



Programme d'éducation  
et de formation  
tout au long de la vie

# ACTIONS OF SAGITER since CLUJ

**Prof. István Fehér**  
**Szent István University**  
**Gödöllő**



# Main objectives

## Curricula development:

- Collection and preparation of agro- ecological topics and pedagogical support materials
- Making practical case studies, written and visualized forms
- Identification target groups for testing eco-training modules: secondary school students, university students including agricultural teacher students and adults
- More photos and short films, testing in secondary an university level
- Preparing test program and identifying competencies by modules and in general Chart contains: knowledge, skills, attitude, responsibility, autonomy
- Drafting Questionnaire for evaluation
- Organising test courses
- Nominating local committee for quality supervision and monitoring test courses (President: Prof. József Lehota)



# Draft test for target groups- training modules (1-2 days - included in ongoing curricula)

- Secondary school level

Target group:

- Students
- Teachers

- University level

Target group: (Hungarian and International courses)

- BsC. students (agriculture and economy sciences)
- MsC. students (agriculture and economy sciences)
- Secondary school teachers (correspondent students)

- Adult educational level

Target group:

- Advisors and farmers



# Selected guidance for proposed contains

- Lectures: Adapted theoretical topics, according to the needs of training (tailor made selection process)
  - Main factors of sustainable agriculture and performances (measurement criteria).
  - Role of knowledge in natural conservation management
  - Practices of natural parks in the knowledge transfer and dissemination of ecological basic studies.
  - The values of agro-ecological farming. (crop, horticulture, animal)
  - Main elements of organic and conventional farming systems  
(selected topics: land, crop management, protected cropping and water use, tools-technology, buildings).
  - Human resource capacity development, skills and competences of ecological practice adaptation, human resources and enterprise management.
  - Basic marketing knowledge, (local products and alternative food markets, direct sales, distribution, quality and certification).



## Applied pedagogical methods and tools:

- Lectures well animated and involvement of participants through personal judgment and discussion to be familiar with ecological practices
- Case studies written and visual forms - preparing agro ecology guidance for active participation and involvement
- Proposing own interview collecting traditional knowledge and experience in the field of ecological activities
- Identification good practices for study visits and participation (example: organic, farm, permaculture, grass feed, etc.)





**10 modules** with title, suggested target groups, name of lecturer, aims of the module, pedagogical methods and tools, duration and contact

- 1. Factors of sustainable agricultural production, its evaluation system and methods**
- 2. Agroecological knowledge and its employment in eco-farming**
- 3. Experiences of agroecological farming at Zsámbok Organic Market Garden**
- 4. Transfer of the traditional ecological knowledge, its application regarding the preservation and utilisation of natural resources**



- 5. The role of Natural Parks in the generation and formation of ecological approach and thinking**
- 6. Sustainability and ecological approach to agriculture; basic factors and the future (production, processing, sale, health, home economy)**
- 7. Methods of agro-ecological knowledge transfer and their application in education**
- 8. Ways of introducing the ecological approach to food supplying systems (bulk goods, local products, alternative routes)**
- 9. Examples of agroecological farming throughout the history and the necessity of its revival today**



# **Two international workshops on two separate days 03.21-22 (Hungarian- Slovene)**

## **10. Efficient plant protection by using homeopathy. Principals, implementation.**

### **Objectives:**

- 1. Sensibilisation of students, advisors, farmers, teachers to be familiar with the main aims of SAGITER project.**
- 2. Knowledge transfer of replacing pesticides**
- 3. Presentation good practices, experience and results**





# Practical skill development methods and tools

## Written case studies:

- KACÁR Farm (based on interviews and visits of secondary school 12 students and 3 teachers,) /Hungarian and English/
- Levant (Lavand) garden and shops ( participated : 32 secondary school students, 2 teacher and 1 internship teacher) /Hungarian and English/
- PRESENVING TRADITIONAL HARVEST FOODS AND TYPICAL MEALS IN HUNGARY Harvest Festival and Food Competition at the Agricultural Training Centre FM KASZK Vocational Green School Táncsics Mihály, Vác – Hungary /Hungarian and English/
- Experience in the Organic Farm of Rendek I. ( Based on the interviews and visits of a girl not graduated in agriculture , she is making medicine pedagogic studies) /Hungarian and English
- Experience in the Organic Farm of Rendek II. ( Based on interview and visit of a student of BA, specialized in agriculture and rural development) /Hungarian and English



- Marketing survey on consumer behavior of fruit consumption, measuring the ecological knowledge level of consumers. (Questionnaires and results) Hungarian
- Knowledge collection among shapers /Tudásszerzés a pásztorok között . Knowledge transfer experience and methods in pastoral livestock (interviewing three shepherds documented in written form Hungarian ready and English translation is under preparation
- Compare the grass-fee and the grain feed beef meat production, and identify main characteristics in regards of sustainable agriculture development (based on your experience and the elements of lecture) Hungarian and English
- What are the main advantages and disadvantages of conventional agriculture vs. organic agriculture production? English



# Practical skill development

- **Produced films, picture and dvd show:**
  - Knowledge transfer in group, making strudel together. /Short film/ /Hungarian/
  - RENDEK organic Farm (based on the two students experienced and documented by a short film) /Hungarian and English titles
  - Rendek organic Farm longer film, 15 minutes- under preparation
  - Knowledge transfer experience and methods in pastoral livestock (interviewing two shepherds and will be documented in film) Hungarian not finalized yet, one draft copy is ready, further work will be ready by end of March
  - Kacár farm-visit of student of secondary school . Hungarian speaking



– **Selected existing film for training:**

- What have you got in your bag\_ Szatyor Bolt \_ Shop (Hungarian)
- What we are eating ( 4 short film- 3 English, 1 French and all translated into Hungarian)

– **Planned films:**

- Knowledge transfer experience and methods in pastoral livestock (interviewing two shepherds and will be documented in film) Hungarian speaking, with English titles
- Knowledge transfer practice in traditional pasta making for group of adults
- Knowledge transfer for adults in organic food production



# Implemented test program

1. Module 4: 2016.02.18. BsC students / 127 participants/ Hungarian course
2. Module 4. 2016.02.18. MsC students/ 11 participants / English course
3. Module 8. 2016.02. 24. MsC students/ 28 participants-14 nationalities/ Nitra-Slovakia, Winter School
4. Module 1:2016.03-05. Agricultural teacher students 1st year / 18 participants/ Gödöllő





# Planned test program

Module 4: 2016.03.19 Agricultural teacher students 1st year /25 participants

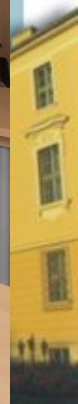
Module 10: 2016.03.21-22. Advisors, farmers , and students

Module 6: 2016.04.19. Agricultural teacher student 2nd year/29 participants





# Nitra international winter school





# Individual practical work-Nitra

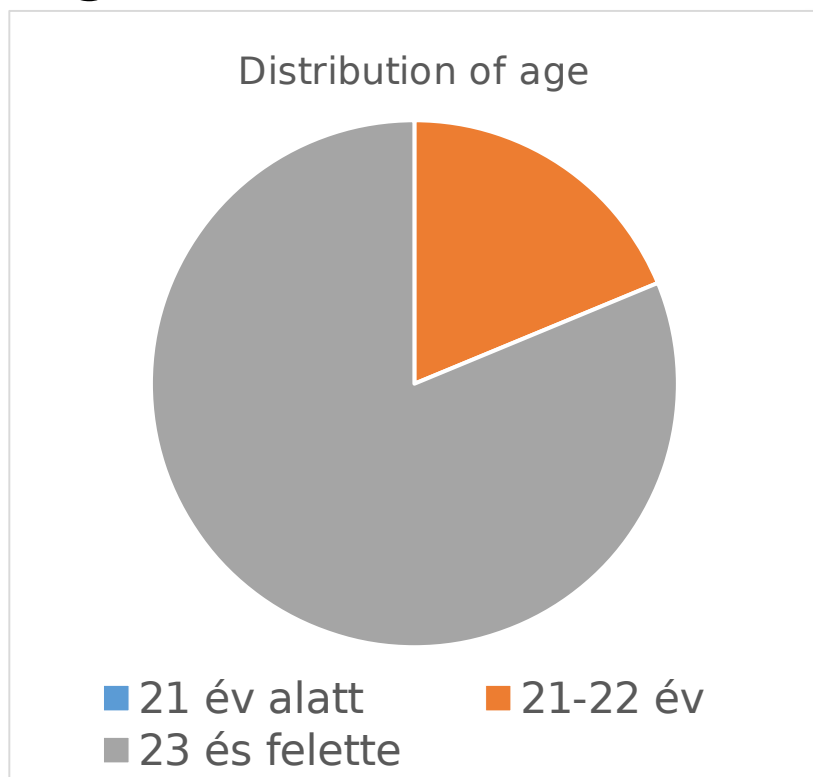


SZENT ISTVÁN UNIVERSITY

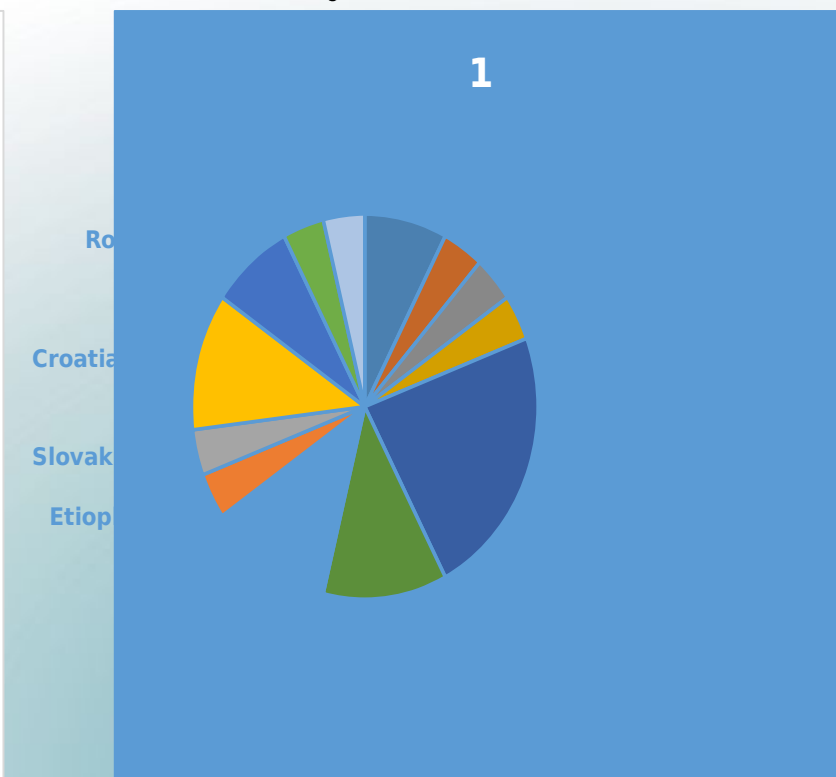


# Winter school -Nitra

## Age



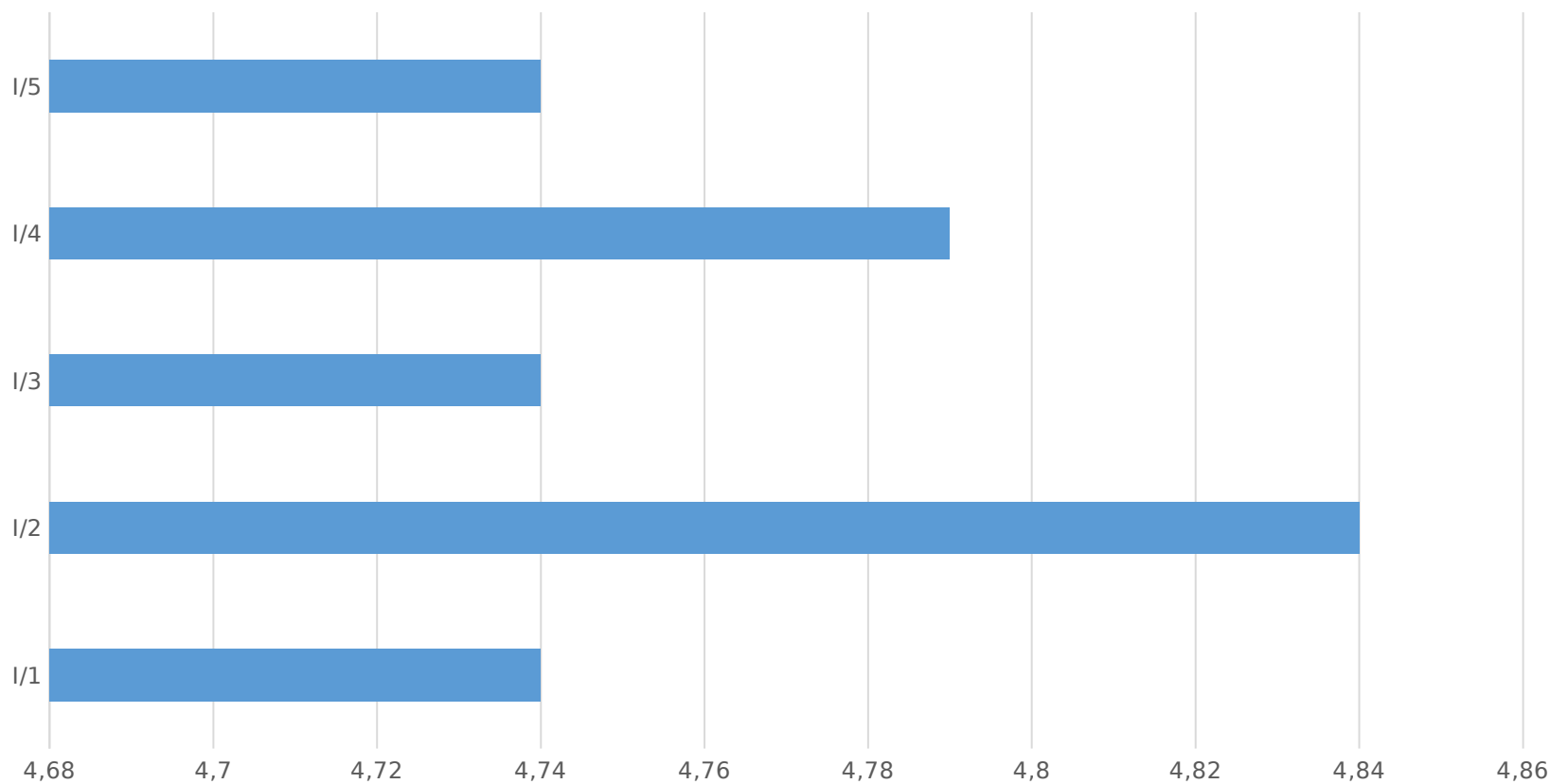
## Nationality



# Results of evaluation in Nitra

## I. Topic and its elaboration

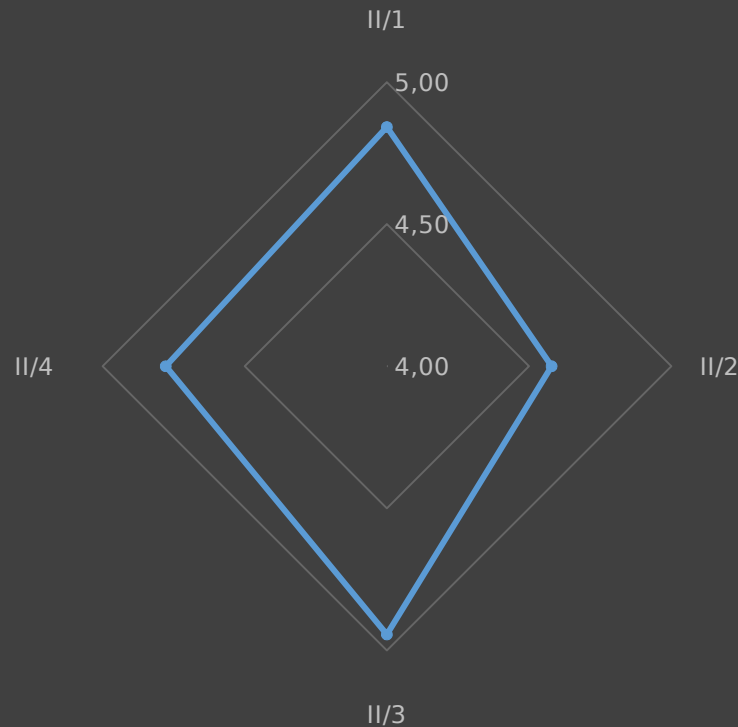
Topic(s) and Its/Their elaboration



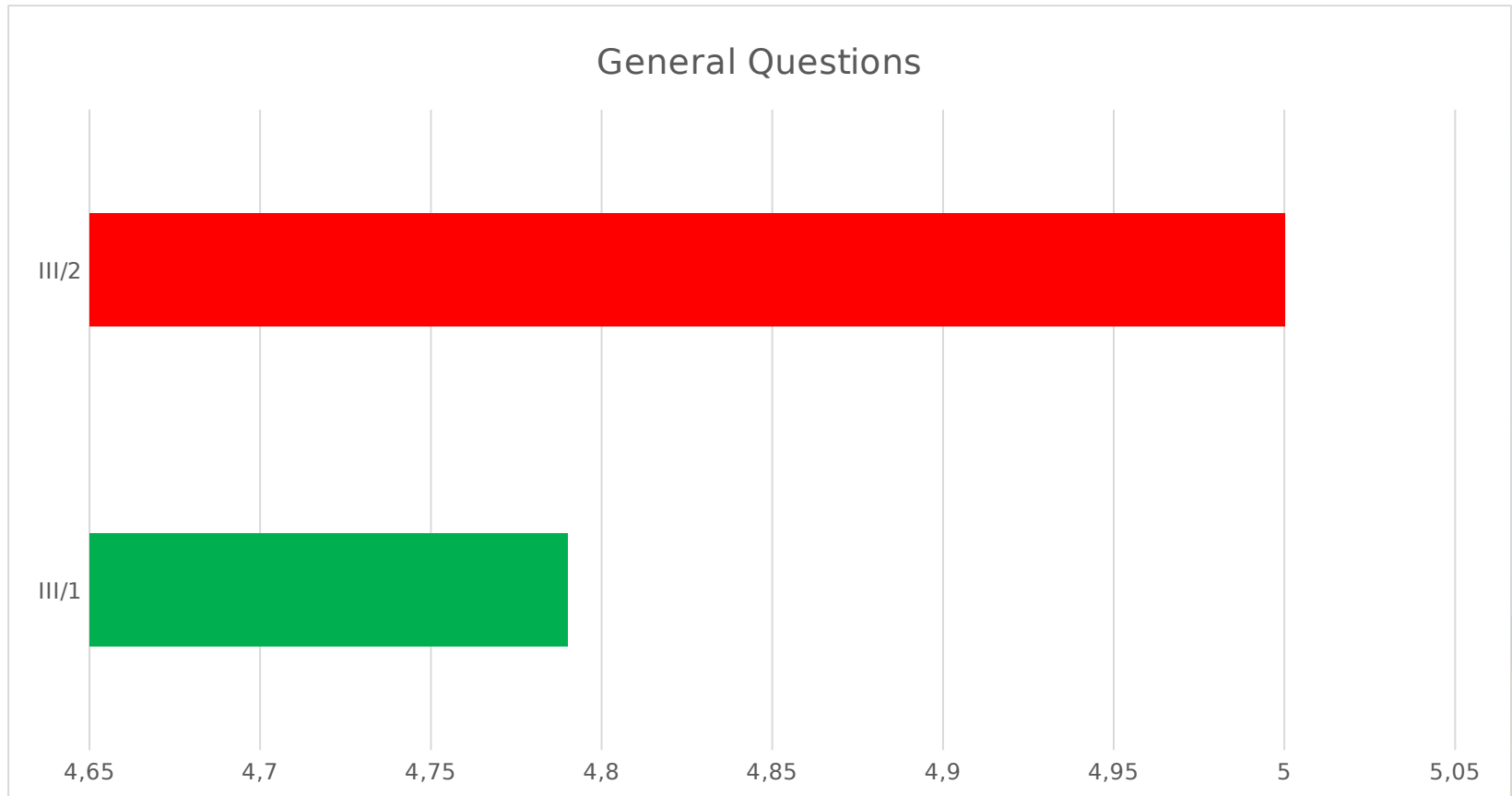


# II. Content /case study/film/tools

II. Content / Case Studies/Films/Educational tools



# III. General questions



# Modul 4: Student Bsc.127 students Result of evaluation

SAGITER Educational Programme for  
Transfer of Agro-ecological Knowledge  
Project Reference: 538785-LLP-1-FR-  
Leonardo-LMP

Hungarian Local Group



# Age structure

Age	Students
below 21	25
21-22	66
23 and above	26



# I. Average marks for „Topic and its elaboration” questions

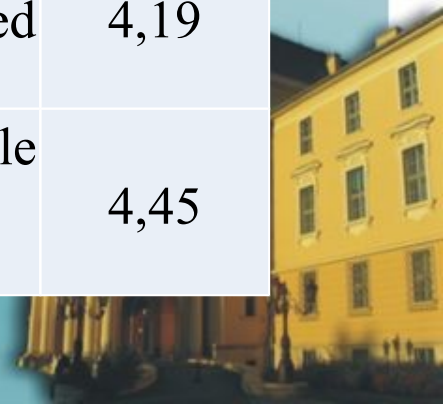
Questions	Average
1. Topics are closely related to each other and they fit well in the program that has been declared.	3,79
2. Topics are well chosen in order to help the efficient application of ecological knowledge.	4,06
3. Topics provide the participants with new information and professional knowledge.	4,04
4. Topics were thoroughly elaborated and presented throughout the course.	4,59
5. Assumptions and suggestions provide excellent base for the participants to go on with their work or studies.	3,96





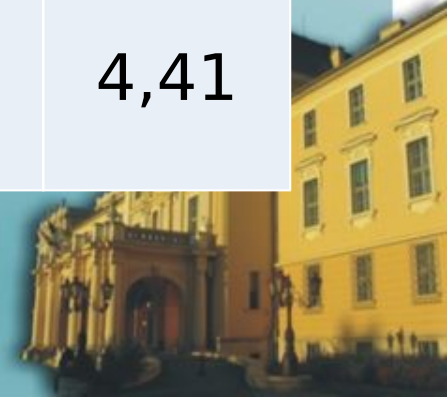
## II. Content, case studies, education, films. Average scores

STATEMENTS	Average
1. The lecturer(s) is a/are well-prepared professional(s) and has/have great knowledge in his/their topics(s).	4,68
2. The curriculum of the course is logically structured, topics are appropriate and the size of the material fits well.	4,34
3. Case studies, films, and good examples alongside with the given tasks and notes are quite user friendly and can be applied very well..	4,19
4. The content of the presentations were easily understandable and nicely illustrated.	4,45



### III. General questions. Average score by questions

<b>Statement</b>	<b>Average</b>
1. I am satisfied with this test-module course in general.	4,16
2. The lecturer(s) has/have given us useful and important professional information and he/they presented his/their topic(s) well.	4,41



## Suggestions, opinions, reflections

- Out of 127 participants 58 stressed that Case Studies help the learning process and contribute to the conformation of the theoretical content as well as its placement in practice.
- Great number of the husbandry students have found this way of visualisation very useful.
- There were 5 persons asking for more marketing during the lectures.
- In general students gave a very positive evaluation of the presentations.

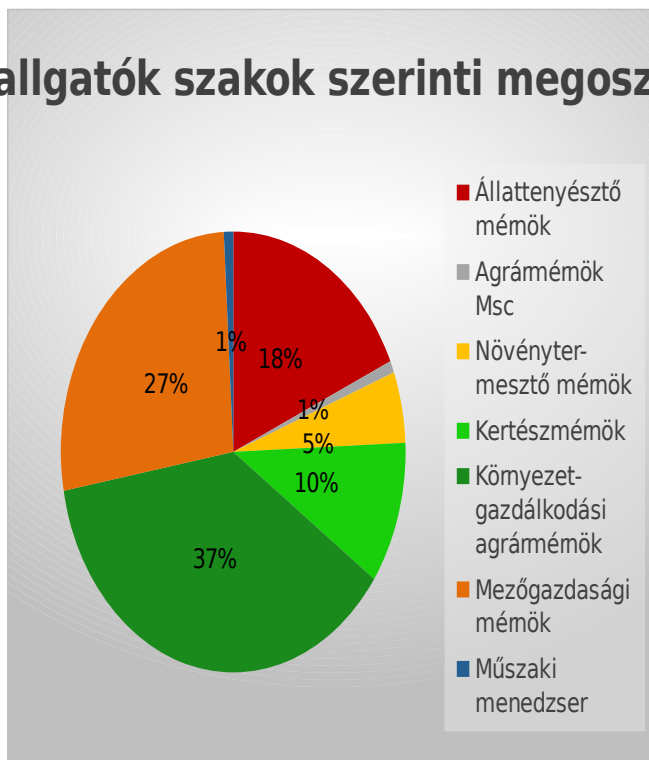


# Experience and results of quick practical work

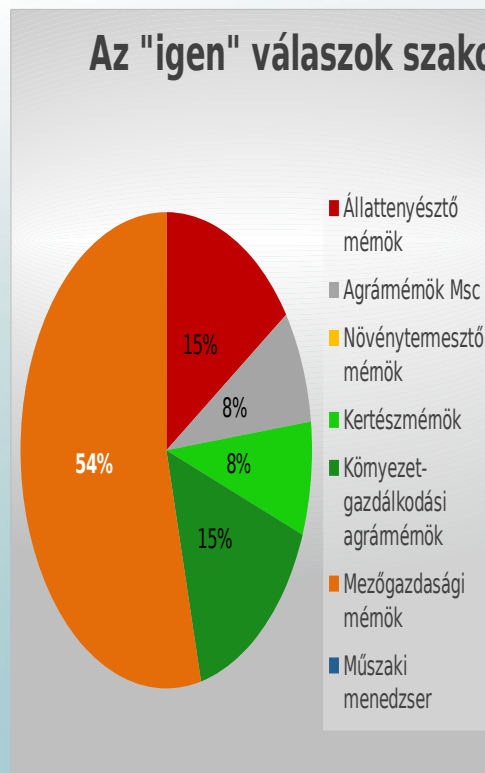
## Distribution by specialization of students

## Have you ever heard about grass feed and grain feed of beef cattle?

A hallgatók szakok szerinti megoszlása



Az "igen" válaszok szakok közti megoszlása



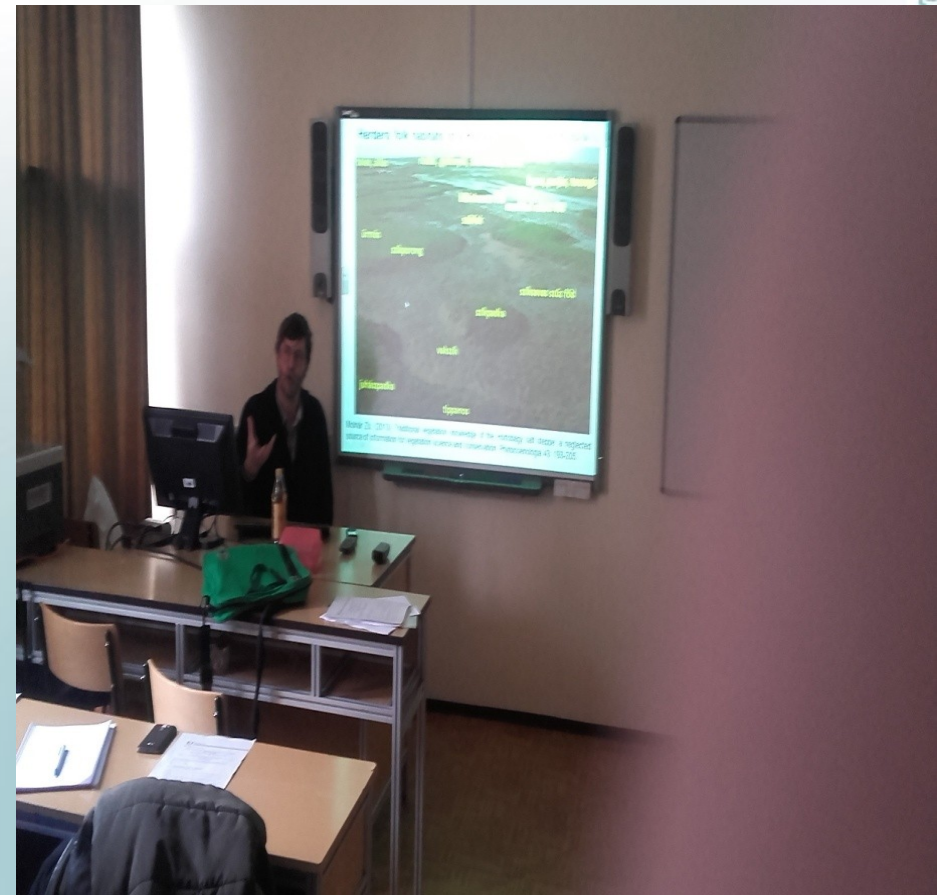


# „Interviewing beef cattle”





# MsC English course



### Increasing communication activities (dissemination)

- Challenges of Agroecology Knowledge Transfer In The Higher Education Training Programs In Hungary. 19 pages (Apolka Ujj - István Fehér) Hungarian Agriculture and Research (peer-reviewed scientific journal, in English)
- SAGITER is mentioned as a good example of int. project in bookchapter titled „Climate change and Ecological farming” (Apolka Ujj)
- One page dissemination page (A4 size) about SAGITER project, in Hungarian Agriculture and Research
- SIS-Summer school, Perugia. Main objectives and activities of SAGITER Leonardo project. Lecture, István Fehér
- Article in University journal about SAGITER meeting in Hungary
- Article and photos SAGITER meeting in Hungary and objectives and results in monthly journal of Small farmers
- For EUROPEA homepage (europea.org), 2 articles by Judit Covic (4 June 2015 and 5 March 2016):

*Agroecology and sustainable farming*  
*Agrohhomeopathy, the natural alternative*



# Thank you for your attention

