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LATEST: an Erasmus+ Project on Local-focused AgTech Education for Successful Agricultural Transitions

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Introduction

The process of shifting from current mainstream agricultural practices to more sustainable and smart ones is known as *agricultural transition*, encompassing agro-ecological, climate-smart, digital and/or energetic transitions.

Together with institutional innovations, **agricultural technologies (AgTech, see Fig. 1)** are main levers to reach successful **agricultural transitions**.

However, AgTech require mastery and the learning of new skills by farmers and other operators of the agricultural sector. To face this need, multiple training and educational programs have emerged. **Programs and skills remain scattered across EU countries** and specific technologies.



Fig. 1 Different components of AgTech (Atlas platform)

Objectives

The LATEST project aims to provide an **exhaustive overview of educational and training programs in AgTech** as a basis to **design multidisciplinary innovative, locally fine-tuned academic programs** to develop, implement and adapt AgTech for European agricultural stakeholders in the transition towards sustainable and climate-smart agricultural systems.

Materials and Methods

The project is organized in **5 Work Packages** and **10 Project Results** (Fig. 2).

- **Phase 1:** Benchmark of existing trainings and analysis of the demand of the labor market.
- **Phase 2:** Validation and test of best training content, teaching tools and methods.
- **Phase 3:** Conceptualization of a hybrid learning program on agricultural transition.

The LATEST project involves **5 academic partners** (Fig. 3) and **14 associated partners**, incl. manufacturers, farmers associations, agricultural cooperatives...

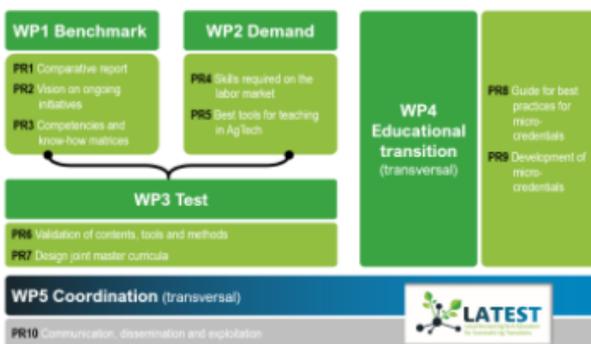


Fig. 2 (left) Workflow and list of work packages (WP) and related project results (PR) of the LATEST project



Fig. 3 (above) Academic partners involved from Austria, France, Germany, Italy and United Kingdom

Expected results

Data from the training benchmark in **WP1** will be mapped to highlight a possible relationship with different soil and climate contexts and/or agricultural systems. The data collected in **WP2** will draw the contours of future workers' required qualifications to work appropriately with AgTech in the next 15 years. The comparison between the results of **WP1** and **WP2** will provide the background **to develop and test new curricula (WP3), based on up-to-date content and innovative teaching method and vision (WP4)**.