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HOW TO CREATE A SUSTAINABLE PROFESSIONAL COURSE FOR COMPANIES IN THE FRUIT AND VEGETABLE SECTOR

Belgrade, 2023.

AgroNET - CENTER FOR EDUCATION AND RESEARCH

**HOW TO CREATE A SUSTAINABLE PROFESSIONAL COURSE FOR
COMPANIES IN THE FRUIT AND VEGETABLE SECTOR**

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INTRODUCTION

The publication entitled "How to create a sustainable professional course for companies in the fruit and vegetable sector" is the outcome of the project *"Professional courses for companies in the fruit and vegetable sector – Strengthening the capacity of local SMEs to improve their access to regional and external markets"*, implemented by AgroNET - Center for Education and Research in Belgrade, Republic of Serbia, with co-financing from the USAID-EDGE project.

Knowledge transfer is an essential prerequisite for successful agricultural development. The creation and transfer of knowledge and technology in agriculture undoubtedly contribute to enhancing the competitiveness of SMEs in the Western Balkan countries.

Creating conditions for networking and collaboration among knowledge creators (academic community, expert NGOs, SMEs), and all stakeholders in the agriculture and food sector, is of paramount importance to ensure the rapid adoption of new achievements by a greater number of users, resulting in competitive production.

As digitalization is an irreversible process that can significantly facilitate knowledge transfer, this publication is issued and made available on the AgroNET website in an open-access E-form, allowing all interested parties to download and use it for free.

The publication is primarily intended for organizations involved in the field of commercial education with relevant experience in organizing educational activities. It will assist them in establishing, organizing, and implementing an effective knowledge transfer system, contributing to the capacity building of professionals and entrepreneurs in the agriculture and food sector. It offers sustainable, innovative courses that can quickly enhance their skills and knowledge to support their companies in key areas where the industry lacks capacity. The publication can also help organizations with no prior knowledge transfer experience to initiate activities in their areas of interest.

The goal is to help SMEs adopt modern technologies in production and post-harvest product preservation, reduce production costs, improve the quality and quantity of the products they produce, modernize packaging, sales, and product placement, and ultimately increasing revenue.

The content of the publication is designed to be read as a whole or in parts, depending on the reader's interest. Each chapter of the publication forms a complete unit.

Author

RULES FOR IMPLEMENTING PROFESSIONAL COURSES

The rules for implementing professional courses, regardless of whether they are conducted offline or online, or through a combination of these two models, involve an organized system.

The organization system for professional courses employed by AgroNET – Center for Education and Research was developed in collaboration with and based on the experiences of the Postharvest Technology Center at the University of California – Davis.

The system is based on a combination of theoretical, interactive lectures with real-world examples of best practices.

Practically, this means that professional courses are primarily designed for professionals in the agricultural and food sector, i.e., companies and entrepreneurs engaged in commercial production who already possess certain knowledge and experience.

Depending on the duration of the course, for example, for a three-day course, two days of interactive lectures are combined with one day of best practices. This means that course participants spend one day in the field, where they are shown examples of best practices on farms or facilities (e.g., cold storage, drying facilities, etc.).

The purpose of this is to allow participants to witness the effectiveness of applying modern technologies in practice, and lecturers provide explanations and connect examples of best practices with previously imparted knowledge to motivate and further convince them of the significance of applying modern knowledge by showcasing concrete achieved results.

An important part of the system for preparing and conducting professional courses is the selection of lecturers. Lecturers should ideally be professionals with proven results, possessing both modern theoretical knowledge and practical experience, including involvement in solving specific field problems and managing various segments of the agricultural and food sector.

Experience has shown that the best results are achieved when lecturers are researchers from scientific research organizations and experts from the industry (directors, managers, and heads of various production departments).

The system is designed to enable participants to immediately apply the acquired knowledge in their companies to enhance their business results.

GETTING STARTED

The fundamental prerequisite for establishing an effective knowledge transfer system is making the decision to initiate this process. The decision to establish a knowledge transfer system is legally binding and demonstrates the clear intention and readiness of the decision-maker at the educational organization level to take all necessary steps to realize this activity.

Furthermore, it is essential to create a team responsible for establishing the knowledge transfer system or to appoint a person responsible for establishing the knowledge transfer system. The persons constituting the team should have organizational and communication skills.

Why is this important?

At the outset, it is crucial to identify who is administratively responsible for establishing the system and subsequently managing the process of establishing the knowledge transfer system. In addition to having the authority, this team holds the greatest responsibility for organizing and implementing the process.

What does the team do?

The team initiates the compilation of questionnaires to assess the needs of stakeholders in the agri-food sector, conducts research on the needs of agricultural producers and companies involved in production, preservation, processing, and marketing. It participates in the processing of the survey results, conducts all preparatory work for the organization of training, prepares promotional materials, sends out invitations, contacts lecturers, participates in the curriculum development for each training sessions, assists in selecting lecturers, contributes to the creation of the training agenda, organizes the actual training (venue, equipment, catering, record-keeping, evaluation), and conducts post-training satisfaction surveys.

Each of the mentioned activity segments will be elaborated upon in the following text, explaining why each activity is important, and providing examples/models of specific actions.

PROCEDURE FOR CREATING PROFESSIONAL TRAINING PROGRAMS

WEBSITE

Organizations already involved in knowledge transfer likely have a website and social media accounts. For newly established organizations, the first step is to create a website and set up social media profiles.

Today, there is no need to explain why a website is crucial. A website serves as an online representation of your organization and should effectively showcase the services you offer. Potential clients form their first impression of your organization by browsing your website.

The website content should be informative and clearly introduce your organization, including its founding date, mission, vision, and objectives. It is important to highlight the expertise of the lecturers involved in the training programs, as they are a critical aspect of your offering. The website should include sections for news and updates, past activities and results, and provide an overview of your organization's areas of expertise.

An essential component is links to your social media accounts and a newsletter signup, which will be discussed further in the Promotion section. It is advisable that the website should include an English language version alongside the local language.

The website should contain the necessary features to represent your organization and its activities.

Remember that your website reflects your brand. Take the AgroNET website as an example: <https://agronetbeograd.rs/>

New organizations, in particular, should be aware that a website serves as a 24/7 advertisement and showcase for your business. It is crucial to keep the website up to date to ensure that the information accurately reflects your current business status.

The website also plays a role in establishing legitimacy in the marketplace, allowing potential clients to recognize your organization as reputable. In almost 100% of cases, potential customers research organizations/companies of interest and search for service offerings online.

If someone can find comprehensive information about your business by simply typing your name or relevant keywords into Google, they will automatically have more trust in you. SEO optimization contributes significantly to ensuring your name or activities appear at the top of Google search results.

DATABASE OF POTENTIAL CLIENTS

The database of potential clients and its continuous updates are of paramount importance for establishing an efficient and sustainable knowledge transfer system, including the creation of professional, certified training programs.

You can decide on the specific data that your database should contain.

The minimum information about a company should include the name, email address, and industry. It would also be beneficial to include additional data such as physical address, first and last name of the responsible person or contact person, phone numbers, information about any previous participation in the training programs you organize, specific interests in fields indicated in surveys, and similar details.

Organizations already engaged in knowledge transfer typically have an existing database of potential clients, while newly established ones must create their own database.

There are numerous methods for collecting data on potential clients, and each organization should choose the most efficient method depending on its budget and resources.

Collecting data on the Internet is not a straightforward task and requires commitment and time, especially if it is done manually.

There are various tools available on the Internet for finding email addresses, some of which are free but also have limitations. Paid email scraping tools offer the advantage of accessing a significant number of relevant email addresses.

When organizing training as part of a specific project activity, some data can be obtained through project funders sharing their existing data or through partnerships with business associations and organizations.

It is crucial to emphasize the importance of compliance with personal data protection regulations. Certain legal limitations have always existed, but regulations in this area are becoming increasingly stringent.

Therefore, it is the responsibility of each organization to find an appropriate and legally compliant method in accordance with the laws of the country in which it operates, while aligning with its business model.

Maintaining, updating, and expanding the database with new potential clients is an ongoing task for organizations to ensure success in planning, organizing and conducting various forms of knowledge transfer.

SURVEY

Conducting a survey to explore the needs of agricultural producers/companies in the agri-food sector is the next essential step in establishing an efficient knowledge transfer system – creating professional courses.

How to create the questionnaire?

It is necessary to create a questionnaire to survey potential participants in the training programs. The questionnaire must include specific elements that will help in understanding the real needs and interests of producers.

It is important that the questionnaire contains an introduction and, if necessary, instructions on how to complete it.

The introduction should provide the survey respondent with a clear, concise explanation of the purpose of the survey and its objectives; otherwise, some respondents may decline to participate. When conducting surveys via email, the introduction is typically found within the body of the email.

It should also include items that provide information about the capacity of farms/companies and the educational level of the owners and members of agricultural farms, entrepreneurs, or companies operating in the field. A sample questionnaire can be found in the appendix of this publication in the section on "Document Templates".

How is the survey conducted?

Surveys can be conducted in various ways, with the organizational team making the decision. Some of the methods for conducting needs assessments can include:

- **Telephone:** Calling and recording responses from potential training participants.
- **Electronic:** Sending the survey via email to potential users.
- **Internet:** Posting the survey/questionnaire on Google, informing potential participants that the survey is available online, and sending the link via email or through other communication channels (SMS, Viber, WhatsApp, etc.);
- **Hybrids** of the previously mentioned data collection methods.

Each survey method has its advantages and disadvantages.

Telephone interviews are suitable when the survey consists of fewer than 10 questions and the questions do not require lengthy responses from the respondents. It is crucial for the person conducting the survey to provide information about the survey's objectives at the outset, accurately record the data and respondent answers, and correctly enter the information into the appropriate data processing form. An advantage of this survey method is that the interviewer can gather additional useful information from the respondent during the interview.

Email surveys allow detailed information about the reasons and objectives of the survey to be included in the email text. It also allows for the announcement of an event that will be organized following the survey.

Conducting online surveys has the advantage of allowing the team to process the data quickly since all responses can be downloaded in Excel format.

The hybrid method combines the previous methods (e.g., phone and email, or all three methods) and is used when there is a need to verify specific data, expedite the overall process, or when there is limited time available to conduct the survey, thus requiring a swift survey procedure.

It is essential to determine the duration of the survey, including the deadline for completing the questionnaire.

Continuous monitoring of a company's response to the survey and taking action to achieve the planned goal (often a predetermined percentage of responses from the total number of participating companies) is the responsibility of the surveying team.

One of the actions that can be taken is the use of a hybrid data collection method.

Upon completing the survey process, the data is processed and a report on the needs of the producers is prepared.

This activity can be performed by a qualified person or a professional body (e.g., a program committee) established for data processing and analysis.

The team should use this activity to establish a Client Database, consolidating information related to the capacity and contacts of producers.

COURSE CURRICULUM

Before creating the Training Curriculum, the training manager or program committee receives a Needs Assessment Report from producers to ensure that the curriculum content is tailored and suitable for the expressed needs of the producers.

The Curriculum/Training Plan and Program is a document prepared by the course program committee and/or the selected course lecturer.

Why is this document important?

The training plan and program should be made available to the training participants. It can be provided to participants in printed format, with each training participant receiving a copy, handed out to participants during registration at the training session, or in electronic form in PDF format posted on the relevant page of the training organization's website or sent to participants via email. The curriculum can also be made available for download in electronic form, for example, by means of a QR code on the printed training agenda that leads to a link on the Internet where the curriculum can be downloaded (e.g., Google Documents). It is important for the Training Plan and Program to be available to the participants before the start of the training so they can familiarize themselves with the training content and specific lectures and follow the lecturer's presentations more easily.

The organizational team, upon receiving the curriculum, verifies whether it contains all the necessary information and communicates with the training manager for any necessary corrections.

The curriculum must be created in accordance with the adopted system for creating professional courses.

The curriculum structure should include the following elements to constitute a complete training: **a theoretical part** (lectures, demonstrations, discussions after the lectures and after the theoretical part of the training) and **a practical part of the training**.

The theoretical part – the lectures should not be based solely on standard lecturing. Instead, the lectures should include the presentation of concrete solutions and a description of the benefits of implementing a specific technique or innovation in production. To better prepare for the lectures, it is important that the organizational team provides the course lecturer with timely information about the training participants. This includes the educational background, farm size, and the type of production each participant is involved in (e.g., apple cultivation, blueberries, peppers, onions, product storage, etc.).



Opening of the course, University of Belgrade - Faculty of Agriculture

Exercise is an integral part of training that should be organized whenever possible. Exercises are typically simple and often involve dividing participants into several groups who work with lecturers on specific examples. The groups are rotated after each exercise to allow all participants to go through all types of exercises with each instructor. If switching groups is not possible due to time or space constraints, participants should be briefed on the exercise, its objectives, and its purpose after its completion.



Exercise – prof. dr Dragan Radivojević

Discussion is an essential segment of any training and it provides an opportunity for participants to ask the lecturers questions that they may not have had a chance to ask during the training and to initiate a

discussion on a specific topic, as well as to exchange ideas with the lecturers and other training participants. The discussion should be moderated and guided by the training manager or another person knowledgeable about the subject matter.



Discussion

The practical field component of training, as previously mentioned, is an essential part of quality agricultural training, especially in the fruit and vegetable sector. It is particularly important to conduct this part of the training after the theoretical part is completed. In the field, lecturers visit selected farms or facilities and practically explain and demonstrate what they have covered in the lectures. The farms or examples of best practices are selected in collaboration with the training organizing team and the training provider.



Field - practical training/Gruža agrar/prof. dr Jasminka Milivojević

This practical field aspect of the training significantly enhances participants' understanding and helps them apply the knowledge they have gained within their activities. It enables them to implement the information and specific solutions presented, which can lead to reduced production costs, improved quality, increased yields, and ultimately higher profits.



Visit La linea verde, Šabac

As a rule, the course manager, in collaboration with the organizing team, creates the initial version of the curriculum.

Then, efforts are made to align the final version of the curriculum.

This section involves all lecturers participating in the course delivery.

Subsequently, the organizing team compiles the final version of the curriculum.

The final version of the curriculum includes the following segments:

General and specific training objectives; Description, content, and objectives of each lecture; Information about the field component of the training; Brief biographies for each lecturer; Basic information about the organization conducting the training.

General and specific training objectives

In this section of the curriculum, which serves as an introduction, the following information is provided: The course title; The exact or approximate course duration; The name of the organization that created the course; Information about partners, donors (if the course is part of a

project activity), sponsors; The target audience of the course; The main topics that will be covered.

For each day of the course, a brief overview of the topics and a concise explanation of the purpose of the lecture sessions for that day are provided.

Description, content, and objectives of lectures

The following information is provided for each lecture:

Description: This section explains the purpose of the lecture, the impact of external factors, the significance of the topic to the participants and more.

Content: This lists the specific segments of the lecture that will be presented to the participants.

Objectives: This outlines the knowledge participants will gain by attending the lecture and how the knowledge taught can be applied in practice. The estimated duration of each lecture is also mentioned.

Information about the field component of training

This section of the curriculum provides details about the facilities and/or farms that will be part of the field component of the training. It includes information about the location and what aspects of production will be demonstrated during the site visits.

Short biographies of lecturers

The curriculum should include short biographies for each lecturer to provide the participants with information about the lecturers' expertise.

Information about the training organization

Participants should be provided with information about the organization conducting the training to become acquainted with its capabilities and to review its past achievements.

The final version of the curriculum is approved by the Course Manager.

A curriculum model can be found in this manual under the section entitled "Document Models".

PROMOTION

Promotion of a professional course is an integral part of organizing and successfully conducting any training program.

Promotion invites participants to apply for the training and specifies the method and deadline for applications. Promotion is one of the most important tasks of the organizing team. All tasks related to promotion must be carried out in a timely manner, and the team is expected to demonstrate persistence, creativity, and personal initiative in developing a promotional strategy and contacting potential participants.

The purpose of promotion is to inform the public about the content, purpose, duration, location, and timing of a particular training course, as well as the organization conducting the training.



Info day - Serbian Chamber of Commerce -Niš

Marketing plan

A marketing plan is prepared for each individual training program.

What should a marketing plan for promoting a specific training program contain?

A brief analysis of potential participants at a predetermined location, representing the target audience. This includes considering the number of potential participants, their gender distribution, their interests as determined by surveys, and the defined maximum number of participants for the specific training.

The marketing plan should specify the communication channels—methods of promotion that will be used.

Social media PR is a segment of the plan that schedules when course-related information will be posted on social media platforms. This includes determining the timing of information dissemination and who will be responsible for this activity.

It is important to accurately plan the timing of posts on each social media platform (e.g., Facebook—weekdays from 1:00 PM to 4:00 PM). Timing is planned based on measurements. This means that this segment of the marketing plan is adjustable. The proposed timing is planned based on collected data or previous experience, but it is crucial to test posting times to determine the optimal time to post.

The marketing plan should also include a budget for this activity.

Finally, the marketing plan should establish objectives (e.g., a predetermined number of participants registered).

Methods of promotion

• *Announcement on the organization's website*

Promotion should begin with the publication of news/information on the organizer's website and any potential partners involved in the training. The information should include the course name, the date and the location, the target audience, a brief overview of the course topics, information about the course lecturers, the registration fee, and the application deadline. The example of information on a website: <https://agronetbeograd.rs/kurs/kurs-intenzivna-proizvodnja-jagodastog-voca-u-zasticenom-prostoru-novi-trendovi-i-izazovi/>

As information about the course taking place is posted, information about the completed course should also be published, for example: <https://agronetbeograd.rs/odrzan-kurs-prodaja-i-marketing-za-buducnost/>

• *Email*

Sending course information via email is an essential part of promoting a course. The emails are sent to potential participants, and the selection of potential participants to invite to the course is based on a database of potential clients. Creating the email is the task of the organizing team. It should be concise and informative, contain a link to a webpage with more information, include an image or graphic, and provide information on how to apply for the course (e.g., a registration link).

- ***Viber/WhatsApp groups***

Creating Viber/WhatsApp groups is an efficient way to promote and maintain contact with participants of previous training programs, keeping them informed about the organization's activities. The most effective way is to send a link to the website where detailed information about the course is posted. Of course, you can also send individual messages to potential participants from your database.

- ***Media announcements***

In today's digital age, there are numerous specialized portals, websites, TV programs, and productions that cover agricultural and food-related events. Often, these media outlets are willing to publish information free of charge to keep the attention of their followers. A media announcement example can be found in the section of this publication entitled "Document Models".

- ***Social media***

Promotion on social media is one of the most effective forms of promotion. Typically, your pages on platforms like Facebook and Instagram are already followed by potential participants. This is what makes social media promotion effective because you are targeting your desired audience. If your budget allows, paid promotion on social media platforms can help reach even more potential participants.

- ***Newsletter***

A newsletter is a periodic email update that an organization sends to subscribers who have voluntarily signed up for it. These emails are sent at regular intervals, e.g., every 30 days, or ad hoc when there is a special event to announce. Therefore, having a newsletter option on your website is essential for promoting the organization and its activities. Newsletters serve to raise brand awareness and connect with potential clients.

- ***Information day***

An Information day is a specific form of promotion that can be very effective. It can be organized online or in person, typically in a place associated with a specific group of producers, local authorities, etc. It is most effective when arranged with a partner association (e.g., a chamber of commerce, a growers' association, a food processing association, etc.). First, the partner association prepares an announcement about the Information day and sends it to its members, inviting them to attend the

Information day about a specific course. During the Information day, the course is presented, the questions of the potential participants are answered and the registrations for the course are recorded.

- ***Guest appearances on TV shows***

Specialized agricultural and food-related TV shows that air on national or local television channels, cable operators, or even YouTube can be contacted to request a brief appearance by a representative of the organization to announce the course. If the organization has already established a relationship with the broadcasters and has been willing to participate in previous broadcasts, this increases the likelihood of a positive response to the request for an appearance.

- ***Other forms of promotion***

For promotional purposes, promotional materials such as flyers can be created to announce the course. Distributing flyers to potential participants at events that gather a large number of potential participants, such as trade fairs, can be an effective form of promotion. Guest appearances on podcasts are also an effective form of promotion.

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A flyer

Ensuring a sufficient number of participants in a training program is one of the most common challenges organizers face. While these courses are

often organized as part of a project activity, and participants pay a minimal fee that typically covers only basic expenses such as printing materials and catering, it is often difficult to reach the planned number of participants. There are many reasons for the low response of potential participants to training programs. One of the most common is a deep-rooted reluctance to embrace contemporary knowledge, often driven by the belief that "there is nothing new to learn." While it is indisputable that continuous education and the adoption of modern technologies/knowledge in the production process, especially in the fruit and vegetable sector, ensures competitiveness, there is a noticeable reluctance, especially among agricultural producers, to participate in training activities. In contrast, companies in the agricultural and food sector are beginning to recognize the importance and benefits of employee education and are more willing to allow their employees to attend training.

As mentioned earlier, low response rates and participant registration problems are common issues when organizing training programs. Careful planning of the start and end dates for registration is essential. This means not starting the registration process too early but also allowing flexibility and the possibility of extending the registration deadline if necessary. When planning the timing for specific training, especially in the fruit and vegetable sector, it is crucial to consider that there are periods during the year when producers are busy and cannot spare time to attend training. Therefore, choosing the right training dates is a critical factor that can significantly affect attendance.

The purpose of this Manual is to facilitate the implementation of a methodology that will enable the delivery of high-quality training programs, transferring modern knowledge and providing concrete solutions and examples of best practices. This will lead to an increase in the quality of training programs and, over time, to greater interest on the part of producers in attending such organized training.

**THE FINAL VERSION OF THE CURRICULUM,
COURSE AGENDA, PRESENTATIONS AND
LECTURES**

Final version of the curriculum

As previously mentioned, the final version of the course curriculum is the result of collaborative work between the course leader, lecturers, and the organizational team. Since we have already devoted sufficient attention to the curriculum, we will not dwell on this segment further. It is important to emphasize that a deadline should be set for the completion of the final version of the course curriculum, preferably no later than 10 days before the start of the course.

Course agenda

The course agenda is of paramount importance for the successful delivery of the course. The agenda should be meticulously planned to ensure that the participants are not burdened with more than 8 hours of total daily activities. The agenda should have a logical sequence of activities, such as lectures and exercises, and should include well-distributed breaks to provide participants with short breaks and facilitate their continued engagement in lectures. The agenda must include registration, which involves recording participant information, as well as a time for participant introductions, company presentations, and discussions. The agenda should be emailed to all course participants a few days before the course starts, and a printed copy should be provided at registration on the first day of the course. It is advisable to provide the agenda template with a QR code that will allow participants to access the curriculum electronically and make it available on their mobile phones during the training. When creating the agenda and determining the duration of lectures, care must be taken to allocate time for participant questions during the training. This significantly contributes to the interactivity of the course.

An example of an agenda can be found in the section of the Manual – Document Templates.

Lecturer's presentations

Lecturer's presentations are one of the most important components of the course. A course lecturer's presentation is his/her own work, which is reviewed and evaluated by the course leader. The content of the presentation should be tailored to the lecture topic of the lecturer. Lecturers should submit the first version of their presentations to the course leader no later than 10 days before the start of the course. The purpose of this review is for the course leader to check for any "overlap" in presentations, i.e., if the same concepts or topics are addressed by two or more lecturers. Repetition of the same content should be avoided as it

affects the quality of the course and the attention of the participants. Additionally, the course leader verifies that the presentations are created to be comprehensible to the participants and that they provide the expected information and knowledge that will improve the operations of the companies from which the participants come. If necessary, the course leader and the lecturer will jointly make corrections to the presentation.

All course lecturer presentations will have a common first and last slide designed by the organizational team and provided to the course lecturers in a timely manner. It is recommended that the font size in the presentations is no smaller than 16pt.

After the completion of the training, presentations are sent to the participants in a copy-protected PDF format, and distributed via email.

Lecturer's delivery

The lecturer's delivery should be clear, sufficiently loud, and at an appropriate pace. The lecturer should avoid reading from notes and refrain from reading everything directly from the slides.



Lecture - Prof. dr Đorđe Moravčević

The lecturer should highlight the most important parts of the lecture through his/her presentation, engage with the participants, stimulate discussions, and adhere to the allotted lecture time. At the end of the

lecture, the lecturer should thank the audience, invite them to continue the discussion, and encourage interaction during the unofficial parts of the course.



Lecture - Prof. dr Vlade Zarić



On-line course - Discussion

ORGANIZATION OF TRAINING/LOGISTICS

The organization of a specific training is the most complex and challenging task for the organizing team. This activity involves numerous tasks that must be performed efficiently and in a timely manner to ensure the successful delivery of the training.

We will list the most important sections of this activity and explain them one by one.

Participant notification

Shortly before the start of the course (e.g., 3 days before), the organizational team sends an email to all participants, providing them with the course agenda, instructions for reaching the training location, and a contact phone number for any additional questions.

Facilities and equipment

Securing appropriate facilities and equipment is a crucial prerequisite for conducting the training. The space should be of adequate size for the planned number of participants, well-ventilated, clean, and equipped with suitable furniture (chairs, benches, tables, etc.), depending on the room setup. Common room setups include cinema-style, U-shape, T-shape, classroom, conference, and square. Depending on the chosen space and the number of participants planned, the room setup is prearranged. It is desirable for the furniture in the room to be movable to accommodate individual lectures, exercises, and discussions. It is understood that conditions for participant registration must be provided in front of the room, and it is preferable that the training venue has a place for coat storage, especially during colder seasons. Standard equipment includes a computer/laptop, video projector, and screen. If the space is larger and there are more participants, multiple projectors and an adequate number of screens may be needed to ensure a clear presentation for all participants. Depending on the room size and the number of participants, sound equipment (microphones, speakers, etc.) may also be needed. If the organizer can provide several TV screens or a video wall, this will greatly improve the quality of the presentation displays.

Refreshments and catering

Depending on the expected duration of the training, it is customary to provide refreshments or lunch. Coffee breaks and lunch are planned in the agenda, including their duration. It is the responsibility of the

organizational team to ensure timely service to avoid wasting time and to adhere to the agenda.

Participant registration

Participant registration is a task assigned to the organizational team responsible for the training. Registration takes place at the entrance to the room and includes visual identity symbols (donors, organizing organizations, and sponsors), a table with the first and last names of participants, the name of the company/farm, contact information (phone number and/or email address), and the participant's signature.



Attendance lists of participants

The registration may also include additional data such as the participant's position in the company, age group, gender, etc. It is advisable to pre-enter all known data collected from participants during the registration process into the registration form template to expedite the registration process. The registration must also include the name of the training, date, time, and location. If the training extends over several days, participant registration is conducted separately for each day.

Training material for participants

Training materials are provided to participants during the registration process. The material must include the agenda for each participant, and it is desirable for each participant to receive a notepad and pen. The

material also includes the training program in printed form if it is not provided electronically to the participants. Additionally, the material should contain an appropriate ID card with the participant's first and last name, as well as a bag with promotional materials (flyers, various items, catalogs, etc.).

Agenda

The agenda is typically printed and must include symbols of visual identity (donors, organizers, and sponsors), as well as the name, time, and location of the training. It lists the lecture topics, their duration, and the names of the lecturers. The agenda also specifies the timing and duration of breaks and other activities (exercises, discussions). Adhering to the scheduled timing of activities is crucial for the quality of the training and is the responsibility of the designated training coordinator. However, it should be noted that there are moments during the training when participants express a particular interest in a specific topic or discussion, leading to "agenda shifting". The course coordinator or the moderator of that part of the course should recognize such moments, inform the participants of the schedule adjustment, obtain their consent, and allow for further discussion on a particular topic.

Handling presentations

The organizational team should promptly collect presentations from all presenters, load them onto the computer from which the presentation will be delivered, and check the quality of the presentation on the screen or projector before the start of the training. The presentations are usually deleted from the temporary computer at the end of the training, as we have previously provided information on how to hand over the presentations to the participants.

Organization of practical training

As previously mentioned, we believe that field visits to representative farms and/or facilities, showcasing examples of best practices, are an essential part of a high-quality training program in the field of fruit and vegetable cultivation. The organizational team is responsible for arranging transportation for all participants or providing clear instructions to individual participants on how to reach the selected locations. In cases where transportation is organized, such as by bus, the team should also provide the transportation company with a printed list containing the names of all persons who will be on the bus.

Certificates and certificate supplements

The participants of the training receive certificates upon the completion of the training. Certificates are issued and signed by the responsible person of the training provider organization. Certificates should include the title, date, and location of the training, as well as the full name of the participant. Certificates often also include the visual identity (logo) of the training provider organization and may contain additional information. Certificates can be issued in one language or bilingually. A certificate supplement is a document that accompanies the certificate, has its own unique identification number, and provides detailed information about the knowledge gained during the course, including the learning outcomes for each lecture.

A sample certificate and certificate supplement are provided in the "Document Templates" section of the Manual.

What is important?

It is desirable for the organizational team to take a group photo of all training participants and subsequently provide copies to both participants and lecturers. The photo serves as a memento of the event. Taking photographs and recording video clips during the training can significantly contribute to dissemination. It is advisable to upload the photos and video recordings to social media platforms immediately.

What have we not mentioned?

There are several activities carried out by lecturers and the organizational team during both the preparation and delivery of the course. These include preparing lecturers for their lectures, finalizing presentation materials, checking the functionality of technical equipment, arranging accommodation for all representatives of the organization delivering the training when the training is held away from the organizer's headquarters, arranging transportation and accommodation for guest lecturers, arranging lists of participants, branding materials provided to participants, obtaining prior approval from donors for branding and documents, drafting contracts with lecturers, preparing financial documents, and making payments. Providing suitable conditions for the smooth implementation of the training is essential.

A critical aspect of multi-day, in-person training is creating and maintaining a positive atmosphere throughout the course to make participants feel respected and valued by the organization delivering the

course. This is achieved through the dedicated and professional approach of the entire organizational team. All lecturers should be present throughout the course, ready to engage with participants and answer their questions during breaks and informal parts of the course. The organizational team should also be approachable, promptly addressing participants' needs, communicating with participants, and contributing to the successful delivery of the course in a professional manner.

To help readers visualize what sustainable professional courses for companies and individual producers look like, this Manual also includes photographs of professional courses, including photographs of theoretical lectures, exercises, and field visits.



Certificate award - course participant Nikola Marašević

EVALUATION

Evaluation is an activity exclusively conducted by the organizational team. Evaluation involves assessing various aspects of the training as perceived by the participants. Each lecture, exercise, discussion, field visit, and the training as a whole are evaluated, with a focus on the practical applicability of the acquired knowledge.

The evaluation is conducted through three evaluation questionnaires.

1. Instructor evaluation

Each instructor is rated by the participants. Ratings range from 1 to 5, and participants have the opportunity to leave comments. As mentioned earlier, the exercises, discussions, and field visits, including each facility or farm visited, are also rated. The evaluation is conducted anonymously at the end of each training day.

2. Overall training evaluation

Each segment of the training and the training as a whole are evaluated, and participants have the opportunity to make suggestions. The evaluation is conducted anonymously immediately after the completion of the training.



Evaluation

3. Training effectiveness evaluation

This questionnaire evaluates the success of the course and the applicability of the acquired knowledge. The survey is conducted several

months after the training, following the same procedure used for assessing the needs of potential training participants.

Every response in each individual evaluation is processed and analyzed.

Why are evaluations important?

Evaluations significantly contribute to improving the quality of future training sessions. They highlight what was done well in the training and identify areas that require improvement.

The evaluation of training effectiveness provides insight into participants' readiness to apply what they have learned.

A careful analysis of evaluation results greatly enhances the quality and organization of future training sessions.

REPORT

A training report is the final document prepared by the organizational team.

The report includes information about the method and process of conducting needs assessment for producers, the training provider, the preparation of the training, the organization of the training itself, an analysis of evaluation results, and financial documents.

The report includes the Course Curriculum, Agenda, Attendance Record, and any other necessary materials as attachments.

INSTEAD OF A CONCLUSION

Knowledge is the fundamental prerequisite for competitive agricultural production. Without the application of modern technologies, innovations, the agriculture of Western Balkan countries will not be able to provide an effective response to the numerous and significant challenges of the future. These challenges include climate change, EU accession, compliance with standards, increased competition both in the EU and globally. Therefore, successful, high-quality, and continuous knowledge transfer is the basic condition for success.

In conclusion, it is important to emphasize that professional courses for companies in the fruit and vegetable sector are based on four foundations:

1. Assessing the needs of the companies.
2. Selecting topics and lecturers who, with their quality and expertise, provide knowledge that enhances the companies' operations.
3. Professional organization of the training by combining interactive lectures and field training.
4. Evaluation – aimed at continuously improving the knowledge transfer system to meet all the needs of companies.

This Manual is a small but, hopefully, useful contribution to the establishment of an effective knowledge transfer system, especially for organizing training for commercial producers and companies in the fruit and vegetable sector.

DOCUMENT TEMPLATES

Appendix 1

1. *Name of the business organization/farm:*

2. *Primary activity (please circle one or more of the provided answers:*
 - a) production
 - b) processing
 - c) storage
 - d) trade
3. *On average, how many days do you store products during a calendar year?*

4. *In the last three years, how has your company's business volume changed?*
 - a) Decreased by more than 20%
 - b) Decreased by 10%
 - c) Stayed the same
 - d) Increased by 10%
 - e) Increased by more than 20%
5. *Your investments in the past three years have primarily been in the following areas:*
 - a) production
 - b) processing
 - c) storage
 - d) trade
6. *Of the total investment volume you undertake, what percentage (%) is financed from external sources:*
 - a) bank loans _____
 - b) IPARD _____
 - c) other programs _____
7. *What are the biggest obstacles to increasing production/trade?*
 - a) administrative
 - b) financial
 - c) technical
 - d) education and skills
 - e) climatic
 - f) other: _____

8. List the most important horticultural or fruit products you grow or purchase:

vegetables	fruits

9. Have you noticed a difference in your business between products obtained from protected areas (PA) and those from open fields (OF) in the following segments (1-disagree; 3-no difference; 5-agree):

Products from greenhouses/glasshouses	1	2	3	4	5
They taste better					
They have a more appealing and uniform appearance					
We have them throughout the year					
They have a longer shelf life					
They are safer for health					

10. In your opinion, the following factors influence the quality of primary products in horticultural and fruit production (1-no influence; 5-dominant influence):

Factor	1	2	3	4	5
Climate					
Soil Variety					
Sorta					
Crop rotation					
Cultivation system (conventional, integrated, organic)					
Fertilization					
Irrigation					
Specific agronomic measures					
Harvesting time and method					
Storage conditions					
Other					

11. Which target customer group is most important for your business:

- other companies
- end consumers
- both other companies and end consumers

12. How many trade fairs do you, as an exhibitor, visit annually?

13. *The level of education of the person making daily decisions about agricultural production or other primary activities is:*

Only agricultural experience gained through practice	Secondary school
Completed courses in agriculture	College or university degree in agriculture
Secondary agricultural school	College or university degree in a field other than agriculture

14. *Has the person making daily decisions attended any training in the relevant field in the last 12 months?*

15. *How important would training in the following areas be for your business:*

Topics	Not Important	Slightly Important	Moderately Important	Important	Very Important
Production standards					
Fruit production					
Vegetable production					
Modern technologies					
New products					
New services					
Product storage					
Product packaging					
Marketing					
Market research					
Export market requirements					
Other					

16. *What positive effects do you expect from training?*

Effects	Not Important	Slightly Important	Moderately Important	Important	Very Important
Increased knowledge					
Increased motivation					
Established contacts					
Project development					
Applicable knowledge					
Other					

17. *What are the main barriers to training your employees?*

Barriers	Not Important	Slightly Important	Moderately Important	Important	Very Important
Lack of time					
Insufficient information					
High costs					
Other					

18. Please specify/rate the extent to which you agree with the following statements about new technology (1-no impact; 5-dominant impact):

New Technology	1	2	3	4	5
... is useful for production					
... provides important information for production decisions					
... increases productivity					
... simplifies production processes and reduces labor					
... helps reduce negative environmental effects					
... increases producer revenues					
... new digital technology is more important than production technology					
... reduces production costs					

19. Please state the reasons why you do not use new technology in your production (You can choose one or more answers that apply):

Reasons for Not Using New Technology:	Satisfied	Not Satisfied
New technology is expensive for me		
I lack sufficient information		
My production takes place on a small scale		
There is no technology that suits my production		
I will probably use new technology in the future		
I am not interested		

20. What is the optimal duration of training for your business?

- a) 1 day
- b) 3 days
- c) 5+ days

Training period?

- a) During the workweek
- b) On weekends
- c) A combination (workweek + weekend)

21. Respondent Information:

Name and Surname	
Position in the company, on the farm, etc.	
Phone	
Email	
Highest level of formal education	
Training, workshops, and other forms of informal education attended	

*Appendix 2***INTENSIVE PRODUCTION OF VEGETABLES AND FRUITS IN A PROTECTED AREA****September __ - __, 202_****Course content**

The course “Intensive vegetable and fruit production” was created based on the identified needs of the industry according to the model developed in cooperation with the UC Davis Postharvest Center, and thanks to the _____ . The course represents an innovation in knowledge transfer in Serbia and will enable participants to directly apply knowledge in their business.

The course is intended for participants engaged in commercial production of vegetables and fruits in a protected area and will enable them to gain state-of-the-art knowledge about the benefits and effects of different forms of protected areas (tunnels, greenhouses, glasshouses, anti-hail systems), properties of covering materials, irrigation and fertigation systems, technologies for growing vegetable and fruit species (seedlings, tomato, pepper, lettuce, strawberries, blueberries, blackberries, raspberries), as well as business plan development and marketing and selling of fresh vegetables and fruits.

I

The first day of the course is designed to introduce participants to the basic concepts and basic knowledge related to protected areas and covering materials, management of irrigation and fertigation systems, equipment systems and materials in soilless vegetable growing. The lectures will also cover modern technologies in the production of raspberries and blackberries in a protected area, and especially modern technologies for growing blueberries in a protected area. Lectures on physiological characteristics and changes in fruits after harvest, the processes of fruit ripening and aging and the application of ethylene and temperature in the post-harvest preservation of fruits.

Day 1

Lecture topic	Lecturer
Protected areas and covering materials	
Group discussion	Svi predavači

Protected areas and covering materials

Lecturers: Dr. Đorđe Moravčević & Dr. Jasminka Milivojević

Lecture description:

The effects of agroecological factors on the production of fruits and vegetables in the open field, primarily due to global climate change, are increasingly difficult to predict, so the profitability of that production is therefore increasingly questionable. By relocating the production of fruits and vegetables to various forms of protected areas, production becomes predictable, primarily due to the fact that agro-ecological factors can mostly be brought to the optimal state in a controlled manner, as required by certain types of fruits and vegetables. Within this course, participants will gain knowledge that will allow them to independently consider the possibilities of applying different forms of protected areas for growing certain species of fruits and vegetables, and to define the control level of production processes through the selection of appropriate equipment and automation.

Lecture content:

Within this course, participants will be introduced to the most important forms of protected areas, their construction solutions, indoor installations, equipment and possibilities of microclimate automation, plant growth monitoring, various protective and covering materials, other specialized equipment, as well as opportunities to purchase various constructions of protected/semi-protected areas in Serbia, the dynamics of their production and price.

Lecture aims:

Acquiring knowledge that will enable participants to define the type and equipment in a protected area in a professional way for appropriate fruit or vegetable production.

Introducing course participants to the possibilities of controlling agroecological factors in protected areas.

Lecture duration: 45 minutes

II

During the second day, the course participants will be introduced to modern technologies for strawberry production in a protected area, modern techniques for seedling production in a protected area, modern technologies for growing tomato, pepper and leafy vegetables in a protected area, developing business plans and selling and marketing of fresh vegetables and fruits.

Day 2

Lecture topic	Lecturer
Modern technology of strawberry production in a protected area	Dr. Jasminka Milivojević
A round table discussion	All lecturers

Modern technology of strawberry production in a protected area

Lecturer: Dr. Jasminka Milivojević

Lecture description:

The increased demand for fresh strawberry fruits throughout the year appears as a result of the growing awareness of consumers about the nutritional and medicinal properties of this fruit. In order to ensure earlier ripening time or continuous fruiting over a longer period of time, there is a need to select appropriate varieties of strawberries, growing systems and forms of protected areas (greenhouses, tunnels, covers). In addition, the application of these constructions provides the possibility of protecting plants from unfavorable abiotic factors (rain, frost, strong intensity of solar radiation and wind). Depending on the type of constructions, complete or partial control of microclimatic factors in them can be provided, which also determines the possibility of programming the ripening time with achieving one or more production cycles during the year. Modern technology of strawberry cultivation includes timed planting of plants, selection of seedling type and appropriate growing system (soil/substrates) with adaptation to biological characteristics of selected varieties (floricane fruiting and primocane fruiting); as well as optimization of the application of agro- and pomotechnical measures in regular production.

Lecture content:

The lecture introduces the factors that affect the success of strawberry production in a protected/semi-protected area with special emphasis on different growing systems and production cycles to program the ripening time and supply the market with locally produced high-quality fruits. The lecture will include the following:

- Possibilities of application of different forms of protected areas (high and low PE tunnels, greenhouses, covers) in strawberry production and regulation of microclimatic factors inside constructions (temperature, relative humidity, intensity and spectral composition of light);

- Possibilities of application of different cultivation systems: 1) hydroponic growing in pots/bags (optimization of container size and position inside the construction, determination of optimal planting time and type of seedlings according to programmed ripening time, the correct choice of substrate mixtures, planting density, nutrition and irrigation management) and 2) growing in the soil of the construction (application of single-row and double-row growing systems, differently colored mulch foils, selection of varieties – florricane/primocane fruiting).

Lecture aims:

Acquiring knowledge about the possibilities of modification of microclimatic conditions in various constructions of a protected area with the aim of achieving off-season strawberry production and protection of plants from the harmful effects of abiotic factors;

Developing the ability to properly select the cultivation technology in accordance with the characteristics of the cultivated variety – the combined influence of the variety and growing technology;

Acquiring skills in performing all operations from planting to fruit picking;

The ability to apply the acquired knowledge in practice.

Lecture duration: 60 minutes

A round table discussion

It should enable the exchange of opinions, the presentation of problems that participants have in the production and the intensive exchange of opinions of participants and lecturers on the topics of the Course and other topics raised.

Duration: 45 minutes.

III**Day 3**

On the third day, the Course participants will visit three producers who are engaged in intensive production in the protected area using modern technologies, namely: producer of blueberries in the protected area, producer of several types of vegetables in the protected area and producer of several varieties of strawberries in the protected area.

In this way, the Course participants will be shown modern technologies that they heard about during lectures, will be able to exchange experiences with producers and will receive answers from lecturers to all practical questions.

Lecturers in charge: Dr. Jasminka Milivojević & Dr. Đorđe Moravčević

Duration (visit): 6–8 hours.

Appendix 3

PROFESSIONAL COURSE FOR FRUIT AND VEGETABLE PRODUCERS COMING SOON IN NIŠ

The Specialist Course "Intensive Production of Vegetables and Fruits in Protected Environments and Post-Harvest Product Storage" will take place from __ to __ March 202_ in ____, organized by the AgroNET Center for Education and Research in collaboration with the Faculty of Agriculture at the University of Belgrade.

This course is designed for individuals engaged in commercial fruit and vegetable production, as well as those involved in storage and sales of these products, who wish to enhance their knowledge in these fields. The course represents an innovation in knowledge transfer in Serbia and the region. Through interactive lectures, practical exercises, real-world examples, and organized visits to facilities for protected cultivation and product storage, participants will gain access to the most important current information and trends that can be applied in their businesses. Instructors include professors from the Faculty of Agriculture at the University of Belgrade and successful entrepreneurs with extensive experience.

Over the course of 5 days, participants will have the opportunity to learn more about the following topics: Advantages and effects of various forms of protected environments (tunnels, greenhouses, glasshouses, hail protection systems); Irrigation and fertigation systems; Cultivation technologies for vegetables and fruit species; Fundamentals of organic production; Post-harvest storage of fresh vegetables and fruits; Various sources of financing; Sales in regional and European markets, as well as the U.S. market.

On the last day of the event, a Forum will be organized, featuring representatives from the Ministry of Agriculture of Serbia, regional chambers of commerce, major fruit and vegetable producers and exporters from the region, as well as representatives of equipment distribution companies. Following discussions, the forum is expected to generate conclusions and recommendations for state entities and chambers of commerce in the region.

The course agenda is attached, and you can find additional information at <https://agronetbeograd.rs/>

The deadline for applications is __ March 202_. Please note that the number of participants is limited. For further information, please contact the AgroNET team at the following email address: agronetbelgrade@gmail.com or call the following number: +381 63 _____.

AgroNET Center for Education and Research was founded in 2018 by a team of esteemed professors from the Faculty of Agriculture at the University of Belgrade, with the support of the USAID Competitive Economy Project. The Center's objective is to provide short-term certification courses to facilitate capacity building among professionals and promote lifelong learning. To date, AgroNET has developed and conducted six courses covering topics such as protected cultivation of fruits and vegetables, post-harvest product storage, modern approaches to winemaking, and future-oriented sales and marketing. These courses have been attended by over 230 producers from Serbia and the region, receiving top-notch evaluations.

*Appendix 4***INVITATION FOR PARTICIPATION IN THE COURSE "INTENSIVE PRODUCTION OF BERRY FRUIT IN PROTECTED AREAS NEW TRENDS AND CHALLENGES"**

Dear Sir/Madam,

AgroNET - Center for Education and Research at the Faculty of Agriculture, University of Belgrade, in accordance with the expressed needs of producers, has created a specialized course titled "Intensive Production of Berry Fruit in Protected Areas - New Trends and Challenges," which will be held from __th to __th February 202. The venue for the course will be _____ at the _____ Hotel.

The course is designed for participants involved in commercial berry fruit production.

Through interactive lectures, exercises, real-life examples from practice, and organized visits to production facilities, participants will gain contemporary knowledge and innovative approaches. The challenges of climate change are an essential topic, and the lectures will address the challenges posed by climate change and modern solutions applied in production and product preservation to mitigate the negative effects of climate change.

The first and second days of the course are designed to introduce participants to the fundamental concepts and basic knowledge related to protected areas, covering materials, and microclimate regulation. It will also cover the management of irrigation and fertigation systems. Participants will then have a practical exercise. The lectures will include the following topics: Modern technology for strawberry production in protected areas, Experiences, challenges, and issues in raspberry production in Serbia - a producer's perspective, Modern technology for raspberry production in protected areas, Biostimulants in berry fruit production, Modern technology for blueberry production in protected areas, Protection of berry fruit from disease and pests, Berry fruit sales.

Networking is an opportunity for participants to introduce themselves, present their companies, and connect with each other at the end of the first day of the course. The roundtable discussion on the second day allows for the exchange of opinions and experiences among participants and with the lecturers.

The third day of the course is reserved for visiting two producers engaged in intensive blueberry, strawberry, and raspberry production using modern technologies.

Thanks to the support of the USAID EDGE project, based on the research of your needs, the course has a subsidized price for participants. Option 1 - The registration fee for the entire course is _____ dinars and includes course materials, a certificate, meals (lunch, coffee breaks, refreshments) for all three days, as well as organized transportation for visits to selected facilities. Participants are responsible for their travel, accommodation, and personal expenses during the course. Option 2 - Participants interested in only part of the course can choose to pay the registration fee for the day of their choice, in the amount of _____ dinars. This fee includes course materials, a certificate, meals (lunch, coffee breaks, refreshments), and organized transportation for visits to selected facilities. Participants are responsible for their travel, accommodation, and personal expenses during that period.

For course participants who wish to stay at the _____ Hotel, a special accommodation rate is provided. When making a reservation, please indicate that you are a participant in the AgroNET-organized course.

The number of participants is limited to 35.

Priority registration and a guaranteed spot in the course will be given to participants who apply first and pay the necessary registration fee.

To apply, please send an email to: agronetbeograd@gmail.com with the following information: Name and surname, company, position in the company, email address, phone number, a note specifying which option you are applying for, or fill out the application by clicking on the LINK.

The registration fee should be paid to: AgroNET - Center for Education and Research, Belgrade - Zemun, Nemanjina 6, VAT: _____, account: _____ - Bank: _____. **The deadline for registration (registration fee payment) is .._.**

The course agenda will be sent to participants three days before the start of the course.

For more information, please contact us by email at agronetbeograd@gmail.com or by phone at: +38163 _____.

We look forward to your participation!

Best regards,

AgroNET Team

Appendix 5

INTENSIVE PRODUCTION OF BERRIES UNDER PROTECTED AREA NEW TRENDS AND CHALLENGES

February __-__, 202_, _____ - hotel _____

February __, 202_		Day 1
13:00 – 13:30	Registration	
13:30 – 13:45	Official opening	
13:45 – 14:30	Specifics of protected areas and the regulation of microclimate	Prof Jasminka Milivojević, Faculty of Agriculture
14:30 – 15:30	Management of irrigation and fertigation systems in a protected area	Olivera Lukačević, dipl. ing. Avital doo
15:30 – 16:00	Coffee break	
16:00 – 16:30	Exercise	Olivera Lukačević, dipl. ing. and Prof Jasminka Milivojević
16:30 – 17:30	Modern technology of strawberry production in a protected area	Prof Jasminka Milivojević, Faculty of Agriculture
17:30 – 18:15	Networking	
February __, 202_		Day 2
09:00 – 09:30	Registration	
09:30 – 10:00	Experiences, challenges and problems in raspberry production - perspective from the point of view of producers	Svetlana Cvijanović, Union of Associations of Agricultural Producers of Western Serbia
10:00 – 11:00	Modern technology of raspberry production in a protected area	Prof Jasminka Milivojević, Faculty of Agriculture
11:00 – 11:30	Coffee break	
11:30 – 12:15	Application of biostimulators in the production of berries	Biljana Oljača, dipl. inž. Horticentar Adria doo
12:15 – 13:15	Modern technology of blueberry production in a protected area	Prof Jasminka Milivojević, Faculty of Agriculture
13:15 – 13:45	Blueberry production - Cooperation - response to challenges	Saša Bjelobrck, Serbian blueberry farms
13:45 – 14:45	Lunch	
14:45 – 15:00	Production of raspberry seedlings in containers in a coconut substrate	Zoran Radovanović, Floriva doo
15:00 – 15:45	Protection of berries from diseases and pests	Marija Milenković Kolundžija, dipl. ing. advisor Prof Vlade Zarić, Faculty of Agriculture
15:45 – 16:30	Marketing and sales of berries	Aleksandar Anđelković and Nikola Marašević, Plan Agrar
16:30 – 17:30	A round table discussion & coffee	All lecturers and participants
February __, 202_		Day 3
09:30	Registration and departure (expected trip duration 30 minutes)	
10:00 – 11:30	Intensive blueberry production under the anti-hail system - a comparative presentation of cultivation technology in soil and in pots (an example from practice, <u>Novo Selo</u>)	
11:30 – 14:30	Intensive raspberry production in the open field and in a protected area (an example from practice, Ribari i Dublje) Intensive strawberry production in a protected area (an example from practice, Gornja Vranjska)	
15:00	Back to the starting location	



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Appendix 6



Course CLIMATE CHANGE, RENEWABLE ENERGY SOURCES, CHALLENGES AND SOLUTIONS IN AGRICULTURE

Place: _____

Date: __. __. 202__.

	Name and surname	Company/place	Position in the company	E-mail	Phone
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

Appendix 7



*Appendix 8***CERTIFICATE ADDENDUM**

The purpose of this addendum is to provide a description of the nature, level, relevance, content, and status of the Course completed by the individual named in the original document to which this addendum is issued.

Certificate Holder: _____

Certificate Issuer: **AgroNET - Center for Education and Research, Belgrade - Zemun, Nemanjina 6**

Language of Instruction: **Serbian Language**

Course Title: **CLIMATE CHANGE, RENEWABLE ENERGY SOURCES, CHALLENGES AND SOLUTIONS IN AGRICULTURE**

Course Contents No. Lecture Title, Lecturer Learning Outcomes

1. Climate Change in Agriculture - Causes, Processes, and Projections

Prof. Dr. Ana Vuković Vimić - Understanding the climate system and interactions of its components

- Understanding the dynamics of climate change in the past and future
- Understanding the issues of climate change from global to local levels
- Recognizing the nexus of agriculture-water-soil in climate change adaptation planning
- Information about the characteristics of climate change in the region
- Information about the changing frequency and intensity of climate hazards due to climate change
- Understanding the importance of considering climate change in decision-making in agricultural production

Purpose of Acquired Knowledge: The recipient of this document, by attending the CLIMATE CHANGE, RENEWABLE ENERGY SOURCES, CHALLENGES AND SOLUTIONS IN AGRICULTURE course, has been introduced to the causes, processes, and projections of climate change. They have gained basic knowledge about renewable energy sources and their potential applications in agriculture, the potential of renewable energy sources in Serbia and the Western Balkan countries, the use of

geothermal energy, biomass, and the economic potential of renewable energy sources. They understand the possibilities and conditions for using agricultural land for the construction of renewable energy sources. They are familiar with the possibilities of using solar systems (photovoltaic panels), their potential, economic benefits, and practical experiences. They understand how heat pumps are used and their potential for heating buildings and agricultural production. They have learned about circular economy, its principles, and the transition from a linear to a circular economy. They are familiar with the measures applied in adapting to climate change in fruit production and viticulture. They have gained knowledge about the potentials, effects, and applications of precision agriculture technologies and can assess the extent of climate change on general and individual agricultural production and measures to mitigate negative effects using precision agriculture technologies. They are acquainted with various adaptation measures to the challenges posed by climate change in vegetable production. The acquired knowledge and experience can be directly applied in practice, allowing the holder to formulate their own approaches to production, reduce costs, increase yields, and achieve higher profits.

Source of Additional Information:
www.agronetbeograd.rs

Certificate
No:___/202_
Place:Serbia, _____
Date:__.__.202_.

Responsible Person:

Director

Appendix 9

Course Evaluation _____ (Course Name)

Location and Date: _____

Individual assessment of lectures		Please mark					Comments:
		excellent	very good	good	satisfies	does not satisfy	
Day, date, month, year							
1	Lecture/lecturer:						
2	Lecture/lecturer:						
3	Exercise _____:						
4	Discussion _____:						

Individual evaluation of the visit		Please mark					Comments:
		excellent	very good	good	satisfies	does not satisfy	
Day, date, month, year							
1	Detour _____:						

Appendix 10

Course Quality Evaluation

Course Name _____

Location, Day, Date, Month, Year

(Please mark the appropriate response in each row)

Sector: Business NGO UniversityPosition: Owner Director Process Manager EmployeePersonal: Female Male Under 35 years old Over 35 years old**Please indicate your impressions about the following items by marking 'x' in the selected circle**

	Completely Agree	Agree	No Opinion	Disagree	Completely Disagree
1. The training met my expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I will be able to apply what I have learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The training objectives were clear and relevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The training was well organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The training was easy to follow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The provided materials were adequate and useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Presenters were prepared and had adequate knowledge of the training topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. There was enough time for questions and discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The training room and conditions were adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How do you rate the overall training?

Excellent	Very Good	Good	Average	Poor
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Which parts of the training could be improved, and what is missing?

12. Other Comments?

Thank You!

Appendix 11

Course Success Survey

" _____ **Course name** _____ "

Dear participants of the professional course " _____," please take a few minutes to answer four brief questions. Your contribution will be greatly appreciated in improving future courses.

1. Do you believe that the information you received in the course can be useful in improving your production? *(You can choose one answer)

Yes	
No	

2. Which area(s) of the course interested you the most and inspired you to think of them as useful for your production? *(You can choose multiple answers)

3. Do you plan to implement or introduce some of the measures and practices you learned in the course into your production _____? *(You can choose one answer)

Yes	
I am already implementing some of them	
No, I believe they would not improve the quality _____ or sales	

4. When do you think you might implement some of the measures or practices? *(You can choose one answer)

I will implement some measures/procedures next year	
In the next 5 years	
When I establish new plantations	

Thank you!

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