



FARM' IN

INCLUSION THROUGH
SOCIAL FARMING



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2.2. Designing training

Francesca Giarè



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Adult education and training

It is important to be take into account that

- The adult possesses a wealth of experiences that must become resources for learning.
- Adults are generally more willing to acquire knowledge to solve problems rather than to reconstruct abstract theoretical paths.

The task of those responsible for proposing and managing effective educational offers is to create the conditions in which these fundamental criteria can be recognized and acted upon by the adult learner.



Some suggestion



- Effective learning must put the learner at the center: his experiences, his expectations and his willingness to learn.
- The space within which the training activity takes place, the structure of the context and environment, including physical space in which learning takes place, plays an important role in defining the situation in which the adult are engaged.



Centrality of the adult learners (Knowles, 2008)

It is important to identify appropriate methodologies for effective adult training interventions:

- self-directed learning,
- autonomous learning,
- problem-based curricula,
- knowledge in situation rather than knowledge arranged according to disciplinary statutes.

Autonomous learning represents the ability of a subject to learn independently, choosing the learning methods that seem most appropriate to him/her also in view of the results he/she wants to achieve.



Learning styles

Learning styles are not about **WHAT** an individual learns, but rather about **HOW** they prefer to learn.

They are characteristic cognitive, affective and physiological behaviors that function as relatively stable indicators of how the learner perceives, interacts with and reacts to the learning environment. It is therefore a complex category, which concerns the relationships that the individual has with his/her cognitive, socio-affective and physiological processes, and establishes with the environment.



Intentionality and responsibility

- The training intervention must achieve an intentionality; it must be aimed at creating intentional learning and helping to improve the performance of the trainee or group of trainees at a given time; development can also occur in an unplanned way under unforeseen and not always controllable conditions.
- The responsibility must be shared between the adult trainee and those responsible for the teaching activity. The adult must be involved in all phases of the training course and must share the responsibilities. The return to training corresponds to a re-organization, a re-orientation, as if the adult were making a correction of direction and a different projection into the usual social space.
- A necessary element for the construction of an effective path of change is the implementation of procedures and actions that allow the adult to make recognitions and to rediscover a value of him within the new perspective of study and training.



Needs and context analysis

To design a training activity, it is necessary to understand the context and the knowledge of people and identify the specific needs to be faced. At the end of the analysis, two things are clear:

- whether and to what extent a training or similar product for adult education can solve a specific problem and
- with which strategies this can be achieved effectively and efficiently.

In this way, the basis of legitimacy for further product development was created, and the cornerstones for further methodological-didactic development were worked out.



Socio-cultural context

- When designing and implementing a training activity, the social, cultural and organizational context of the learners must be taken into account.
- The learning experience becomes relevant to the reality of your participants, so that the content is more attractive and learning is lasting. Indeed, the transition between the learning process and the "follow-up" will be easier and the multiplier effect more incisive.



Training for social farming

- Knowledge of social farming (theoretical or concrete)
- Participation in networks with other agricultural and social actors
- Support provided by social and health services
- Involvement of organizations that can support social farming activities
- Presence of SF experiences that can share activities and participate in training



Training for social farming

	Homogeneous group	Heterogeneous group
On-line training	1	2
On-site training	3	4



Designing training

Objectives: Identify the learning objectives of the training program for each unit and for each lesson.

Audience: Identify the audience of the training program.

Expected results: describe the results desired.

Learning environment/context: identify the spaces in which the teaching will take place (laboratory, classroom, distance learning).

Devices available: interactive whiteboard, PC, Tablet, Mobile phone;

Technological tools: choose the most appropriate tools based on the objectives (online search tools, email, cloud, network, podcasts, images, e-books, presentations, documents, video recordings, educational platforms, teleconferencing applications);

Teaching/communication strategy: lectures, study groups, brainstorming.



Designing training

- **Materials:** You need to think about the type of material you want to provide to students. The more varied the material, the more interesting and engaging the lessons will be. You will also need to think about which materials to deliver for the online/asynchronous teaching part.
- **Time:** you have to consider when you want to hold the activity and each session/lesson (online and in person). This also depends on the learning model you choose.
- **Assessment tools:** You need to think about how you want to assess your students' progress. Formal and non-formal self-assessment tools can be used, and so on

