

ERASMUS+

&

AVRUPA DAYANIŞMA PROGRAMI

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parçası ol*

BİR DERLEME:

TARIM-TARIMSAL GIDA

konusundaki Erasmus+ projeleri

    
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- 18.Innovative Skills Transfer for the Development of Agricultural Entrepreneurs

Bu broşür, ilgili konu üzerinde derleme olup Erasmus+ Programı kapsamında hibe alan tüm örnek projelere erişmek için [Erasmus+ Project Results Platform](https://erasmus-plus.ec.europa.eu/projects) (https://erasmus-plus.ec.europa.eu/projects) sayfasını ve Avrupa Dayanışma Programı projeleri için de [ESC Project Platform](https://youth.europa.eu/solidarity/projects/) (https://youth.europa.eu/solidarity/projects/) sayfasını inceleyebilirsiniz.

Erasmus+ Proje Örnekleri



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AVRUPA BİRLİĞİ

Erasmus+
Hayatları zenginleştirir, ufukları açar.

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education

Project Title

From Seed to Spoon

Good practice example

Project Coordinator

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Project Information

Identifier 2019-1-IT02-KA201-062392
Project Web Site <http://www.seedtospoon.org/>
Start Date Sep 1, 2019
End Date Aug 31, 2022
EC Contribution 335,646.08 EUR
Partners Liceul Tehnologic Nicolae Balcescu (RO) , MARIA M. ANDREADAKI & SIA E.E. (EL) , DinglegymnasietAB (SE) , OPENTEA SRL (IT) , Ente di Gestione per i Parchi e la Biodiversità Emilia Occidentale (IT) , COMUNE DI PARMA (IT) , I.S.I.S.S. MAGNAGHI - SOLARI (IT)
Topics Health and wellbeing ; Agriculture, forestry and fisheries ; Open and distance learning

Project Summary

Background

The project FROM SEED TO SPOON (S2S) arises from the need to make youngsters more aware on how complex the food system is and to help them to respect and take care of the nature. Indeed, nature is not a trivial warehouse of products in the countryside or a plain city decoration, but it is a living “infrastructure” necessary for the health and well-being of each one of us. Taking care of it means gaining back in clean air and water, fertile soils, as well as nutritious, healthy food. Also, since young people are often at high risk of developing disordered eating patterns, another need addressed by S2S is improving mindful and healthy eating habits, encouraging them towards a more healthy diet.

The needs addressed can thus be summarized as follows:

- promoting knowledge about the value of ecosystem services, sustainable agriculture, and food supply chain;
- encouraging young citizens to be aware of how complex the food system is;
- helping students to respect and take care of nature
- improving mindful eating and healthy eating habits;
- supporting natural learning passion, critical thinking, and problem solving through innovative strategies (e.g., e-learning, cooperative learning, peer education, work-based learning).

Objectives

By implementing the project From Seed to Spoon, we wanted to achieve the following objectives:

- the development in participating students of basic skills and, more specifically, communication, reading and writing skills in mother tongue language.
- the development in participating students of basic skills and, more specifically, communication, understanding, reading and writing skills in English language.
- acquisition of knowledge on the value of ecosystem services, sustainable agriculture, and food supply chain.
- encourage young citizens to be aware of how complex the food system is, improving mindful eating and healthy eating habits.
- give also the opportunity to students to get in touch with nature, to learn how to respect it and how to adapt to the biological cycles.
- use of innovative learning strategies.
- promote the development of key competences in the use of ICTs.
- the development of shared values, as well as social, civic and intercultural competences.
- help students to improve critical thinking, which may help them to cope with the “post-truth society” era (i.e. fake news).

Implementation

The activities implemented during the project From Seed to Spoon are:

- implementation of e-learning activities (linked to O1)
- development of videos and interviews (linked to O2)
- development of on-the-job activities (linked to O1, O2, O3, and O4)
- development of recipes and a recipe book (linked to O3)
- contribution to the development of a naturalistic notebook (linked to O4)
- development of dissemination materials (linked to all Intellectual Outputs)

Achievements

O1 the e-learning platform "The world we live in"

(https://platform.europeanmoocs.eu/course_the_world_we_live_in_) developed inside the O1

- 8 practical videos of researchers/experts shot in the field, developed inside the O1, uploaded on the e-learning platform and on vimeo

O1 & 2 • 8 interactives lectures recorded by researchers and experts, developed inside the O1 and O2, uploaded on the e-learning platform and on Youtube or vimeo

- 6 videos of experts introducing the platform and the different modules, uploaded on the e-learning platform and on vimeo

- 6 padlets (e.g. whiteboards in which students can post photos, videos, links, articles, etc. to interact each other) on the e-learning platform

- 4 students' videos developed inside the O2, uploaded on the e-learning platform and on vimeo

O3 • A recipe book developed inside the O3, uploaded on the project website, the e-learning platform and on the website of the Magnaghi-Solari school partner

O4 • A naturalist notebook developed inside the IO4, uploaded on the project website and on the e-learning platform (italian and english version)

- A Facebook page of the project

- A Webpage of the project.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

FARMTrain - the innovative hands-on training program on farms for adult learners

Good practice example

Project Coordinator

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Project Information

Identifier 2019-1-CZ01-KA204-061345
Project Web Site <http://farmtrain.eu>
Start Date Oct 1, 2019
End Date Jul 31, 2022
EC Contribution 213,785.25 EUR
Partners FORSCHUNGSGESELLSCHAFT DIE AGRONAUTEN (FDA) EV (DE) ,
AGROOIKOPOLIS ELLINIKO DIKTIO AGROOIKOLOGIAS DIATROFIKIS
KYRIARXIAS KAI PROSVASIS STI GH (EL) , ASOCIATIA ECO
RURALIS-IN SPRIJINULFERMIERIL OR ECOLOGICI SI TRADITIONALI
(RO)
Topics Social entrepreneurship / social innovation ; Agriculture, forestry and
fisheries ; New innovative curricula/educational methods/development of
training courses

Project Summary

Background

The intention to apply for this project was to foster the development of the sector of agroecological farming in partner countries by means of providing a tailor-made educational hands-on programme for new entrants to the farming, ie. not only farming professionals but people with no or little farming background in particular. During the application phase of this project we have identified that there is a great need for hands-on training in the agroecological farming sector among the new entrants to learn on-farms and from the farmers. During the course of the project it has proven right that the farming and agroecological farming especially is best learned and taught in practice with hands-on methods and with farmers as mentors and trainers. On the other hand the project has responded to the need of agroecological farmers to share their knowledge and long-term practice with the next generation of farmers and land stewards. This hypothesis has also proven right as we have gained a huge interest among the farmers who wanted to share their knowledge with new entrants and provide innovative and practical training to the interns and contribute to the development and sustenance of the sector of agroecological farming in general.

Objectives

The project partnership wanted to create gateways to the on-farm training in the project countries and create practical tools that would facilitate the to-be interns and farmers to start an on-farm training and last but not least initiate on-farm training programmes in the project countries and furthermore we wanted to network also existing training programmes in Europe and initiate future cooperation. Furthermore the greater objective of the project was to bring a new innovative approach to the training of the farming and involve hands-on and practical training in this field as much as possible and contribute to the transformation of our food and farming system towards more sustainable one in general.

Implementation

Research of existing training programmes, their networks and organizations that realize hands-on trainings in farming in Europe. We have researched the existence, history, content and context of each programme that was similar to our approach that we were able to identify through online research and through our partners and various networks. The data were then translated into the European booklet.

The creation of national Training Itinerary with national specificities for the establishment of training programmes in project countries. These passes contain mainly the practical issues how to start and operate a hands-on training programme within the legislative framework and cultural and societal circumstances of each country. These publication have been also tested and evaluated during the multiplier events carried out by project partners and by means of other events organized by respective partners.

The creation of an international European booklet - Program Pass, that was compiled from the experiences, knowledge and data of the partners gained during the compilation of the training Itineraries above.

Preparation of the pitch-videos supplemented by numerous short vids with trainees and farmer's testimonies and many more

Achievements

Program Pass - international handbook on farmtraining in 5 language mutations

Itinerary - local handbooks on specificities of farmtraining in partner countries published in bilingual versions of 4

project languages

Pitch-video - main pitch video depicting the importance of farmtraining in all project countries supplemented with a series of video testimonials of interns and farmers from the project countries.

Web platform - website www.farmtrain.eu with map of training farms in the project countries equipped with a matching platform of farmers and interns and other content for the trainees and trainers alike.

Establishment of the 3 year training programme Farmářská škola in the Czech Republic and with 60 students involved at the moment.

Establishment of the German Incubator Network "Ackerstarter" bringing together about 15 organizations from the sector

New Partnerships (Erasmus+ small scale partnership) involving Catalunya, France, Belgium, Germany and Finland to facilitate incubator structures by learning from existing projects in France and Belgium and another Erasmus+ partnership involving Czech, Germany, Poland and Latvia focused on developing the training programme on biodynamic farming.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Apply green pedagogy: SDGs implementation by floristry

Good practice example

Project Coordinator

Organisation Spojená škola, Rakovice 25, Rakovice
Address Rakovice 25 , 92208 Rakovice , Trnavský kraj , SK
Website www.sosrakovice.edupage.org

Project Information

Identifier 2020-1-SK01-KA202-078210
Start Date Sep 1, 2020
End Date Aug 31, 2022
EC Contribution 90,360 EUR
Partners Escola Profissional de Agricultura e Desenvolvimento Rural de Marco de Canaveses (PT) , Vyšší odborná škola a Střední zemědělská škola, Benešov, Mendelova 131 (CZ) , MITRA FRANCE (FR) , Stowarzyszenie Edukacji Rolniczej i Lesnej EUROPEA Polska (PL) , Mittetulundusühing EURIKA (EE) , INTERDIGITAL LTD (UK)
Topics Agriculture, forestry and fisheries ; Environment and climate change ; International cooperation, international relations, development cooperation

Project Summary

Background

The project "Apply green pedagogy: SDGs implementation by floristry" was designed as a response to the support of the Erasmus+ Strategic Partnership Project OVP supported the horizontal priority of the Erasmus+ program "Environmental and Climate Goals" and the implementation of the United Nations Sustainable Development Goals Program initiated by the United Nations in 2015 .

Environmental protection is an important part of the EU strategy in the field of Environmental and Climate Goals. The project partners paid due attention to supporting the implementation of the goals of sustainable development in floristry through green pedagogy by creating training materials and an e-handbook for teachers, trainers, pedagogues and VET masters, pupils and other members of the public.

Objectives

The project "Apply green pedagogy: SDGs implementation by floristry" was aimed at supporting the horizontal priorities of the Erasmus+ program "Environmental and climate goals" and the implementation of the United Nations Sustainable Development Goals Program initiated by the United Nations in 2015 in the field of floristry, horticulture, landscape design, green pedagogy and sustainable development goals in VET.

As part of the project, we tried to spread the goals of sustainable development and the goals of the EU 2020 strategy in order to promote and spread (disseminate) best practices with an ecological emphasis in floristry with the implementation of sustainable development goals through green pedagogy at the regional, national and European level.

To achieve this goal, it was necessary to raise the professional level of teachers, trainers and VET masters through short-term training sessions.

The organizations that formed the project partnership were from different sectors. There were three vocational schools (from Slovakia, the Czech Republic and Portugal), two non-governmental organizations working at the local level (from Estonia and France), the network of vocational education schools EUROPEA Polska and SME (from Great Britain) involved in this partnership.

These goals were in line with the priorities of the Erasmus + horizontal program, which are environmental and climate goals and support for educators and students in acquiring and developing key competencies and professional skills.

Implementation

We started the "Apply green pedagogy: SDGs implementation by floristry" project by sharing good practice in partner countries with the dissemination of such procedures in floristry work that support the goals of sustainable development and the goals of the EU 2020 strategy.

As part of the project, four multinational meetings of partners were held, which served for direct discussions, exchange of experiences, planning and evaluation of the implemented activities.

In addition, two short-term staff training sessions were carried out to acquire knowledge, experience, skills and competences in the framework of international cooperation.

Local activities were carried out for pupils, teachers, trainers and VET masters to disseminate the knowledge and skills acquired, such as floristry practices, which are linked to the implementation of the Sustainable Development Goals in the field and thus promote environmental protection and sustainable development.

Achievements

Non-tangible results:

- acquiring new skills in the field of floristry with a focus on the goals of sustainable development through green pedagogy in the field,
- exchange of pedagogical experiences between teachers, trainers and VET masters at the international level within the given subject,
- acquisition of intercultural competences by teachers, trainers, VET masters, students of partner schools in the field of floristry with a focus on supporting the goals of sustainable development,
- sharing of best practices in floristic creation with the implementation of the goals of sustainable development in the field and thereby supporting environmental protection and sustainable development. - for partners involved at the regional, national and European level,
- increasing cultural awareness and knowledge about the EU

Tangible results:

- min. 30 local workshops, events in partner organizations for the activities of Apply green pedagogy: SDGs implementation by floristry
- website: <https://sosrakovice.edupage.org/text33/>
<https://www.facebook.com/people/Apply-green-pedagogy/100063451196624/>
- study materials for professional education and training in the given field - floristry with an emphasis on green pedagogy.
- development of materials: presentations for the e-handbook "Flower compositions for different occasions"
- creation of e-handbook "Flower compositions for different occasions"

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for higher education

Project Title

Introduction of agroheritage concepts into higher education agenda for raising awareness and capacity of future agriculturists for conservation of this heritage

Good practice example

Project Coordinator

Organisation TRAKYA UNIVERSITESI
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Website <http://www.trakya.edu.tr/>

Project Information

Identifier 2019-1-TR01-KA203-075715
Project Web Site <http://www.agroheritage.com/>
Start Date Sep 30, 2019
End Date Aug 30, 2022
EC Contribution 211,008.57 EUR
Partners UNIVERZITET EDUCONS U SREMSKOJ KAMENICI PRIVATNE USTANOVE (RS) , EARD Ekosistem ve Tarim ArGe Danismanlik Ticaret Limited Sirketi (TR) , Joint Genomic Center Ltd (BG) , APEC Egitim Danismanlik Ltd. (TR) , DIMOKRITIO PANEPISTIMIO THRAKIS (EL)
Topics New innovative curricula/educational methods/development of training courses ; Open and distance learning ; Agriculture, forestry and fisheries

Project Summary

Background

Agroheritage is the collection of traditional plant varieties (seeds), animal breeds, agricultural techniques, uses and knowledge developed by people through ages. It consists of collective values and properties which are subjects to many disciplines ranges from sociology to plant breeding, from old inventions to cultivation techniques. As a main component of agroheritage, traditional plant varieties (landraces) are crucial as being food, raw material for clothing, medicine etc. Due to their high genetic diversity, they have a huge variety in shape, color, taste, nutritional value, pathogen/disease resistance and climate adaptation. These characteristics are utmost important for sustainability of modern agriculture and food security. traditional agricultural techniques guide modern practices: Indigenous multiple cropping systems and plant extracts such as traditional neem plant reduces the use of harmful pesticides.

High productive commercial varieties requiring intensive use of pesticides, fungicides, irrigation and fertilization superseded the landraces. Similarly, commercial animal breeds requiring antibiotics and hormones have replaced local animal breeds which are less productive but adapted to diseases. Therefore, genepool required for sustainable agriculture has been diminishing.

The most effective way to conserve agroheritage is to show people that they are useful and valuable. This can be done by agricultural professionals who work with farmers. Therefore, introduction of agroheritage in higher education agenda will be a sustainable investment for agriculture.

Objectives

This Project aimed to offer students a comprehensive course curriculum and learning materials that will acquire awareness and skills applicable in their future professional life for revealing, conserving, reproducing, disseminating and promoting agroheritage.

Another objective is to increase students' knowledge and capacity by presenting them international information, examples, best experiences and interactions such that they can lead farmers by being innovative, creative and cooperative in utilizing agroheritage.

Implementation

During the development stage of the curriculum partners carried out the state of the art reports on agricultural heritage and learning methodologies. A questionnaire survey was applied to get the ideas, information on the best practices. We also organized online workshops with the experts and the stakeholders.

Partners analyzed the curriculum and seek for the best lecturers for each subject of the curriculum. We visited many cities and interviewed many experts and farmers. We collected the data and recorded them. We analyzed all the videos and chose the best ones as the educational materials for the elective course. We also edited the rest of the videos as supplementary materials.

An e-learning platform was designed and launched. All educational materials (e-books, videos and supplementary materials) were uploaded to this platform and an online Agroheritage course was launched.

We also established agroheritage exhibitions in each partner university. A virtual interactive map was developed and places for the internship of students were listed.

Achievements

A new educational curriculum with an international aspect but adaptable for local issues was prepared based on

the state of the art on agricultural heritage and learning methodologies by literature survey, questionnaire survey and exchanging ideas, information and by discussions (workshops).

E-learning materials including video lectures, e-book, virtual learning map, documentary videos on case studies, best practices and interviews were developed.

For hands on training; agroheritage themed permanent exhibitions were established in each partner country.

These exhibitions aimed to help students to examine the elements during the course and after. A technical training visit schedule (national gene banks, herbariums, best practices etc) and a volunteer international internship program was also prepared for the partner university students.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

New potential for development of agricultural sector- AGROMECHATRONIK

Good practice example

Project Coordinator

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Project Information

Identifier 2019-1-SK01-KA202-060773
Project Web Site <https://www.agromechatronik.eu/>
Start Date Dec 1, 2019
End Date Aug 31, 2022
EC Contribution 150,334 EUR
Partners Landw. Fachschule Burgkirchen (AT) , Stredni odborná škola a Gymnázium Stare Mesto (CZ) , AGRION - Združenie dodávateľov podohospodárskej techniky v SR (SK) , STATNY INSTITUT ODBORNEHO VZDELAVANIA (SK)
Topics Open and distance learning ; New innovative curricula/educational methods/development of training courses ; Agriculture, forestry and fisheries

Project Summary

Background

The Association of Agricultural Equipment Suppliers in the Slovak Republic - AGRION opened the question of possibility to create a new field of study, which reflects the current lack of experts in agricultural equipment in Slovakia. SOŠ Pruské reacted to this situation and in cooperation with partners, especially ŠIOV Bratislava (that participated in the methodological aspect), prepared conditions and the nbackground for the creation of a new field of study. This field would be focused on agricultural technology and at also flexibly responded to technological innovations in the sector of agriculture. The study field of agromechatronics was created, which is nowadays taught at three schools in Slovakia (Pruské, Moldava nad Bodvou and Rimavská Sobota). At the same time, there was a need to create teaching materials for professional subjects, as the existing textbooks did not cover the need for teaching materials, not even in terms of content or modern trends. The goal of the project was the need to create completed educational material that will be clear, interesting for users and it will be available on an electronic platform (e-book). It can be used in related fields of education as well as in the lifelong education of adults.

Objectives

The goal was to create educational material for the field of agromechatronics, as well as related fields and lifelong learning, which forms a comprehensive set of knowledge from several areas. Emphasis is given on mutual continuity, connectivity and clarity, what leads to achieving the unified textual and graphic framework, incorporating examples of practice and connected with theoretical knowledge. The implementation of the project was aimed at improving quality and efficiency of teaching process in the professional sphere of education through modern teaching material that reflects current technological development and current trends in the field agricultural technology. The important goal was to design an electronic textbook in such a way that it would also find application in related fields of study and learning and that it would be beneficial not only for students and teachers of specialized subjects, but also for practical teachers, service technicians working in practice and in lifelong learning. The important goal was a clear summarization of knowledge from several areas related to the issue of agricultural machinery. By strengthening ICT technologies in teaching and evaluation of procedures based on transparency is ensured.

Implementation

The project ensured the transmission of the latest knowledge in the field of agricultural mechanization - from the basic principles of the work of individual parts and devices to the operation of modern agricultural machines, equipment and technologies towards educators, teachers and VET teachers and students of secondary vocational schools. During the duration of the project all planned activities were implemented, as they were approved at the initial meeting in terms of the processed Gantt diagram - this was modified during the project, as duration of the project was changed, which ensured the continuity of the given activities. Support mechanisms were created - management plan, a quality management plan and a dissemination plan, which ensured the fulfillment of individual goals. Intellectual outputs - methodical guide for using the e-book for teachers, VET teachers and methodical guide for using the e-book for students, e-platform with digital content and test tools for the implementation of quality within the pilot testing of students are relevant outputs of the implemented project, which are applicable to students, teachers, as well as to general public in the framework of lifelong learning.

Achievements

The output is an electronic textbook (e-book), while emphasis was given on mutual continuity, connectivity, clarity and easy orientation in this extensive tool. It contains a lot of theoretical knowledge, which is supplemented directly and in a logical sequence with concrete examples and valuable photo documentation of authors of individual chapters. Its concept is modern educational material which meets requirements for modern and open education directly connected to the practice sector. Part of the e-book is a manual for users - VET teachers, trainers, students. It is a certain guide how to work with the e-book correctly and corresponds directly with it. Another important result is the strengthened contacts between the scientific and research base of the agricultural department, suppliers of technology, agricultural practice and educational institutions at the level of secondary vocational schools. The several month work on the implementation of the project creates a good basis for the preparation of similar activities within the department. Partnerships established in the project and good relations give possibility of further cooperation of agricultural fields within secondary schools, also in the business sphere in the all EU.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

AgriTrain - Train the Trainer for a Sustainable Agriculture

Good practice example

Project Coordinator

Organisation Institut für nachhaltige Regionalentwicklung in Europa (PECO-Institut e.V.)

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Website www.peco-ev.de

Project Information

Identifier 2018-1-DE02-KA202-005191

Project Web Site <https://agri-train.eu>

Start Date Sep 1, 2018

End Date Jan 31, 2021

EC Contribution 207,278.99 EUR

Partners HOCHSCHULE FUR AGRAR- UND UMWELTPADAGOGIK (AT) , AGRAREN UNIVERSITET - PLOVDIV (BG) , FUNDACION MONTE MEDITERRANEO (ES) , HUMBOLDT-UNIVERSITAET ZU BERLIN (DE) , UNIVERSIDAD DE SEVILLA (ES) , LANDWIRTSCHAFTSKAMMER NIEDERSACHSEN (DE) , FH JOANNEUM GESELLSCHAFT MBH (AT)

Topics Agriculture, forestry and fisheries ; New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences

Project Summary

AgriTrain

Training trainers for sustainable agriculture

The project AgriTrain grew from the experiences of the previous project AgriSkills in which an educational package for more sustainability in agricultural animal production in the form of a project week for trainees was developed. In an analysis of involved partners' needs, it was determined that in addition to new educational approaches for Vocational Education for Sustainable Development (VETSD), such as the one developed here, trainers and educators (teachers at vocational schools and company in-house trainers) must also be sensitized to sustainability in agriculture. The aim is not to add new contents to the curricula, but to teach sustainable and systemic thinking such that it becomes part of professional and private acting with competencies of design and action being trained accordingly.

The aim of the AgriTrain project was to implement VETSD in the training of educators and trainers by means of the development of a training curriculum and guideline and additional supporting materials. The strategic partnership of universities, a chamber of agriculture, a trade union educational institution and a company (GER, ES, BG, AT) collaborated in 6 transnational meetings (4 face-to-face and 2 digital) on the project's implementation and outputs. The following intellectual outputs were elaborated by the partnership:

Training- Curriculum - Training for trainers in the field of sustainable development.

The curriculum was jointly developed by all partners. It is therefore applicable in all involved partner countries. It covers subject-specific contents and methods for fostering sustainable development in agriculture, in particular on including and implementing processes of in practice- and action-oriented learning. The thematic focus is on three main topics of agriculture: soil science, water management, and occupational health and safety. In addition to pedagogically sustainable forms of learning, a pedagogical concept and five case studies for implementation in daily school and work life - based on the three core topics and the use of ICT - are presented. The studies show practical examples in the form of learning situations. The learning situations were collected from the partner countries and can be transferred to different geographical locations and situations. The application of the curriculum was tested, analyzed and adapted in two short-term trainings.

Guideline - Vocational training for sustainable development

The guideline was developed to provide a theoretical framework and to supplement the curriculum. A study of ESD in a European context shows the diversity of this cross-sectional task of vocational education in agriculture. A common guiding principle of ESD for the project is provided and indicators to measure and describe ESD are identified to show the teachers and trainers possible actions and approaches of evaluation and reflect on topics of sustainability. The checklist also helps to reflect, evaluate and adapt the theoretical and practical implementation of vocational ESD in order to promote sustainable and systemic competences among the learners. Digitization in information and communication technologies also plays a major role and the guideline compares the situation in different European countries. In addition, the guideline contributes to the discourse on vocational ESD and aims to be a multiplier instrument in educational work.

In addition to the training curriculum and the guideline, further complementary teaching materials were developed, including an explanatory video on "Agroecosystem Resilience", as well as posters and tools to be used with the video.

The target group for the teaching materials are teachers and trainers in agriculture, who deal intensively with the topic of ESD and want to develop practical and theoretical lessons.

All materials are freely available: www.agri-train.eu

The educational materials were tested and evaluated in two transnational short-term trainings with teachers and trainers of the partner organizations. The experiences were incorporated into the final version of the curriculum and guideline.

As a consequence of the pandemic, the dissemination strategy had to be completely re-planned. It included numerous multiplier events in which several new aspects (education and training for trainers, European context) were added to the discussion on ESD. In cooperation with the national and European social partners, training regulations and curricula are to be influenced on the long-term. Thus, changes will not only be achieved on an individual level but also in institutions and in entire educational systems.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Investigation of Traditional Cheese Production Technology and Standards in the Light of European Union

Good practice example

Project Coordinator

Organisation Eskisehir Tarim ve Orman Mudurlugu
Address Arifiye Mahallesi, Suleyman Cakir Caddesi No. 24 , 26100 Eskisehir ,
Eskişehir , TR
Website www.eskisehir.tarimorman.gov.tr

Project Information

Identifier 2019-1-TR01-KA202-077415
Project Web Site <http://www.bestcheeseeu.com>
Start Date Sep 1, 2019
End Date Aug 31, 2022
EC Contribution 126,886 EUR
Partners UNIVERZA V LJUBLJANI (SI) , ANKARA UNIVERSITESI (TR) , BATMAN
TARIM VE ORMAN IL MÜDÜRLÜĞÜ (TR) , SLOVENSKA
POLNOHOSPODARSKA UNIVERZITA V NITRE (SK) , Azienda Sanitaria
Provinciale di Agrigento (IT)
Topics Quality Assurance ; ICT - new technologies - digital competences ;
Agriculture, forestry and fisheries

Project Summary

Background

Due to the increase in the demand for traditional cheeses in Turkey and EU Countries and the demand outside of the geography where they are produced, production technologies should be developed and hygiene standards should be provided at the maximum level.

In Turkey and some EU countries, there are application differences between countries and regions because the professional knowledge and experiences of the personnel who provide training and supervision to primary producers is not sufficient in the technologies and hygiene of local cheeses. Although the educational outputs made within the nation are limited, it is necessary to create common training materials as a result of sharing knowledge and experience by working one-on-one with the VET of EU in order to adapt to the European Union. It is important to increase the education and training abilities of VET by using ICT Technology instead of classical methods. In Turkey's 2018 EU Progress Report and our Ministry's Strategic Target for 2023 it is stated that progress should be made in food production technologies and safety. So, we wanted to do our official duty in the process of harmonization with the EU acquis with our project partners within the scope of the Erasmus +

Objectives

To contribute to food inspectors and trainers and primary producers, especially VET on food safety and production in Turkey and EU about learning the production technologies of local cheeses, using them in their daily and professional lives, producing new products and improving themselves professionally, Through the educational materials developed within the scope of our project and our website, which can be accessed through the web site.

*Our project, prepared in accordance with EU Legislation, has a scientific outputs. With these outputs, users increase their learning and teaching capacities and competencies with ICT Technology,

*With our innovative modules prepared in five different languages, open to everyone and free of charge; To improve the professional knowledge and experience of everyone who needs education in Turkey, EU countries and all over the world, with ME and effective dissemination,

AS A RESULT:Through the joint modules and training materials developed within the scope of our project, we aimed to minimize the differences in professional knowledge and practice in "development of the production standards of local cheeses and hygiene practices", and to increase commercial activities between regions and countries.

Implementation

1- ZOOM MEETINGS

a) With local partners on 10 March 2020

b)- A meeting was held with all our project partners on March 26, 2020.

2- INTERNATIONAL PROJECT MEETINGS (5 units)

a) 20-24 September 2021 First International Meeting (TPM-1) Eskişehir

b) 23-26 November 2021 TPM-2 Ljubljana / Slovenia

c) 28 March-01 April 2022 TPM-3 Nitra /Slovakia

d) TPM-4 Agrigento / Italy on 24-28 May 2022

e) TPM-5 was held in Eskişehir on 20-22/07/2022.

3-MULTIPLIER EVENTS WERE HELD (ME) 6 pcs

- a)- 19/08/2022 (ME) for Group 1 ESKISEHIR
22/08/2022 ME for Group 2, ESKISEHIR
- b) -15/08/2022 ME Ankara
- c)- 08/08 /2022 ME 1st group Batman
11/08/2022 ME group 2 Batman
- d)- 23/ 08 /2022 ME Nitra / Slovakia
- e)- 12.08.2022 ME Ljubljana / Slovenia
- f)- 9.08.2022 Agrigento / Italy 1st group
23.08.2022 Agrigento / Italy 2nd group

4-WEB SITE and ICT TRAINING MODULES ARE PREPARED (10 lessons in 5 languages, 2 exams, 1 certificate of participation)

5-DISSEMINATION ACTIVITIES

- *The results of all international project meetings were reported on the websites of the institutions, local and national newspapers, and social media.
- *Project outputs of the project was www.bestcheese.eu dissemination activities were carried out and the activities continue.

Achievements

1- PROJECT OUTPUTS:

- a) 1 Web Site (5 interfaces)
- b) 2 ICT Training modules (5 languages, 10 lessons and 2 exams, 1 participation certificate.) Up to now, 245 users logged the Web Site. from Turkey and EU Countries and other countries have become members of the site. A total of 60 people received participation certificates.
- c) BestCHEESE Erasmus + Facebook Group
- d) The Bestcheese Erasmus YouTube channel was opened.

2-OTHER RESULTS

- *With our project, the knowledge and experience of VET on local cheeses production technology has increased. Other institutions and stakeholders were also positively affected by the multiplier effects.
- *The institutional capacity of our institution and our partners has increased.
- *Collaboration was established for new projects (bestHONEY).
- * The knowledge level of VET in the fields of food safety and production has increased. Their capacity to use ICT technology has increased.
- *Quality standards will increase and commercial activities will increase in food businesses producing local cheese in Turkey and EU Countries.
- * In the long term; With the increase in import and export capacity, the economy of Turkey and EU Countries will be positively affected.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Beegen: Beekeepers generation bridging

Good practice example

Project Coordinator

Organisation STOWARZYSZENIE ARID
Address UL. PODEDWORZE N 6 LOK 45 , 30 686 KRAKOW , Małopolskie , PL
Website www.arid.org.pl

Project Information

Identifier 2019-1-PL01-KA202-065014
Project Web Site <http://www.beegen-project.eu>
Start Date Nov 1, 2019
End Date Jun 30, 2022
EC Contribution 257,166.21 EUR
Partners UNIWERSYTET PRZYRODNICZY WE WROCLAWIU (PL) , New Edu,n.o (SK) , FORMACION PARA EL DESARROLLO E INSERCIÓN, SOCIEDAD LIMITADA (ES) , PANEPISTIMIO PATRON (EL) , CPIP-COMUNITATEA PENTRU INVATAREA PERMANENTA (RO) , GROWTH COOP S.COOP.AND (ES)
Topics Intercultural/intergenerational education and (lifelong)learning ; Agriculture, forestry and fisheries ; ICT - new technologies - digital competences

Project Summary

Background

The problem of EU beekeepers are not enough young people who want to become beekeepers taking an apiary after their older colleagues or establish new learning from experienced professionals. In Poland, during several meetings organized for beekeepers is just visible the structure of the age of people who deal with the breeding of bees. This is still confirmed by various surveys conducted at various events for beekeepers. According to the Polish Association of Beekeepers more than 60% of beekeepers it exceeded the age of 60 years. This fact is also confirmed by a survey carried out during one of the surveys done by Association ARID, where 153 surveyed beekeepers most were aged between 61 and 70 years. Based on the survey, it is clear that there has been a need to interest young people in beekeeping. At the same time based on the research clearly shows that the professional group that beekeepers are constantly in need of professional training. To combine these these two needs, ie. encourage young people to beekeeping and beekeepers provide professional training in the subject, which is required for both young and experienced professionals, the project consortium has undertaken the development of training materials for the project.

Objectives

Our aim was as follow:

- The create the training materials for young beekeepers to the EQF level 2-3
- Creation of advanced materials training materials for professional beekeepers to the EQF level 4-5
- The creation of e-learning platform containing these courses in an interactive format
- Development of two-part handbook for young and advanced beekeepers
- Developing thematic game related to the theme of beekeeping joining a generation of young and older beekeepers

Generally project had have three main goals:

1. To encourage young people to get interested of the beekkeeping
2. To connect two generation of beekeepers to cooperate together and lear from each other
3. To deliver high quality learning content especially helping youg generation to get into the beekeeping profession.

All those aims were achieved completely and our handbook for beekeepers became a bestseller among beekeepers. Moreover we have intereseted many young people from all project counteriees to become beekeepers (e.g. in Wrocław, in Granada, in Nitra or in Kraków). The game - one of the project product has fulfilled its tasks because many youngsters were very interested of playing it and learn about beekeeping.

Implementation

Project Beegen has been affected by pandemic however we have managed it succesfully. Project started 1.11.2019 and we started working from the very first days of the project. We have implemented following activities:

1. Kick off meeting in Kraków and 3 f2f meetings in GR, SK and ES.
2. 5 on-line meetings during pandemic
3. Elaboration of the IO 1,2,3,4,and 5
4. Cross checking of the elaborated content
5. Quality checking on the each stage of the project
6. Broad dissemination activities

7. Pilot testing of the elaborated game and materials in each of the country
8. Printing of the handbooks in all languages of partners
9. Electronic version of handbook possible to download from the platform in all project languages + English
10. Execution of the multiplier events in all countries with more than assumed number of participants

Moreover we have prepared strategy of involvement young people into the beekeeping profession by utilisation of our project.

IO1 and IO2 were very complex and consists of the relevant level curriculums and training content. Partners elaborated also game scenarios, complete game in all partner languages and high quality handbook in electronic and printed versions.

Achievements

Project Beegen produced many results. First of all we have elaborated 2 levels training content for unexperienced and young beekeepers and candidates to the beekeeping profession and advanced training content for experienced beekeepers. This content has been prepared in 4 ways to achieve maximum impact. So the content is available in on-line presentation, on-line handbook, it is available as a contentwise part of the dedicated for beekeepers game and as a hard copy in printed version. Moreover entire content is translated into EN, PL, SK, ES, EL and RO languages.

We have produced very complex but very usefull game for both target groups of our project. The game is the main modern tool to connect both generations of the beekeepers and fulfills all assumptions of the project. Another output elaborated in BeeGen project is handbook for unexperienced and professional beekopers. This handbook ws distributed during multiplier events and was a bestseller.

Project BeeGen has elaborated also dedicated educational platform in the form open educational resources where interested beneficiary can find all elaborated content in the digital version. The platform is available in all partner languages.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: School Exchange Partnerships

Project Title

Let it rain! A Solar Powered Irrigation System Built by Students

Good practice example

Project Coordinator

Organisation Stadtteilschule Rissen
Address Voßhagen 15 , 22559 Hamburg , HAMBURG , DE
Website www.stadtteilschule-rissen.de

Project Information

Identifier 2019-1-DE03-KA229-059736
Project Web Site <https://www.letitrainasolarpoweredirrigationsystem.com>
Start Date Sep 1, 2019
End Date Feb 28, 2022
EC Contribution 56,631 EUR
Partners BIOTEHNISKA SOLA MARIBOR (SI)
Topics Environment and climate change ; Agriculture, forestry and fisheries ; Energy and resources

Project Summary

Let it rain! A Solar Powered Irrigation System Built by Students.

For this project we - the Stadtteilschule Rissen from Hamburg and the Biotehniška šola from Maribor - have taken on a big task. Together with our students we want to build a solar powered irrigation system that will be agriculturally used in Maribor. In this, we want to build and install almost all of the required technical equipments ourselves.

With this project we combine our schools given skills and qualities. The Biotehniška šola Maribor trains its students to work in agriculture. The students bring a great range of experience in the fields of craftsmanship and agriculture with them. Last year, during our last Erasmus+ project, the Slovenian students taught our students how to properly cut the trees on our school's meadow. The school possesses 100 hectares of fields on which they plant wine, fruits and vegetables and for this they need water and irrigation systems. These systems waste a lot of energy and this is where the project comes in. The solar powered irrigation systems we install will save energy while watering the fields. The Slovenian students will learn how they can sustainably generate electricity and how they can integrate this in their future jobs.

At the STS Rissen the students start to work in practical jobs early on. In the years 9 and 10 the students work in start-ups one day every week, where they learn about craftsmanship and the business world in general. The landscape gardening start-up we have serves as excellent preparation for the "Let it rain!"- project. Further, the STS Rissen is on its way to become a "climate school". This requires us to take educational and practical steps to include sustainability in our school's guidelines. What could be better to build our own solar powered energy system and teach our students how to extract energy from sunlight. The project shall serve as inspiration for sustainability and renewable energies for our school and others around.

The project will take place in year 11 and will later be integrated into our a-level profiles. We plan four student exchanges, two in each country. During this time we want to build and install the equipment. The students will, for example, pour the concrete base of the solar systems and build the frames for the irrigation system themselves. Except for the well which needs to be drilled in Maribor our students will do everything on their own.

We hope that the students will be proud of their achievements in the end and celebrate them together. Further, we want to evaluate our systems in the end and discuss whether they present a future possibility of field irrigation.

We hope that our students will bond during this common task and take this project as a chance for cultural exchange and building friendships. The students will host and teach each other which hopefully leads to very special bonds between them. Also, we need to keep our travel expenses as low as possible since we need to finance all the needed materials for our systems. This will definitely not be an easy task but we are determined to show that the sustainable and professional use of renewable energies can already begin in schools.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Promoting Computational Thinking, Coding and Entrepreneurial skills in Adult Education based on experiential learning scenarios targeting IoT processes in the Food & Agriculture Industry

Good practice example

Project Coordinator

Organisation CIVIC COMPUTING LIMITED
Address 12 SOUTH CHARLOTTE STREET , EH2 4AX EDINBURGH , Eastern Scotland , UK
Website www.civicuk.com

Project Information

Identifier 2018-1-UK01-KA204-048177
Start Date Oct 15, 2018
End Date Oct 14, 2020
EC Contribution 183,339 EUR
Partners PANEPISTIMIO THESSALIAS (EL) , GODESK S.R.L. (IT) , EDUACT - DRASI GIA TIN EKPAIDEUSI (EL) , INSTALOFI LEVANTE SL (ES)
Topics ICT - new technologies - digital competences ; Rural development and urbanisation ; Labour market issues incl. career guidance / youth unemployment

Project Summary

The documents referred to in this report are available in the document repository:

- http://repository.erasmusplus.website/Actife/Final_Report/
- Username: evaluator
- Password: Evaluator101!

The central aim of the ACTiFE project was to use coding, computational thinking and "Internet of Things" (IoT) related processes in the Agri-Technology and Food sector to improve the creativity, employability, and entrepreneurialism of adults and young people at risk of long-term unemployment or social exclusion. The project was run with this in mind, but also in a context of a swiftly changing economy and society. Increasingly, innovative technologies are not confined to the tech sector, even for industries seen as traditional, such as agriculture. As such, it is more important than ever that the unemployed of every stripe – but in particular the long-term unemployed – gain STEM skills in areas such as coding, computational thinking, and IoT. Significantly, however, employers and industries have expressed concerns that these skills are not ubiquitous enough for their needs. It is in this context that ACTiFE has sought to build a series of tools and deliverables that will raise both awareness of and interest in coding, computational thinking, and IoT with a particular focus on the Agri-Technology and Food sector.

The project achieved these aims mainly through the development of a serious game and its supporting documents, which deliver the knowledge in an engaging way. In order to create these deliverables, the project focused on three central intellectual outputs (IOs), each of which focused on a particular set of results. IO2 was the first, and focused on the Learning Methodologies Framework as an initial preparatory research phase before the creation of the game itself:

- A1: Stakeholder mapping
- A2: The current status quo in linking Coding and Computational Thinking to innovative entrepreneurial practices in Adult education
- A3: Current trends in the deployment of serious games in Adult education
- A4: Learning requirements for preparing adult learners to effectively adopt Computational Thinking and Coding as necessary tools to set up and successfully deliver entrepreneurial plans.
- A5: Skill development requirements for Adult education instructors on deploying ICT, and specifically serious games and simulations, towards preparing students to enter the world of work
- A6: A collaborative, agile learning framework for promoting "smart" entrepreneurial" practices in adult education activities.

The second IO was IO3, which was centred around building the game:

- A1: The ACTiFE serious game design for exposing adult learners to Coding processes, IoT and "smart" entrepreneurship in the field of Food and Agriculture industry.
- A2: Software development of the ACTiFE serious game for building experience with industrial processes in the field of adult education.

The final IO was IO4, in which the consortium created a number of supporting documents and deliverables to the game:

- A1: Collection of learning sheets targeting educators
- A2 User guide on the ACTiFE serious game
- A3: Good practice guidelines in multimedia form aiming at enhancing instructor capacity to deploy the proposed serious game.

As can be inferred from this, the results of the project therefore took the form of:

- A learning methodologies framework
- A serious game
- Learning sheets related to the game's content for use by educators
- A user guide to the serious game
- Good practice videos

Unfortunately, as funding for the project's piloting was cut, there was minimal time or resources for the consortium to undertake this as fully as hoped, but evaluations of project results were nevertheless undertaken. Only 10 participants took part in this activity, but the multiplier events that partners undertook captured a much broader audience. The four partners that held these events managed to get 204 participants, with feedback indicating that they would recommend the game and its supporting tools to a wider audience. Partners generally tried to ensure that the project's target audience was being captured in these activities – namely teachers and other educators, particularly where possible those involved in adult education – but also the general public and other adults in education or unemployment.

When added to the project dissemination figures – an impressive 86,817 people reached – we get a sense of the project's broader impact. The above project results have been successfully promoted to thousands of people, many in the target audience who, as our feedback from multiplier events and evaluations shows, do feel largely positive about those results, their quality, and their potential. When combined with the project website that will continue to host project information and results after the project's closure, and the potential for the Learning Methodologies Framework as basis for a body of research, it is clear that ACTiFE has had a significant impact that may well continue after it ends.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

Project Title

Food&More - Consumer education for food citizens

Good practice example

Project Coordinator

Organisation TUDATOS VASARLOK KOZHASZNU EGYESULETE

Address Moricz Zsigmond korter 3A fsz3 , 1114 BUDAPEST , Budapest , HU

Project Information

Identifier 2019-1-HU01-KA204-061205

Project Web Site <https://tudatosvasarlo.hu/projektjeink/food-and-more-legy-a-reszese-kozossegepite>

Start Date Dec 1, 2019

End Date Feb 28, 2022

EC Contribution 210,367.98 EUR

Partners ASOCIACE MISTNICH POTRAVINOVYCH INICIATIV OPS (CZ) ,
RESEAU INTERNATIONAL URGENCI (FR) , FUNDACJA
EKOROZWOJU (PL)

Topics Rural development and urbanisation ; Civic engagement / responsible citizenship ; New innovative curricula/educational methods/development of training courses

Project Summary

Background

Project partners are environmental NGOs with the mission to achieve sustainable consumption and production, addressing conscious consumers. Based on UN: “Sustainable Consumption and Production is also about decoupling economic growth from environmental degradation, increasing resource efficiency, and promoting sustainable lifestyles.” The “Farm to Fork Strategy” also explains we need to make food systems fair, healthy, and environmentally friendly to address this situation. Partners work with “solidarity-based food systems” for more than a decade, including food communities like Community Supported Agriculture or food cooperatives. The conclusion of the partners’ own research and needs analyses were that there was a strong, explicit need for more consumer participation in the management of food communities. Our joint aim is to support behavioural change, so we applied for the Food&More project to develop a non-formal educational programme and supporting educational tools to provide consumers (food citizens) knowledge and practical tools that can help them to support sustainable food systems. This became even more relevant when we experienced the fragility of our food systems during the Covid 19 period.

Objectives

The implementation of “sustainable consumption and production” (SPC) as an integrated approach helps to achieve overall development plans, reduce future economic, environmental, and social costs, strengthen economic competitiveness and reduce poverty. (UNEP EN, ABC for SCP, 2010). Food&More contributes to the achievement of these goals by the development of a non-formal educational programme for consumer-citizens, focusing on one key topic of SPC: food. Therefore, partners addressed a specific target group, “food citizens”: those consumers who are engaged in supporting sustainable and ethical food systems

To achieve this aim, partners worked to reach the following objectives: 1) design a European training programme for food citizens, 2) build the capacity of staff and trainers in non-formal training methods, 3) equip food citizens with educational methodologies and tools, 4) offer mentoring, 5) educate consumers about food citizenship (O2), test, evaluate, verify and improve the educational program and its tools and disseminate the educational program and its tools on the national and European levels.

Implementation

Partners of the Food&More project designed a European educational programme for food citizens by elaborating a participatory training programme with supporting tools, building the capacity of staff and trainers in non-formal training methods and running, evaluating, verifying, and improving the core programme. The preparation was supported by an online "Train the trainer event". Partners also equipped food citizens with educational methods and tools which can be applied in their food communities, offered them mentoring and motivated them to educate consumers about food citizenship. An innovative element of the project was that the partnership realised a new e-learning HUB and tested an online course for food citizens. To assure the dissemination and the accessibility of the project more steps were taken. Partners engaged food citizens in the testing, verification and evaluation, made the training program accessible on the European level and built new alliances on the local and international levels for the sake of long-term sustainability. Multiplier events were organised on the national and Central-Eastern European levels to disseminate the project's results to stakeholders.

Achievements

During the project period; a community-based training programme was elaborated with supporting tools (trainers guide and workbook); 1 short term joint staff training event was organised online with the participation of 13 trainers or staff members, and 9 test training events were organised with the participation of 127 adult learners. A complex educational toolkit with practical tools (toolkit guide, information materials, presentations, short films) was produced and an e-learning platform was realised. An online e-learning course was tested with 17 participants and mentorship was organised for 43 mentees. 17 webinars were held for food citizens. Three national and one Central-Eastern European Multiplier event was organised with 88 participants. Partners involved 76 participants with fewer opportunities for the elaboration and testing of Food&More. Partners addressed allies, organise meetings with decision-makers and experts through dissemination activities, as well as disseminated the results to a wider audience of 2,06 million people. The learner-based methodology of Food&More contributed to the successful operation of food communities, and the improvement of key competences and the transversal skills of food citizens.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Agricultural Safety Through Lifelong Learning

Good practice example

Project Coordinator

Organisation SLOVENSKA POLNOHOSPODARSKA UNIVERZITA V NITRE
Address TRIEDA ANDREJA HLINKU 2 , 949 76 NITRA , Nitriansky kraj , SK
Website www.uniag.sk

Project Information

Identifier 2019-1-SK01-KA202-060645
Project Web Site <http://www.agrisafetynet.eu>
Start Date Sep 1, 2019
End Date Dec 31, 2021
EC Contribution 248,890.31 EUR
Partners Edu Consulting, z.u (CZ) , CONSEIL EUROPEEN DES JEUNES AGRICULTEURS AISBL (BE) , CPIP-COMUNITATEA PENTRU INVATAREA PERMANENTA (RO) , The Polish Farm Advisory and Training Centre not-for-profit Sp. z o. o. (PL) , FORMACION PARA EL DESARROLLO E INSERCIÓN, SOCIEDAD LIMITADA (ES) , Hof und Leben GmbH (DE)
Topics Health and wellbeing ; Agriculture, forestry and fisheries ; New innovative curricula/educational methods/development of training courses

Project Summary

Main ideas for the motivation: In Europe health & safety in the agricultural sector is an issue on the table of policy makers. But, more relevant, there is an increasing interest at grass-root level. In 2014, there were close to 3.2 million non-fatal accidents with 65 thousand fatal accidents from which 14,3 % in agriculture, forestry and fishing activities. In Romania there were 37 deaths caused by accidents in agriculture. 192 workers were rendered unfit for work for more than 3 days by work accidents. The trade unions have in-company experts for health and safety at work.

European Framework for Key Competences for Lifelong Learning identifies and defines the key competences that citizens require for their personal fulfillment, social inclusion, active citizenship and employability. One of them is Social Competences. To obtain the related skills it is essential to understand the codes of conduct in different environments (e.g. at work). One of the aspects included in these codes of practice is the health and safety at work (labour risk prevention) and the commitment of its fulfillment of all the workers and companies. In spite of the progress achieved with the previous Community strategy on health and safety at work, the fourth European survey of working conditions show that occupational hazards are not being reduced in a uniform way and agriculture is still particularly dangerous.

AgriSafeNet project promotes work-based learning, for the implementation of the Council Recommendation on a European Framework for Quality and Effective Apprenticeships. These partnerships will develop new training content, that integrate periods of work-based learning, including opportunities to apply knowledge in practical workplace situations.

Our aim with AgriSafeNet project is Decrease the number of work-related accidents and occupational hazards risk in agricultural sector and increase the critical mass of experts regarding occupational health and safety / agricultural labour risk prevention in order to generate policy change by developing agricultural labour risk prevention education provision, networking and public awareness.

Seeing as there are 7 partner countries, we foresee approximately 300 indirect beneficiaries per country, allowing for variations based on country size, to a total of 2100 indirect beneficiaries.

In this category, we are thinking firstly of around 20 local participants in the multiplier events described in the "multiplier event" section which will be reached partially for the purpose of invited people to use elaborated materials, and partially for promoting and exploiting results after they have been completed.

Furthermore, we foresee a number of approximately 100 other potential trainees which will access the e-learning platform during the duration of the project without our direct guidance, thanks to dissemination and exploitation campaigns, and who will therefore benefit from the project products.

We estimate that 300 stakeholders /partnerships will be informed about the AgriSafeNet project through project website and social media.

Each of the partners will promote the project using all available ways. Each partner will participate in different events and fairs and during that events project will be promoted by leaflets, posters and roll-ups and direct conversations with interested people. Project will reach potential beneficiaries also by sending direct e-mails to the institutions which are connected with the project topics.

AgriSafeNet project will :

a) Setting up a bottom-up solution, based on lifelong learning experiences, to assist the development challenges of Health & Safety experts and practitioners in agriculture.

- Strengthening the capacities and structures of farmers, trainers and agricultural authorities on Health & Safety education.

b) A network of specialized trainers on Health & Safety and Agricultural Labour Risk Prevention with access to relevant materials, international experts and information center. This will impact by:

- increasing number of training offers for rural areas on health and safety (new services for farmers),
- opening the subject of already existing trainings to the agricultural labour risk prevention matters (new competencies for the trainers and better services for farmers).

c) A network of farmers and farmers' associations implementing more Health & Safety actions as direct result from the participation in the project. This will impact a direct and immediate decrease in occupational hazards at their farms (new capacities for farmers).

d) Organizational development for the stakeholders that have through this project the opportunity to access new knowledge and expertise (new capacities).

Furthermore, the proposed products will not be restricted to any given sector, thus it could be easily addressed to people belonging to different agriculture sectors, educational fields, regions, countries or age groups who are interested in.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for higher education

Project Title

Transformation of European Food Systems towards Sustainability by Transnational, Innovative Teaching

Good practice example

Project Coordinator

Organisation SZKOLA GLOWNA GOSPODARSTWA WIEJSKIEGO
Address UL. NOWOURSYNOWSKA 166 , 02 787 WARSZAWA , PL

Project Information

Identifier 2018-1-PL01-KA203-051124
Start Date Sep 1, 2018
End Date Aug 31, 2021
EC Contribution 206,541.4 EUR
Partners UNIVERSITAET KASSEL (DE) , KOBENHAVNS UNIVERSITET (DK) , UNIVERZITA KARLOVA (CZ) , ALEKSANDRO STULGINSKIO UNIVERSITETAS (LT) , FACHHOCHSCHULE MUNSTER (DE) , UNIVERSITA DEGLI STUDI DI SCIENZE GASTRONOMICHE (IT) , SVEUCILISTE U ZAGREBU AGRONOMSKI FAKULTET (HR) , INSTITUT SUPERIEUR D'AGRICULTURE RHONE ALPES I.S.A.R.A (FR)
Topics New innovative curricula/educational methods/development of training courses ; Pedagogy and didactics ; Social/environmental responsibility of educational institutions

Project Summary

The TEFSI project supported cooperation between 9 European universities to develop, implement and widely disseminate innovative teaching approaches, materials, methods and tools, and thus to increase university teachers' competences and innovation, and to improve the quality and effectiveness of university teaching. Usage of innovative teaching methods in TEFSI was illustrated for the subjects covering various aspects of sustainable food systems, in order to increase teachers awareness about the importance of including sustainability issues into their everyday lecturing, and therefore could be seen as a step of food science, human nutrition, agriculture, and related life science education towards sustainability. The project began with an in-depth analysis of the level of inclusion of food system sustainability issues in higher education by European University lecturers, the lecturing tools being used and perspectives for innovation in this area, followed by the development of quality training materials on the innovative teaching tools & concepts (presentations, handbook, short video lectures) and by sharing them during 5 international staff training events, implementing them in everyday teaching activities at participating universities, and finally disseminating during project Multiplier Events and other dissemination activities. Transnationality of the project allowed the biggest strengths of teaching approaches and strategies of all participating Universities to be extracted, analysed & put together in the project activities and outputs.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for vocational education and training

Project Title

Seed network in VET

Good practice example

Project Coordinator

Organisation Stowarzyszenie Edukacji Rolniczej i Lesnej EUROPEA Polska

Address Pszczelinska 99 , 05-840 Brwinow , Mazowieckie , PL

Project Information

Identifier 2019-1-PL01-KA202-065239

Start Date Sep 1, 2019

End Date Dec 31, 2021

EC Contribution 92,910 EUR

Partners MITRA FRANCE (FR) , Mittetulundusühing EURIKA (EE) , EPLEFPA BORDEAUX GIRONDE (FR) , MASZE EUROPEA HUNGARY (HU) , ISS Piedimonte Matese (IT)

Topics Natural sciences ; Agriculture, forestry and fisheries ; Environment and climate change

Project Summary

"Seed networking in VET" is Erasmus+ Strategic Partnership project which aims to protect sowing endemic seeds, to let the world of VET to know about the value of endemic productions and to combine different European traditions in a shared network of project partners' countries involved. The coordinator of the project is EUROPEA Polska.

SEEDNET is created by different bodies - two VET schools from Italy and France, two NGOs working in VET from Estonia and France and two networks of VET schools (EUROPEA) from Poland and Hungary. Coordinator of the project is EUROPEA Poland. Partners' organisations belong to different economic and educational sectors which gives synergy for this project in order to promote the diffusion of native seed saving practices on local, national and European levels.

The target groups of the SEEDNET project are VET staff members, teachers, trainers and mentors that need a professional growth to answer to new challenges of the labour market. Through the sharing of good practices and knowledge we want to create an interest of different stakeholders about endemic seeds production and safeguard inside a sustainable developing economy, enhance the respect to biodiversity and to safeguard to rural heritage. Starting from the work based on learning methodology which applied during short-term joint staff training events we will exchange and share good practices, safeguard seeds and ancient species through the creation of local seeds banks, establish models and competencies which are required for building the virtual and real SEED BANK named "Treasure".

We aim also to create a local micro networks of VET schools, agricultural enterprises, farms, referral stakeholders and local municipalities. Representatives of these stakeholders will disseminate tangible results of the project. The new competencies gained by VET educators and spreading of good practices about seeds custody, seed keeping and reproducing, sowing techniques, and alternate sowing will become intangible results. The main scope of our proposal is to develop an innovative VET approach to acquire new competencies for educators involved in VET context in the field of sustainable agriculture and environmental fields.

The specific objectives of this project are:

- * to develop an innovative joint VET cross sector network in order to save endemic seed species;
- * to test the training methodologies coming out from the exchange of good practices using didactic materials based on digital tools;
- * to improve and explore different forms of validation of competences for VET educators;
- * to strengthen the European cooperation in green economy.

The main actions of the proposed project are:

- * to identify the special training needs of VET educators and farmers for keeping and reproducing ancient seeds;
- * to develop short-term joint staff training events for exchange of good practices and test collected materials;
- * to build real and virtual SEED BANK "Treasure" in each partner organisation;
- * to develop common criteria for validation of competencies acquired through the participation in this project;
- * to disseminate and exploit the results of the project, in order to develop a link between SEEDNET and key stakeholders and beneficiaries in the seed saving system.

The partnership will produce a tangible results and create seed real and a virtual SEEDNET BANK - virtual place of seed exchange and also virtual natural museum containing endemic and ancient seed to keep in each partner organisation. Partners will produce a SEEDNET toolkit for all users containing learning results acquired during the

short-term joint staff training events and guidelines to custody process. Our final goals are to make more attractive and interesting SEED network in VET and to show and recommend the good practices implemented and shared to the local stakeholders and regional reference authorities.

The impact of the project will be seen on VET educators and students/learners increased skills about old seeds identification and collection, including also custody process. They will gain new methodologies and approaches learned from trainers and from project partners' organisations, inspiration for new training methods and work-based learning.

VET institutions and stakeholders (project partners and associated partners) will gain better quality of education and training methods. The project will have a positive impact on the promotion of common traditional values within Europe. Working together beyond national borders will help to encourage the exchange of experiences in agricultural field to preserve environment and biodiversity building new form of networking.

Recognizing a common European practices about old seed preservation is a form of common European heritage and has the potential longer term benefits as a form to safeguard diversity in Europe in the future.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Farming concepts and innovative funding/ financing

Good practice example

Project Coordinator

Organisation CONSEIL EUROPEEN DES JEUNES AGRICULTEURS AISBL
Address 67 RUE DE LA LOI , 1040 BRUXELLES , Région de
Bruxelles-Capitale/Brussels Hoofdstedelijk Gewest , BE

Project Information

Identifier 2019-1-BE01-KA202-050397
Start Date Nov 1, 2019
End Date Oct 31, 2021
EC Contribution 290,813.41 EUR
Partners UNION DE AGRICULTORES Y GANADEROS-JOVENES
AGRICULTORES DE JAÉN (ES) , FOLKUNIVERSITETET STIFTELSEN
VID LUNDS UNIVERSITET (SE) , Asociace soukromého zemědělství
Česke republiky (CZ) , Hof und Leben GmbH (DE) , AGRICOLTURA E
VITA - ASSOCIAZIONE (IT) , On Projects Advising SL (ES)
Topics Agriculture, forestry and fisheries ; Economic and financial affairs (incl.
funding issues) ; Entrepreneurial learning - entrepreneurship education

Project Summary

Agricultural markets and farming business changed considerably over recent decades. EU Farmers are facing a need to improve their economic and socio-economic situation.

From entrepreneurial view financing is an important task for the farmer besides production and marketing. Decisions in financing - may it be "traditional" or innovative - have long term influence on the farm, its liquidity and its income.

Especially for young farmers taking over the business of their parents or simply aiming at business development it is very important to have a solid financial basis for their agricultural businesses.

Financing affects the sustainability of the single farm (together with effects on and importance for income security) as well as it addresses sustainable development of rural areas as a whole.

Innovative financing exists on niche level, but a lot of possibilities are not widely known. To make good decisions in the field of innovative financing farmers need to be equipped with more skills, knowledge and competence, and with experience from successful practice.

It is a huge challenge for the farmers to:

- (1) Keep the business running in a profitable & sustainable way.
- (2) Respect societal demands towards agricultural production which are increasing constantly.
- (3) Get financed in adequate and sufficient dimension.

There are possibilities to fulfill all 3 aspects at the same time.

With FARMINFIN project, we aim at developing a training programme that is going to equip farmers with the needed competences for the implementation of innovative financing means tailored adequately for his own farm, entrepreneurial approach and personal circumstances.

In addition to this, we also aim at reaching the following objectives:

- Foster professional handling of innovative financing means by farmers.
- Strengthen economic and socio-economic viability of family farms.
- Deliver added value to rural development.

These objectives will be achieved by providing to young farmers a training programme based on the OER approach and on case studies about sustainable and innovative financing ways for farming sector enterprises.

The training system will be made of:

- A guide about alternative ways of financing in the farming sector.
- A set of 12 case studies gathering best practices related to alternative ways of financing in the farming sector in the involved countries;
- Training curriculum and training modules providing the knowledge needed to successfully implement a sustainable business initiative in the farming sector.

The training materials (in English, Swedish, Czech, German, Spanish, Italian and French) will be fully available free of charges on the project training platform and will be also uploaded on OER repositories (such as www.oercommons.org) making them available to an even wider audience.

The FARMINFIN consortium is made of the following partners:

CEJA (BE): CEJA is the voice of Europe's next generation of farmers, representing some 2 million young people through a membership comprised of 32 recognized national member organizations in 23 EU member states and an associate member organisation from Serbia.

HuL (DE): HuL is an independent private body focused on agricultural family enterprises. HuL is consulting in Germany in all types of agricultural business: crop cultivation as well as animal husbandry, production and processing of biomass for food and feed as well as for energetic or industrial purposes.

OnP (ES): OnP is a consulting enterprise specialized in project managing, monitoring and evaluation. Its staff has a wide experience in ERASMUS+ projects and in the development of VET materials in the farming and rural development sector.

FU (SE): FU is an adult educational association that offers a wide range of adult education all over Sweden. FU has a broad open educational program in a variety of subjects; it also runs schools in higher vocational education, labour market education and further education and training for working life.

AèV (IT): AèV is a Vocational Training Centre. Its main objectives are: to promote and stimulate the social-cultural and civic development and training, at any level, of all the citizens, and more specifically farmers, in many economic and social sectors (agriculture, food industry, administrative and advanced services).

APF_CR (CZ): APF_CR is a voluntary professional organization of private farmers in the Czech Republic. Defending the economic, social and professional intents of the Czech private farmers in the Czech Republic and abroad is the fundamental activity of APF_CR.

COAG (ES): COAG is a professional farming organisation which operates in the Jaén province, in Andalusia. It provides a wide range of services from the defense of farmers interests to training, information and technical advising, R+D, dissemination of technical improvements, rural development, etc.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Learning on Entrepreneurship and Agriculture for New farmers

Good practice example

Project Coordinator

Organisation Vertigo Lab
Address Lieu-dit Pigaillon , 47700 Anzex , Aquitaine , FR

Project Information

Identifier 2018-1-FR01-KA202-047923
Start Date Sep 1, 2018
End Date Oct 31, 2020
EC Contribution 243,352 EUR
Partners UNIVERSITA DEGLI STUDI DI BARI ALDO MORO (IT) , VEREIN FUER LANDLICHE STRUKTURFORSCHUNG EV (DE) , STOWARZYSZENIE ARID (PL) , VIESOJI ISTAIGA BALTIJOS EDUKACINIU TECHNOLOGIJU INSTITUTAS (LT) , INSTITUT D ENSEIGNEMENT SUPERIEUR ET DE RECHERCHE EN ALIMENTATION SANTE ANIMALE SCIENCES AGRONOMIQUES ETDE L ENVIRONNEMENT VETAGRO SUP (FR)
Topics New innovative curricula/educational methods/development of training courses ; Entrepreneurial learning - entrepreneurship education ; Agriculture, forestry and fisheries

Project Summary

While the European agriculture is facing an ageing population with transmission issues, a new generation of farmers is rising: young people with no agricultural certification and who are not from farming background. Those new farmers are seeking to develop a more sustainable agriculture while properly earning their lives. More than traditional farmers, they are entrepreneurs. Thus, not only do they need technical agricultural knowledge but also organisational, economic, and entrepreneurial skills.

The existing training structures do not meet their needs due to a too dense and too long training course (full-time training programme for several years). Moreover, those new farmers are mostly interested in agroecological and organic practices which are not specifically provided in those courses.

The EU and the European countries have identified the need to reshape our agriculture towards greater sustainability but a concrete transition struggle to emerge. Hence, the demand is currently outstripping supply, the demand for organic products in the European Union has highly increased over the last past years : +34% of organic products consumption between 2010 and 2015, whereas the number of producers decreased (AgenceBio, 2016). These trends highlight the importance to tackle the issue of establishment of new and young farmers, especially in organic farming where an attractive market exists.

In addition to having to deal with the difficulties of their farm creation (e. g. land access issues), new farmers must learn quickly and efficiently their new job. Therefore, to support them throughout the process of installation, structures such as agricultural incubator are created, especially in France, but they are sorely lacking training tools.

Beyond this specific target group at the origin of the project idea, the project will aim to respond to the needs of young European farmers facing the same issues: lack of entrepreneurial skills and specific organic and agroecological training.

The aim of the project is to provide high quality learning opportunities on agroecological and organic agriculture, entrepreneurial skills, and concrete examples of good practices and tips from European farmers. Targeting young and new farmers, the training programme will be designed according to a capacity building approach based on relevant, customized, innovative and easily accessible tools that can be mobilized by organisations of agricultural training.

To achieve those objectives, the LEAN project will provide 2 main Intellectual Outputs:

O1 : Training programme on agroecological and organic agronomic knowledge and entrepreneurial skills for new and young farmers composed of 10 modules

O2 : In depth 15 case studies on accomplished farmers

Main results produced within (1) are a training needs assessment, Open Educational Resource modules on agroecological and organic farming and guidelines for learners and facilitators. The training system approach is based on the educational method 'flipped classroom training' during which learners use the training resources on their own before engaging discussion with the facilitator. This independent training system will allow every learner to advance at their own pace and to acquire knowledge according to their own specific experience. The case studies (2) will analyse the practices implemented by the farmers and propose feedbacks and tips for the learners. Three case studies per country represented in the consortium will be carried out.

Through the combination of online training material, case studies, best practices examples, and face-to-face exchanges, the learning programme will offer a complete and enriching training for new farmers.

The training modules will be freely accessible on an online platform where interactions between learners, facilitators and other stakeholders will be encouraged.

More generally, the LEAN project is expected to participate to the european agricultural model transition towards more sustainability and viability.

The project consortium is composed of six European organisations from five EU countries. The partnership is established between vocational education organisations, research and consulting organisations, and NGO, all of them working in the field of agriculture.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Adult Educators on Orchard Social Enterprises

Good practice example

Project Coordinator

Organisation Susted

Address Brewery House, 10 High Street, Ketton , PE9 3TA Stamford ,
Leicestershire, Rutland and Northamptonshire , UK

Website <https://susteducation1.wixsite.com/susted>

Project Information

Identifier 2019-1-UK01-KA204-061505

Project Web Site <https://coreorchard.wixsite.com/core/home>

Start Date Sep 1, 2019

End Date May 31, 2022

EC Contribution 57,850 EUR

Partners Ecological Institute for Sustainable Development Ökológiai Intézet Alapítvány (HU) , Streuobstwiesen Netzwerk Nordeifel eG (DE) , Fundacja Rolniczej Roznorodności Biologicznej AgriNatura (PL) , Fondazione Archeologia Arborea onlus (IT)

Topics Cultural heritage/European Year of Cultural Heritage ; Social entrepreneurship / social innovation ; Agriculture, forestry and fisheries

Project Summary

Background

We applied because of lack of skills, especially by younger adults, and because many volunteers and members of the partner and other organisations wanted to set up community orchards and recruit and teach other volunteers. Also there is a strong interest in several partner countries eg. Poland and Hungary, to set up social enterprises. The skills and knowledge associated with traditional orchards and local heritage varieties of fruit trees, including their rich biodiversity and cultural heritage, are declining over Europe. However orchard social enterprises are increasing over many parts of Europe as an approach to educating and involving low skilled local people in the development and management of orchards, as well as the processing and marketing of tree fruit products. This project addressed the need to improve orchard skills and knowledge.

Objectives

We wanted to develop, based on the exchange of good practices, innovative pedagogical material that will motivate and encourage rural, low-skilled adults to work together to set up, manage and use traditional orchards and their heritage fruit trees as commercial and social enterprises, as well as community projects.

Implementation

We implemented the following activities, including the number of activities:

- 1 Monthly Zoom call of an hour with agendas and minutes - 30
- 2 Transnational partnership meetings in each partner country - 5
- 3 Learning events organised by each partner country - 10
- 4 Researching and writing the Guide
- 5 Researching and writing the case studies - 18
- 6 Researching and filming the videos - 9

Achievements

- 1 A website - Learning Toolkit for Traditional Orchards, with a list of European contact organisations and examples of learning events by partners.
 - 2 Case studies on a range of enterprises and courses - 18 one-page illustrated case studies pdf file, freely downloadable and adapted and translated for partner countries.
 - 3 Short videos produced by the partners - 9 videos on skills and activities
 - 4 A learning guide with 5 sections - on Growing heritage varieties of fruit trees; Marketing heritage orchard products; Managing orchards with nature; and Working with others as an orchard enterprise - 80 page illustrated pdf file, freely downloadable and adapted and translated for partner countries.
 - 5 A Network of about 200 European traditional orchard educators, based around a new celebratory annual day - European Traditional Orchard Day.
- All this is described and included as downloadable files on the project website, and on partner website - <https://coreorchard.wixsite.com/core>

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Innovative Skills Transfer for the Development of Agricultural Entrepreneurs

Good practice example

Project Coordinator

Organisation TECHNISCHE UNIVERSITAET MUENCHEN

Address Arcisstrasse 21 , 80333 MUENCHEN , DE

Project Information

Identifier 2018-1-DE02-KA204-005173

Start Date Sep 1, 2018

End Date Aug 31, 2021

EC Contribution 312,210 EUR

Partners CPIP-COMUNITATEA PENTRU INVATAREA PERMANENTA (RO) , New Edu,n.o (SK) , STOWARZYSZENIE ARID (PL) , CANAKKALE ONSEKIZ MART UNIVERSITESI (TR) , FORMACION PARA EL DESARROLLO E INSERCION, SOCIEDAD LIMITADA (ES)

Topics Entrepreneurial learning - entrepreneurship education ; Agriculture, forestry and fisheries ; ICT - new technologies - digital competences

Project Summary

The AgriSkills project intends to develop and improve the level of key competences and skills of young adults with precarious conditions from rural areas, with the purpose of developing their own business. We included, beside, young adults, unemployed people, in some partner country, inmates together with the educators from penitentiary, taking into consideration the fact that for reintegration a great source can be the agriculture skills. In some countries the AgriSkills project was especially designed to improve the image of the profession through the learning platform in order to get more young adults back into the sector - as opposed to persons with a criminal background or youth unemployment issues in other countries. For both cases, the outcomes of the AgriSkills project are useful.

In addition to the agricultural skills that this project plans to transfer to the target group, ICT skills, foreign languages, entrepreneurial and social skills are also delivered to disadvantaged young adults from rural and remote areas, in order to raise their level of employability.

The partners of the AgriSkills project contribute to the investigation of the competency profile at their national level, in order to discover the level of knowledge the target group owns about various agricultural areas such as: organic farming and biodiversity, apiculture, agritourism, horticulture, viticulture, fish farming, silk farming, etc., related to the national specific climate and soils conditions. After identifying the training needs of the youths from rural areas, the AgriSkills partnership developed innovative teaching materials, taking into consideration the results of the needs analysis.

Entrepreneurship represents a major factor of economic growth, innovation, competitiveness, workforce occupancy and social integration, being supported at a European level. Therefore, this project intends to generate profitable businesses for young adults with precarious conditions from rural and remote areas, by giving them access not only to agricultural field specific courses, but also to all the necessary information on how to become a successful entrepreneur. The courses developed within the AgriSkills project are provided depending on the identified needs analysis of the young adults, at the national level of the partners. They are also able to enable a successful career in the agricultural sector.

Specific objectives of the AgriSkills project are:

- To raise the employability level of young adults from rural and remote areas;
- To bridge the gap between the labor market needs and the lack of knowledge and competences of youths;
- To provide personalized training to young adults, according to the needs identified at national level, to improve the quality of work;
- To help keeping the young adult rural population employed and to prevent migration to big cities;
- To maintain the activity of the rural areas, to conserve and improve traditional ways of existence;
- To develop a competitive labor market in the European agricultural field;
- To improve the living conditions of young adults by offering guidance and support to the target group in developing their own business, thus increasing their level of income;
- To use the AgriSkills partnership's networks for disseminating the project's products, to attract the interest of policy makers, stakeholders, potential beneficiaries, to have a high impact, at a European level;
- To transfer not only agricultural skills to young adults with precarious conditions, but also ICT skills, foreign language, entrepreneurial and social skills, with the purpose of creating their own business;
- To increase the occupancy rate of labor, providing jobs for unemployed young adults of the rural communities.
- To offer reintegration support for young inmates.

The project last 36 months and was structured around 4 Intellectual Outputs (IO) with the following responsible partners:

O1 -MAP of needs: needs analysis; lead partner TUM from Germany and co-lead partner CPIP from Romania

O2- AgriSkills Course Package: development of training module; lead partner New EDU from Slovakia and co-lead ARID from Poland

O3- Digital Component: transfer of the training modules to a digital learning platform; lead partner DEFOIN from Spain and co-lead COMU from Turkey

O4- New entrepreneurial virtual initiative GAME: additional digital gamification based approach; lead partner CPIP from Romania and co-lead DEFOIN from Spain

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them