



**European Vocational Excellence
for Climate Smart Agriculture**

Good Practices Guide for Knowledge Transfer through PPP Collaborations

Part of Task T4.1, integrated in Deliverable D4.1

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1. Introduction

This guide is the result of a collaborative process in which the 6 CoVEs of the EVECSA project (Denmark, Finland, the Netherlands, Sicily, Poland and Catalonia) shared **16 relevant public-private partnership (PPP) models for knowledge transfer** implemented in their countries -either linked or independent to the CoVE partners-.

It aims to inspire educators, facilitators and institutions in the design of new CSA-based collaborations throughout the project, ensuring that partnerships are not only well structured, but also **sustainable and meaningful for the communities involved**. Rather than prescribing a single way of working, the guide opens up perspectives, showcases possibilities and encourages stakeholders to fully leverage the potential of each CoVE.

The models exposed has been analysed quantitatively and qualitatively by the CoVEs themselves, as well as collectively through mixed partner working groups during a workshop held in Catalonia in June 2025 (TPM4). This collaborative analytical process has enabled an overview tailored to the EVECSA approach and identity, facilitating the **identification of common challenges** in the development of the activities, as well as **key differential factors** that can help drive emerging ones forward.

2. Good Practices Collection

Followingly you can find the collection of the 16 good practices described by representatives from the 6 EVECSA CoVEs, ordered as follows: **Denmark, Finland, the Netherlands, Italy, Poland and Spain**.

All cases are described using a set of common quantitative and qualitative indicators, combining the perspective from each CoVE representative with the outcomes of a collaborative analysis carried out with all project partners (see section *1. Introduction*).

1. Green CoVE Denmark	
Country	Denmark
Brief description of the activity	As part of the EPLUG project, Green CoVE Denmark was established to bring together companies, teachers, and students to discuss future needs of education in Urban Greening, as well as the development of teachers and students in collaboration with the companies.
Additional links	https://greencove.dk/
Start	September 2022
Status	Ongoing
Target	Teachers, company employees, and VET students
Modality	Online and Face-to-face
Location	Trainer's facilities, participants' facilities, and online
Duration	From 1 to 12 hours
Certificate / Credential	Certificate
Teaching materials	Oral presentations and real experience, practice
Main objective	To enhance participants' competencies in Urban Greening through collaborative training activities.
Main topics	Urban greening
Public body involved and role	Aarhus Municipality – Role: dissemination and needs analysis
Private company involved and role	OKNygaard – Role: training
Type of exchange	Economic exchange (participants individual payment, spin off projects), knowledge exchange, volunteering
Methodology in designing the activity	Bottom-up, collaborative
Identified Success Factors and SWOT	
Key success factors	Participants' satisfaction with the training, Implementation of new technologies, Improvement of labour insertion in the agricultural sector
Strengths	Financial support
Weaknesses	Time constraints
Opportunities	Development of employees
Threats	Conflicts between stakeholders, addressed through dialogue

2. Collaboration with Local Farmers

Country	Denmark
Brief description of the activity	As the agricultural school Asmildkloster is located in the centre of a large city and has limited on-site agricultural facilities, it collaborates extensively with local farmers in the surrounding area. Through this collaboration, students regularly participate in farm visits and practical training days, gaining direct exposure to real farming activities that cannot be fully addressed at the school. In addition, farmers are involved in a professional council together with teachers, where they provide input on training needs and curriculum development. Farmers also support student assignments by sharing real agricultural data, figures and statistics, which students use for analysis and applied learning.
Additional links	https://asmildkloster.dk/elev/eleverpaabesog/
Start	Not specified (long time ago)
Status	Ongoing
Organiser	Teachers, education leaders, and educational consultants
Target	Students (secondary)
Modality	Face-to-face
Location	Participants' facilities (farms)
Duration	On average one day per week
Certificate / Credential	No (part of formal training)
Teaching materials	Real experience / practice
Main objective	To train students in specific activities on the farm rather than reading about it in a book - e.g. cow gestation, observing feed composition, etc.
Main topics	They visit a lot of farms throughout their education. In the educational days, it's mostly practice days in livestock farming, but it could easily be in precision agriculture or emission collection. In their free time, many voluntary farm visits are also planned, where there are no exercises, but where they have the opportunity to observe several of the above options.
Public body involved and role	Asmildkloster Agricultural school – Role: visit and network with farmers, teaching
Private company involved and role	Local farmers – Role: hosting, sharing data and expertise, offering their farms for projects at school
Type of exchange	Knowledge exchange. All farmers are invited to dinner at the school as a thank-you for their cooperation, as well as an additional opportunity for networking. Occasionally they receive a small payment due to frequent hosting. Some of the farmers are invited to a “professional council” in order to provide input on what is important for future farmers to be trained in.
Methodology in designing the activity	Bottom-up, top-down, collaborative, bidirectional
Identified Success Factors and SWOT	
Key success factors	Participants' satisfaction with the training, Improvement of labour insertion in the agricultural sector, Improvements in the sustainability and social responsibility of the companies involved, Quality of

	coordination and communication between the agents involved, Students can network with future teachers and employers
Differential approach	Use of real-life events, data, pets, etc. for teaching. It's a large network of partnerships built up over many years, so when a new idea arises at the school, there is often a farmer in the network who can help using their farm.
Strengths	A shared welcome from students, educators and farmers. Students learn hands-on and create future networks with employers and teachers. - <i>Transfer of knowledge between theoretical classroom and real-life practice.</i> - <i>Big diversity. Students see a variety of practices</i> - <i>Innovation in farms is usually faster moving than in schools.</i> - <i>Students and farmers collaboration.</i> - <i>Low cost</i>
Weaknesses	There is a risk that the farmer may engage in practices that educators and students do not find beneficial. Then it can be difficult as a guest to address it and maintain a good partnership. - <i>Delimited representation of farms</i> - <i>Too much teacher facilitated/controlled.</i> - <i>Reliance on capability of communication from farmers</i>
Opportunities	Hands-on learning is more important than sitting in a classroom with textbooks: it's an opportunity that needs to be retained. - <i>Make it validate recognized (certificate).</i> - <i>Applied research by students.</i> - <i>Leverage farmer-knowledge in teaching.</i> - <i>CSA-certified farmers to receive students.</i> - <i>Knowledge sharing/intervision of students.</i> - <i>Constant visits of the same farm to see their development.</i> - <i>Participation of research/consultant to teach students and farmer</i>
Threats	Respect must be shown from the student and the school. There are quarantine rules etc. that must be observed, and it is important that students generally behave well on site so that we can maintain the partnership. - <i>Wearing out of using the same farmers.</i> - <i>Take care on the partnership; schools need them.</i> - <i>Too much transport.</i> - <i>Not enough farmers</i> - <i>Dependency on farmers goodwill</i>

**In cursive: extracts from SWOT analysis EVECSA partners developed collaboratively on TPM4.*

3. Development of Poultry Specialization in Farming VET Education	
Country	Denmark
Brief description of the activity	Development workshop to create content and training in new poultry specialization. Participation from industry, agriculture and education.
Start	26.03.2025
Status	Ongoing
Organiser	Project manager and teachers
Target	Teachers, companies, farmers, sector organisations
Modality	Face-to-face
Location	Agricultural college
Duration	3 hours
Certificate / Credential	No
Teaching materials	Workshops in smaller groups
Main objective	To get input on demanded skills of the students and development of program.
Main topics	Sustainable farming techniques
Public body involved and role	Bygholm Agricultural College – Role: Host, organiser and responsible for program
Private company involved and role	Farmers, industry suppliers, sector organisations – Role: Materials, training, sparring
Type of exchange	Knowledge exchange
Methodology in designing the activity	Collaborative and bidirectional
Identified Success Factors and SWOT	
Key success factors	Participants' satisfaction with the training, Improvement of labour insertion in the agricultural sector, Level of effective cooperation between school, company and technology centre, Quality of coordination and communication between the agents involved
Strengths	Networking prior to the workshop to secure clear communication of needs.
Weaknesses	Time constraints
Opportunities	Continued collaboration between the college and the farmers & companies.
Threats	Time (money), no clear vision of benefit of companies to collaborate

4. Farmiliiga	
Country	Finland
Brief description of the activity	PPP introduction event, career paths and activities presented to students
Start	23.04.2025 (one-day event)
Organiser	EVECSA Project worker
Target	Students (secondary)
Modality	Face-to-face
Location	Trainer's facilities
Duration	4 hours
Certificate / Credential	No
Teaching materials	Real experience / practice
Main objective	Presenting future careers, job opportunities, PPP and companies.
Main topics	Getting to know different companies working in agricultural sector
Public body involved and role	Municipal relief workers office – Role: Presenting the office and working in the farms
Private company involved and role	Several – Role: Presenting their companies
Type of exchange	Knowledge exchange, others
Methodology in designing the activity	Collaborative
Identified Success Factors and SWOT	
Key success factors	Participants' satisfaction with the training, Improvement of labour insertion in the agricultural sector, Long-term job retention, Bringing the agricultural sector closer to the general public, Capacity for self-financing in the relationship, Level of effective cooperation between school, company and technology centre, Quality of coordination and communication between the agents involved
Strengths	Good relationships between PPP - <i>Connection between school business, students, benefit for all.</i> - <i>Use of own premises for the organization of the event.</i> - <i>Surprise factor.</i> - <i>Huge local impact at professional and training level</i>
Weaknesses	Timetable of students is rather tight - <i>Highway – studies should be presented</i> - <i>Only students of 1 school involved</i> - <i>Just for big companies. What about the small farmer/business</i>
Opportunities	A huge knowledge improvement on students - <i>Transferability to other countries.</i> - <i>Opportunities for the students to find a job.</i> - <i>Extend the event format to other schools</i>
Threats	How to engage students to participate. - <i>Need for really strong networks at professional farm sector</i> - <i>Lose the key staff that is the link between the school and the business.</i> - <i>All the students who would like to participate are not at schools at that day.</i>

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5. Highway Study Paths to Applied Science

Country	Finland
Brief description of the activity	Students can complete Highway studies at any time during their secondary school studies. However, it's recommended Highway studies to begin in the second year of upper secondary school or vocational education.
Additional links	https://oamk.fi/koulutus/oamk-highway/
Start	Not specified
Status	Ongoing
Organiser	Universities of Applied Sciences in cooperation with VET
Target	Students (secondary)
Modality	Online
Location	Online
Duration	15 ECTS ($\approx$ 405 hours)
Certificate / Credential	Credential
Teaching materials	Online course materials
Main objective	To facilitate access from VET to higher education
Main topics	Applied science math 5 ECTS, responsible food production 5 ECTS, optional course on various topics 5 ECTS
Public body involved and role	Universities of Applied Sciences – Role: To provide the Highway studies
Identified Success Factors and SWOT	
Key success factors	Participants' satisfaction with the training, Improvement of labour insertion in the agricultural sector, Long-term job retention
Strengths	Strong support for the students from the teachers and student counsellor - encouragement to take the Highway studies.
Weaknesses	Shift from VET to applied science studies is big and the students need strong support to be able to finish the courses.
Opportunities	Students see the Highway studies as a good foundation for future career opportunities.
Threats	To find the support for the students.

6. Regional farmer's forum knowledge board	
Country	Finland
Brief description of the activity	Farmer's forum calls stakeholders together to discuss and follow the current knowledge needs and gaps in different areas in agriculture.
Start	2024
Status	Ongoing
Organiser	Farmer's forum
Target	Farmers
Modality	Adapted to identified needs
Location	Adapted to identified needs
Duration	Adapted to identified needs
Certificate / Credential	Depends
Teaching materials	Depends
Main objective	Main objective is to update the farmers needs in knowledge
Main topics	Various topics depending on the needs
Public body involved and role	All organizations participate at their own expense – Role: Expertise, course planning and managing the education
Private company involved and role	Farmers – Role: expertise contribution
Type of exchange	Knowledge exchange, Volunteering, Cluster companies offer a course to members, Commercial faire event. Economic exchange: The school or educational institution, Participants (individual payment), Public funding (subsidies or aid), Projects and training organized by stakeholders.
Methodology in designing activity	Collaborative; Bidirectional
Identified Success Factors and SWOT	
Key success factors	Participants' satisfaction with the training, Improvement of labour insertion in the agricultural sector, Long-term job retention, Improvements in the sustainability and social responsibility of the companies involved, Capacity for self-financing in the relationship, Quality of coordination and communication between the agents involved.
Strengths	Good relations with the stakeholders, common needs and goals.
Weaknesses	Time of the farmers is limited and their availability to join offered educational events varies a lot. Farmers who don't have the resources to come are usually those who need the new knowledge the most.
Opportunities	Easy access to real knowledge needs, accurate identification.
Threats	The limited time resources of farmers.

7. Pleuron project	
Country	Italy
Brief description of the activity	Project for the greenhouse cultivation of <i>Pleurotus nebrodensis</i> (<i>Cachrys ferulacea</i> 's mushroom) for food, medicinal and phytoiatric purposes.
Additional links	https://fungodibasilisco.it/
Start	2022
Status	Ongoing
Organiser	Regional Consortiums CORERAS and CORIBIA; Universities of Palermo and Bari
Target	Farmers
Modality	Specialized training. Hands-on workshops and on-site demonstrations
Location	At the participants' facilities
Duration	About 40 hours
Certificate / Credential	No
Teaching materials	Real experience / practice
Main objective	The University of Bari provides specialized training to partner farms on: - Greenhouse design and setup suited for <i>Pleurotus nebrodensis</i> cultivation. - Substrate preparation and inoculation techniques. - Environmental control (humidity, temperature, light). - Mushroom harvesting, drying, and post-harvest. - Ensure correct implementation of growing protocols. - Support troubleshooting and adaptive management during the pilot phase. The goal is to transfer academic knowledge into practice, enabling farmers to replicate the model independently and sustainably.
Main topics	Sustainable farming techniques
Public body involved and role	Regional Consortiums Coreras and Coribia (Lead Partner), Universities of Palermo and Bari – Role: Project design, research, communication
Private company involved and role	Farms – Role: Research, training, consulting and support for project activities
Type of exchange	Knowledge exchange; Economic exchange: Public funding (subsidies or aid)
Methodology in designing activity	Collaborative
Identified Success Factors and SWOT	
Key success factors	Implementation of new technologies
Differential approach	1. Focus on a Rare and Endangered Species: Cultivation of <i>Pleurotus nebrodensis</i>, a highly valued wild mushroom endemic to Sicily (Madonie), which is at serious risk of extinction. Conservation-oriented approach combined with commercial valorization. 2. Integration of Research, Farming, and Marketing: Close collaboration between universities, farms, and commercial actors. Scientific design by the University of Bari and CORERAS, with field testing by farms and market validation through panel testing. 3. Support for Marginalized Territories and Social Inclusion: Engagement of small farms from the rural Madonie area.

Strengths	- Scientific uniqueness: Focused on <i>Pleurotus nebrodensis</i>, a rare, highly valued, and endangered mushroom species. - Multidisciplinary partnership: Combines research (University of Bari, CORIBIA, CORERAS), agriculture (7 local farms), and marketing. - High-value markets: Targets premium segments in food, nutraceutical, and plant health industries. - Biodiversity preservation: Helps conserve an endemic species threatened by climate change. - <i>High value on the market</i> - <i>Good image on school as innovative knowledge center</i> - <i>Biodiversity. Protect a variety of mushroom in danger.</i> - <i>Cooperation with research institute and universities</i>
Weaknesses	- Technical risk: Uncertainty in reproducing the fungus in a controlled environment (greenhouse). - Limited farming experience with this specific species could slow adoption. - <i>Economically deficitary until now</i> - <i>Alterate the natural enviroment</i>
Opportunities	- Growing demand for functional foods, medicinal mushrooms, and sustainable agriculture solutions. - International market potential: Strong export prospects in the nutraceutical and HO.RE.CA. sectors. - Replicability: If successful, the model can be adapted for other rare fungi or regions. - Training and education: Builds farmer capacity and strengthens the innovation ecosystem. - <i>Different use of the mushroom (medicine, restaurants...).</i> - <i>Extra funding</i> - <i>P-P-P chemistry</i> - <i>Economical possibilities</i> - <i>Healthy increment with balance diets</i> - <i>New innovative technology to agriculture -> new business opportunities.</i> - <i>Potential new income source -> bigger resilience</i> - <i>Similar concept as "Casa Tomas" with potatoes</i>
Threats	- Market risk: Consumer acceptance of a lesser-known mushroom may require strong marketing. - Administrative complexity: Multi-stakeholder coordination can pose bureaucratic challenges. - <i>Reliance on public money</i> - <i>Increment of the cost of maintenance.</i> - <i>Depending on natural conditions / temperature regulations.</i> - <i>Global event of some kind shuts down the restaurant (covid take 2)</i> - <i>Spread at diseases to organic production.</i> - <i>No end-customer's markets</i> - <i>New technology which could not work in practise (costs, market...)</i>

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8. CELAVIE	
Country	Italy, Tunisia
Brief description of the activity	The project aims to contribute to the agriculture and aquaculture sectors through the creation of a system -a Living Cell- capable of integrating the production of plants and aquatic animals into a single, sustainable and reliable cycle, characterized by low cost, non-competition with already saturated markets, and the supply of high-quality, local (zero-kilometre) genetic material.
Additional links	https://projetcelavie.it/
Start	2018
Status	Proposed continuation
Organiser	CORERAS; University of Tunis; CNR
Target	Students (higher than secondary)
Modality	Online, Face-to-face
Location	At the trainer's facilities; online
Duration	40 hours
Certificate / Credential	Credential
Teaching materials	Video
Main objective	- Promote awareness of sustainable and circular agricultural practices using the Cellule model. - Train future educators (students in Education Sciences) on how to integrate aquaponics and environmental ethics into schools. - Explore the technical, mechanical, and biological components of the Cellule, including photovoltaic energy, water filtration, climate control, and fish/plant management. - Enable trainees to act as multipliers in their communities by designing school-based applications of the Cellule. - Foster transnational cooperation between Italy and Tunisia through shared scientific experience and knowledge exchange.
Main topics	Sustainable resource management (water, soil, fertilizers)
Public body involved and role	CORERAS; University of Tunis; CNR – Role: Training and coordination
Private company involved and role	Green Future – Role: Technical partner for the construction of the Cellule
Type of exchange	Knowledge exchange
Methodology in designing activity	Top-down
Identified Success Factors and SWOT	
Key success factors	Bringing the agricultural sector closer to the general public, Level of effective cooperation between school, company and technology centre, Scalability and replicability of the collaboration model, Quality of coordination and communication between the agents involved.
Strengths	- Use of photovoltaic systems for energy self-sufficiency. - Strong water efficiency and reduced environmental impact

	- High educational and demonstrative value for schools and training institutions. - Active scientific collaboration between Italy and Tunisia. - Alignment with sustainable agriculture and circular economy principles.
Weaknesses	- High initial complexity in construction and management of the Cellule. - Requires skilled personnel for ongoing maintenance and technical oversight. - Scalability may be limited without a support network in other regions. - Need for continuous training and updates for educators and operators. - Risk of misalignment due to cultural and administrative differences in cross-border work
Opportunities	- Integration of the Cellule into formal and informal education (STEM, environmental education). - Potential commercial use in sustainable agriculture and urban farming. - Contribution to Agenda 2030 goals and the European Green Deal. - Potential replication in marginal, urban, or vulnerable areas. - Strengthening of community networks and partnerships with NGOs for social reintegration
Threats	- Possible bureaucratic delays in implementation in prison or school settings. - Limited acceptance or support from local stakeholders. - Potential climate-related challenges in adapting the system to various territories. - Dependence on long-term funding for replication and maintenance. - Risk of project results being undervalued or unused without a long-term strategy.

9. PAST-ART	
Country	Italy
Brief description of the activity	Project promoting social and professional reintegration of incarcerated individuals and persons under alternative sentencing. The initiative focuses on developing individualized training and employment pathways for inmates, with the goal of improving their employability and preparing them for sustainable reintegration into the workforce.
Links	https://www.asterisco.sicilia.it/past-art/
Start	2023
End	Ongoing
Organiser	Asterisco training organization and BIA Pasta Factory
Target	Inmates living in Ucciardone prison - Palermo
Modality	Face-to-face
Location	Ucciardone prison
Duration	120 hours
Certificate / Credential	Certificate
Teaching materials	Real experience / practice
Main objective	The Past-Art project, spearheaded by Asterisco Società Cooperativa Sociale, is dedicated to fostering social inclusion and facilitating the professional reintegration of incarcerated individuals through the revival of artisanal pasta-making traditions. The initiative aims to dismantle societal prejudices by providing a comprehensive pathway that includes orientation, vocational training, practical experience, and internships. Key Objectives: - Vocational Training: Equip inmates with skills in artisanal pasta production, emphasizing traditional methods and quality craftsmanship. - Social Reintegration: Facilitate the transition of inmates into the workforce by providing them with practical experience and certifications that enhance employability. - Cultural Preservation: Promote the rich heritage of Sicilian pasta-making, ensuring that traditional techniques are passed down and preserved. - Community Engagement: Engage local communities and stakeholders in supporting the reintegration process, fostering a more inclusive society.
Main topics	Pasta production
Public body involved	CORERAS; Ucciardone prison – Role: Coordinating activities, Training, Marketing
Private company involved	Asterisco and CESAM – Role: Supporting the design and implementation of vocational training modules, especially in areas related to business management and entrepreneurship. Monitoring and evaluating the training outcomes, ensuring alignment with employability goals. Providing expertise in economic and organizational aspects of reintegration pathways, drawing from its experience in socio-economic research and training. Contributing to the coordination of internships and on-the-job learning experiences, helping participants transition into the labour market. HUBING - Communication BIA - Training on pasta production

Type of exchange	Knowledge exchange
Methodology when design.	Top-down
Identified Success Factors and SWOT	
Key success factors	Implementation of new technologies, Improvement of labour insertion in the agricultural sector, Long-term job retention, Bringing the agricultural sector closer to the general public, Improvements in the sustainability and social responsibility of the companies involved, Scalability and replicability of the collaboration model, Quality of coordination and communication between the agents involved
Differential approach	- Social Reintegration Through Heritage-Based Work: Unlike generic vocational programs, Past-Art combines work reintegration for inmates with the revival of traditional Sicilian pasta-making, creating both economic and cultural value. - Prison-Based Artisan Production: The project establishes a functional artisanal pasta lab inside the Ucciardone prison (Palermo), a facility known for hosting the historic “Maxi Trial” against the mafia, turning a symbol of justice into one of social redemption and new beginnings.
Strengths	- Strong social impact: Directly contributes to inmate rehabilitation and workforce reintegration. - Unique concept: Combines heritage-based food production with prison labor reintegration. - High-level partnerships: Supported by foundations like Enel Cuore, Fondazione CON IL SUD, and Intesa Sanpaolo. - Certified training: Provides official skills certification to participants, improving employability. - Public-private synergy: Involves NGOs, universities, private firms, and public institutions. - Media appeal: Combines social innovation with storytelling potential around justice, food, and inclusion.
Weaknesses	- Logistical complexity: Operating inside a high-security prison adds layers of administrative and legal procedures. - Scalability: Difficult to replicate without strong partnerships and institutional support.
Opportunities	- Ethical product market: Growing consumer demand for socially responsible and high-quality artisanal products. - Replication in other prisons: Can serve as a scalable model for other correctional facilities. - Education and awareness: Promotes new narratives on prison reform and second chances. - Cross-sector innovation: Potential to connect with sectors like tourism, education, and gastronomy.
Threats	- Stigma: Prejudice against inmates could limit public and market acceptance. - Political instability or policy changes: Could affect prison access or funding continuity. - Operational risks: Delays or internal issues in the correctional facility could disrupt training or production. - Sustainability concerns: Needs a long-term business plan to move from grant dependency to market sustainability.

10. Practorate	
Country	Netherlands
Brief description of the activity	Introduction of applied research into Vocational education.
Additional links	https://groenkennisnet.nl/practoraten
Start	01.09.2021
End	Ongoing
Organiser	AERES
Target	Teachers, companies, students (primary, secondary, higher)
Modality	Learning by research
Location	At the trainer's facilities
Duration	40 hours
Certificate / Credential	Yes
Teaching materials	Actual research results
Main objective	Improving research attitude of the students
Main topics	Animal health and welfare
Private company involved and role	Several – Role: Research questions
Type of exchange	Knowledge exchange, answering to questions/problems; Economic exchange: Public funding (subsidies or aid)
Methodology in designing activity	Bottom-up; Bidirectional
Identified Success Factors and SWOT	
Key success factors	Level of effective cooperation between school, company and technology centre
Differential approach	A new field of operation
Strengths	Willingness of Educational management team. Sources of funding. - Focus: it prioritizes topics + network - Lifts vocational image - Attracts new/spin-off projects - Connection with high education - Practical research
Weaknesses	Lack of interest by teachers at the start. - Takes time - Culture shift - Only in Holland
Opportunities	Funding opportunities and national movement and interest in other institutes. - New projects with focus on practorate - CoVe environment + topics -> practorate - Student research-exchange - Short term mobilities for students to do practical research - Design standardized model to easily implement internationally
Threats	Public budget cuts (overcome.ed by external funding). - Economy: finance after impulse - Ensure quality

**In cursive: extracts from SWOT analysis EVECSA partners developed collaboratively on TPM4.*

11. DEMOTOUR in Wojśławice	
Country	Poland
Brief description of the activity	On 04.04.2025, presentations of new technologies in agriculture by Steyer, Agromasz and Farmasz were held in the fields of ZSCKU in Wojśławice for students and teachers from ZSCKU, other agricultural schools and farmers. During the event, field tests and substantive presentations and demonstrations of modern communication technologies were held: Precision farming solutions, such as automatic guidance, data management, implement operation using ISOBUS functions and many other innovations were presented.
Additional links	https://www.youtube.com/watch?v=JFm_KGUI1kA
Start	04.04.2025
Status	The event is cyclical
Organiser	STEYER, AGROMASZ, FARMASZ (companies)
Target	Students (secondary), teachers, farmers
Modality	Face-to-face, shows, demonstrations, work trials, consultations
Location	At the participants' facilities
Duration	One-day event
Certificate / Credential	No
Teaching materials	Real experience / practice
Main objective	Improving agricultural techniques, introducing new technologies, training teachers and students
Main topics	Use of smart agricultural machinery, Sensors and remote monitoring, Sustainable resource management (water, soil, fertilizers), Precision agriculture, Automation of agricultural processes, Sustainable farming techniques
Public body involved and role	- Mayors of communes – Role: To familiarize themselves with new developments in order to transfer knowledge to their commune. - Directors of agricultural schools – Role: To use the knowledge (they were accompanied by teachers and students). - Director of the Agricultural Advisory Centre – Role: Organizational support
Private company involved and role	Steyr, Agro Masz, Farmasz (manufacturers and dealers of agricultural equipment) – Role: Presentation of the latest agricultural technologies to encourage purchases of such equipment in the future.
Type of exchange	Schools expect knowledge and practice, companies count on customers and qualified employees in the future. Economic exchange assumed by companies.
Methodology in designing activity	Collaborative
Identified Success Factors and SWOT	
Key success factors	Training content with a CSA vision, Participants' satisfaction with the training, Implementation of new technologies, Improvement of labour insertion in the agricultural sector, Scalability and replicability of the collaboration model
Strengths	- Practical machine demonstrations: The opportunity to see machines in action in the field is of educational and sales value. - Strong partners and brands: The presence of renowned manufacturers of agricultural machinery increases the credibility and attractiveness of the event.

	- Direct contact with experts: Farmers and students can talk to company representatives, mechanics and technology specialists. - Education and promotion of innovation: The participation of agricultural schools supports the transfer of knowledge and the development of professional competences of young people. - Location in an agricultural region: Wojsławice as a place with great agricultural potential attracts local producers and schools. - <i>Strong partners and brand</i> - <i>Practical experience</i> - <i>Direct contact with experts</i> - <i>Working across different VET promotion</i>
Weaknesses	- Weather dependence: Outdoor demonstrations are sensitive to weather conditions. - Logistical and organizational costs: Transporting and preparing machines for demonstrations can be expensive. - Limited number of days and participants: The one-day format limits the reach and the possibility of reaching a wider audience. - <i>Only local event</i> - <i>Reliance on weather conditions</i> - <i>Big costs for all</i>
Opportunities	- Expansion to other countries: DEMO Tour may take a cross-border form. - Cooperation with research centers and COVE: Possibility of building educational programs within the framework of green competences and agriculture 4.0. - Digitalization of the event: Online broadcasts, virtual presentations of machines or hybrid trainings would increase the reach. - Interest of farmers in precision agriculture: DEMO Tour may present solutions in the field of sustainable agriculture and smart farming technologies. - <i>National event</i> - <i>More companies</i> - <i>Collaborations with others (educational, institute, universities)</i> - <i>Digitalization: farm gaming in education, etc.</i> - <i>Invite suppliers as well.</i> - <i>Contract in mechanisation companies for free use of machinery</i> - <i>Storytelling worlds of green</i>
Threats	- Competition with other industry events: Agricultural fairs (e.g. AGROTECH, POLAGRA) may distract participants and sponsors. - Changing economic environment: High prices of machines and economic uncertainty may limit interest in purchases. - Problems with the availability of machines or parts: Supply chain crises may limit the possibility of presenting equipment. - Declining interest of youth in agriculture: Lack of activation of younger generations may reduce future attendance. - <i>Risk on serving only as inspiration for students, not to use new skills and knowledge.</i> - <i>Competitions with other events</i> - <i>High costs</i> - <i>Low interest in agriculture by students</i>

**In cursive: extracts from SWOT analysis EVECSA partners developed collaboratively on TPM4.*

12. Cooperation with the Experimental Station for Evaluation of Plant Varieties in Sulejów (SDOO)

Country	Poland
Brief description of the activity	Letter of intent regarding cooperation includes: - Student internships and job shadowing (the management hopes to gain good employees in this way), joint field experiments on varieties resistant to biotic and abiotic shocks (primarily resistance to water deficit), participation in field events organized by SDOO, e.g. field shows substantive support for ZSCKU during organized workshops, conferences on CSA, providing ZSCKU and UPWR with publications. - Such cooperation will be trilateral (it will also include UPWR). Of great importance is also the fact that SDOO farm and office buildings use the most modern climate-friendly technical solutions.
Additional links	https://sulejow.coboru.gov.pl/index https://www.facebook.com/sdoosulejow/?locale=pl_PL
Start	May 2025 (letter of intent regarding cooperation signed)
Status	Ongoing
Organiser	Collaboratively: School - Experimental station for evaluation of plant varieties
Target	Teachers, students
Modality	On-line, Face-to-face, Autonomous learning, Research experiences
Location	At trainers' facilities, At participants' facilities, Online
Duration	Several times a year
Certificate / Credential	Credential
Teaching materials	Printed material; Video; Oral presentations; Real experience / practice
Main objective	Improvement of agricultural techniques; Introduction of new technologies; Training of teachers
Main topics	Use of smart agricultural machinery; Sensors and remote monitoring; Sustainable resource management (water, soil, fertilizers); Precision agriculture
Public body involved and role	University (UPWR), maby European Center of Ecohydrology of the Polish Academy of Sciences – Role: Scientific support
Type of exchange	Knowledge exchange
Methodology in designing activity	Collaborative
Identified Success Factors and SWOT	
Key success factors	Training content with a CSA vision, Participants' satisfaction with the training, Implementation of new technologies, Improvement of labour insertion in the agricultural sector
Strengths	- Access to practical knowledge and innovation: Students have contact with modern methods of research and testing of plant varieties. - Increased attractiveness of the school: Partnership with a professional research station increases the prestige of the educational institution.

	- Direct transfer of knowledge from practitioners: Students and teachers learn from specialists involved in the evaluation of varieties and conducting experiments. - Developing professional competences and green competences: Cooperation promotes learning sustainable technologies in agriculture. - Possibility to participate in real research and conferences: Students gain experience outside the classroom, which increases their competitiveness on the labor market.
Weaknesses	- Logistic distance: Traveling between the school and the station in Sulejów can be time-consuming and expensive. - Need for teachers' involvement: Effective cooperation requires coordination, additional time and resources from teaching staff. - Different priorities of the institution: Possible difficulties in harmonizing the school calendar and the activities of the experimental station.
Opportunities	- Creation of joint research and education projects: Possibility of obtaining funds from EU programs (e.g. Erasmus+, KPO, FERS). - Building a career path in modern agriculture: Partnerships can lead to offers of internships, jobs or higher education. - Strengthening the links between education - science - practice: Possibility of dual education and joint development of teaching materials. - Participation in climate and precision projects: Testing varieties resistant to drought, diseases and extreme weather conditions. - Promotion of the school as a center of high-quality agricultural education: Attracting new students and teachers.
Threats	- Changes in educational and agricultural policies: Changes in funding or institutional structures may weaken cooperation. - Lack of a long-term cooperation plan: Cooperation may expire without formalization (partnership agreement, schedule, evaluation). - Insufficient involvement of students or staff: Low motivation may reduce the real effects of this initiative. - Risk of overloading the research station: A large number of schools or participants may limit the possibility of full involvement of the Sulejów SDOO.

13. Wrocław University of Environmental and Life Sciences, Faculty of Life Sciences and Technology – Open Days

Country	Poland
Brief description of the activity	The Open Days at the Institute of Agricultural Engineering are held annually, typically at the turn of May and June. The event aims to promote the university, the faculty, and the Institute of Agricultural Engineering, along with selected degree programmes offered within the unit. Another key objective of the event is to promote climate-friendly agricultural solutions among secondary school students through participation in hands-on workshops, as well as through presentations delivered by invited companies from the agricultural sector and the field of renewable energy.
Start	2022
Status	Ongoing
Organiser	Wrocław University of Environmental and Life Sciences, Faculty of Life Sciences and Technology
Target	Students (secondary)
Modality	Face-to-face event
Location	At the trainer's facilities
Duration	4 hours
Certificate / Credential	Credential
Teaching materials	Oral presentations; real experience / practice
Main objective	Improving agricultural techniques, introducing new technologies
Main topics	Use of smart agricultural machinery, Sensors and remote monitoring, Sustainable resource management (water, soil, fertilizers), Precision agriculture, Automation of agricultural processes, Sustainable farming techniques, Renewable energy in agriculture, Blockchain and product traceability in agriculture.
Public body involved and role	University – Role: Education of young people, promotion of climate-friendly agricultural solutions, promotion of climate-friendly fields of study.
Private company involved and role	Agricultural machinery and precision farming companies (Agromat – Kubota; Agroas – Claas, Horsch, Maschio Gaspardo) – Role: Financing, materials, training
Type of exchange	Knowledge exchange, Cluster companies offer a course to members
Methodology in designing activity	Top-down; Bidirectional
Identified Success Factors and SWOT	
Key success factors	Training content with a CSA vision, Participants' satisfaction with the training, Implementation of new technologies, Bringing the agricultural sector closer to the general public, Improvements in the sustainability and social responsibility of the companies involved, Level of effective cooperation between school, company and technology centre
Differential approach	For the University: - Promotion of the educational offer: An opportunity to present study programmes and infrastructure in an attractive way.

	- Direct contact with prospective students: Building relationships with young people and their guardians. - Strengthening the university's brand: Showcasing modernity, openness, and real opportunities for development. For external partners (companies, institutions): - Company and industry promotion: Building brand awareness among potential future employees and students. - Access to young talent: Gaining insight into the interests and expectations of the younger generation. - Networking opportunities: Establishing cooperation with the university, teachers, and career advisors. For secondary schools: - Support in the decision-making process: Students gain a clearer understanding of the university's educational offer. - Inspiration and motivation to learn: Through participation in demonstrations, workshops, and interaction with researchers. - Support for career guidance: Offering a practical insight into professions and future-oriented fields of study. - Educational pathway development: Assisting students in consciously planning their future careers.
Strengths	Companies have the opportunity to promote their products as well as their core activities, which is valuable in the context of attracting potential employees. The university uses the event to promote its degree programmes and recruit prospective students. The collaboration between the university and partner companies also helps to promote environmentally friendly agricultural solutions.
Weaknesses	There is no space available for full-scale field demonstrations of the agricultural machinery presented by companies. This is addressed, for example, by using a tractor cabin simulator to demonstrate key functionalities.
Opportunities	The event enables the promotion of the latest innovations in climate-friendly agriculture and renewable energy technologies. These opportunities are maximised through the delivery of practical workshops that engage participants directly.
Threats	Since part of the event takes place outdoors, unfavourable weather conditions (such as rainfall) pose a potential risk. To mitigate this, activities are planned with contingency options, such as relocating to covered halls or using portable tents when needed.

14. Master Course: Design, Implementation and Operation of Biogas and Biomethane Plants

Country	Spain, Catalunya
Brief description of the activity	An advanced professional training course aimed at engineers, environmental scientists, and professionals in the bioenergy sector. The course offers in-depth technical content on the entire value chain of biogas and biomethane, from substrate characterization to anaerobic digestion, upgrading technologies, plant operation, digestate management, sustainability, regulation, and innovation trends. The course is jointly delivered by experts from academia, private companies, and the cluster, with a focus on technical knowledge, market trends, and real case studies.
Additional links	https://www.clusterbioenergia.cat/es/master-course-biogas-biometa/
Start	March 2024
Status	Currently in the process of being integrated into the official postgraduate program catalog of Fundació UPC.
Organiser	Cluster Bioenergia de Catalunya (CBC), in collaboration with Micropower Europe, Agile Development, and Universitat Politècnica de Catalunya (UPC)
Target	Professionals working in bioenergy, waste management or agri-food industries
Modality	Online, Face-to-face, Event, Real case visits
Location	At the trainer's facilities
Duration	104 hours
Certificate / Credential	Certificate
Teaching materials	Printed material; Oral presentation; Real experience/practice; Site visits; Hands-on lab sessions; Technical seminars; Simulations; Case studies
Main objective	To provide professionals with the knowledge and skills to design, implement and operate industrial-scale biogas and biomethane plants, and to understand their environmental, economic, and regulatory context.
Main topics	Anaerobic digestion; Digestate valorisation; Gas upgrading; Legal frameworks; Sustainability assessment; Renewable energy in agriculture; Sustainable resource management (water, soil, fertilizers).
Public body involved and role	Universities and public research centres (UPC, UB, UVIC -CT BETA-, IRTA, UVA, TU Delft, ICAEN) + Administration (Oficina Catalana del Canvi Climàtic -Generalitat de Catalunya-, CGRVO, Acció) – Role: Academic and technical content provision, hosting, trainers, potential certification (UPC), and funding support through IRC project
Private company involved and role	Micropower Europe, AGILE Development Projects, PRODEVAL, SIGE Gestión Informática S.L., Verdia legal – Role: Content design and delivery, real case sharing, expert training, technical demonstrations.
Type of exchange	Knowledge exchange, Volunteering, Cluster companies offer a course to members. Economic exchange: participants (individual payment), public funding (subsidies or aid)
Methodology in designing activity	Top-down; Collaborative; Bidirectional

Identified Success Factors and SWOT	
Key success factors	Participants' satisfaction with the training, Level of effective cooperation between school, company and technology centre, Scalability and replicability of the collaboration model, Quality of coordination and communication between the agents involved, Training content aligns with labour market needs
Differential approach	Multidisciplinary team of trainers from academia, government, and private sector; in-depth technical content across 12 modules; practical and case-based approach; strong alignment with emerging EU regulations and sustainability goals; evolving into an accredited postgraduate degree.
Strengths	Strategic alliance between key public and private players; strong technical foundation; immediate relevance for the energy transition.
Weaknesses	First edition not yet accredited by university system; being addressed through UPC Foundation process
Opportunities	Integration into formal postgraduate education; replication in other regions; potential for hybrid or online formats, potential to develop modular trainings.
Threats	Limited awareness of the course in early stages; mitigated through targeted communication campaigns via the cluster and partners.

15. Mentoring Program for young farmers	
Country	Spain, Catalunya
Brief description of the activity	In Catalunya, all individuals wishing to professionally join the agricultural sector must complete a mandatory training pathway. This pathway includes modules adapted to each participant's specialization and previous experience. A significant part of this process can be completed through the Mentoring Program, which offers between 80 and 120 hours of practical training on active farms. The mentoring is based on direct, experiential learning through the relationship between an expert (mentor) and a person in the process of incorporation (mentee). The training focuses on observation, practice, and experience, fostering autonomy, responsibility, and decision-making in a real context.
Additional links	https://agricultura.gencat.cat/ca/ambits/formacio-innovacio/formacio-agraria/mentoria/index.html
Start	2023
End	Ongoing
Organiser	Agricultural Training Service (SFA, DARPA) and those agroVET in Catalunya who want to contribute.
Target	Young farmers who have applied for "ajut de primera instal·lació" (first-installation aid)
Modality	Face-to-face
Location	At the mentors' farms
Duration	80-120h hours (immersion period)
Certificate / Credential	Training certified by the assigned agroVET
Teaching materials	Real experience / practice; mentoring and tutoring
Main objective	To facilitate the professional incorporation into the agricultural sector through practical, contextualized learning that connects trainees with the productive reality of the sector, and promotes the development of autonomy, technical skills, and on-farm management.
Main topics	Entrepreneurship and Farm management, technical and technological skills, agroecological farming practices (in case of EAM)
Public body involved and role	Department of Agriculture, Livestock, Fisheries and Food (DARPA) – Role: Programme coordination and policy framework. (AgroVETs – Role: Administration, tutoring and validation of each case)
Private company involved and role	Host farms (mentors) – Role: practical training, knowledge transfer and business management
Type of exchange	Knowledge exchange; Economic exchange (mentors receive economic compensation from agroVET-DARPA)
Methodology in designing activity	Collaborative; Bidirectional; experiential learning
Identified Success Factors and SWOT	
Key success factors	Training content with a CSA vision, Participants' satisfaction with the training, Improvement of labour insertion in the agricultural sector, Improvements in the sustainability and social responsibility of the companies involved, Level of effective cooperation between school, company and technology centre, Scalability and replicability of the collaboration model, Quality of coordination and communication between the agents involved

Differential approach	Training based on direct, hands-on immersion in a real and active farm aligned with the mentee's area of interest and future professional goals. Tailored and contextualized model enhances meaningful knowledge transfer, fosters autonomy, and helps build professional networks within the agricultural sector.
Strengths	- Integration of the mentoring activity into a mandatory training pathway for new agricultural professionals ("Ajut de primera instal·lació"). - Effective use of a well-established public-private network between administration, agricultural schools, and active producers. - Hands-on learning that complements and reinforces theoretical training. - Development of key competences such as autonomy, responsibility, and decision-making for mentees. - <i>Innovative method.</i> - <i>Mental support, commercial support, peer support.</i> - <i>A lot of experience and knowledge to be shared.</i> - <i>Hands-on direct learning in a productive farm/company.</i> - <i>Motivation stays high.</i> - <i>Both, knowledge and practice are included.</i>
Weaknesses	- Dependence on public funding (mentors receive economic compensation). - High administrative workload for agroVETs/DARPA. - Difficulty in finding available mentors in certain geographic areas, sectors or practices. - <i>Difficulty in getting funds, dependency from the schools.</i> - <i>Bureaucracy.</i> - <i>Availability from companies or farmers to be mentors.</i>
Opportunities	- The program directly addresses the challenge of generational replacement in Catalonia's agricultural sector. - Growing recognition of the value of on-farm training. - A space for intergenerational knowledge exchange. - The possibility that the mentor-mentee relationship evolves into long-term professional - <i>Possibly to long-term professional relationships.</i> - <i>More recruitment, alternative way to get to work with agriculture.</i> - <i>Caption of new profiles.</i> - <i>Farmers know the results of training and propose improvement.</i>
Threats	- Risk of a poor interpersonal match between mentor and mentee, limiting motivation and learning outcomes. - Potential loss or reduction of public funding that ensures mentor compensation and program coordination. - Reliance on the willingness and availability of private farms, which may vary depending on economic and seasonal conditions. - <i>Difficulty to find farmers</i> - <i>How to incentive long-term relationships</i> - <i>Development through academical studies being mentor</i> - <i>Do farmers feel that they are training rivalries/competitors</i> - <i>Content of practical part -> is it fulfilling educational targets</i>

*In cursive: extracts from SWOT analysis EVECSA partners developed collaboratively on TPM4.

16. Professional Training Dual Modality	
Country	Spain, Catalunya
Brief description of the activity	Dual VET programme combining training centres and private companies through alternating work and learning over 8–12 months.
Additional links	https://boscat.cat/2024/03/14/iniciem-la-3era-edicio-de-la-formacio-professional-dual/
Start	2021
Status	2024
Organiser	Coordinator from formative centre
Target	Learners aged 16–30, requirement for secondary school studies
Modality	Face-to-face
Location	At the trainer's facilities
Duration	520 hours
Certificate / Credential	Certificate and credential. Access to the European Chainsaw Licence Test included in the program.
Teaching materials	Real experience / practice
Main objective	Regenerate and strengthen the agricultural sector recognition.
Main topics	Forestry management
Public body involved and role	Servei d'Ocupació (Generalitat de Catalunya) – Role: Access and coordination
Private company involved and role	Usually is a 3 or 4 sector representatives deal (Last program was developed within collaboration of local industry partners: Great Adventures Ahead and Forestals Bracons) – Role: Facilitate incorporation of new learners into the labour market
Type of exchange	Knowledge exchange. Economic exchange: public funding (subsidies or aid), participants receive an economical retribution as contracted, following the Forestal Agreement.
Methodology in designing activity	Top-down
Identified Success Factors and SWOT	
Key success factors	Scalability and replicability of the collaboration model, Quality of coordination and communication between the agents involved
Differential approach	The Hybrid Format Provided
Strengths	Hybrid learning combining theoretical lessons and hands-on practice on real labour environment. The design of the program and the planning is key for the correct execution.
Weaknesses	High effort required from all parties, obstacles encountered.
Opportunities	Bilateral access to markets: From new learners to labour market; From companies to potential employees.
Threats	The program can be challenging from a participant perspective due to his physical and mental effort.

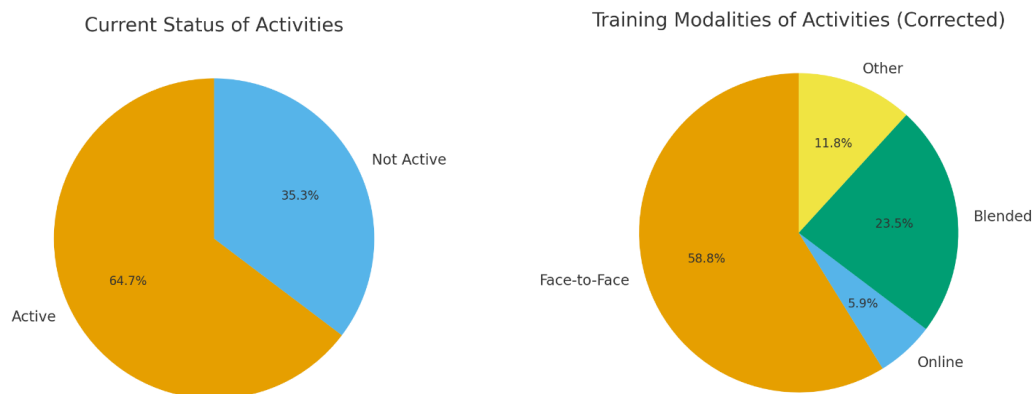
3. Overview on the Good Practices

Although each good practice responds to a specific context, target group and set of needs, the insights presented below highlight shared patterns, trends and approaches that have helped these initiatives succeed. They offer inspiration and practical guidance to inform and strengthen the design of future collaborations.

3.1. General data

The 16 cases were developed in the following countries: Denmark (3), Finland (3), the Netherlands (1), Sicily (3), Poland (3), Spain (3). About 80% of them have been initiated since 2020; for the remaining ones, either no information was available, or they were older. 2 out of 3 practices are currently active or recurring (cyclic), while the rest correspond to one-off events or initiatives still in consolidation phases.

Regarding the training modalities, **82% of the activities were face-to-face**, from which 23'5% combined it with online format (blended). Only 1 case works exclusively with online formats.



The **duration** of the training activities varied widely, ranging from 4 to 120 hours depending on format, content, target, etc. **Formal recognition also varies** significantly: some activities lead to certificates or credentials, others are embedded in formal education pathways, and several don't seek for formal accreditation.

3.2. Actors and Roles

All 16 activities were a result form **several models of collaboration**; often combining representatives from universities, agroVET schools, and private companies, except for 1 only case that only agricultural companies participate.

Public collaborators included in overview, municipalities, universities, agroVET schools, public research centers, departments of agriculture; and others singular profiles as correctional facilities. Their roles ranged from coordinating activities, providing scientific support, and facilitating community access, to developing programs or actively participating in knowledge transfer.

Private partners were mainly farmers and companies from the sector. Their roles were often economic, but also included acting as speakers, knowledge facilitators, or providing material resources.

In all cases of public-private collaboration, **the main exchange was knowledge**. In half of them there is also an **economic exchange** between partners, mostly understood as a complement and not main exchange source (and usually coming from public funding). In 3 cases volunteering was also an action line.

The **target audiences** of the training activities were as **diverse** as the activities themselves. The most common audience were students (at least secondary level), followed by farmers, teachers, and other professionals in the agricultural sector.

As an overview, many cases stand out **the role of agroVETs and CoVEs as intermediaries** that translate agricultural sector needs into applied knowledge, curricula adaptations and long-term partnerships.

3.3. Pedagogical Approach

Regarding the materials used as knowledge transfer tools, about **13 out of the 16 activities rely on real-life experiences or practical activities**, and 5 combine different theoretical resources such as videos and oral presentations with practice.

The main objectives of the training activities focused on **improving agricultural techniques and introducing new technologies**, while also reinforcing the link between theory and practice. Strong emphasis was placed on **professional development**, including preparing students for future careers, supporting transitions from VET to higher education, and offering practical on-farm learning opportunities. Many activities aimed to foster **sustainability, innovation, and awareness** of circular practices in agriculture. Others highlighted **social goals**, such as reintegration of marginalized groups or the preservation of cultural heritage. Overall, the activities combined **technical training, employability, and broader societal impact**.

The main topics worked on in the training activities were mainly **sustainable farming techniques** and the efficient management of natural resources such as **water, soil, and fertilizers**. Agroforestry, the use of smart agricultural machinery, remote monitoring systems, and precision agriculture (often with automation processes) also played an important role. Another set of topics included energy and environmental issues, such as anaerobic digestion, digestate valorization, biogas and other renewable energies, as well as related legal frameworks. In addition, topics covered animal health and welfare, responsible food production (including artisanal pasta as a concrete example), and direct knowledge of the sector through farm visits and hands-on activities with companies.

3.4. SWOT Analysis

The analysis SWOT exposed in each case help understanding the strong and weak parts of the knowledge transfer activities, as well as the chances for improvement and the main risks. Let's see the key overview of them all:

Strengths

- **Collaboration between actors:** The connection between different profiles, like farmers, students and researchers, gave more value and strength to the projects.
- **Mix of theory and practice:** Combining learning in class with practical experience was considered very positive.
- **Real learning environments:** Learning directly in real places, like farms and with direct contact with the agricultural sector, was seen as very valuable.

Weaknesses

- **Funding difficulties:** Many projects faced problems to get money for the long term, and some were not economically sustainable.
- **Collaboration limits:** Even if there were collaborations, they were sometimes not enough, and communication with partners was not always easy.
- **Narrow knowledge contents:** In some cases, the knowledge transferred was not wide or representative enough.
- **Small target groups:** Some activities were made for very specific groups only, which on one hand made it tailored and meaningful to them, on the other reduced their impact.

Opportunities

- **Replicability:** These models could be used in other schools or countries.
- **Certification:** Some of them offered official certificates for participants.
- **Jobs and careers integration:** Designing activities that can open job opportunities.
- **More involvement from agents:** bringing in more farmers, students, and research centres to activities.
- **Student mobility:** Helping students to move and learn in different places.
- **Long-term relations:** creating partnerships that continue over time.

Threats

- **Funding dependency:** The biggest problem was the difficulty to get stable funding year after year, from both public and private sources.
- **Weather affectation:** Some activities depend too much on weather, and without alternatives they may be cancelled.
- **Knowledge quality:** sometimes the knowledge transferred was not completely practical or meaningful for the target.
- **Farmers involvement:** It can be hard to find farmers to act as mentors or hosts, and asking for their contributions (to the same ones, too often) may cause them to lose interest.

- **Low participation:** Society's increasing disconnection from farming and the agrarian sector is a transversal challenge within regions, which makes it harder to attract participants to some initiatives.

4. Closing

This collection brings together a diverse set of public–private partnerships that illustrate how knowledge transfer in agriculture can be effectively designed, implemented and sustained across different regions. Rather than offering prescriptive models, it opens a shared reference based on collaborative practices and tested pedagogical approaches that have been perceived successful in their own specific contexts.

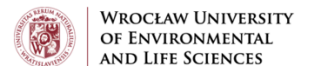
The guide aims to inspire further collaborations and knowledge exchanging among EVECSA partners and beyond, supporting the development of CSA as a common driver for agriculture across regions.

Consortium

Coordinator



Partners





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