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# EDUCATING TEACHERS FOR AGRICULTURAL PRODUCTION TRAINING

## AN EXPERIENCE OF UNIVERSIDAD DE LOS LLANOS AND ITS IMPACT ON COLOMBIAN ORINOQUIA



In Colombia there are 758 schools specializing in agricultural training, and Universidad de los Llanos is the only university in the country, that educates teachers specially forming them to serve as educators in food production in the rural field. The Bachelor's Education Program on Agricultural Production educates teachers for training farmers and rural communities. The region in which the university works is a vast territory shared by more than 40.000 indigenous from different ethnic groups, farmers and small villages inhabitants, who face conflicts over the use and land tenure. These populations are immersed in the Colombian armed conflict, which also involves problems such as drug trafficking and deforestation of important areas of high biodiversity.

Thus, many indigenous and peasant students achieve in Universidad de los Llanos, opportunities for professional and personal development, enabling them as professionals, for coming back to their places of origin, and contributing to the development of local communities, throughout education.

This bachelor's degree program in agriculture science is thorough, in addition to scientific education, those who wish to teach agriculture also need to complete a teacher training program that includes courses in subjects such as pedagogy and educational psychology.

The education of the population should be geared not only to fulfill the expectations and individual interests but towards common goals welfare and development, involving changes in attitudes and new skills.



Productive pedagogical projects promote students to find effective ways to developing skills relevant to their lives such as learning to learn, to communicate, to make decisions, learn to live, to organize. This kind of approach also enables them to manage their skills, to materialize into achievements. The challenges of youth development in a globalized, competitive and exclusive world are in difficulties to enter higher education as well as access to the workplace or the organization of viable enterprise. Those are enough reasons to define proposals of reorganization and upgrading of the rural formation to the needs of the world of higher education, work and production, promoting quality education solutions

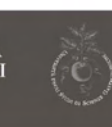
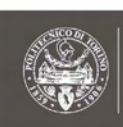
Educational processes traditionally have been conducted in formal settings, in educational institutions aimed at populations of children and youth mainly. Consequently, this process of learning by doing becomes a great educational tool for both university students and residents of villages or regions where the sharing of experiential knowledge promotes the improvement of scientific techniques, procedures or methods according to the needs and culture of peasants, farmers and indigenous communities in the Llanos Orientales Region.

The Bachelor program in agricultural production through the teaching practice has been present in 48 institutions of formal and non-formal public and private order, which strengthens the processes of formation, focusing on learning through teaching, research and social outreach, making coverage levels of elementary school and middle vocational and technical level in the establishment of productive educational projects. This presence has become the forum for feedback, enabling meaningful experiences that contribute successfully in training later students development, resource management, decision making, design of marketing strategies, troubleshooting, amid other actions allow them to grow as individuals and on a professional level, thus offering internship and employment opportunities links once it has obtained a professional title. Within the productive educational projects have been implemented as follows: school and home gardens, establishment of various plots, beekeeping, fish farming, poultry farming, adaptation nurseries, herbs, ornamental plants, cassava, plantain, corn, fruits, rabbits production, processing of dairy and meat, protection of watersheds, and others.

As important in the development of teaching practice, work has been done with indigenous, doing some peculiar work and enhancing the catching area and empowering native communities toward food security crops. This interaction favors the recognition of ancestral practices which are considered viable in the cultural context, and especially considering the new dynamics that occurs in production systems, generating low environmental impact in different ecosystems. Teaching practice has allowed synergies between academia and the rural sector, sensitized Teaching Bachelors over social responsibility in rural education, promoting critical thinking of professionals working in these contexts.



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