

FARMER

Future Agri-Tech Reskilling and
Modern Education Reimagining
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Future Agri-Tech Reskilling and Modern Education Reimagining 'FARMER' Training report (D2.1)

Designing VET Curricula for Emerging Skills:
A Practical Approach to Agri-Tech and Future Farming

15-18 June 2026 Trebinje (Bosnia and Herzegovina)

25 May and 26 June 2026 Online

Center for Development Evaluation and Social Science Research
(CREDI)



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List of Abbreviations

BiH – Bosnia and Herzegovina

CREDI – Center for Development Evaluation and Social Science Research

EIT – European Institute of Innovation and Technology

FFUNSA – Faculty of Philosophy, University of Sarajevo

GPS – Global Positioning System

GIS – Geographic Information System (GIS)

EQAVET - European Quality Assurance Reference Framework for Vocational Education and Training

FARMER – Project Future Agri-Tech Reskilling and Modern Education Reimagining

FGB – Fondazione Giacomo Brodolini

NRDM –Network for Rural Development Montenegro

REDAH – Regional development agency for Herzegovina

SLN – Smart Labour Network

VET – Vocational Education and Training

VET TRE – School Centar srednjih škola Trebinje

VET GOR – School Mješovita srednja škola Enver Pozderović Goražde

TREDEA – Development Agency of the City of Trebinje

Introduction

The training programme 'Designing Vocational Education and Training (VET) Curricula for Emerging Skills: A Practical Approach to Agri-Tech and Future Farming' was organised within the Erasmus+ Capacity Building in Vocational Education and Training project Future Agri-Tech Reskilling and Modern Education Reimagining 'FARMER' (Project No. 101242836).

The training represents one of the key capacity-building activities implemented under **Work Package 2 – Building Skills and Competences for Future-ready VET**, which aims to strengthen the ability of VET providers to modernise curricula in response to rapidly changing labour market demands and the growing need for digital and green skills in the agri-food sector.

This report presents the implementation of the training programme, including its objectives, methodology, key learning activities, participant engagement, achieved outputs, evaluation findings, communication activities, and lessons learned.

Objectives of the Training

The overall objective of the training was to strengthen the capacities of VET providers to develop and adapt curricula that better respond to the evolving skills needs of the agri-food sector, with particular emphasis on digitalisation, green transition, and technological innovation.

More specifically, the training aimed to:

- strengthen participants' understanding of skills intelligence and emerging skills relevant for the agri-food sector;
- build the capacity of VET teachers and school staff to identify skills gaps and translate labour market evidence into learning outcomes, modules, and curriculum improvements;
- introduce practical approaches for stakeholder engagement and employer participation in curriculum design and delivery;
- enhance participants' knowledge of graduate tracking, alumni engagement, and quality assurance approaches based on the European Quality Assurance in Vocational Education and Training (EQAVET) framework;
- support schools in analysing their existing programmes and identifying opportunities for curriculum innovation;
- facilitate collaborative curriculum development through practical co-creation exercises involving education providers, experts, and labour market stakeholders;
- prepare participating schools to develop programme and module proposals that will be further refined and implemented within subsequent project activities.

Beyond developing technical knowledge, the training also sought to establish a shared methodological framework among participating institutions, enabling them to independently apply labour market evidence and stakeholder feedback when designing future curriculum improvements.

Training overview

The training programme was implemented as a hybrid capacity-building activity consisting of three interconnected phases:

- Preparatory online session: 25 May 2026
- Face-to-face training: 15–18 June 2026
- Final online session (presentation of school outputs): 26 June 2026.

The face-to-face training was organised in Trebinje (Bosnia and Herzegovina) over a period of four days, combining expert-led sessions with practical workshops, collaborative exercises and school-based curriculum development activities.

The training brought together 15 representatives from three participating VET schools, with five participants from each institution:

- JU Centar srednjih škola Trebinje (Bosnia and Herzegovina)
- JU Mješovita srednja škola 'Enver Pozderović' Goražde (Bosnia and Herzegovina)
- JU Srednja mješovita škola Golubovci (Montenegro)

In addition to the participating schools, the programme was enriched through the active involvement of representatives from relevant labour market and innovation stakeholders, including the Development Agency of the City of Trebinje (TREDEA), the Agrarian Fund of the City of Trebinje, HerzegHouse, the Rural Network of Montenegro, Smart Village Knežica, and Slow Food Trebinje Hercegovina, who contributed practical perspectives on emerging skills, innovation ecosystems, and the evolving needs of the agri-food sector.

The training was delivered by an international and regional team of experts with complementary expertise in vocational education, labour market intelligence, curriculum development, agri-tech innovation, and regional development. The trainers included:

- **Nermin Oruč (Center for Development Evaluation and Social Science Research, CREDI)** – labour economist and researcher specialising in labour market analysis, skills development, and VET policy, responsible for sessions on curriculum innovation and the application of skills intelligence.
- **Iván Diego Rodriguez (Valnalón, Spain)** – expert in vocational education, skills intelligence and EQAVET, delivering sessions on VET innovation, graduate tracking, employer engagement and curriculum development.
- **Branka Anđelković (Centre for Society and Technology Re-People, Serbia)** – expert in public policy, future of work, innovation ecosystems and skills development, leading sessions on emerging skills and stakeholder dialogue.
- **Sandra Bjelan (Faculty of Philosophy, Department of Pedagogy, University of Sarajevo, FFUNSA)** – expert in innovative learning approaches and curriculum development, facilitating curriculum redesign workshops and co-creation activities.
- **Ivica Sivrić (Association for Economic Development REDAH)** – regional development expert presenting innovation trends and opportunities for vocational education within the agri-food sector in the region.
- **Mirko Jokić (Smart Village Knežica / EIT Food Bosnia and Herzegovina)** – expert in rural innovation and smart villages, presenting practical examples of innovation ecosystems and EIT Food initiatives.
- **Ilma Kurtović (CREDI)** contributed to the implementation and facilitation of the programme as moderator and coordinator of multiple training sessions.

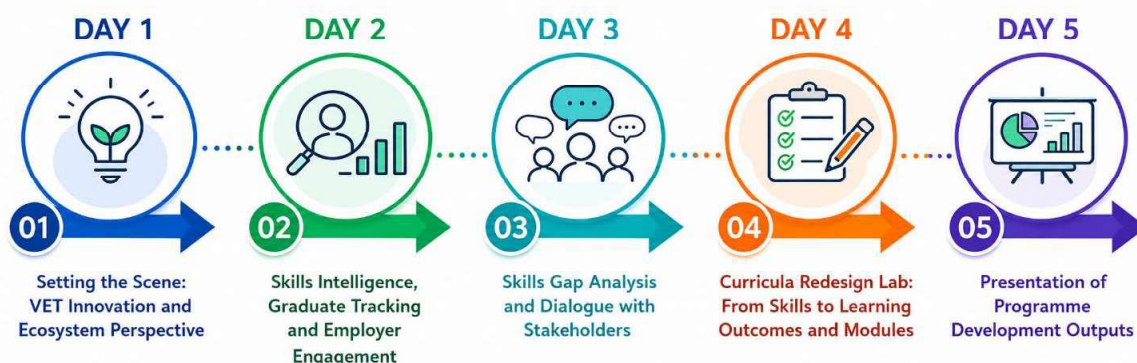
Training Design and Methodology

The training programme was designed as a structured capacity-building process that gradually guided participants from understanding labour market trends and skills intelligence towards the practical development of curriculum proposals. The programme followed a logical methodological sequence in which each phase built upon the knowledge and outputs generated in the previous one. The overall methodology was based on an evidence-based approach to curriculum development, which links labour market intelligence, skills analysis, stakeholder engagement, curriculum gap analysis, and curriculum development into a coherent process.

The training was designed around the principles of adult learning and experiential education, combining expert inputs with interactive discussions, collaborative exercises, practical workshops, peer learning, and school-based assignments. Throughout the programme, participants worked on the example of their own curricula and stakeholder inputs, enabling them to immediately apply newly acquired knowledge to real institutional contexts. Programme started with understanding the broader labour market and innovation context before introducing participants to concepts of skills intelligence, graduate tracking, and employer engagement.

The overall learning pathway is illustrated in Figure 1, which shows the methodological progression applied throughout the training.

Figure 1: Training methodological pathway



The training was organised through a preparatory online session, followed by four days of face-to-face training, and a final online session. This step-by-step methodology ensured that curriculum development was firmly grounded in labour market evidence rather than individual perceptions or isolated employer requests. By combining analytical tools, stakeholder participation, collaborative learning, and practical curriculum design, the training equipped participants with a replicable methodology that can be applied beyond the FARMER project to support the continuous modernisation of VET programmes in response to changing labour market needs. Each phase is described in more detail in the following sections.

Training Implementation

Preparatory Phase

The preparatory phase was designed to ensure that participants commenced the face-to-face training with a common understanding of their existing programmes, the main challenges affecting agricultural VET, and the needs of local labour markets. Schools were asked to complete a series of practical preparatory tasks that provided the evidence base for subsequent workshops, discussions, and curriculum development activities.

The preparatory tasks were introduced during the online session held on 25 May 2026, while schools submitted their assignments during the period leading up to the training in Trebinje. Three preparatory tasks were developed for the participating schools.¹ Three preparatory tasks were developed for the participating schools:

- a review of one agricultural education programme currently delivered by each school,
- stakeholder consultations with employers and other relevant actors to identify emerging skills and labour market needs
- the preparation of school presentations summarising the key findings from the programme review and stakeholder consultations.

These tasks are described in more detail below.

Programme Review

The first task required each school to select one agricultural education programme currently delivered by the school and provide information on its structure, the organisation of practical training, cooperation with employers, teaching methods, learning outcomes, strengths, challenges, and areas for further development. The purpose was to establish a shared understanding of the starting point for curriculum innovation. The three participating schools selected the following programmes:

- JU Centar srednjih škola Trebinje – Agrotourism Technician;
- JU Mješovita srednja škola 'Enver Pozderović' Goražde – Agrotourism Technician;
- JU Srednja mješovita škola Golubovci (Montenegro) – Agricultural Technician.

All schools highlighted the importance of practical training and close cooperation with employers, while identifying similar challenges, including limited access to modern equipment, insufficient opportunities for work-based learning, the need to modernise teaching content, and difficulties in integrating rapidly evolving digital and green technologies into existing curricula. Schools also recognised that current programmes should place greater emphasis on precision agriculture, digital technologies, sustainable agricultural practices, entrepreneurship, modern farm management, and closer cooperation with employers in curriculum implementation.

Stakeholder Consultations

The second preparatory task required schools to conduct short consultations with employers, agricultural producers, former students, public institutions, universities, and other relevant stakeholders. The consultations were designed as informal discussions rather

¹ Instructions for the Preparatory Task are in the Annex 2 of this Report.

than formal research, with the objective of collecting practical insights into labour market needs, emerging skills, and opportunities for improving VET programmes.

Across all three schools, consultations produced similar messages. Stakeholders emphasised that future graduates will require stronger digital, technological, and practical competences than those currently developed through existing programmes.

Particular attention was given to precision agriculture, digital farm management, GPS and GIS technologies, drones, sensor technologies, data analysis, automation, artificial intelligence, sustainable and climate-resilient agriculture, and the use of smart irrigation systems. At the same time, employers highlighted the continuing importance of transferable skills such as communication, teamwork, entrepreneurship, adaptability, problem-solving, and willingness to engage in continuous learning.

A recurring recommendation concerned the need to strengthen practical learning. Stakeholders consistently called for more workplace-based learning, stronger partnerships with companies and farms, greater exposure to modern agricultural technologies, and increased opportunities for students to work with contemporary equipment and real production environments.

School Presentations

The third preparatory task consisted of preparing school presentations summarising the findings of the first two assignments. Schools were asked to present their institution, selected programme, organisation of practical training, cooperation with employers, major programme challenges, key findings from stakeholder consultations, emerging skills, and initial ideas for curriculum improvement. These presentations served as the basis for peer learning and discussion during the face-to-face training and ensured that all subsequent workshop activities were grounded in the realities of participating schools.

Outcomes of the Preparatory Phase

The preparatory phase achieved three important objectives. First, it enabled participating schools to critically reflect on the strengths and limitations of their existing programmes before the training. Second, it generated valuable information through consultations with employers and other stakeholders, providing practical evidence on emerging skills and future competence needs.

Finally, it enabled the face-to-face training to focus on curriculum analysis, skills gap identification, and curriculum redesign, as participants arrived with concrete programme information, stakeholder feedback, and initial ideas for improvement already prepared. This established a common evidence base that significantly increased the quality and practical relevance of the collaborative work undertaken during the training.

Day 1 - Setting the Scene: VET Innovation and Ecosystem Perspective

The first day introduced participants to the FARMER project, its objectives, methodology, and expected results, while establishing a common understanding of the curriculum innovation process that would be implemented throughout the project. It also aimed to familiarise participants with their roles, planned project activities, and the overall learning journey.

Table 1: Day 1 Training Agenda and Sessions Overview

Time	Session/ Topic	Trainer
16:00 – 16:45	Opening and Training Overview - Introduction to the training objectives, structure, and expected outcomes, with an overview of the agenda and key thematic areas.	Nermin Oruč, CREDI
16:45 – 17:30	Stock-taking Exercise/Aligning Expectations and Current Challenges - Interactive session to capture participants' expectations, identify key challenges, and align perspectives on current practices and needs.	Nermin Oruč, CREDI

Sessions Delivered

The first day consisted of two introductory sessions designed to establish a common understanding of the FARMER project and create a shared starting point for the capacity-building programme.

Session 1 – Opening and Training Overview consisted of a single introductory session based on a presentation prepared by the Project Coordinator (FGB) and focused on introducing participants to the FARMER project. The session introduced participants to the FARMER project, including its objectives, partnership, work packages, implementation timeline, and expected results, while outlining the roles of project partners and participating VET schools. It also provided an overview of the project activities and curriculum development process, serving as an introduction to the capacity-building programme and the sessions that followed throughout the training.

Presentation: Introduction to the FARMER Project

Session 2 – Stock-taking Exercise: Aligning Expectations and Current Challenges was conducted as a facilitated interactive discussion. Participants were invited to introduce themselves, share their expectations from the training, reflect on the current strengths and challenges of their VET programmes, and identify priority areas for curriculum improvement. The exercise encouraged the exchange of experiences across participating schools and countries, enabling participants to compare current practices and establish a common understanding of the key issues that would be addressed throughout the training. The discussion also helped trainers better understand participants' needs and tailor subsequent sessions accordingly.

Key Takeways

- Participants gained a common understanding of the FARMER project's objectives, implementation approach, and expected results.
- The roles and responsibilities of project partners and participating schools were clarified, ensuring a shared understanding of each institution's contribution throughout the project.
- Participants gained an understanding of the overall curriculum development process and the sequence of project activities, providing a clear framework for the capacity-building programme and the work to be carried out in the following training sessions.

Day 2 - Skills Intelligence, Graduate Tracking and Employer Engagement

The second day aimed to strengthen participants' capacity to use evidence in curriculum development by introducing approaches for identifying emerging skills, engaging key stakeholders, and aligning VET programmes with changing labour market needs.

Table 2: Day 2 Training Agenda and Sessions Overview

Time	Session/ Topic	Trainer
09:00 – 10:30	VET Innovation: From Classroom to Ecosystem Transformation and Skills Intelligence - Introduction to VET innovation, ecosystem approach, and skills intelligence concepts.	Iván Diego, Valnalón
11:00 – 12:30	Graduate Tracking, Alumni Relations and Skills Intelligence (EQAVET-based) - Overview of graduate tracking and alumni systems within the EQAVET framework.	Iván Diego, Valnalón
14:00 – 15:30	Beyond the Identification of Skill Gaps: Employer Engagement in Curriculum Design and Delivery in VET - Exploration of approaches to engage employers in curriculum design.	Iván Diego, Valnalón
15:45 – 17:00	From Data to Action: Using Skills Inputs in Curriculum Development - Practical session on applying skills intelligence in curriculum development.	Nermin Oruč, CREDI

Sessions Delivered

The first three sessions were delivered by Iván Diego (Valnalón, Spain) and focused on the role of innovation, skills intelligence, graduate tracking, and employer engagement in modern VET systems.

Session 1: VET Innovation: From Classroom to Ecosystem Transformation and Skills Intelligence - took as its starting point the analysis of three real innovation projects developed by agri-food VET centres in Spain used as concrete cases from which to unpack the wider ecosystem approach. From this analysis, the elements at state/regional, local, and centre level that facilitate or hinder the design and implementation of such innovation

projects were progressively identified. The session also introduced the concept of skills intelligence as a tool for anticipating labour market needs, with particular focus on the agri-tech sector. Teachers gained a shared understanding of how innovation, data, and collaboration converge to modernise vocational education.

Presentation: *VET Innovation: From Classroom to Ecosystem Transformation and Skills Intelligence*

Session 2: Graduate Tracking, Alumni Relations and Skills Intelligence (EQAVET-based) - This session presented graduate tracking and alumni relations systems as core components of quality assurance within the EQAVET framework. Participants examined how tracer studies and alumni networks generate valuable skills intelligence to inform curriculum relevance and institutional improvement and explored practical guidance on establishing or strengthening tracking and alumni relations mechanisms in their own VET institutions. Emphasis was placed on using graduate outcome data to close the loop between training provision and labour market results. The session closed by addressing the limitations of tracer studies and the need to combine them with other sources of information to build a more complete picture.

Presentation: *EQAVET and Graduate Tracking*

Session 3: Beyond the Identification of Skill Gaps: Employer Engagement in Curriculum Design and Delivery in VET - This session moved past skills-gap analysis to focus on practical strategies for embedding employer engagement throughout curriculum design and delivery. Particular attention was paid to broadening what is understood by 'employer engagement' beyond conventional forms of collaboration. Participants explored models of collaboration with agri-tech businesses, including co-design, work-based learning, and joint delivery approaches. The session placed particular emphasis on balancing the needs of VET providers with the time and effort that companies are realistically able to dedicate to such collaboration. Real-world examples illustrated how such partnerships can be structured and sustained over time.

Presentation: *Employer Engagement*

Session 4: From Data to Action: Using Skills Inputs in Curriculum Development, delivered by CREDI, focused on translating labour market evidence into curriculum development. Participants were introduced to a practical methodology for identifying and validating emerging skills using information from employers, graduates, labour market analysis, and foresight studies, and discussed how these findings can be transformed into learning outcomes, curriculum modules, and other curriculum improvements.

Presentation: *From Data to Action*

Box 1: CREDI Approach to Using Skills Intelligence in Curriculum Development

- Understand the context – analyse labour market and sector trends.
- Identify changing occupations – determine how jobs are evolving.
- Map and validate skills – use evidence from employers, graduates, labour market data and foresight studies.
- Translate evidence into curriculum – revise learning outcomes, modules and work-based learning accordingly.

All sessions on the second day were delivered in English, with simultaneous interpretation provided throughout the day to ensure active participation of all attendees.

Key Takeways

- Participants gained a better understanding of how labour market and skills intelligence can be used together to support evidence-based curriculum development.
- The sessions highlighted the importance of involving employers and other stakeholders throughout the curriculum development process.
- Participants explored practical approaches for translating identified skills needs into curriculum improvements, providing a common methodological foundation for the skills gap analysis and curriculum redesign activities carried out during the following training days.

Day 3 - Skills Gap Analysis and Dialogue with stakeholders

The third day focused on identifying emerging skills required in modern agriculture and translating these into curriculum development priorities. Participants explored how technological and labour market developments are shaping future occupations and discussed how these changes should be reflected in VET programmes.

Table 3: Day 2 Training Agenda and Sessions Overview

Time	Session/ Topic	Trainer
09:00 – 10:15	Emerging Skills in Agriculture and Smart Farming and SLN activities (results of SLN survey)	Branka Anđelković ² , Re-people and Nermin Oruč, CREDI
10:15 – 11:15	Smart Agriculture and Innovation Trends in Herzegovina: Opportunities for VET	Ivica Sivrić, REDAH
11:30 – 12:30	Innovation Ecosystems and Smart Villages: EIT Food Initiatives in BiH	Mirko Jokić, Smart Village (EIT Food BiH)
14:00 – 15:30	Skills Gap Analysis and Stakeholder Dialogue Workshop	Nermin Oruč, CREDI
15:30 – 17:00	Co-Creation Lab: Defining Priority Skills and Curriculum Responses	Sandra Bjelan, FFUNSA

Sessions Delivered

Session 1: Emerging Skills in Agriculture and Smart Farming and SLN activities – The third day began with a brief introduction to the Smart Labour Network (SLN)³ platform, a digital platform developed to support collaboration and knowledge sharing among project partners and participating VET schools. The platform will serve as a repository for project outputs, training materials, methodologies, curriculum resources, and other educational content developed throughout the project, while also facilitating communication and exchange of good practices among partners.

² The detailed presentation were postponed to the online session held on 26 June 2026, as the trainer, Branka Anđelković, was unable to attend the face-to-face training in Trebinje.

³ <https://smartlabor.repeople.rs/>

Session 2: Smart Agriculture and Innovation trends in Herzegovina: Opportunities for VET - Ivica Sivrić (REDAH) presented current trends in smart agriculture and innovation in Herzegovina, highlighting the key challenges facing the regional agri-food sector, including digital transformation, climate change, labour shortages, and the growing demand for new skills. Through practical examples from REDAH projects, participants were introduced to a range of digital and IoT-based solutions, including smart sensors, GIS applications, drones, precision irrigation systems, digital farm management platforms, and AI-supported decision-making tools currently being applied in agriculture. The session also explored how these technological developments are reshaping occupational profiles and competency requirements in the agri-food sector, emphasising the need for VET schools to strengthen practical learning, digital and green skills, and collaboration with employers and innovation ecosystems. Practical examples demonstrated how innovation projects can serve as a bridge between education, research, and industry while supporting curriculum modernisation.

Presentation: Smart Agriculture and Innovation trends in Herzegovina

Session 3: Innovation Ecosystems and Smart Villages - demonstrated how local innovation ecosystems can support rural development, entrepreneurship, and skills development through the Smart Village Knežica initiative. Using practical examples, trainer showcased how young people, secondary school students, universities, researchers, farmers, and local businesses collaborate in developing AgriTech solutions, including digital agriculture applications, innovation hubs, living labs, and community-based projects that address real agricultural challenges. The session also introduced participants to the EIT Food ecosystem, highlighting opportunities for VET schools, students, and innovators to engage in European programmes focused on entrepreneurship, skills development, innovation, and international collaboration. Participants learned about EIT Food academies, startup support programmes, innovation networks, and funding opportunities, while discussing how vocational schools can become active partners in preparing learners for the future of sustainable and technology-driven agriculture.

Presentations: Smart Village and EIT Food

Session 4: Skills Gap Analysis and Stakeholder Dialogue Workshop - facilitated discussion in which participants reflected on the knowledge gained throughout the training and compared it with the current needs of their VET programmes and local labour markets. Teachers, trainers, and external stakeholders exchanged views on emerging skills requirements, existing curriculum gaps, and opportunities for strengthening cooperation between schools and employers. The discussion concluded that curricula should place greater emphasis on digital and green competences, practical learning in real work environments, and stronger engagement of employers and innovation organisations in curriculum development to better prepare learners for the future of agriculture.

Session 5: Co-Creation Lab: Defining Priority Skills and Curriculum Responses - The day concluded with a Co-Creation Lab facilitated by Prof. Dr. Sandra Bjelan (Faculty of Philosophy, University of Sarajevo), during which participants worked collaboratively to identify the competences that agricultural graduates will need by 2030 and compare them with those currently reflected in their curricula. Through a series of guided exercises, participants analysed existing competency gaps across knowledge, skills, values, attitudes, and personal attributes, and reflected on how these could be addressed through curriculum reform. Building on these reflections, participants discussed how identified priority competences could be translated into learning outcomes, curriculum content, teaching methods, and work-based learning activities. The session emphasised that curriculum

innovation should balance labour market needs with educational objectives while remaining flexible enough to respond to changing technological and societal demands.

Presentation: Co-Creation Lab

Key Takeways

- Participants gained practical insights into current trends in smart agriculture and explored examples of digital tools, innovation ecosystems, and European initiatives that are shaping the future of the agri-food sector.
- Real-life examples demonstrated the value of collaboration between schools, businesses, research institutions, and local communities in creating meaningful learning opportunities and strengthening students' practical competences.
- The co-creation workshop helped participants identify priority competences for future agricultural professionals and reflect on how these can be better integrated into existing VET curricula.

Day 4 - Curricula Redesign Lab: From Skills to Learning Outcomes and Modules

The fourth day focused on supporting participants in translating the identified skills needs into curriculum improvements. Through school presentations and practical workshops, participants reflected on their existing programmes and explored approaches for designing more relevant, learner-centred, and future-oriented VET curricula.

Table 4: Day 4 Training Agenda and Sessions Overview

Time	Session/ Topic	Trainer	Moderator
09:00 – 10:45	School Presentations: Current Programmes and Challenges - Schools present their existing programmes, key challenges, and initial stakeholder inputs relevant for curriculum development.	Sandra Bjelan, FFUNSA	Ilma Kurtović, CREDI
11:00 – 12:30	Curriculum Revision and Innovative Approaches in VET	Sandra Bjelan, FFUNSA	Nermin Oruč, CREDI
14:00 – 14:30	Programme Development Task – Guidelines and Template - Presentation of the programme development task, including detailed instructions and introduction to the template to be used.	Sandra Bjelan, FFUNSA i Nermin Oruč, CREDI	Ilma Kurtović, CREDI

Sessions Delivered

Session 1: School Presentations: Current Programmes and Challenges - The day began with presentations by the three participating schools, each introducing its current agricultural education programme, curriculum structure, organisation of practical learning, cooperation with employers, and the main challenges faced in programme implementation. Schools also presented the findings from stakeholder consultations conducted prior to the training, highlighting emerging skills needs, curriculum gaps, and initial ideas for programme improvement. The presentations provided an opportunity for peer learning and constructive discussion, enabling participants to compare common challenges and identify shared priorities for curriculum innovation. Across all three schools, participants highlighted the need to strengthen practical learning, integrate digital and green competences, expand cooperation with employers, and better align curricula with the future needs of the agri-food sector.

Presentations: VET GOR, VET TRE and VET Golubovci

Session 2: Curriculum Revision and Innovation Approaches in VET - Building on the school presentations, Prof. Dr. Sandra Bjelan (University of Sarajevo) facilitated a session focused on how identified skills gaps can be translated into curriculum improvements. Participants discussed how priority competences should first be formulated as learning outcomes and then aligned with teaching activities, learning methods, work-based learning, and assessment to ensure constructive alignment throughout the curriculum. Through practical examples and discussion, the session emphasised that curriculum innovation should integrate emerging digital, green, entrepreneurial, and transversal competences across existing modules rather than simply adding new content.

Presentation: Curriculum Revision and Innovation Approaches in VET

Session 3: Programme Development Task – Guidelines and Template - The final session introduced the programme development task that schools were expected to complete and present during the final online meeting. Schools were asked to review the findings from their stakeholder consultations, identify recurring messages and priority skills, analyse their implications for existing programmes, and propose one realistic curriculum improvement that could better respond to labour market needs.⁴

Key Takeaways

- Participants reflected on their existing curricula and identified priority areas for improvement based on the findings from the preparatory assignments, stakeholder consultations, and previous training sessions.
- The workshops demonstrated how identified skills needs can be translated into learning outcomes, teaching and learning activities, and curriculum modules using learner-centred and practice-oriented approaches.
- Discussions reinforced the value of collaboration and peer learning, enabling schools to exchange experiences and identify practical ideas that can be adapted within their own educational contexts.

⁴ The detailed instructions for the final assignment are provided in Annex 3 of this Report.

Day 5 – Final Online Session and Presentation of Programme Development Outputs

The training programme concluded with an online session held on 26 June 2026.

Table 5: Day 4 Training Agenda and Sessions Overview

Time	Session/ Topic	Trainer
10:00 – 10:15	Introduction and Session Overview	Nermin Oruč, CREDI
10:15 – 10:45	Future Skills in the Agri-Food Sector and Their Importance for Vocational Education and Training (VET) Teachers	Branka Anđelković, Re-People
10:45 – 11:30	School Presentations: Programme/Module Proposals/Stakeholder consultations	VET TRE, VET GOR and VET Golubovci
11:30 – 12:00	Feedback and Discussion	All trainers

Sessions Delivered

Session 1: Future Skills in the Agri-Food Sector and Their Importance for VET Teachers - The session opened with a presentation by Branka Anđelković (Re:People – Centre for Society and Technology), who discussed emerging skills in the agri-food sector, including digitalisation, climate change, new technologies, and evolving labour market demands. Drawing on recent ETF foresight research and Smart Labour Network findings, the session highlighted the growing need for digital, green, and transversal skills, as well as stronger collaboration between VET schools and external stakeholders. Particular attention was given to the role of teachers in translating labour market evidence into classroom practice through curriculum adaptation, practical learning activities, project-based learning, and closer links with employers.

Presentation: *Future Skills in the Agri-Food Sector*

Session 2: School Presentations: Programme/Module Proposals/Stakeholder consultations - Each participating school presented the programme development task completed after the face-to-face training. Building on stakeholder consultations conducted with employers, farmers, local authorities, and other relevant actors, schools identified the main skills gaps affecting their programmes and proposed realistic curriculum improvements. Although the proposed innovations reflected the specific context of each school, common priorities emerged across all three cases, particularly regarding digitalisation, practical learning, and stronger cooperation with employers.

Table 6: Summary of Stakeholder Consultation Findings and Proposed Curriculum Improvements by School

School	Main stakeholder messages	Identified curriculum gaps	Proposed curriculum improvement
JU SMS Golubovci (Montenegro)	Stakeholders highlighted the need for stronger digital and Agri-Tech competences, more practical learning in authentic work environments, and closer cooperation with employers. Soft skills such as responsibility, communication and lifelong learning were also recognised as essential for employability.	Limited integration of digital agriculture and precision farming into teaching; insufficient opportunities for practical learning with employers.	Introduce practical workshops and learning activities focused on digital and precision agriculture in cooperation with employers, while strengthening work-based learning throughout the programme.
Centre of Secondary Schools Trebinje (Bosnia and Herzegovina)	Employers emphasised the need for practical experience using modern machinery, Agri-Tech solutions, digital technologies, sustainable agriculture, and stronger links with technologically advanced farms. Stakeholders also pointed to emerging occupations such as drone operators, data analysts and sustainability managers.	Existing curriculum provides insufficient exposure to modern equipment, digital agriculture, sustainable production practices and real work environments.	Reorganise practical training through partnerships with modern farms and agri-tourism businesses, increase workplace learning opportunities, and integrate digital technologies, precision agriculture and sustainability into the curriculum.
VET School Goražde (Bosnia and Herzegovina)	Stakeholders stressed digital skills, practical field experience, employer cooperation and stronger transversal competences, particularly communication, motivation and willingness to learn.	Limited opportunities for students to experience real production environments and apply digital tools in practice.	Strengthen employer partnerships through study visits and workplace learning while improving school practical facilities (greenhouse, orchard and training grounds) to provide more authentic learning experiences.

Despite differences in local contexts and programmes, the three schools reached similar conclusions. Stakeholder consultations consistently highlighted the need to strengthen digital and Agri-Tech competences, expand work-based learning in authentic production environments, and develop closer partnerships with employers. These common priorities directly informed the curriculum innovations proposed by each school.

Session 3: Feedback and Next Steps The presentations were followed by a discussion with the training team, during which trainers provided feedback, suggestions for further refinement, and answered participants' questions. Trainers who were unable to attend the online session received the schools' assignments by email and were invited to review the proposals, provide written comments, and raise any additional questions. This approach ensured that all participating schools benefited from expert feedback and that the curriculum development proposals could be further refined before the next phase of the FARMER project. Overall, the feedback recognised the strong engagement of the participating schools and encouraged them to continue building on stakeholder input, strengthen collaboration with employers, and maintain a practical, future-oriented approach to curriculum development.

Key Takeaways

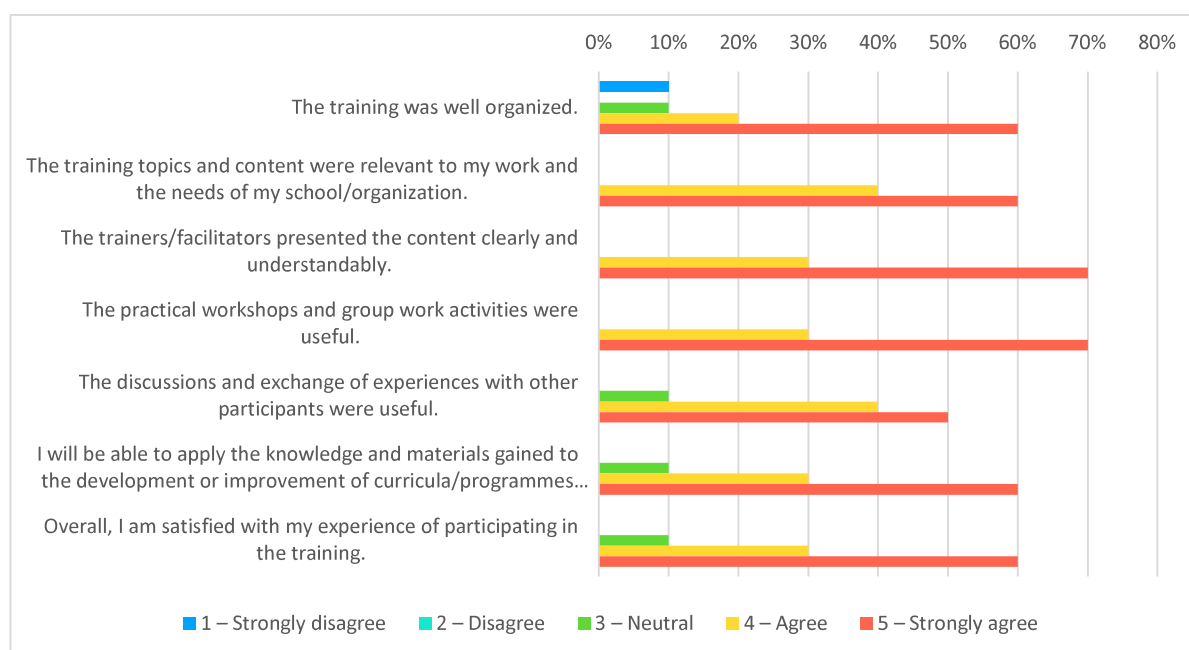
- Despite programme-specific differences, all three schools identified common priorities: strengthening digital and Agri-Tech competences, expanding work-based learning, and enhancing cooperation with employers.
- The presentations confirmed that stakeholder consultations provide a valuable evidence base for identifying curriculum gaps and informing realistic programme improvements.
- The feedback session reinforced the importance of continuing the co-creation process, enabling schools to further refine their proposals before the next phase of curriculum development within the FARMER project.

Participant Feedback and Evaluation

At the end of the training programme, participants completed an anonymous evaluation questionnaire assessing different aspects of the training, including the relevance of the topics, quality of delivery, usefulness of the practical activities, organisation of the event, and the overall learning experience.⁵

The results indicate a high level of participant satisfaction across all evaluated dimensions. Most respondents strongly agreed that the training was well organised, that the topics addressed were relevant to their work, and that the trainers presented the content clearly and understandably. Participants also expressed high levels of satisfaction with the practical workshops, group work, and discussions with colleagues, recognising these as valuable opportunities for exchanging experiences and learning from different institutional contexts. Importantly, the vast majority of participants agreed that they would be able to apply the knowledge and materials acquired during the training to the further development and improvement of curricula in their own schools.

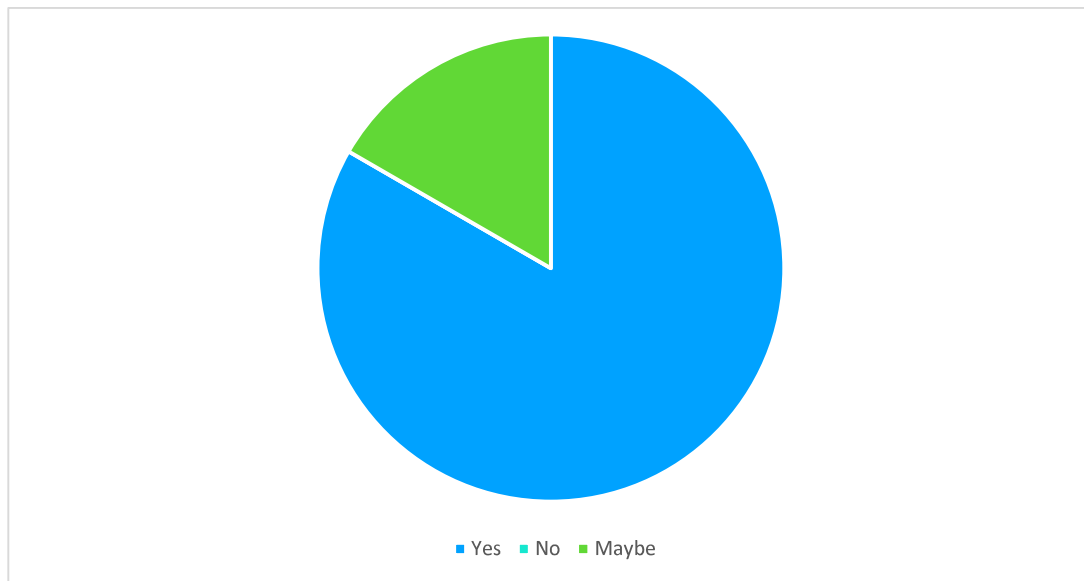
Figure 2: Training Evaluation Results



The overall evaluation was further confirmed by participants' willingness to recommend the training to colleagues. More than four-fifths of respondents indicated that they would recommend the training, while the remaining participants selected 'Maybe'. None of the respondents indicated that they would not recommend the training, reflecting the overall positive perception of the programme.

⁵ Detailed Results of Evaluation are provided in the Annex 7.

Figure 3: Would you recommend this training to your colleagues?



In addition to the quantitative assessment, participants provided qualitative feedback on the most valuable aspects of the training and suggestions for future capacity-building activities. The comments consistently highlighted the practical orientation of the programme, the opportunity to exchange experiences with colleagues from different schools, and exposure to innovative approaches and technologies in agricultural education. Several participants specifically appreciated the sessions on graduate tracking, alumni engagement, modern agricultural technologies, and practical examples of curriculum innovation. Participants also emphasised the value of learning from experienced trainers and recognised the training as an important opportunity for professional networking and cooperation.

Suggestions for future training focused primarily on increasing the number of practical workshops, demonstrations, and real-life case studies, as well as providing additional opportunities for interaction and networking among participants. Some participants also recommended involving a larger number of schools in future editions of the programme.

Overall, the evaluation findings indicate that the training successfully achieved its objectives and was perceived as relevant, practical, and directly applicable to the participants' everyday work in vocational education and training.

Skills and Competences Developed

The training programme *Designing VET Curricula for Emerging Skills: A Practical Approach to Agri-Tech and Future Farming* contributed to the development of a broad set of professional competences relevant for curriculum innovation in VET. These competences covered not only technical aspects of curriculum development, but also the wider ability of VET providers to use evidence, cooperate with stakeholders, and design learning experiences that respond to emerging labour market needs.

A key competence developed through the training was the ability to use labour market and skills intelligence as a basis for curriculum development. Participants strengthened their understanding of how information from employers, graduates, sector experts, foresight studies, and stakeholder consultations can be interpreted and validated before being translated into curriculum decisions.

Through preparatory assignments, stakeholder consultations, school presentations, and group exercises, participants analysed the relationship between existing programme content and emerging skills needs. They learned to distinguish between skills that are missing entirely, skills that are present but insufficiently developed, and skills that exist in curricula but are not effectively implemented in teaching practice. This helped participants move from general discussions about curriculum modernisation towards more specific identification of priority areas for improvement.

Another important area of competence development related to curriculum design and revision. Participants explored how identified skills needs can be translated into learning outcomes, modules, teaching activities, practical assignments, and work-based learning opportunities. The training emphasised that curriculum innovation does not always require the creation of entirely new subjects or programmes. In many cases, improvement can be achieved through better integration of digital tools, practical exercises, project-based learning, employer involvement, and updated teaching materials within existing curricula.

The programme further strengthened participants' understanding of employer engagement and stakeholder cooperation. Participants examined different ways in which employers and other local actors can contribute to curriculum development, including through consultations, validation of skills needs, delivery of practical learning, mentoring, assessment, and feedback on programme relevance. The training helped participants recognise that cooperation with employers should not be limited to occasional contact, but should become a more systematic and continuous part of curriculum development and delivery.

Participants also gained knowledge of graduate tracking and alumni engagement as tools for quality assurance and curriculum improvement. The sessions on EQAVET and graduate tracking introduced participants to the importance of following graduates' transitions into employment or further education, collecting feedback on the relevance of acquired skills, and using these findings to improve VET programmes.

The training additionally supported the development of pedagogical and didactic competences. Through sessions on curriculum revision and innovative teaching approaches, participants reflected on learner-centred teaching, universal design for learning, project-based learning, work-based learning, and other methods that can make learning more inclusive, practical, and relevant. These discussions helped connect curriculum content with teaching practice, showing that modernisation of VET programmes

requires not only revised learning outcomes but also different ways of organising learning, assessment, and student engagement.

Finally, the training strengthened participants' collaborative and reflective competences. The programme created space for peer learning, exchange of experiences across schools and countries, and joint reflection on common challenges. Participants worked in groups, discussed stakeholder feedback, compared curriculum practices, and developed initial proposals for programme improvement. This process contributed to building a shared understanding among schools and partners and supported the development of a community of practice around curriculum innovation in agri-food VET.

Lessons Learned

The implementation of the training generated several important lessons that are relevant for the continuation of the FARMER project.

First, the preparatory phase proved to be essential for the quality of training. By completing programme reviews and stakeholder consultations before the face-to-face sessions, schools began the training with concrete information about their existing programmes, practical training arrangements, cooperation with employers, and perceived curriculum challenges. This ensured that workshops were grounded in the real institutional contexts of participating schools.

Second, the training confirmed the value of combining different types of expertise. The involvement of trainers with backgrounds in labour market analysis, curriculum development, pedagogy, VET innovation, regional development, smart agriculture, and European innovation ecosystems enabled participants to approach curriculum development from multiple perspectives. This interdisciplinary design reflected the reality of the agri-food sector, where future skills increasingly combine agricultural knowledge, digital technologies, sustainability, entrepreneurship, communication, and problem-solving.

Third, practical examples were particularly important for helping participants understand emerging skills. Presentations on smart agriculture, digital tools, Smart Village initiatives, EIT Food opportunities, and innovative VET practices helped translate abstract concepts such as digitalisation, green transition, and Agri-Tech into concrete examples. Participants were able to see how technologies can be connected to learning activities and practical training.

Fourth, the training showed that stakeholder engagement is most useful when it is linked to curriculum decisions. The consultations conducted by schools before the training produced valuable information, but their real value became visible during the workshops, when participants grouped stakeholder messages, identified recurring themes, prioritised skills, and discussed possible curriculum responses. This demonstrated that stakeholder feedback directly informs decisions about what students need to learn, how they should learn it, and where practical learning should take place.

Fifth, participants responded positively to peer learning and school-based work. The opportunity to compare experiences across three schools helped participants recognise shared challenges, but also identify different solutions and practices that could be adapted to their own context. This was especially important because the schools operate in different local and national environments, while facing similar questions related to equipment, practical training, employer cooperation, and integration of new technologies.

Sixth, the training confirmed that curriculum innovation should be understood as a continuous process rather than a one-time revision of programme documents. Participants recognised that labour market needs, technologies, and occupations will continue to change, and that schools need mechanisms for regularly collecting information, engaging stakeholders, reviewing curricula, and adapting teaching practice.

Finally, the evaluation results suggest that future training activities should maintain a strong practical orientation. Participants valued the opportunity to work with examples, discuss concrete challenges, and develop ideas that could be applied in their own schools. At the same time, suggestions for future activities indicate the need for even more practical workshops, demonstrations, case studies, and opportunities for interaction. This confirms that capacity building in VET is most effective when it combines expert input with hands-on learning, institutional reflection, and direct application.

Conclusions and Next Steps

The training programme '**Designing VET Curricula for Emerging Skills: A Practical Approach to Agri-Tech and Future Farming**' successfully achieved its main objective of strengthening the capacities of participating VET providers to analyse emerging skills needs and translate them into curriculum development priorities. Through a structured sequence of preparatory assignments, expert-led sessions, practical workshops, stakeholder dialogue, and final school presentations, the training supported participants in moving from general awareness of labour market change towards concrete thinking about curriculum improvement.

The programme demonstrated the importance of using evidence as the basis for curriculum innovation. Participants were introduced to different sources of evidence, including labour market and skills intelligence, stakeholder consultations, employer feedback, graduate tracking, foresight studies, and practical examples from innovation ecosystems. The training emphasised that reliable curriculum decisions should be based on repeated messages and validated findings, rather than isolated opinions or assumptions about labour market needs.

A particularly important result of the training was the active involvement of schools in analysing their own programmes. Each participating school selected one agricultural education programme, reviewed its current structure, consulted stakeholders, identified priority skills, and developed initial ideas for curriculum improvement. This ensured that the training was directly connected to real school needs and that the outputs of the programme could serve as a foundation for further work within the FARMER project.

The training also confirmed the relevance of digital, green, practical, and transversal skills for the future of agri-food VET. Across school assignments, stakeholder consultations, group discussions, and final presentations, several common priorities emerged: stronger integration of digital and Agri-Tech competences, more practical learning in real working environments, closer cooperation with employers, greater attention to sustainable and climate-resilient agriculture, and development of communication, teamwork, entrepreneurship, and problem-solving skills. These priorities will be important for the next phases of curriculum co-creation and piloting.

The evaluation results indicate that participants found the training relevant, useful, and applicable to their work. The majority of respondents assessed the organisation, training content, trainers, practical workshops, and peer exchange positively. Participants also

indicated that they would be able to use the acquired knowledge and materials in the development or improvement of curricula in their institutions. Qualitative feedback further confirmed the value of practical examples, exchange of experiences, and exposure to innovative approaches in agricultural education.

The training represents an important first step in the broader curriculum innovation process planned under the FARMER project. The knowledge, skills, and initial outputs developed during the training will be further used in the co-creation of improved curricula, development of programme and module proposals, piloting of learning outcomes, and preparation of the curriculum innovation methodology. In this sense, the training did not represent a stand-alone activity, but the foundation for continued collaboration between VET schools, project partners, employers, innovation actors, and other stakeholders.

Overall, the training contributed to building a shared methodological framework among participating institutions and strengthened their readiness to engage in evidence-based, stakeholder-informed, and future-oriented curriculum development. It also reinforced the role of VET schools as active contributors to regional skills development and innovation in the agri-food sector.

Annexes

Annex 1: Training Agenda

Designing VET Curricula for Emerging Skills: A Practical Approach to Agri-Tech and Future Farming

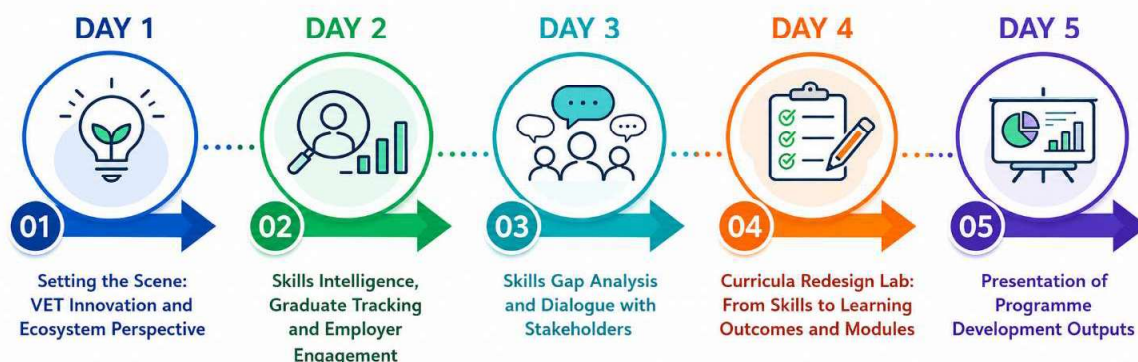
15.06.2026. – 19.06.2026.

Trebinje, Bosnia and Herzegovina

The training is implemented within the Erasmus+ project *FARMER – Future Agri-Tech Reskilling and Modern Education Reimagining* (Project No. 101242836), which aims to strengthen the responsiveness of VET systems in the agri-food sector in Bosnia and Herzegovina and Montenegro to the growing demand for digital and green skills. Building on cooperation between VET providers, agri-tech businesses, and policymakers, the project supports curriculum innovation and evidence-based alignment of education and training with labour market needs.

The training programme is designed to strengthen the capacity of education and training providers to develop and adapt curricula based on labour market intelligence, sector analysis, and emerging skills needs. Through a structured methodological approach, participants will learn how to translate labour market trends and skills data into concrete learning outcomes, modules, and training programmes relevant to the rapidly evolving agri-food and agri-tech sectors.

Bringing together representatives of education institutions, experts, and practitioners, the training promotes a multi-stakeholder approach to curriculum development and fosters knowledge sharing between regional and international actors.



Preparatory Task for Schools (Online)

25.05.2026. 12:00 – 14:00

Time	Session/ Topic	Trainer	Moderator
09:00 – 11:00	Introductory session and Preparatory task	Nermin Oruč, CREDI and Ilma Kurtović, CREDI	Ilma Kurtović, CREDI

Day 1: Setting the Scene: VET Innovation and Ecosystem Perspective

15.06.2026. Trebinje, BiH. - Arrival of participants

Time	Session/ Topic	Trainer	Moderator
16:00 – 16:45	Opening and Training Overview	Nermin Oruč, CREDI	Ilma Kurtović, CREDI
16:45 – 17:30	Stock-taking Exercise/Aligning Expectations and Current Challenges	Nermin Oruč, CREDI	
19:00 – 21:00	Dinner		

Day 2: Skills Intelligence, Graduate Tracking and Employer Engagement

16.06.2026. Trebinje, BiH. Translation provided.

Time	Session/ Topic	Trainer	Moderator
09:00 – 10:30	VET Innovation: From Classroom to Ecosystem Transformation and Skills Intelligence	Ivan Diego, Valnalón	Branka Anđelković, Centar/Re-people
10:30 – 11:00	Coffee Break		
11:00 – 12:30	Graduate Tracking, Alumni Relations and Skills Intelligence (EQAVET-based)	Ivan Diego, Valnalón	Ilma Kurtović, CREDI
12:30 – 14:00	Lunch		
14:00 – 15:30	Beyond the Identification of Skill Gaps: Employer Engagement in Curriculum Design and Delivery in VET	Ivan Diego, Valnalón	Nermin Oruč, CREDI
15:30 – 15:45	Coffee Break		
15:45 – 17:00	From Data to Action: Using Skills Inputs in Curriculum Development	Nermin Oruč, CREDI	Ilma Kurtović, CREDI
19:00 – 21:00	Dinner		

DAY 3: Skills Gap Analysis and Dialogue with stakeholders

17.06.2026. Trebinje, BiH

Without Official Translation. Sessions will be in Bosnian/Serbian/Croatian.

Time	Session/ Topic	Trainer	Moderator
09:00 – 10:15	Emerging Skills in Agriculture and Smart Farming and SLN activities	Branka Anđelković, Centar/Re-people	Nermin Oruč, CREDI
10:15 – 11:15	Smart Agriculture and Innovation Trends in Herzegovina: Opportunities for VET	Ivica Sivrić, REDAH	Branka Anđelković, Centar/Re-people
11:15 – 11:30	Coffee Break		
11:30 – 12:30	Innovation Ecosystems and Smart Villages: EIT Food Initiatives in BiH	Mirko Jokić, Smart Village (EIT Food BiH)	Branka Anđelković, Centar/Re-people
12:30 – 14:00	Lunch		
14:00 – 15:30	Skills Gap Analysis and Stakeholder Dialogue Workshop	Nermin Oruč, CREDI	Ilma Kurtović, CREDI
15:30 – 17:00	Co-Creation Lab: Defining Priority Skills and Curriculum Responses	Sandra Bjelan, FFUNSA	Nermin Oruč, CREDI
19:00 – 21:00	Dinner		

DAY 4: – Curricula Redesign Lab: From Skills to Learning Outcomes and Modules

18.06.2026., Trebinje, BiH

Without Official Translation. Sessions will be in Bosnian/Serbian/Croatian.

Time	Session/ Topic	Trainer	Moderator
09:00 – 10:45	School Presentations: Current Programmes and Challenges	Sandra Bjelan, FFUNSA	Ilma Kurtović, CREDI
10:45 – 11:00	Coffee Break		
11:00 – 12:30	Curriculum Revision and Innovative Approaches in VET	Sandra Bjelan, FFUNSA	Nermin Oruč, CREDI
12:30 – 14:00	Lunch		
14:00 – 14:30	Programme Development Task	Sandra Bjelan, FFUNSA i Nermin Oruč, CREDI	Ilma Kurtović, CREDI
14:30 – 15:00	Wrap-up and Next Steps, Training Evaluation and Closing	Nermin Oruč, CREDI	Ilma Kurtović, CREDI
Departure of Participants.			

Day 5: Presentation of Programme Development Outputs (online)

26.06.2026. 10:00 – 12:00

Time	Session/ Topic	Trainer
10:00 – 10:15	Introduction and Session Overview	Nermin Oruč, CREDI
10:15 – 10:45	Future Skills in the Agri-Food Sector and Their Importance for Vocational Education and Training (VET) Teachers	Branka Anđelković, Re-People
10:45 – 11:30	School Presentations: Programme/Module Proposals/Stakeholder consultations	VET TRE, VET GOR and VET Golubovci
11:30 – 12:00	Feedback and Discussion	All trainers and participants

Note: Certificates for participants will be issued upon completion of all assigned tasks.



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Annex 2: Preparatory task for Schools

Preparatory task for the Training

Designing VET Curricula for Emerging Skills: A Practical Approach to Agri-Tech and Future Farming

The preparatory tasks are intended to help schools come prepared for the practical workshop activities in Trebinje.

The goal is not to produce formal analyses or extensive documentation, but rather to:

- better understand existing programmes and current challenges,
- discuss labour market changes and emerging needs,
- gather perspectives from companies and other stakeholders,
- and develop ideas for improving programmes and teaching content.

The prepared materials will be used during:

- school presentations,
- workshops on skills needs and sector changes,
- stakeholder discussions,
- group work and co-creation activities,
- and the development of proposals for programme and curriculum improvement.

Task 1: Programme review

Schools should prepare basic information about one agriculture-related programme they would like to improve, including:

- the current structure of the programme,
- how practical training is organised,
- the main challenges the programme faces,
- and which areas or skills should be further developed.

Template to be completed by schools

Note: Responses do not need to be long. Short and practical information is sufficient and will help trainers and other participants better understand the existing programme, its challenges, and the school's initial ideas for improvement.

The goal is not to prepare a formal curriculum analysis, but to support practical work and discussions during the workshop in Trebinje.

If you do not have certain information, you may skip the question.

a. Basic information about the programme

Question	Answer
School:	
Full name of the programme/module:	
Duration of the programme:	☐ 3 years ☐ 4 years ☐ Other: _____
Number of students enrolled in the programme:	
How is the programme organised?	☐ Traditional curriculum / study plan ☐ Modular approach ☐ Learning outcomes-based programme ☐ Combined approach ☐ Other: _____
What are the main vocational subjects/modules?	
Which modules or subject areas are common across different vocational programmes?	
Which companies, farms, institutions, or organisations does your school currently cooperate with?	
How are inputs from employers used in programme changes?	
Where do you face the biggest difficulties in updating programmes relevant for employers?	
Which teaching and learning methods are most commonly used in the programme?	☐ Practical training ☐ Project-based learning ☐ Group work ☐ Work-based learning / training with employers ☐ Field work / field visits ☐ Use of digital tools ☐ Laboratory work ☐ Other: _____
What should students be able to do upon completion of the programme? (Learning outcomes)	
Have the participants who will attend the training previously participated in trainings related to writing learning outcomes? If yes, please indicate how many participants attended such trainings.	

b. Current challenges and needs

- **What do you consider to be the main strengths of the programme?** (3–5 short answers)

What are the main challenges currently affecting the programme? (e.g. equipment, practical training, outdated content, digital skills, cooperation with employers, etc.)

- **Which topics and competences are already included in the programme?**

- ☐ Digital skills
- ☐ Sustainable agriculture
- ☐ Environmental protection
- ☐ Entrepreneurship
- ☐ Practical work
- ☐ Cooperation with companies/employers
- ☐ Teamwork and communication
- ☐ Use of new technologies
- ☐ Independent problem-solving
- ☐ Other: _____

- **Which new areas or skills should be more strongly integrated into the programme?**

(Please select or add your own.)

- ☐ Digital skills
- ☐ Sustainable agriculture
- ☐ Environmental protection
- ☐ Entrepreneurship
- ☐ Practical work
- ☐ Cooperation with companies/employers
- ☐ Teamwork and communication
- ☐ Use of new technologies
- ☐ Independent problem-solving
- ☐ Other: _____

- **Why are these areas important for your programme or for the local labour market?**
- **Please indicate if there are any existing recommendations, guidelines, or priorities that should be taken into account during future curriculum revisions and that may be relevant for this process.**

Deadline for submission of the preparatory task: 02 June 2026.

TASK 2 – Short Stakeholder Consultations

- Schools should conduct a few short conversations or consultations with individuals and organisations that can provide useful insights into labour market needs and possible programme improvements.
- These may include employers, farms, representatives of the local community, students, former students, teachers, universities/faculties, or other relevant partners. Schools may also use existing contacts and information they already have.
- Consultations may be organised through informal discussions, phone calls, e-mail communication, or within existing meetings and cooperation activities.

! The goal is not to conduct formal research, but to collect a few practical opinions and comments that may be useful during the workshop in Trebinje.

Suggested questions for the consultations (optional):

Skills and labour market needs

- What skills do students most often lack, which are most needed for employment, practical training or future work in the sector?
- Which skills are becoming increasingly important in agriculture?
- Which digital or technical skills should students develop further?
- Which competences do you think will become especially important in the coming years?

Changes in the sector

- Are new technologies, equipment, or working methods being introduced in the sector?
- What changes do you expect in the sector in the coming years?
- Are there new jobs or work tasks that will require new skills?

Programme improvement and practical training

- What should be improved in the current programme?
- Are there any topics or content that should be added?
- What should students practice more during practical training?
- What is currently missing in practical training or equipment?
- How could schools better prepare students for labour market needs?

Note: You are not limited to these questions. They are intended only as guidance. You are not required to ask all of them, and you may include additional questions that you consider relevant. Please feel free to adapt them to the specific stakeholders you are consulting.

Schools are asked to submit a short summary or brief report of the consultations, including the main findings and key comments from the discussions.

Deadline for submission of the preparatory task: 09.06.2026.

Task 3: School presentations

- Each school should prepare a presentation with a maximum of 10 slides.
- The presentation should last approximately 10–15 minutes per school.
- Schools are encouraged to use the project presentation template.

Suggested presentation structure

Slides 1–2

Introduction to the school and the selected programme

Slide 3

Current structure of the programme and organisation of practical training

Slide 4

Cooperation with companies, stakeholders, and external partners

Slide 5

Main challenges and limitations of the programme

Slides 6–7

Key findings from stakeholder consultations

Slide 8

Emerging skills and new sector needs

Slide 9

Initial ideas for programme/module improvement or further development

Deadline for submission of the preparatory task: 11.06.2026.

Optional tasks:

If schools already have:

- analyses,
- development plans,
- employer feedback,
- tracer studies,
- proposed revisions,
- or other relevant documents,

they are welcome to bring or share them during the workshop.

This is optional.

Deadlines:

- **Task 1: 02.06.2026.**
- **Task 2: 09.06.2026.**
- **Task 3: 11.06.2026.**

All tasks should be submitted by e-mail: ikurtovic@credi.ba

Annex 3: Instructions for the Final Task

Prepare a brief presentation of your group's conclusions (5 minutes).

What Are Our Stakeholders Telling Us?

Instructions

Review the messages and feedback collected through the stakeholder consultations conducted by the FARMER schools.

As a group:

- Identify the messages and themes that appear most frequently.
- Group similar messages into appropriate categories.
- Discuss what these messages imply for vocational education and training (VET) programmes.
- Select the three highest-priority areas.

1. Grouping Similar Stakeholder Messages

Stakeholder Message	Category
	Technical Skills
	Digital Skills
	Green Skills
	Transversal (Soft) Skills
	Work-based Learning / Practical Learning
	Cooperation with Employers
	Other

2. What Patterns Did You Identify?

Which messages appeared most frequently?

1.

2.

3.

Which message surprised you the most?

3. What does this mean for VET?

Priority Skill	Possible Implications for VET
Example: Digital Skills	More practical training using digital tools

4. Prioritisation

Select the three highest-priority areas.

☐ Priority 1

Why?

☐ Priority 2

Why?

☐ Priority 3

Why?

5. Reflection

Complete the sentence:

'What is one realistic change we could make to our programme in response to the messages from our stakeholders?'

Annex 4: Training Materials

Available at the links in the table below:

Presentation	Link
Introduction to the FARMER Project	https://docs.google.com/presentation/d/1-pmQzyNrA2U2i2iXj4aa5p75CEJZ-FVN/edit?usp=sharing&oid=107837573549902927280&rtpof=true&sd=true
VET Innovation: From Classroom to Ecosystem Transformation and Skills Intelligence	https://docs.google.com/presentation/d/1wdx9NmMu8R3KEoXc5-rj3KcyaE_CAIpc/edit?usp=sharing&oid=107837573549902927280&rtpof=true&sd=true
Graduate Tracking, Alumni Relations and Skills Intelligence (EQAVET-based)	https://docs.google.com/presentation/d/1SC2eBgIBtplrG3F3n8-TD_IKf2EETF6z/edit?usp=sharing&oid=107837573549902927280&rtpof=true&sd=true
Beyond the Identification of Skill Gaps: Employer Engagement in Curriculum Design and Delivery in VET	https://docs.google.com/presentation/d/1IK_u0Geb00o0o9LeZXEf79yVW7Oq8eyAO/edit?usp=sharing&oid=107837573549902927280&rtpof=true&sd=true
From Data to Action: Using Skills Inputs in Curriculum Development	https://docs.google.com/presentation/d/1cAUWJeddlIR1TSSJgWG4AlAc_UGrusvX/edit?usp=sharing&oid=107837573549902927280&rtpof=true&sd=true
Smart Agriculture and Innovation trends in Herzegovina	https://docs.google.com/presentation/d/117N2dw-RJ7hyQCnni6-LvCwmv2IST2Ua/edit?usp=sharing&oid=107837573549902927280&rtpof=true&sd=true
Innovation Ecosystems and Smart Villages - Smart Village	https://docs.google.com/presentation/d/1NEjpNh6uIrynJWQnt3ziA3WWz1Kd6vzG/edit?usp=sharing&oid=107837573549902927280&rtpof=true&sd=true
Innovation Ecosystems and Smart Villages - EIT Food	https://docs.google.com/presentation/d/1qviCcVLP5jkIVBHjYIjcyvI0KUhz18Gc/edit?usp=sharing&oid=107837573549902927280&rtpof=true&sd=true
Co-Creation Lab: Defining Priority Skills and Curriculum Responses	https://docs.google.com/presentation/d/1D9FDMefQ6yTvepTWWL8y6sE3jn_Z6cXB/edit?usp=sharing&oid=107837573549902927280&rtpof=true&sd=true
Curriculum Revision and Innovative Approaches in VET	https://docs.google.com/presentation/d/1JbZpNSG_cXNR4pfCYvyGsXHpJdw9TDq/edit?usp=sharing&oid=107837573549902927280&rtpof=true&sd=true
Future Skills in the Agri-Food Sector and Their Importance for Vocational Education and Training (VET) Teachers	https://docs.google.com/presentation/d/1UcG7idqyrjORkSLbMSx5I7We4o_HOjki/edit?usp=sharing&oid=107837573549902927280&rtpof=true&sd=true

Annex 5: Photo Gallery

Selected Photos:

Picture 1: First Day of the FARMER Training



Picture 1: Second Day of the FARMER Training: Ivan Diego Rodriguez (Valnalón)



Picture 2: Third Day of the FARMER training: Ivica Sivrić (REDAH)



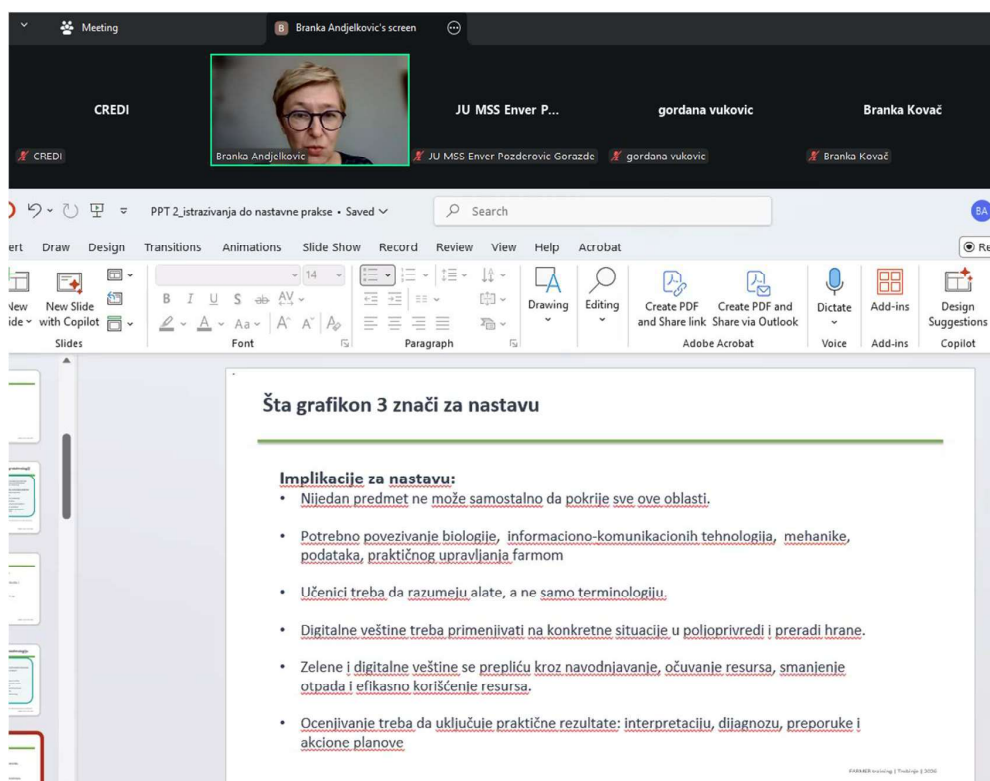
Picture 4: Third Day of the FARMER training: Mirko Jokić (Smart Village)



Picture 5: Fourth Day of the FARMER Training. Sandra Bjelan (FFUNSA)



Picture 6: Final Session: Branka Anđelković (Re:People)



Picture 7: FARMER Training Participants



Full Gallery available on the link:

https://drive.google.com/drive/folders/1txQFxKnTHX9sHqVQBujmpe576-V_WBnQ?usp=sharing

Annex 6: Communication Activities

Social media posts

Organization	Source	Date	Link
Re:People	Website	09.06.2026.	https://repeople.rs/en/farmer-training-in-trebinje-skills-for-the-future-of-agriculture-and-vocational-education/
	Website	09.06.2026.	https://repeople.rs/vestine-buducnosti-za-poljoprivredu-farmer-trening-u-trebinju/
	Facebook	19.06.2026.	https://www.facebook.com/repeoplers/posts/pfbid02mohDRbXXdRs4WvU6Hqh738s2dGXh23iBgdMnMXtB5aR7yd3qPhxuZTPcJCUDZS9il
	Facebook	19.06.2026.	https://www.facebook.com/repeoplers/posts/pfbid0c82Z8VpnTLdogoTH1yrBQvC54RjR8oWj6Mxidj5nuJW3gYv9JJ1W1AbfwuEYG4JNl
	Facebook	12.06.2026.	https://www.facebook.com/repeoplers/posts/pfbid0akQw4kd5fz8n7azynVW3heonPjFSrnGWYhcwiAx9DtrEHWdn9ptntqFFth2Yp3LXI
	Facebook	08.06.2026.	https://www.facebook.com/repeoplers/posts/pfbid02rXGNnWn52vQD1WbAi2iWfY9GNx5P73ue1YTsxhcNuE3uNTtNZfjw3mphZnHwWz6dl
	Facebook	08.06.2026.	https://www.facebook.com/repeoplers/posts/pfbid027cUc3v86RF9McMKkySY9uBghtomMmYG9zCq7ebuAnr6afHCGMmHQzvEG8Mgz04RKl
	LinkedIn	1mo	https://www.linkedin.com/posts/repeople-centar-za-drustvo-i-tehnologiju_farmer-erasmusplus-vetinnovation-activity-7471163913074528256-MglZ?utm_source=share&utm_medium=member_desktop&rcm=ACoAAAmW0VYB6Skbjzz-zrnLfhw1H8FcM4N5Y4
Smart Labor Network	LinkedIn	1mo	https://www.linkedin.com/posts/repeople-centar-za-drustvo-i-tehnologiju_fundedbyeu-erasmusplus-farmer-activity-7469683365562966016-Hnuj?utm_source=share&utm_medium=member_desktop&rcm=ACoAAAmW0VYB6Skbjzz-zrnLfhw1H8FcM4N5Y4
	Website	26.06.2026.	https://smartlabor.repeople.rs/farmer-training-in-trebinje-strengthens-vet-capacity-for-agri-tech-and-future-farming/

	Website	09.06.2026.	https://smartlabor.repeople.rs/farmer-training-workshop-in-trebinje-designing-vet-curricula-for-emerging-skills-in-agri-tech-and-future-farming/
Fondazione Giacomo Brodolini	Website	/	https://www.fondazionebrodolini.it/en/projects/farmer-future-agri-tech-reskilling-modern-education-reimagining
	LinkedIn	4w	https://www.linkedin.com/posts/fondazione-giacomo-brodolini_farmer-erasmusplus-farmer-activity-7474755575873122305-8ZLQ?utm_source=share&utm_medium=member_desktop&rcm=ACoAAAmW0VYB6Skbjzz-zrnLfhw1H8FcM4N5Y4
CREDI	Website	26.06.2026.	https://credi.ba/en/2026/06/26/farmer-training-in-trebinje-strengthens-vet-capacity-for-agri-tech-and-future-farming/
	Website	26.06.2026.	https://credi.ba/farmer-trening-u-trebinju-ojacao-kapacitete-srednjeg-strucnog-obrazovanja-za-agrotehnologiju-i-poljoprivredu-buducnosti/
	Facebook	26.06.2026.	https://www.facebook.com/CREDICentre/posts/pfbid021bYrZA74SKG2UuYvFHjsQTjyt2uf8UxJGwEeoG9Ypc72cYBNXvAgrBPTcSgMdHVI
	Facebook	22.06.2026.	https://www.facebook.com/CREDICentre/posts/pfbid032NypLFB9D2byfLy6mjC6c8vMWUS95w3eYALoKawzNPjLaWNuS8BaESNPzc9s8kCfl
	Facebook	18.06.2026.	https://www.facebook.com/CREDICentre/posts/pfbid02xHEKQGkszcXmr2ju6Sa7Emf7bV2UyDbyVwyFvA29eh3urLGyNgr3Y8Nx5y4cVxNI
	Facebook	16.06.2026.	https://www.facebook.com/CREDICentre/posts/pfbid026kZt7JD69r5yN1hoYDwxR1uEP3U9zDPC8GzL9ghw22wrzWVvDT7mQrQmHT9oJCol
	Facebook	11.06.2026.	https://www.facebook.com/CREDICentre/posts/pfbid02peUEKLWEmmH4w15mr7esqN2HuCbXWPgWJSCsWyNkCTZkcTkso9ECofqsApAral
	Facebook	08.06.2026.	https://www.facebook.com/CREDICentre/posts/pfbid0MFhgwU5RtPnaQzkHNQNem84jh6x8dXasTQ5wvVuZkkCAP6EH8vEgAYdd71jDAGTAI
	Facebook	05.06.2026.	https://www.facebook.com/CREDICentre/posts/pfbid032dixSqhpNrdpxkZN8N1uiGrXCqvP9asV64xBUFxqtXQkY3tAskNjGVreD9ciueB1I
	LinkedIn	1mo	https://www.linkedin.com/posts/credi-ba-136406125_farmerproject-erasmusplus-vet-activity-7476249556981096448-BMdB?utm_source=share&utm_medium=me

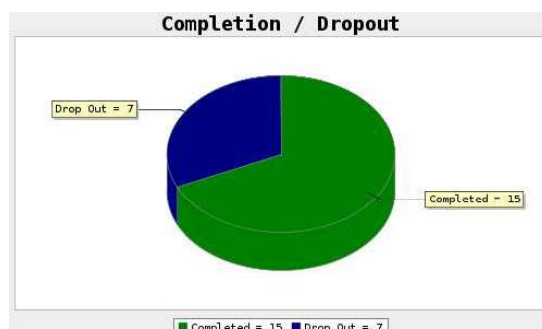
			mber_desktop&rcm=ACoAAAmW0VYB6Sbjzz-zrnLfhw1H8FcM4N5Y4
	LinkedIn	1mo	https://www.linkedin.com/posts/crediba-136406125-farmer-erasmusplus-smartfarming-activity-7474834101628256256-cw1P?utm_source=share&utm_medium=member_desktop&rcm=ACoAAAmW0VYB6Sbjzz-zrnLfhw1H8FcM4N5Y4
	LinkedIn	1mo	https://www.linkedin.com/posts/crediba-136406125-farmer-erasmusplus-smartfarming-activity-7473287985413722114-A_ZQ?utm_source=share&utm_medium=member_desktop&rcm=ACoAAAmW0VYB6Sbjzz-zrnLfhw1H8FcM4N5Y4
	LinkedIn	1mo	https://www.linkedin.com/posts/crediba-136406125-farmer-erasmusplus-vet-activity-7472638251674222593-W8Xc?utm_source=share&utm_medium=member_desktop&rcm=ACoAAAmW0VYB6Sbjzz-zrnLfhw1H8FcM4N5Y4
	LinkedIn	1mo	https://www.linkedin.com/posts/crediba-136406125-farmer-erasmusplus-vetinnovation-activity-7470764541425967105-MhwW?utm_source=share&utm_medium=member_desktop&rcm=ACoAAAmW0VYB6Sbjzz-zrnLfhw1H8FcM4N5Y4
	LinkedIn	1mo	https://www.linkedin.com/posts/crediba-136406125-farmer-erasmusplus-vetinnovation-activity-7469657932859662336-WR7a?utm_source=share&utm_medium=member_desktop&rcm=ACoAAAmW0VYB6Sbjzz-zrnLfhw1H8FcM4N5Y4
	LinkedIn	1mo	https://www.linkedin.com/posts/crediba-136406125-fundedbyeu-erasmusplus-farmer-activity-7468561317940056064-ICPc?utm_source=share&utm_medium=member_desktop&rcm=ACoAAAmW0VYB6Sbjzz-zrnLfhw1H8FcM4N5Y4
	Instagram	26.06.2026.	https://www.instagram.com/p/DaDJSqZCvlg/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFiZA==
	Instagram	22.06.2026.	https://www.instagram.com/p/DZ5FXX3jYf7/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFiZA==

	Instagram	18.06.2026.	https://www.instagram.com/p/DZuGcEpgEmQ/?utm_source=ig_web_copy_link&igsh=MzRIODBiNWFIZA==
	Instagram	16.06.2026.	https://www.instagram.com/p/DZpee2ejV2C/?utm_source=ig_web_copy_link&igsh=MzRIODBiNWFIZA==
	Instagram	11.06.2026.	https://www.instagram.com/p/DZcKzTcAK1i/?utm_source=ig_web_copy_link&igsh=MzRIODBiNWFIZA==
	Instagram	08.06.2026.	https://www.instagram.com/p/DZUTcplAF_T/?utm_source=ig_web_copy_link&igsh=MzRIODBiNWFIZA==
	Instagram	05.06.2026.	https://www.instagram.com/p/DZMhFZEgI3U/?utm_source=ig_web_copy_link&igsh=MzRIODBiNWFIZA==
Mreža za ruralni razvoj Crne Gore	Facebook	29.06.2026.	https://www.facebook.com/permalink.php?story_fbid=pfbid0NKxL8zGy4MpkkDXSUA7TCVRucnkx65KAEX1JDxkCEhqkCScdArzHTGaHErSoz3DUI&id=100083197608790
	Facebook	23.06.2026.	https://www.facebook.com/permalink.php?story_fbid=pfbid037yE3KCd7NrauFtQXhJP7fqLMd357cZKpXnc18kxzKVLj5pGiaszDUr397EwEMnc4I&id=100083197608790
	Facebook	18.06.2026.	https://www.facebook.com/permalink.php?story_fbid=pfbid0rDFJ6J9RHUR21zS1u2c6yfbm7S44AKZiazPbxZiHXzmY8m4VCXnzoTWWGjzz2LBPI&id=100083197608790
	Facebook	17.06.2026.	https://www.facebook.com/permalink.php?story_fbid=pfbid0d9Ygkx9xRD957K9MphQqvY5fZkU11ALjD8RXcDTuTZpeaBRcqKER1YHPZsMiaymWI&id=100083197608790
	Facebook	10.06.2026.	https://www.facebook.com/permalink.php?story_fbid=pfbid0MqT5nregv7QvhE5398AnTd33mmWXnDQLymCCZX1YcT86VRBYPTKj14g zp2wnZuF2I&id=100083197608790
	Facebook	02.06.2026.	https://www.facebook.com/permalink.php?story_fbid=pfbid024mZz1tUQaa4ZsmpkaAN4dSc3e5Dua7ymeku3oSHPPr9osvx8gcUkWMpYuKpnBnNBI&id=100083197608790
	Instagram	02.06.2026.	https://www.instagram.com/p/DZE-vNCjSPM/?utm_source=ig_web_copy_link&igsh=MzRIODBiNWFIZA==
JU Mješovita srednja škola" Enver Pozderović"	Facebook	16.06.2026.	https://www.facebook.com/permalink.php?story_fbid=pfbid0LnqdmcQsWbB28AgdV6RPtarNznsBxZZ5RwHB2QyB51q2EuXr5hVSc4yARiDbyL55I&id=100057738996494
Smart Village Knežica	LinkedIn	1mo	https://www.linkedin.com/posts/dih-smart-village-kne%C5%BEica-eitfood-erasmusplus-vet-activity-7473292104891314176-DRNq?utm_source=share&utm_medium=me

			mber_desktop&rcm=ACoAAAmW0VYB6Skbjzz-zrnLfhw1H8FcM4N5Y4
REDAH	Facebook	18.06.2026.	https://www.facebook.com/agencija.redah/posts/pfbid027PhUpyBMxj4banF6SmhCcAyroeZX2yA93eUPbhcBb6YQsVvZNSLL37QzjisSh6PJI?locale=ms_MY
	LinkedIn	10.06.2026.	https://www.facebook.com/agencija.redah/posts/pfbid02expokLTdmo3ScFb6m8V3tz7u4BkKzv23ChQ5ifXsqzXSRWXJsJbEK2k24jsdp5Ugl?locale=ms_MY

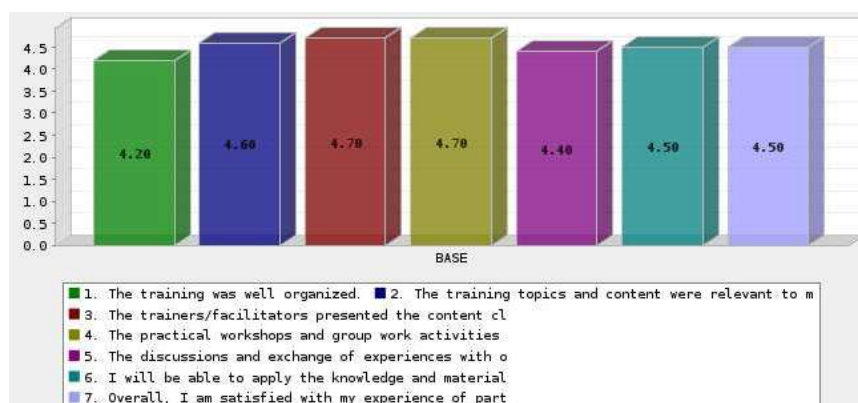
Annex 7: Results of Evaluation Form

Survey Overview



Viewed	Started	Completed	Completion Rate	Drop Outs (After Starting)	Average Time to Complete Survey
0	22	15	68.18%	7	2 minutes

Q1. Please indicate your level of agreement with the following statements, using a scale from 1 to 5.

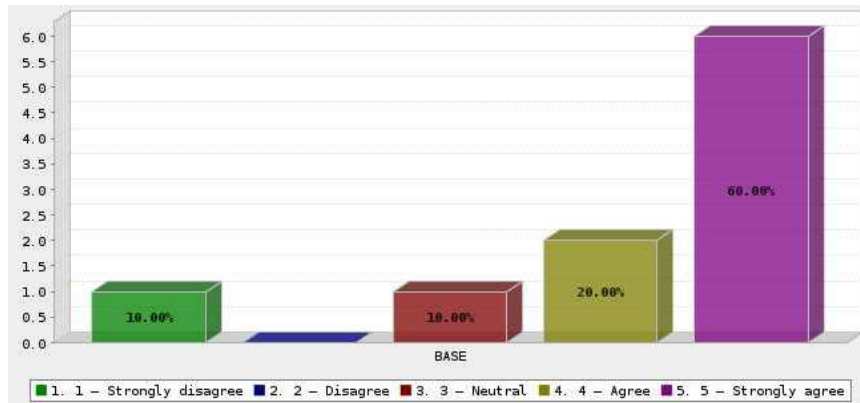


Q1. Overall Matrix Scorecard: Please indicate your level of agreement with the following statements, using a scale from 1 to 5.

Question	Count	Score
1. The training was well organised.	10	4.200
2. The training topics and content were relevant to my work and the needs of my school/organisation.	10	4.600
3. The trainers/facilitators presented the content clearly and understandably.	10	4.700
4. The practical workshops and group work activities were useful.	10	4.700
5. The discussions and exchange of experiences with other participants were useful.	10	4.400
6. I will be able to apply the knowledge and materials gained to the development or improvement of curricula/programmes in my institution.	10	4.500

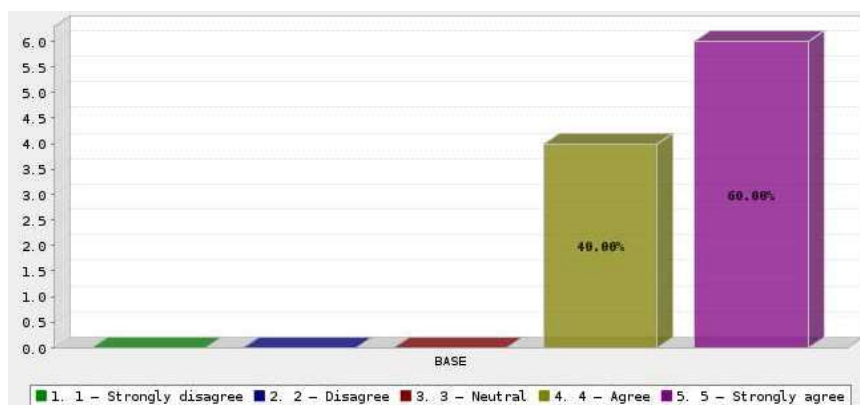
7. Overall, I am satisfied with my experience of participating in the training.	10	4.500
Average		4.514

Q1. The training was well organised.



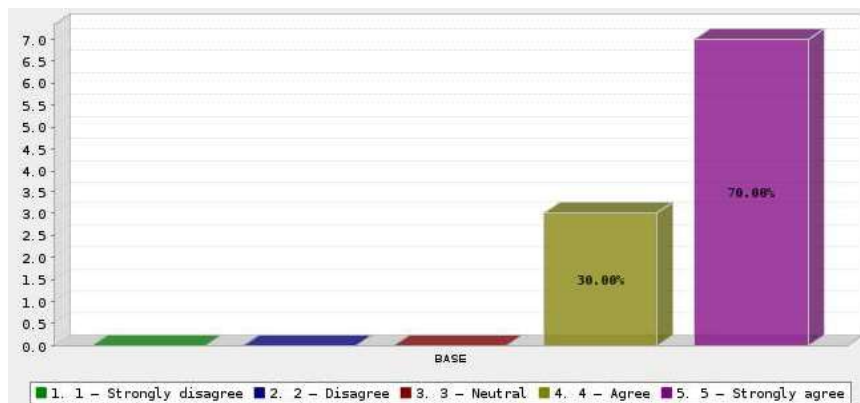
	Answer	Count	Percent
1.	1 – Strongly disagree	1	10.00%
2.	2 – Disagree	0	0.00%
3.	3 – Neutral	1	10.00%
4.	4 – Agree	2	20.00%
5.	5 – Strongly agree	6	60.00%
	Total	10	100%
Mean: 4.200	Confidence Interval @ 95%: [3.384 - 5.016]	Standard Deviation: 1.317	Standard Error: 0.416

Q2. The training topics and content were relevant to my work and the needs of my school/organisation.



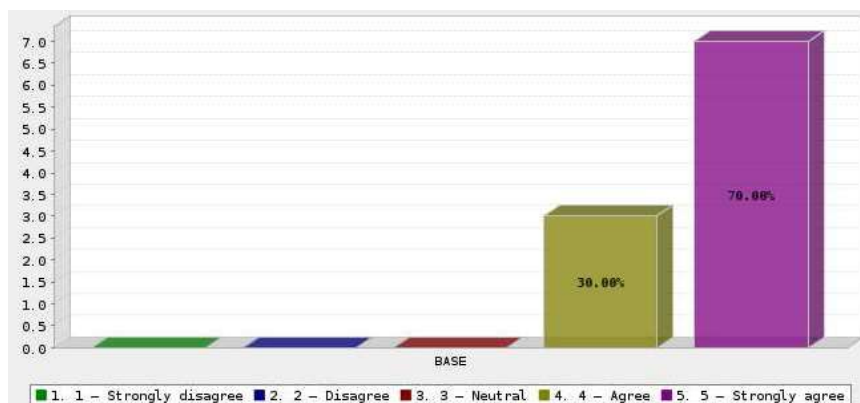
	Answer	Count	Percent
1.	1 – Strongly disagree	0	0.00%
2.	2 – Disagree	0	0.00%
3.	3 – Neutral	0	0.00%
4.	4 – Agree	4	40.00%
5.	5 – Strongly agree	6	60.00%
	Total	10	100%
Mean: Confidence Interval @ 95%: [4.280 - 4.600]		Standard Deviation: 0.516	Standard Error: 0.163

Q3. The trainers/facilitators presented the content clearly and understandably.



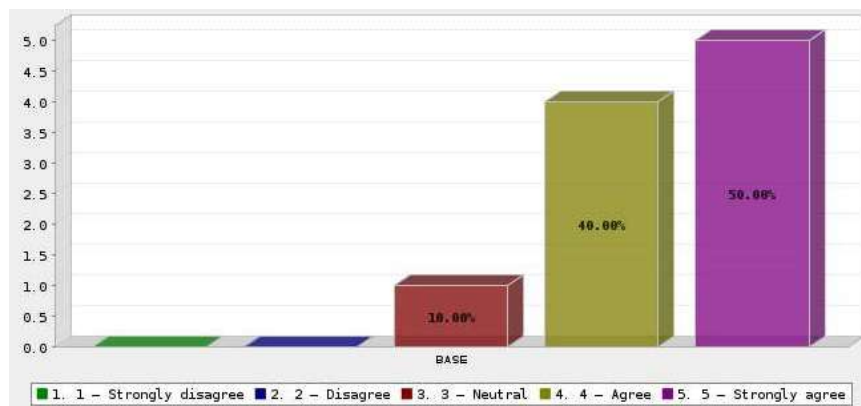
	Answer	Count	Percent
1.	1 – Strongly disagree	0	0.00%
2.	2 – Disagree	0	0.00%
3.	3 – Neutral	0	0.00%
4.	4 – Agree	3	30.00%
5.	5 – Strongly agree	7	70.00%
	Total	10	100%
Mean: Confidence Interval @ 95%: [4.401 - 4.700]		Standard Deviation: 0.483	Standard Error: 0.153

Q4. The practical workshops and group work activities were useful.



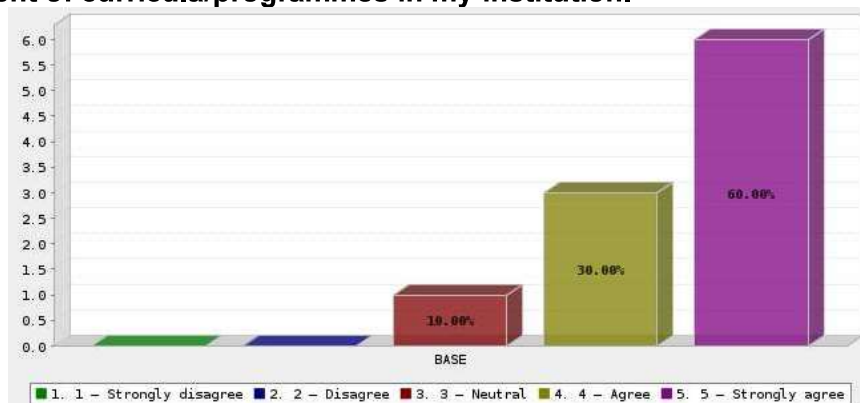
	Answer	Count	Percent
1.	1 – Strongly disagree	0	0.00%
2.	2 – Disagree	0	0.00%
3.	3 – Neutral	0	0.00%
4.	4 – Agree	3	30.00%
5.	5 – Strongly agree	7	70.00%
	Total	10	100%
Mean: Confidence Interval @ 95%: [4.401 - 4.700 4.999]		Standard Deviation: 0.483	Standard Error: 0.153

Q5. The discussions and exchange of experiences with other participants were useful.



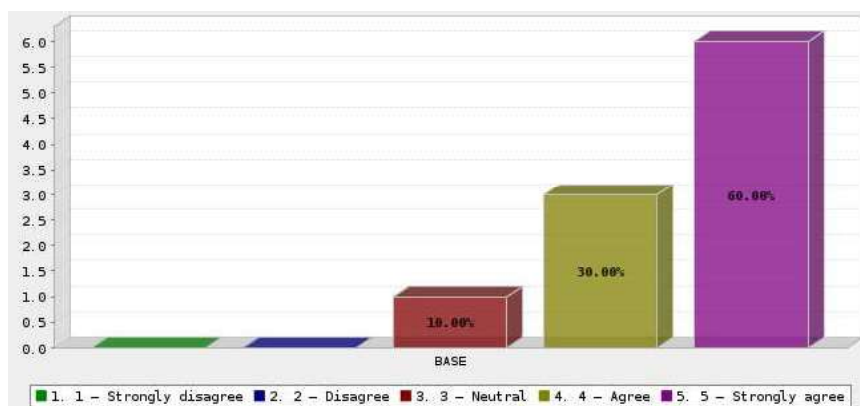
	Answer	Count	Percent
1.	1 – Strongly disagree	0	0.00%
2.	2 – Disagree	0	0.00%
3.	3 – Neutral	1	10.00%
4.	4 – Agree	4	40.00%
5.	5 – Strongly agree	5	50.00%
	Total	10	100%
Mean: Confidence Interval @ 95%: [3.967 - 4.400 4.833]		Standard Deviation: 0.699	Standard Error: 0.221

Q6. I will be able to apply the knowledge and materials gained to the development or improvement of curricula/programmes in my institution.



	Answer	Count	Percent
1.	1 – Strongly disagree	0	0.00%
2.	2 – Disagree	0	0.00%
3.	3 – Neutral	1	10.00%
4.	4 – Agree	3	30.00%
5.	5 – Strongly agree	6	60.00%
	Total	10	100%
Mean: Confidence Interval @ 95%: [4.062 - 4.500 4.938]		Standard Deviation: 0.707	Standard Error: 0.224

Q7. Overall, I am satisfied with my experience of participating in the training.



	Answer	Count	Percent
1.	1 – Strongly disagree	0	0.00%
2.	2 – Disagree	0	0.00%
3.	3 – Neutral	1	10.00%
4.	4 – Agree	3	30.00%
5.	5 – Strongly agree	6	60.00%
	Total	10	100%
Mean: Confidence Interval @ 95%: [4.062 - 4.500 4.938]		Standard Deviation: 0.707	Standard Error: 0.224

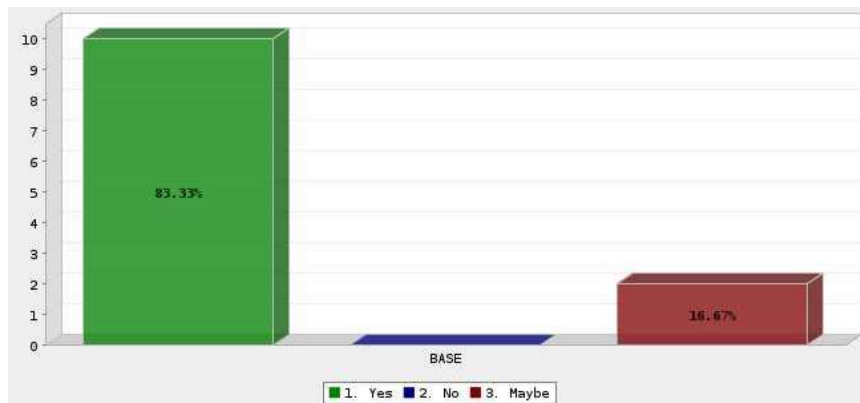
What did you find most useful during the training?

148570183	nova znanja, razmjena iskustava, upoznavanje
148388977	Treneri i znanja koja smo dobili
148353060	Predlog za vođenje evidencije o tome gdje su učenici nakon završetka škole.
148304183	Нова сазнања, размјена искустава, посебно примјена нових технологија и иновативних рјешења у савременој пољопривредној производњи.
148295761	Važnost čuvanja kontakata sa alumni učenicima, povezivanje starih i novih đaka, angažman alumni za neka predavanja i sl. Takođe odlična ideja za praćenje bivših učenika u njihovoj karijeri...
148290896	Sve
148290890	Sve
148290888	Ivan Diego

What would you recommend for improving future training sessions?

148570183	sto vise primjera is prakse
148388977	Uključivanje više škola
148304183	Већи број практичних примјера и радионица, представљање савремених технологија и добрих пракси које се могу непосредно примјенити у наставном процесу.
148295761	Mozda zajednicka vecera, bolje međusobno upoznavanje učesnika...
148290896	Sve
148290888	Vise dinamicnosti i interakcije tokom prezentovanja pojedinih predavaca

Would you recommend this training to your colleagues?



	Answer	Count	Percent
1.	Yes	10	83.33%
2.	No	0	0.00%
3.	Maybe	2	16.67%
	Total	12	100%
Mean:	Confidence Interval @ 95%: [0.893 - 1.774]	Standard Deviation:	Standard Error:
1.333		0.778	0.225