on course activities to submit to the CP at the end of the day;
- h. Gather and file all reports made by Study Groups and Commissions; which will be submitted to the CP at the end of the School;
- i. Assure proper use and maintenance of the materials assigned under their custody and administration;

Commission for Culture and Ideals

- a. Plan and organize planned cultural integration activities to highlight and reinforce Ecuadorian cultural diversity, experiencing the course's inter-cultural relations and collective identity;
- b. Guarantee distribution and good-quality daily sharing of ideals among the Study Groups;
- c. Contribute to recovering and reinforcing the political perspective of ideals, with orientation to strengthen learners' ethnic and cultural feelings
- d. Coordinate and direct ideals sessions at events and special ceremonies.
- e. Assure proper use of the School's equipment and materials assigned for their administration and care;

Sports and Recreation Commission

- a. Organize sports and recreational activities, involving all learners;
- b. Guarantee integration and development of collective and cooperation skills;
- c. Hold collective activities to integrate groups with the community.
- d. Assure proper use of the School's equipment and materials assigned for their administration and care;

Discipline and Security Commission

- a. Guarantee fulfillment of the Methodological Proposal, Internal Regulations and other School norms.
- b. Work from an approach of conscious discipline in a preventive sense;
- c. promote collective reflection about the importance of developing and practicing conscious discipline in rural, indigenous, Afro, artisanal fisher and mangrove producer promoters;
- d. Hear and resolve cases of improper discipline or faults involving the regulations, meet with the learner who committed the disciplinary fault, to reflect on the action, orient them and counsel them whenever possible;
- e. Submit, for information and resolution by the CNB, any serious cases of disciplinary problems calling for further attention and ultimately to the CP.

4. Example of a week's planning for the classroom work of a module

AGENDA

Sunday 8	Monday 9	Tuesday 10	Wednesday 11	Thursday 12	Friday 13	Saturday 14
	05:30-06:00 Wake up	05:30-06:00 Wake up	05:30-06:00 Wake up	05:30-06:00 Wake up	07:00-07:30 Wake up	07:00-07:30 Wake up
06:00-12:00 Learners arrive	06:00-07:30 Prepare food	06:00-07:30 Prepare food	06:00-07:30 Prepare food	06:00-07:30 Prepare food	07:30-08:30 Prepare food	07:30-08:00 Prepare food
	07:30-08:00 Breakfast	07:30-08:00 Breakfast	07:30-08:00 Breakfast	07:30-08:00 Breakfast	08:30-09:00 Breakfast	08:30-09:00 Breakfast
	08:00-08:15 Work time	08:00-09:15 Work time	08:00-09:15 Work time	08:00-09:00 Travel to the Community	09:00-09:15 Work time	09:00-09:30 Evaluation de critiques and self-criticism
	08:15-09:00 Prepare presentations	08:15-09:00 Reading time	08:15-09:00 Reading time	09:00-13:30 Community visit	09:15-09:30 Daily ideals	09:30-10:30 Evaluation of the module
	09:00-09:15 Ideals 09:15-09:30 Welcome by the host organization	09:00-09:15 Ideals	09:00-09:15 Ideals		09:30-10:45 Ecological and productive dimension of agroecosystems	
	09:30-10:30 Individual review of community time tasks	09:15-10:30 Review of community time tasks	09:15-10:30 Economic dimension of agroecosystems			
	10:30-10:45 Refreshments	10:30-10:45 Refreshments	10:30-10:45 Refreshments	10:00-10:30 Refreshments	10:30-10:45 Refreshments	10:30-10:45 Refreshments

	10:45-11:30 Continue the topic 10:45-11:30	10:45-11:30 Continue the topic	continued		continued	10:45-13:00 Plenary and orientation for community time
Lunch 13:00-14:30	Lunch 13:00-13:45	Lunch 13:00-13:45	Lunch 13:00-13:45	Lunch 13:30-15:00	Lunch 13:00-13:45	Lunch 13:30-14:00
15:00-16:30 Set up venue and organize personnel	13:45-14:00 Work time	13:45-14:00 Work time	13:45-14:00 Work time		13:45-14:00 Work time	14:00 Return to communities
	14:30-16:30 Continue the topic	14:30-16:30 Continue the topic	14:30-16:30 continued	15:00-15:30 Ideals 15:30-16:30 Dialogue with the community	14:30-16:30 continued	
16:30-16:45 Refreshments	16:30-16:45 Refreshments	16:30-16:45 Refreshments	16:30-16:45 Refreshments	16:30-16:45 Refreshments	16:30-16:45 Refreshments	
17:00-17:30 Review the agenda and topics of the module	16:45-18:45 Continue the topic	16:45-18:00 Continue the topic	16:45-18:45 Continue the topic	16:45-19:00 Cultural afternoon and evening	16:45-18:45 Continue the topic	
17:30-16:45 Meeting of commissions	18:00-18:45 Sports time	18:00-18:45 Sports time				
	18:45-19:00 Written reflection	18:45-19:00 Written reflection	18:45-19:00 Written reflection		18:45-19:00 Written reflection	
19:00-19:45 Supper	19:00-19:45 Supper	19:00-19:45 Supper	19:00-19:45 Supper	19:00-20:00 Supper	19:00-19:45 Supper	

19:45-20:00 Work time	19:45-20:00 Work time	19:45-20:00 Work time	19:45-20:00 Work time		19:45-20:00 Work time	
20:00-21:00 Meeting of groups	20:00-21:00 General Coordination Team meeting	20:00-21:30 Video debate	20:00-20:30 Meeting of commissions 20:30-21:30 Study Group meetings	21:00-22:00 Return to Zanja Arajuno	20:00-20:30 Meeting of commissions 20:30-21:30 Study Group meetings	
21:00-22:00 Meeting of the study group responsible for the Ideals the next day	21:00-22:00 Meeting of the study group responsible for the Ideals and coordinating the next day	21:30-22:30 Meeting of the study group responsible for the Ideals and coordinating the next day	21:30-22:30 Meeting of the study group responsible for the Ideals and the commission to prepare the cultural evening		21:30-22:30 General Coordination Team meeting	
Silent time 23:00	Silent time 23:00	Silent time 23:00	Silent time 23:00	Silent time 23:00	Silent time 23:00	

5. Guide for host organizations for the week of on-site work

As a collective experience, it is jointly managed to handle policy and operational issues of the School, and therefore also has voluntary commitments to support it. One is that an organization belonging to the Collective Directorate will HOST one or more modules during School time (one week of work with Learners and Facilitators). This responsibility may be covered by one of its grassroots organizations, who will then coordinate with the Operating Coordination Team and the different bodies comprising ENA.

Among the responsibilities assumed by host organizations are:

1.- ***Ensure the physical conditions of a locale*** to hold School time. We know that organizations have locales for training and, in some cases, require some improvements, which can be made with ENA support, since the School has a small fund to pay for lodging. However, it must be remembered that the School is an effort by us all, and insofar as we can reduce costs, we have the possibility of expanding activities and improving the educational process.

The optimal conditions in this regard that ENA requires are:

1. 1- For the locale and physical structure, the following is needed:

- A classroom with the capacity to hold 40 persons. This classroom must have adequate ventilation, electricity but the possibility of making it dark enough to show videos and PowerPoint presentations.
- Dormitories, which may be collective, with the capacity for 45 persons: 27 men and 13 women learners, 4 coordinators (2 men and 2 women) and potentially 1 facilitator.
- A safe place to keep books and instructional materials for the School to use during the week.
- Places can be made available for small group work.
- Places for sports and recreation.
- Ample dining hall, preferably with room for everyone at once.
- Separate showers and bathrooms for men and women. In cold places, they should have hot water, since there are learners from the Coast and Amazon region and changes in climate could cause them to fall ill.

2.- The visit to a community

The host Organization is yet another educator in School time. It is ideal for them to accompany the pedagogical team as much as possible. We request participation in organizing a community day:

One day of the week (Wednesday or Thursday) learners travel to a community where the organization can show their work in agroecology, their organizational process and their cultural wealth. We suggest:

- Learners could visit concrete experiences with production techniques and generate conditions so learners can practice, doing volunteer work on neighbors' farms. There will be time for the learners from the host organization who are attending the ENA to tell about their experience in detail.
- There will be time for a leader from the local host organization to share the community's and organization's history with learners. We suggest to include: the organization's objectives, members, the history of its formation and struggles and its concrete work in agroecology or rural / indigenous agriculture. We suggest to avoid generating debates or confrontations about current political issues, since building agreements is a democratic process, respectful of each ENA organization's positions.
- In the evening or afternoon, exchange demonstrations of cultural expressions (dance, music) to share with learners, coordinated with the ENA Culture Commission.
- The community hosting us must provide lunch, a snack and supper for learners. The costs will be covered by the ENA.

3.- Caring for children, health and food

This ENA student group includes two women who come with their small children (1-2 years old), so the organization must find someone to help with child care while their

mothers are attending lectures and other work. This person will receive modest payment for this work. It is ideal if they live near the locale or can stay at the School for a week.

Regarding food, ENA covers participants' food costs, and prefers to consume foods produced on the farms of members of the organization, for the food to be natural and varied, respecting local forms of consumption. Menus will be coordinated with the School's Health and Food Commission.

The School's methodology will strive to practice inter-cultural understanding in all its expressions; one is ancestral or local medicine. If there are neighbors who know about such medicine, it will be very important for them to collaborate in dealing with any health problems that arise during these days; and there must be clear references for a health center, hospital or doctor, if required.

To coordinate other initiatives that the organization wishes to propose, it must inform the operational coordinator, Ms. Nancy Minga, to be considered in planning the module.

6. An example of a Community time guide

Community time is fundamental for learning, which entails theoretical and practical work, directly relating with reality, planned by the School in coordination with organizations and communities. At this time, learners return to their places of origin or work (communities, organizations) and are able to apply (on the basis of the School time work and the agendas of their own organization) an attitude of reflection and research into their own reality, creating and enjoying, learning, teaching and reflection about educational processes.

These are the tasks that learners must perform during their Community time:

1.- To deepen the topics addressed during School Time:

1.1.- On the basis of what we studied with Horacio Martins and the text: "Community for resistance and achieving progress"

- Respond briefly what it means to have technological and productive autonomy.
- Converse with people who know about agriculture and propose three strategies to gain autonomy (remember that we are not referring only to traditional knowledge).

1.2.- Re-read the text "the anthropological interview, introduction to not asking leading questions" and write about:

- What guidance the text gives us to conduct interviews with persons or families.
- What are its concerns about working with the dialogue among different forms of knowledge?

2.- On the basis of guidelines set by the CPP, conclude (if you have not finished yet) the first phase of the action research process.

Remember the aspects to be systematically summarized as the conclusion of the participatory mapping:

- Write the background history of the community and territory, highlighting productive, socio-economic, environmental, cultural and political-organizational aspects.
- Make a comparative chart of “before and after” with these criteria.

On the basis of your research and reflection about their agro-ecological history and an analysis of disputes for their territory, write (it does not have to be written on a computer):

- What is the accumulation model like (type of model for exploiting the labor force and Nature, how resources are distributed, who production is for, etc.)?
- What players are involved in the dispute, what are their class interests, and how do they act in terms of those interests? Reflect on how your organization addresses this.
- From the environmental, economic and organizational perspective, what potential do we have?

3.- Using the guide for selecting families, begin three dialogues:

- If possible, work with your mentor or a leader in your organization to select three families.
- Converse with families, explain the objectives of dialogue and the process.
- Interview / dialogue with each family, following the methodological guide. Record the interview.
- Transcribe the interviews.

4.- To participate in the collective research about corn, using the corresponding forms, systematically analyze the varieties in your zone.

5.-Bring **foods** to help prepare refreshments.

6.- Bring **seeds and medicinal plants** to share.

7.- Also bring flags, books, and symbols of your organizations (national and regional)

8.- The (new) **group 2** will organize souvenir (cards, etc.) to give to the families or organizations visited (this task will rotate, and will be included in the responsibilities of working groups).

9.- Reach working agreements with the mentor, **bring a report signed by the mentor** about the activities done during community time. **Guide for reports from mentors.**

7. Guide for reports from mentors

Objective of the report (*Impressions about the learner's performance during community time, about planning and fulfillment, about limitations and achievements*)

Impressions of the learner's performance: (*whether they are motivated and reliable in their work, if they did their tasks on time, and how they interacted with their organization*)

Activities plan: this can be put in a chart, as follows:

ACTIVIDADES SELECCIONADAS (ejemplo)	MES 1 SEMANAS				MES 2 SEMANAS			Observaciones
	1	2	3	4	1	2	3	
planificación	xxx							(en donde se dio la socialización, con quiénes)
socialización	xxxx							
lecturas		xxx	xxx	xxx	xxx			
Recuperación de prácticas agroecológicas: Visita a familia Recolección de información Escribir informe		xxx	xxx	xxx		xxx		(se cuenta con ficha)
otros							xxx	

Achievements and limitations: (*Situations limiting learner's work, and suggestions of how to overcome them, as well as achievements made during this time, as planned*).

8. Guide for the dialogue among different forms of knowledge in the encounter among cultures

We insist on the orientation of what we have to do: Record and Transcribe the discussion with farm families, just the way they express themselves.

IMPORTANT

Explore history more deeply. It is necessary to overcome simple listing of the facts and dates, asking follow-up questions to find the vision that they have of the world, the way they interpret their life experiences.

We are not here to get the answers that we would like, or the answers that are required as project outcomes.

In this process, there is no room for improvisation. This process requires planning, which means that we must organize the methodological steps that we will take prior to visits, to make sure that the dialogue takes the direction we have as our objective.

Never forget that this planning is not rigid or absolute. The concrete situation at the time of the visit will certainly require each of us to re-create the methodological steps and ensure the direction of the dialogue and the scope of our objectives.

The question guide we suggest below is not a questionnaire, but only a guide, so we can have a point of reference about how to conduct the dialogue.

Therefore, be creative and plan the dialogue with each family according to the reality that you have studied beforehand, or be creative about the reality you can see; on many occasions, we find very communicative people, whereas others are shy and less communicative; some people dominate the dialogue and monopolize the discussion, and others remain silent most of the time and avoid taking part, among other situations. Therefore, you must never stop being creative.

Since the guide is not a questionnaire, so the idea is not to take these questions and go through them in strict order. This is a dialogue among different forms of knowledge, in which people must be as candid as possible about their life stories and opinions, understanding, judgments, along with the facts that they recall about their own experience.

Remember that the story must be developed as part of the need to contribute to raising people's self-esteem. At the same time, it will enable us to continue talking about each person's relationship with the history of rural people in general and their struggles in Ecuador and the world.

i) introductions: Introduce yourself, and record their name, where they live, the organization they belong to, the main activity they perform in their organization, and ask the names of all family members;

ii) present the objective and methodology of the dialogue among different kinds of knowledge: present the objective of this dialogue with the family; clarify the contents that you will discuss; organize the day's schedules, considering available time for dialogue and for the family's work;

iii) motivate and organize the whole family's participation: All family members must participate – men, women, sons and daughters, grandparents and others living together with them. Questions about childhood and youth must be addressed to each family member individually and then, starting when they got married and started living together, questions may be addressed so that both can answer.

Reach an agreement so everyone can participate in this dialogue collectively, because it is fundamental for the whole family to be involved in discussing the contents of the dialogue.

For each stage of life, organize some fundamental questions:

In childhood – dialogue more about the family – what was daily life like for children? Games, groups of friends, relations with siblings, with parents, what did they most enjoy doing, what was the food like? What foods did you like the most, what was your house like, what about your participation at school? What did you enjoy doing the most? And what didn't you like? Where was your school? How did you get to school? What was most significant in your relationship with school, with the teacher, with your work with your family, with celebrations? What was the most difficult thing at that time – the facts that most marked you at that stage?

In their youth – What was the family’s day-to-day life like? What was life like in the community or city? What was your community/city like? School, work, health-care services, church, commerce, sports / entertainment / festivals, encounters with friends? What was most significant for your life in this period? Did you have experiences in other communities / cities / states? - go deeper into what was most significant about these experiences; Why did you move to these places? What did you learn from your experiences in other places? Did you return to your place of origin and why did you return?

In these periods of childhood and youth, it is important to ask about how they prepared their soil, how they controlled insects and diseases that attacked their crops and livestock, and how they harvested their crops; how they stored their production; how they did their marketing; how their minga workparties were organized; etc. – ask about the production system and the changes occurring in the period – in this case, when the change happened from **traditional agriculture when the green revolution came along**.

It is important to explore the reasons for this change and the main impacts on the family’s life – on their quality of life: health, food, consumption, income, production, Nature – soil, water, forests; credit and debts, etc.

In adulthood: Discuss when they met and became a couple, living together: When did they meet and fall in love? How did their families accept their partner? When did they get married and where did they go live after getting married? – perhaps the partner lived in more than one place, so ask questions to encourage them to talk about their day-to-day lives: What was each place like and what did they think about it? What were their relations with their neighbors like? What did they work on? - if they worked in the countryside: ask how they prepared their soil, how they controlled insects and diseases that attacked crops and livestock; how they harvested their crops; how they stored their production; how they did their marketing; if they organized minga workparties; whether they participated in associations or cooperatives and what that participation was like; if they practice or practiced conventional agriculture, ask what they think about that kind of farming, about the agrottoxins and how they protect themselves, if they know about cases of people getting poisoned or environmental pollution, and what they think about GMOs, and about this situation where many people and often whole families left the countryside, what they think caused these situations, if they have information or knowledge or practice some degree of organic agriculture or agroecology, ask what motivated them for this, how they began and how they are continuing, what is working well, and what is most difficult, etc.;

Take into consideration that rural people have ample knowledge that they use to raise plants and animals and they may have had experiences at different jobs. Then, ask about each job – profession they did, considering: how they learned these professions, what experiences were most significant to them, what their working conditions were like, their wages and working rights, if they participated in some union and what that was like (assemblies, courses, strikes, mobilizations, etc.), what their relationship with their bosses was like, with other workers, etc. Whether they continued taking any courses at school, what their quality of life was like then, whether they had children, and what those experiences were like, how children’s arrival changed your life; in the case of political issues, were they more directly involved in elections, in local government

bodies or members of some party, what did they think of politics at that time and now what opinion do they have, etc.

The Community:

Try to understand the community's organizational dynamics and the importance of the community in productive and social processes.

How is your community organized? Who are community members? Who are authorities? What is the position of elderly persons? Men? Women? And the youth? What are community members' responsibilities? What activities does the community do together?

What do families in your community do? Where do they work? Is there temporary and/or definitive migration from the community? Why? What effects does this generate in the community and in the organization?

What are the most important dates and festivals? What is celebrated or commemorated? What used to be done that is no longer done anymore? What does the community enjoy the most in these events? Comment about festivals.

Are there experiences of collective community work? How they work? Is there community property? What type of properties are community-owned? Land, páramo areas? Infrastructure? Describe them: buildings for social use: health centers, churches, community centers, gathering centers, irrigation, others. How is the community organized to manage these properties? What conflicts or difficulties do they face with these community properties?

What organizations are there in the community? (try to elicit information about groups and organizations of different types – cultural, sports, credit, women's, religious, political, others) – How do they work? Do you participate? Are they formal or not? Why did they decide to legalize these organizations or not?

Do they have production processes pursued by the community or by groups in the community? (production systems: livestock, agriculture, agro-artisanry, ecotourism, others) - How do they work? Do you participate? What problems do they face? How do they face them? What successes have they had?

How does agribusiness (explain what agribusiness is) affect your community? What effects does it have for people and for Nature / the environment? Do people react to this in any way?

Meeting with their Organization

Do you, your community or a group in your community participate in an organization? How did you get together with the organization? What are the organization's proposals? What objectives does it attempt to achieve? Who told you about the organization in favorable terms and who has spoken against it? How and why did you decide to take part in the organization? What changes have happened in your life or community since you have participated in the organization?

How does the organization work? What do you and your family do? Do you participate in any activities? What is this experience like? What have been the most difficult times in your participation with the organization, and what have been the nicest? How does your family participate in the organization's events and activities, and what do they say about these activities?

What does the organization think about agribusiness, what do its members say about this, what concerns them the most, what do they think the organization should do in the future?

Are there internal conflicts within the organization? In the grassroots group, with regional leaders, with national leaders, with other organizations? If so, what are they doing to resolve them?

Important: If the family has any experience with cooperation (development projects) these questions are suggested:

- How did the project idea come up? Did they plan it among everyone? How does the participation work and what roles do members of the community play? (men, women, youth, elderly adults).

Have there been conflicts over the project? How were the conflicts resolved or how are they being resolved?

When did the project end in the community? Or what will happen when it ends?

Production questions

Important: We must pay attention to capture as much potential as possible (local knowledge, agroecological practices, societal relations, socio-organizational participation, festivals, rural food, rites, instruments and machines used for work, environmental quality of the agroecosistema, others)

Suggested questions:

a.- Map of agrobiodiversity: motivate and orient the family to make a diagram (drawing) of their farm, with everyone involved. Record the total area and the sub-areas by sub-systems or crop and animal production areas.

For each sub-system or zone, identify the existing biodiversity: Varieties of crops, domestic animal breeds, bushes and forest plants, weeds, medicinal plants, spices, forage, ornamental plants.

Wild animals (fish, birds, other) and wild plants.

How is drinking water supplied? How are solid wastes and garbage disposed of?

b.- Ask the family about losses: loss of species, animal varieties, soil erosion, loss of production in the field and in storage, wasted organic matter (crop stubble, manure, urine, ashes, others)

c.- Identify limitations: The amount of labor force, presence or absence of tools, equipment, machines, financial capital. The terrain (hillsides). If very rugged, the

natural fertility of soils. Whether there is access to water or not, if there is enough water for irrigation.

d.- Technical itinerary: (with supporting form)

- Agricultural calendar: identify all agricultural and livestock artisanal production practices during the year. How many are there? Who does them? identifying whether they are men or women; if they are adults, youth or children.

- How are domestic chores done? How many are there? Who does them? Preparing meals, washing the dishes, cleaning the house and other areas around the home, washing and fixing clothing, caring for children.

- Work for handicrafts production: How many do this work? Who are they? At what times?

- Non-agricultural work: commercial activities (food shop, bakery, others), other work away from the agroecosystem.

- Describe practices for production: preparing the soil, planting, fertilizing, weeding, hilling, irrigation, insect and disease control, harvest and storage, managing crop stubble. How are animal production practices done? managing pastures and forage, animal health, complementary feeding, managing animal wastes (manure, urine), water supply for animals. Butchering, preparing and processing animal products and by-products (meat, milk, eggs, hides, feathers, others).

- With the family, determine the most important crop or animal and calculate the production costs:

Preparing the soil: cost of ox team or tractor and labor (worker days)

Planting: labor

Fumigation: labor

Weeding: labor

Hilling: labor

Irrigation: labor

Harvest: labor, harvesters.

Transport: labor, cost of transport.

Gathering: labor and cost of storage.

Inputs: seeds (varieties, amounts and cost), fertilizers, manures, agrotoxins (names, formulas), compost tea / organic preparations, phosphorus and calcareous rock, other costs. Amounts and costs.

- Total production: amount and price.

- How much is kept for family self-supply and how much is taken to market?

e.- Loans: amount and origin of the loan, instalments to be paid, amount and dates or times of year when payment is due, interest.

f.- others: contributions (church, association, organization), fees (electrical energy, water), taxes (property tax), insurance.

g.- Non-agricultural income: paid work away from the agroecosystem, government stipends, other subsidies, retirement pension, others.

h.- inventory of assets: record the amounts and values of:

-infrastructure, real property: house, pig pens, chicken coops, fences, tanks, reservoirs, stables, storage room. Give the dimensions in square meters and the type of material

- chattel goods: appliances, domestic equipment, tools, machines, farm equipment, vehicles. Animals (species, breeds and amounts)

- Things they rent (what items and their costs) and things they borrow.

9. Example of a guide for group evaluation

➤ Setting up and getting involved in the School

➤ Coexistence

How the operation and coexistence worked in the process of self-organization:

- ✓ In the Study Group:
 - Regarding the organizational structure of the School, timing and agenda set.
 - performance of the Coordinators
 - individual performance on Commissions
 - performance in collective tasks: Coordinating the day's work; Work time and Study time, reading time.
 - performance by the Pedagogical Coordinating Team:
 - Reception and welcoming of learners
 - Performance of specific tasks: assisting the general coordination team, relations with and orientation for learners, operation of administrative support.
 - Logistical conditions
 - Infrastructure and work areas
 - Food
 - Materials provided
 - Lodging; classroom, others.
 - Participation by the host organization
- ✓ On Work Commissions
 - how planning was done and how tasks were carried out
 - how coordination and communication were handled between the Commission and the Study Group.
- ✓ The General Coordination Team
 - How internal operations worked:

- el debate and decision-making
- how planning was done and how tasks were carried out
- in relations with the Pedagogical Coordinating Team
- How coordination and communication were handled between the Coordinating Team and the Study Group.
- Performance of the Coordinators
- Work with educators
 - Contents and methodology used by facilitators
 - Which of them would you recommend as educators for other modules?
- Activities for integration with local organizations:
 - Experiences and learning
 What experiences, and individual and collective lessons learned, would you highlight from this module?

10. Example of a guide for evaluating the group of learners

Taking as the starting-point learners' self-understanding and their relations with their organization, prior to joining the ENA, and with the factors of the organization's approach and methodologies:

- a. Evaluate the scope of the School's overview as an individual and collective process and make any suggestions to improve it.

Suggestions:

- To be convinced of the proposal
 - To go deeper in recovering ancestral knowledge
 - To incorporate learners as trainers for the next group of learners
 - Strengthen the ecosystem perspective more.
- b. Regarding the pedagogical approach: evaluate whether what ENA proposed actually happened in practice. State the strengths of the proposal and the aspects that should be improved.
 - c. How does the pedagogical process contribute to your vision and practice in y our community and organization?
 - d. Evaluate whether the process of having School time and Community time, made it possible to integrate exercises with reality, reflecting on reality and returning to reality in order to change it. Present concrete examples of this integration or lack of it.

- e. From a theoretical standpoint, how well have ENA's contributions shaped your perceptions and practices in community and organization organizational activities, taking into account the need to transform society. Give some examples.
- f. Taking into account your understanding and initial practice of agroecology, how would you rate your understanding and practice of agroecology now? In what aspects has the ENA strengthened your capacity to promote agroecology on your farm, in your community and organization? What aspects remain insufficient?
- g. On the basis of this experience, what have you learned about the educational process?
- h. School time is organized into different periods. What reflections and lessons learned can we extract from this practice?
- i. How do you work as a learner and educator to strengthen agroecology in your community and organization?
- j. How would you assess the practical application of the lessons learned from School time during Community time? Give examples of achievements and limitations. Reflect and contribute suggestions about how to improve.
- k. If learners and their organizations seemed abstract in appearance at the beginning, to what degree can we say that we have now internalized their concrete essence? How does this influence my vision and day-to-day practice? Take the formation, structure and rotating venue of the ENA.
- l. How have you experienced the organizational structure of the National Agroecology School? Did you feel the lack of a President?
- m. How has this way of organizing timing and the School overall affected your day-to-day life?
- n. The ENA curriculum has been structured around three main themes (education, political and sociocultural, and agroecology) to organize the topics, which in turn were practiced during Community time.