



AgriTech Solutions: Innovating VET for Sustainable Agriculture
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 AgriTech Solutions: Innovative VET for Sustainable Agriculture
 2024-1-RS01-KA210-VET-000244168

Minutes

For the implementation of activities for the needs of the project

Overview of existing qualifications

Overview of the representation of sustainable agricultural practices, precision agriculture, organic agriculture, renewable energy sources and the use of technology in agriculture in the qualification curricula and programs.

Teacher: Jovo Katto

Place: Sombor

Qualification: Agricultural Technician

Curriculum	Pedology and agrochemistry	Pedology and agrochemistry
Year	First	First
Module/modular unit	Representation	Description
Soil	Representation of sustainable agricultural practices	Soil fertility. Taking soil samples for analysis quality
Plant nutrition and fertilization	Plant nutrition and fertilization technology is represented	Methods of plant nutrition and soil fertilization
Proposal for improving the curriculum in terms of the representation of sustainable agricultural practices, precision agriculture, organic agriculture, renewable energy sources and the use of technology in agriculture in the curricula of the qualification		
Module/modular unit	Proposal	



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Soil	To increase the representation of precision agriculture in sampling from soil.	
Plant nutrition and fertilizers	To increase the prevalence of sustainable agricultural practices, precision agriculture and organic production.	
Curriculum	Mechanization in agriculture	Mechanization in agriculture
Year	First, second, third, fourth	First, second, third, fourth
Module/modular unit	Representation	Description
Mobile applications in agriculture	It is represented precision agriculture	Digital platforms that provide support in monitoring crop conditions and planning agricultural activities
Proposal for improving the curriculum in terms of the representation of sustainable agricultural practices, precision agriculture, organic agriculture, renewable energy sources and the use of technology in agriculture in the curricula of the qualification		
Module/modular unit	Proposal	
Mobile applications in agriculture	To increase the prevalence of precision agriculture when using agricultural mechanization in agricultural production	
Curriculum	Plant protection	Plant protection
Year	First, second, third, fourth	First, second, third, fourth
Module/modular unit	Representation	Description





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Measures for the protection of cultivated plants	Plant protection technology is represented	Methods of application, division, characteristics of pesticides.
Protection of agricultural and horticultural plants from diseases and pests	Integral ones are represented technologies for protection agricultural and horticultural plants	Integral measures for the protection of agricultural and horticultural plants
Protecting fruit trees from diseases and pests	Integral ones are represented technologies for protection the fruits	Integral measures for the protection of fruit trees by species. Protection of fruit trees by species in organic production.
Proposal for improving the curriculum in terms of the representation of sustainable agricultural practices, precision agriculture, organic agriculture, renewable energy sources and the use of technology in agriculture in the curricula of the qualification		
Module/modular unit	Proposal	
Measures for the protection of cultivated plants	To increase the prevalence of sustainable agricultural practices and precision agriculture.	
Protection of agricultural and horticultural plants from diseases and pests	To increase the prevalence of sustainable agricultural practices and precision agriculture.	
Protecting fruit trees from diseases and pests	To increase the prevalence of sustainable agricultural practices and precision agriculture.	
Subject	Agriculture and gardening	Agriculture and gardening
Year	Second, third	Second, third
Module/modular unit	Representation	Description





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Special agriculture	The application of technologies in agricultural production, organic farming, sustainable agriculture is represented.	Traditionally, conventionally and sustainable agriculture production
Special gardening	The application of technologies is represented in horticultural production, organic farming, sustainable agriculture production	Use of technologies in agriculture, organic farming, sustainable agriculture production
Proposal for improving the curriculum in terms of the representation of sustainable agricultural practices, precision agriculture, organic agriculture, renewable energy sources and the use of technology in agriculture in the curricula of the qualification		
Module/modular unit	Proposal	
Special agriculture To increase the prevalence of sustainable agricultural practices, precision agriculture and renewable energy sources in agriculture		
Special horticulture To increase the prevalence of sustainable agricultural practices, precision agriculture and renewable energy sources in horticulture		
Subject	Fruit growing and viticulture	Fruit growing and viticulture
Year	Second, third, fourth	Second, third, fourth
Module/modular unit	Representation	Description
Ecology of fruit trees with climate change	It is represented in terms of sustainable agricultural practices.	Developing knowledge about climate change and its impact on fruit and vine plants





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Pomology with pomology and processing	Technologies are represented for production of pome, stone, nut and berry fruit species.	Traditional, conventional and sustainable agricultural production
Ampelography with ampelography and processing	Grape production technologies are represented	Organic grape production (integrated and organic concept of grape production)
Proposal for improving the curriculum in terms of the representation of sustainable agricultural practices, precision agriculture, organic agriculture, renewable energy sources and the use of technology in agriculture in the curricula of the qualification		
Module/modular unit	Proposal	
Ecology of fruit trees with climate change	To increase the prevalence of sustainable agricultural practices, precision agriculture and renewable energy sources in fruit growing	
Pomology with assistant technician and processing	To increase the prevalence of sustainable agricultural practices, precision agriculture and renewable energy sources in fruit growing	
Ampelography with ampelotechnics and processing	To increase the prevalence of sustainable agricultural practices, precision agriculture and renewable energy sources in viticulture	
Subject	Livestock farming	Livestock farming
Year	Third, fourth	Third, fourth
Module/modular unit	Representation	Description
Production technology in livestock farming	It is represented in terms of sustainable agricultural practices.	Technology of production of offspring, meat, milk and eggs in livestock production





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Domestic animal nutrition	Technologies are represented for animal feed production for all types and categories domestic animals	Nutrition of certain categories of animals in cattle breeding, pig breeding, poultry farming, sheep farming, goat farming and horse riding
Zoo hygiene	It is represented in terms of sustainable agricultural practices.	Impact of climate change on domestic animals
Proposal for improving the curriculum in terms of the representation of sustainable agricultural practices, precision agriculture, organic agriculture, renewable energy sources and the use of technology in agriculture in the curricula of the qualification		
Module/modular unit	Proposal	
Technology of production in livestock farming	To increase the presence of precision agriculture and renewable energy sources in livestock farming	
Domestic animal nutrition animals	To increase the prevalence of sustainable agricultural practices and precision agriculture.	
Zoo hygiene	To increase the presence of precision agriculture and renewable energy sources in animal health	
Subject	Professional practice	Professional practice
Year	First, second and third	First, second and third
Module/modular unit	Representation	Description
Application of activities for successful management in traditional and organic production	Standards for Good Manufacturing Practices in Agricultural Production are represented.	Principles of organic production in agricultural production.





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Application of plant care measures in traditional and organic production	The application of precision agriculture is represented	Application of ICT for the implementation of technologies in agriculture production
Organization of traditional and organic vegetable farming production with elements of traditional processing	Technologies for processing agricultural products are represented	Processing of fruits in a traditional way (juices, jam, compote, sweets, brandy, dried fruits, meat preparations...)
Proposal for improving the curriculum in terms of the representation of sustainable agricultural practices, precision agriculture, organic agriculture, renewable energy sources and the use of technology in agriculture in the curricula of the qualification		
Module/modular unit	Proposal	
Application of activities for successful management in traditional and organic production	To increase the presence of precision agriculture and renewable energy sources for successful management in traditional and organic production.	
Application of plant care measures in traditional and organic production	To increase the prevalence of sustainable agricultural practices and precision agriculture.	
Organization of traditionally and organic vegetable production with elements of traditional processing	To increase the prevalence of sustainable agricultural practices	
Subject	Organic production in gardening – optional	Organic production in gardening – elective subject





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	subject	
Year	Second, third or fourth	Second, third or fourth
Module/modular unit	Representation	Description
Organic production in gardening	Organic production represented. Basics of good agricultural practice ("GLOBAL-GAP"). Basics of integral production.	
Proposal for improving the curriculum in terms of the representation of sustainable agricultural practices, precision agriculture, organic agriculture, renewable energy sources and the use of technology in agriculture in the curricula of the qualification		
Module/modular unit	Proposal	
Organic production in gardening	Organic production should be more represented in the mandatory vocational subjects of crop and livestock production as a separate module.	
Subject	Renewable energy sources in agriculture – optional subject	Renewable energy sources in agriculture – elective course
Year	Second	Second
Module/modular unit	Representation	Description
Biofuels	The technology of production of renewable energy sources is represented	Biofuel production technology.





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Agrosolar	The technology of production of renewable energy sources is represented	Application of agrosolarization as a method of producing green energy and organic production
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Module/modular unit	Proposal	
Biofuels	Energy production from biofuels should be more represented in the mandatory vocational subjects of crop and livestock production as a separate module.	
Agrosolar	It should be a mandatory module or subject on the adaptation of agricultural production to climate change in the context of agrosolar. This would unite green energy production and agricultural production.	
Subject	Artificial Intelligence and Robotics – Elective subject	Artificial Intelligence and Robotics – Elective subject
Year	Second	Second
Module/modular unit	Representation	Description
Artificial intelligence	Precision agriculture is represented.	Acquiring knowledge about the application of artificial intelligence through interactive methods, case studies and project-based learning
Robotics	Precision agriculture is represented.	Introduction to the application of robots in agricultural production
Proposal for improving the curriculum in terms of the representation of sustainable agricultural practices, precision agriculture, organic agriculture, renewable energy sources and the use of		





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agricultural technology in the curricula and programs of the qualification	
Module/modular unit	Proposal
Artificial intelligence	Artificial intelligence should be more widely represented in mandatory vocational subjects in crop and livestock production as a way of learning.
Robotics	It should be a mandatory module within the agricultural technology subject.

In Sombor

Teacher

Date: 09.07.2025 year

Jovo Cato



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