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# GEO ERGON PAIDEIA "START UP FARM: SKILLS FOR FUTURE ECO FARMERS"

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DURATION: 24 MONTHS: 01/9/2016-31/8/2018

## **COURSE DESCRIPTION** **LEAVE YOUR HOME SOFA**

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IZES | GEO ERGON PAIDEIA



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Revision History

Revised by	Date	Revision Control	Revision Reason
Anna Bur	18.10.2017	First Version	Proofreading
Katharina Laub	18.10.2017	Second Version	Final proofreading
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## **Course title**

“Leave your home sofa”

## **Name of trainer/s**

Joachim Pertagnol

## **Purpose of the course**

Get a look at the post-school open paths in the agricultural sector. Gain insights of the agricultural sector and learn where and how to work as a pupil in agriculture.

## **Objectives of the course**

- Why start in agriculture?
- What can be done to the school, how can one prepare for a later work in agriculture?
- What to do after school?
- What are risks in agriculture?

## **Teaching and Learning Methods**

### Teaching approach

Extensive knowledge sharing and exchange of experiences to students through a combination of theoretical and practical approach

### Delivery method

Face-to-face

Distance learning

## Course content

### 1. Introduction to why you should work in agriculture

<p>What are the advantages of working in the agricultural sector?</p>	<ul style="list-style-type: none"> <li>- Students get to value own produced products.</li> <li>- Students learn what it means “to know what is inside” of a products.</li> <li>- Students learn what it means to be his/her own boss.</li> <li>- Students learn about the value of working with and for nature.</li> <li>- Students learn about the value of working with animals.</li> </ul>
<p>What are the disadvantages?</p>	<ul style="list-style-type: none"> <li>- Students know the disadvantages of working in the agricultural sector:             <ul style="list-style-type: none"> <li>o Weather dependency</li> <li>o Working on weekends</li> <li>o Less holidays</li> </ul> </li> <li>- Students can discuss the pros and cons of jobs in the agricultural sector.</li> </ul>
<p>What are the facts about young farmers in the EU?</p>	<ul style="list-style-type: none"> <li>- Students know the key figures of employment and farm sizes within the EU.</li> <li>- Students learn about the age gap in the agricultural sector.</li> </ul>

	<ul style="list-style-type: none"> <li>- Students know of the proportion of young farmers in the EU.</li> </ul>
What are the key facts of farmers in Romania/ Greece?	<ul style="list-style-type: none"> <li>- Students learn about the situation of farmers in Romania/ Greece.</li> <li>- Students can discuss the situation of farmers in Romania/ Greece with their fellow students</li> </ul>

## 2. Paths after school in agriculture and what is done in the fields.

Farmer (crop or livestock farming)	<ul style="list-style-type: none"> <li>- Students learn about the work field of agriculture.</li> <li>- Students learn about the differences of crop and livestock farming.</li> <li>- Students can discuss if they could be interested in working in this work field.</li> <li>- Students learn about the possibility becoming a farmer on full or part time basis.</li> </ul>
Jobs besides farming	<ul style="list-style-type: none"> <li>- Students learn about other jobs in the agricultural sector:             <ul style="list-style-type: none"> <li>o Food industries</li> <li>o Industrial agricultural engineering</li> <li>o Specialized journalist</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Students can talk about possibilities of working within their regions.</li> </ul>
New energy -	<ul style="list-style-type: none"> <li>- Students learn about renewable energy sector and how it is connected to the agricultural sector.</li> </ul>
Educational paths	<ul style="list-style-type: none"> <li>- Students learn about different ways to enter the agrarian work field: <ul style="list-style-type: none"> <li>o University</li> <li>o Apprenticeship</li> <li>o Development worker</li> <li>o Traineeship</li> <li>o Job Training</li> </ul> </li> <li>- Students can list the universities of their home countries that offer agrarian studies.</li> </ul>

### 3. What opportunities for advanced training exist?

Where to find experts?	<ul style="list-style-type: none"> <li>- Students learn where to look for conferences and lectures for agricultural topics.</li> <li>- Students learn how to approach agricultural experts.</li> </ul>
Which literature is interesting?	<ul style="list-style-type: none"> <li>- Students know how to select literature.</li> </ul>

	<ul style="list-style-type: none"> <li>- Students can do an online library research by themselves. Concrete questions: lectures, conferences</li> </ul>
Where to find further information?	New possibilities: Videos, app for smartphone

#### 4. Direct insight into agriculture.

Work placement	<ul style="list-style-type: none"> <li>- Students learn about the ways of job placement in the agricultural sector.</li> <li>- Students know how to apply for different programs.</li> </ul>
Nearby, near neighbors	<ul style="list-style-type: none"> <li>- Students learn that contacting nearby and near neighbors can help to find a job within the agrarian sector.</li> <li>- Students can list neighbors that can help them with their task.</li> </ul>
Associations and organizations in the own country /in Europe	<ul style="list-style-type: none"> <li>- Students learn about the main organization within Europe and their own country that help with jobs in the agricultural sector.</li> </ul>
organizations that support worldwide programs	<ul style="list-style-type: none"> <li>- Students learn about organization that organize worldwide experience in agriculture.</li> <li>- Students know how to contact these organizations.</li> </ul>

## 6. Other ways of working with agriculture

<p>Other work fields in the agricultural sector:</p>	<ul style="list-style-type: none"> <li>- Students learn about further work fields:             <ul style="list-style-type: none"> <li>- Agricultural contractor</li> <li>- Teacher</li> <li>- Agritourism</li> <li>- Agricultural counseling</li> </ul> </li> </ul>
<p>Agricultural contractor</p>	<ul style="list-style-type: none"> <li>- Students learn about the work as an agricultural contractor.</li> <li>- Students can list the vehicles that are useful for potential contracting.</li> </ul>
<p>Teacher</p>	<ul style="list-style-type: none"> <li>- Students learn how teaching can improve the understanding of pupils about agriculture.</li> </ul>
<p>Agritourism</p>	<ul style="list-style-type: none"> <li>- Students learn about the touristic perspective on agriculture.</li> <li>- Students can talk about agricultural highlights that are interesting for tourist within their region.</li> </ul>
<p>Agricultural counseling</p>	<ul style="list-style-type: none"> <li>- Students know about counseling.</li> <li>- Students get to know the target groups: handicapped persons and old people.</li> <li>- Students can name things that are interesting for the target group.</li> </ul>



## 7. Possibilities to start a company

Definition of risk	<ul style="list-style-type: none"> <li>- Students know how to define “risk” in general.</li> <li>- Students learn what risk means in the agricultural sector.</li> </ul>
Risk minimization	<ul style="list-style-type: none"> <li>- Students learn about who to minimize risks.</li> <li>- Students know about risk minimizing strategies.</li> <li>- Students can apply risk minimizing strategies to the agrarian sector.</li> </ul>
Risk assessment	<ul style="list-style-type: none"> <li>- Students know how to asses risk.</li> <li>- Student learn how to do risk assessment in the agricultural sector.</li> </ul>
Non-controllable risks	<ul style="list-style-type: none"> <li>- Students know about non-controllable risks in general.</li> <li>- Students know about non-controllable risks in the agricultural sector.</li> <li>- Students can discuss non-controllable risks in their regions.</li> </ul>

### **Educational material (materials /sources/ resources required to complete the course)**

- Websites
- Books
- Previous studies
- Presentations
- Specialist article

The reference material, the bibliographic review, the proposed supplementary literature and everything else concerning the educational material was posted on the platform 15 days before the start of the courses.

### **Keywords**

- agriculture, risk, young farmers, work field “agriculture”, agricultural contractor,