

MANUAL FOR TRAINERS

SCOTLAND

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Version 1



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PARTNERS



Landwirtschaftskammer
Niedersachsen



HBLFA
Raumberg-Gumpenstein
Landwirtschaft



www.eu4shepherds.eu

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Manual for trainers: Scotland

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1. Introduction.

Welcome, and thank you for visiting us!

Obviously, you are interested in extensive sheep farming and/or transhumant and itinerant shepherding and want to improve your teaching skills or want to become a trainer?

Irrespective of your professional background - if you are a sheep farmer with or without professional training, a shepherd with or without professional training, a teacher, a trainer in non-formal training or capacity-building programs, an advisor for NGOs or cooperatives, involved in formal or non-formal training - we hope that the curriculum we offer here is interesting and helpful for your needs or interests.

As training for extensive shepherds requires a broad knowledge in different sectors, a training program, a trainer team or a trainer partnership should together possess the following skills:

1. Practical knowledge
2. Technical knowledge or know-how
3. Management and organisational competences
4. Pedagogical and didactic competences
5. Personal and social competences
6. Media competences

Individual trainers do not need all of the skills listed above but they should be present in the range of people or team providing the training program.
You will find each of the skills elaborated with additional information further on.

On the basis of the information we have collected in many interviews with trainers and shepherd schools, we recommend that anyone who wants to train shepherds for extensive and/or sustainable sheep management or breeding, should have the following skills or attitudes:

- Be convinced of the importance and value of sustainable sheep keeping.
- Be aware of animal welfare.
- Have a minimum technical knowledge and be able to describe and present this knowledge in the most appropriate way (theoretical, practical, etc.).
- Have at least some ideas or concepts of how to transfer the information which is to be shared through the course.
- Be ready to learn and apply new or other methods of transferring information or teaching.
- Be ready to coordinate their teaching with the subjects/skills of other teachers/trainers in the training program.

- Admit the relativity of their knowledge and/or experience – there might be other possibilities or options which are equally valid.
- Enjoy contact with people – mainly young people.
- Enjoy sharing knowledge, experiences, competences.
- Be able to listen to pupils or students and try to understand “where they come from”, what their access to shepherding is, why they want to learn it.
- Have caring and/or tutoring aspects in their character and their interaction with participants in the training.

Before starting to study the curriculum, you might want to do our self-reflection exercise to become aware of your skills, your attitudes and see where your strengths are.

You will also find the link to access the curriculum developed for shepherds:
<https://www.eu4shepherds.eu/content/training-platform>

Hope you enjoy the materials!



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2. Self-reflection. Initial version.

As mentioned in the previous section, before you start studying the curriculum, you can do a self-reflection exercise to become aware of your skills, your attitudes and see where your strengths are.

Rate from 1 to 5 your competences in the following areas of sheep keeping:

- Practical knowledge
- Technical knowledge/know-how
- Management and organisational competences
- Pedagogical and didactic competences
- Personal and social competences
- Media competences

Link to the self-reflection graphic: <https://eu4shepherds.eu/node/add/self-reflection>

3. Identification of the needs, difficulties and challenges for trainers in each country.

In order to understand what a future shepherd trainer needs and to see the current situation of shepherd training, trainers from the countries participating in the Eu4shepherds project have been consulted. The summary of the information obtained can be found in the annex attached to this document (chapter 7).

4. Trainer Module.

From the information collected from experts in pastoralist training, we have concluded that the training of extensive pastoralists requires a broad knowledge in different sectors. The team of trainers for extensive and/or sustainable shepherds should possess the following skills:

1. Skill: Practical knowledge	
<u>Content</u>	<ul style="list-style-type: none"> ● Experience in herd/flock and dog management ● Veterinary experience ● Experience in using tools, fencing...
<u>Additional information</u>	<ul style="list-style-type: none"> ● Link to training platform: https://eu4shepherds.eu/content/training-platform

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- Link to Modules 2, 6, 7 of the Scottish Training Modules (<https://eu4shepherds.eu/content/training-platform>)
- Sheep Veterinary Society, Knowledge Hub (<https://sheepvetsoc.org.uk/knowledge-hub/>)
- National Sheep Association, Next Generation, Advice for New Sheep Keepers (<https://www.nationalsheep.org.uk/next-generation/starting-your-own-flock/>)

Training facilities:

- LANTRA is a UK wide organisation providing training courses & accreditation in agricultural industries (<https://www.lantra.co.uk/>)

Good practice examples for implementing training:

- Jasmine Grant, Braehillor Sheepdogs, Online & Face-to-Face Sheepdog Training (<https://www.facebook.com/braehillor/>)
- Farm Advisory Service New Entrant Scheme (<https://www.fas.scot/new-entrants/>)

2. Skill: Technical knowledge/know-how

Content

- Knowledge of the environment
- Knowledge of breeding and feeding systems
- Knowledge about products and transformation processes (cheese, wool, meat, leather)
- Economic and administrative knowledge
- Marketing
- Knowledge of the environment, habitat management and ecosystem services
- Animal management
- Risk management and safety for shepherds
- Legal requirements
- Breed selection
- Livestock protection
- Animal welfare
- End use/business goals and processing (milk, wool, meat, sheepskin and leather). Local food production
- Communication
- Technology (GPS, satellite technologies, apps, digitalization ...)

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Additional information

- Link to training platform (all 11 modules have relevance for this skillset): <https://eu4shepherds.eu/content/training-platform>
- Link to existing guidelines, manuals: The Scottish Welfare of Sheep: Code of Practice (<https://www.gov.scot/publications/code-practice-welfare-sheep/>)

Training facilities (see country versions)

- **LANTRA** is a UK wide organisation providing training courses & accreditation in agricultural industries (<https://www.lantra.co.uk/>)
- **Moredun Institute (Veterinary Medicine)** (<https://moredun.org.uk/resources>)
- **Scottish Rural Colleges (SRUC): Training Courses** (<https://www.sruc.ac.uk/study-with-us/find-apply-for-your-course/training-courses/>), **Beef & Sheep Research Centre** (<https://pure.sruc.ac.uk/en/organisations/beef-and-sheep-research-centre>), **Smart Sheep** (<https://www.sruc.ac.uk/all-news/smart-sheep/>),
- **Borders Colleges** (<https://www.borderscollege.ac.uk/courses/agriculture-nc-3>)
- **Orkney College (UHI)** (<https://www.orkney.uhi.ac.uk/studying-at-oc/departments/agriculture/>)
- **Scottish Crofting Federation** (<https://www.crofting.org/training/>)
- **Rare Breeds Survival Trust (RBST)** (<https://www.rbst.org.uk/>)
- **Lochview Rural Training** (<https://lochviewruraltraining.co.uk/>)
- **Accidental Smallholder** (<https://www.accidentalsmallholder.net/>)

Good practice examples for implementing training:

- **Women in Agriculture Taskforce** (final report) (<https://www.gov.scot/publications/final-report-women-agriculture-taskforce/pages/17/>)

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3. Skill: Management and organisational competences

Content

- Accountancy / Bookkeeping / Business Plans
- Subsidies, e.g New Scottish Agricultural Payment model post EU, ELMS in England
- Management plan for livestock breeding
- Labour legislation
- Health and safety regulation
- Developed workplans (all levels)

Additional information

- Link to training platform: <https://eu4shepherds.eu/content/training-platform>
- Link to Module 4 in Scottish Course (<https://eu4shepherds.eu/content/training-platform>)
- Link to New Payments Model Scotland (<https://www.ruralpayments.org/topics/all-schemes/preparing-for-sustainable-farming--psf-/>)
- Health & Safety in Farming Guide (UK Government) (<https://www.gov.uk/guidance/farm-health-and-safety>)
- HSE (Health & Safety Executive) in Agriculture (<https://www.hse.gov.uk/agriculture/>)

Training facilities:

- LANTRA is a UK wide organisation providing training courses & accreditation in agricultural industries (<https://www.lantra.co.uk/>)
- National Farmers Union (NFU) Training Programmes (<https://www.nfumutual.co.uk/farming/farm-safety/farming-training-solutions/>)
- Yellow Wellies Farm Safety Foundation (<https://www.yellowwellies.org/>)
- Business Gateway Scotland, advice & support for start-ups & developing businesses in Scotland (<https://www.bgateway.com/>)

Good practice examples for implementing training:

- RSABI (Supporting People in Scottish Farming) Practical, Emotional & Financial Support to people in Scottish Farming (<https://www.rsabi.org.uk/>)

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4. Skill: Pedagogical and didactic competences

Content

- Basics of communication
- Analysis of the target group and the needs
- Support for progression routes
- Development and facilitation of teaching and learning settings
- Different teaching methods
- Feedback and evaluation methods
- How to handle conflicts
- Understanding group dynamic
- Social inclusion

Additional information

- Link to training platform: <https://eu4shepherds.eu/content/training-platform>

Training facilities:

- City & Guilds Delivering Training Course
(<https://www.cityandguilds.com/qualifications-and-apprenticeships/learning/teaching/6258-delivering-training#tab=information>)
- Skills Development Scotland
(<https://www.skillsdevelopmentscotland.co.uk/for-learning-providers/>)
- Total Success Training (free online short course on training delivery)
(<https://www.totalsuccess.co.uk/free-online-train-the-trainer-course/>)

Good Practice Examples for Facilitating Training:

- Scottish Association of Young Farmers (SAYFC) worked with Machinery Rings from different parts of Scotland to offer discounted training to Young Farmers in practical skills (<https://www.ruralnetwork.scot/news-and-events/news/discounted-practical-training-young-farmers>)

5. Skill: Personal and social competences

Content

- Communication (Basics, practical communication skills /to be able to communicate)
- Group psychology/dynamics

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- Moderation
- Mediation and De-escalation
- Conflict management
- Feedback management
- Stress management
- Motivation management

Additional information

- Link to training platform: <https://eu4shepherds.eu/content/training-platform>

Training facilities (see country versions)

- List of free and paid courses in emotional intelligence collated through Coursera (<https://www.coursera.org/courses?query=emotional%20intelligence>)

6. Skill: Media competences

Content

- Different types of media: power point, flipchart, pictures, videos, whatsapp
- Online and offline medias
- Copyright and GDPR (General Data Protection Regulation)
- Presentation skills

Additional information

- Link to training platform: <https://eu4shepherds.eu/content/training-platform>
- Link to free training on Data Protection from the ICO (Information Commissioners Office) (<https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/training-videos/>)

Training facilities:

- ICO (Information Commissioners Office) provides training & advice on data protection & GDPR for individuals & organisations (<https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/training-videos/>)
- Business Gateway Scotland Free Business Digital Webinars & Other Training (<https://www.bgateway.com/resources/digitalboost>)

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- Free Online Courses in Digital Communication & Marketing from Google (<https://learndigital.withgoogle.com/digitalgarage/f2f>)
- List of Courses (Free & Paid) in Communication Skills (<https://www.coursera.org/courses?query=presentation%20skills>)

Good practice examples for implementing training

The Media Trust provides low cost & free digital communication supports for charities and not-for-profit organisations (<https://mediatrust.org/communications-support/training-courses/>)

5. Self-reflection. Final version.

Once you have reviewed the content of the training platform and the competencies that a shepherd trainer should have (see chapter 6), you can take the self-assessment again to see your progress. Compare the graph with the initial one. We hope that you have implemented your knowledge.

Link to the self-reflection graphic: <https://eu4shepherds.eu/node/add/self-reflection>

6. Link to platform

The innovative and non-formal training model for shepherds has been proposed by 9 entities from 7 partner countries and has been developed within the project "EU4Shepherds- INNOVATIVE TRAINING FOR SUSTAINABLE SHEPHERDS", co-funded by the Erasmus+ Programme of the European Union.

The countries participating in the project represent some of the most important territories in Europe when it comes to extensive livestock farming models. Spain and Portugal in the west, Scotland in the north, Romania and Bulgaria in the east, or Austria (the Alps) together with Germany in the centre of Europe.

The curriculum for the training of extensive shepherds in this project consists of 11 modules. These modules cover the knowledge that a shepherd should master.

The 11 modules are:

1. Environmental knowledge, habitat management and ecosystem services
2. Livestock management
3. Livestock risk management and safety
4. Legal requirements
5. Breed selection
6. Livestock protection
7. Animal welfare
8. End use/commercial purposes and processing (milk, wool, meat). Local food production
9. Marketing

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- 10. Communication
- 11. Technology (GPS, satellite technologies, apps, digitisation)

Each of the modules can be found in the attached link:

<https://www.eu4shepherds.eu/content/training-platform>

Each module is accompanied by a video, which explains the importance of the module and its contents. The module is followed by a transcript of the video, the biography used, as well as links to further information on the contents.

7. Annex: Identification of the needs, difficulties and challenges for trainers in each country.

The best way to analyse the problems in the current training of extensive shepherds is to identify the needs, difficulties and challenges for trainers, through individual interviews with trainers experienced for shepherds in each country.

After the interviews, their needs has been identified and its proposals for methodological needs have been collected. The characterization was carried out through interviews in each country, and a comparative and descriptive analysis of the needs identified.

The summary of this information in the seven countries that participate in the project is below:

7.1. Bulgaria

7.1.1. Situation of extensive sheep farming in Bulgaria.

In the recent past, extensive sheepbreeding in Bulgaria was a major industry. The prevailing mountainous and semi-mountainous regions with natural pastures and meadows were an ideal prerequisite for the development of extensive pasture sheep farming in our country. With the intensification of agriculture, urbanization, and the mass migration of the rural population to the big cities, pastoral animal husbandry is drastically reduced. Entire regions in the mountainous parts of the country are being depopulated as the young people seek livelihood in the cities. Thus, traditional pastoral sheep farming and the related traditional production of sheep products is drastically decreasing. At the same time, intensive technologies and imported high-productivity sheep breeds suitable for this farming model are entering massively in the country. These intensive farms are located in the plain parts of the country where infrastructure is good, as well as communications and market links are good. This has an extremely negative impact on traditional extensive sheep farming with local breeds of sheep, as well as on rural areas

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in mountainous and semi-mountainous areas in Bulgaria, where the people rely mainly on grazing livestock.

The difficult way of life of the extensive shepherds in the disadvantaged mountain areas makes it difficult to find labor in this profession. Most people prefer to do any kind of general work but not to be extensive shepherds. In the recent past, during the Communist period of our country, the professional shepherds worked in the State Cooperative Farms, were the main workers in the farms in the present days, already changed state system. But now these people are quite old, or many of them have died. Now the contingent is radically different - people without education are usually hired as shepherds, but they have neither the habits nor the motivation to work in this profession. They usually leave not long after. The so-called "farmer nomadism" is observed - he works for a short time with different farmers, believing that in the new place will be better. There is a lack of awareness of propriety and long-term planning of one's own life. This is an extremely serious problem in extensive sheep farming today. Another model of shepherding is the typical family farm, where the owner and his own family are directly involved in rearing, grazing, and servicing the animals. Such farms where they minimal use hired labor are a relatively small percentage. Usually the young members of such families enroll to study zoengineering or veterinary medicine in the hope of being useful to their farm.

There is a lack of professional courses for extensive shepherds in Bulgaria. The reasons are the ones. Basic training in sheepbreeding is obtained in secondary specialized education in specialized schools in agriculture, and in higher schools in bachelor and master zoengineering.

7.1.2. Summary of the interviews with trainers. Identification of the needs/difficulties/challenges for trainers

7.1.2.1. Description of the general aspects of the interviews.

The interviewed trainers are university professors with extensive practical experience in their discipline (meadows and pastures; ecology and biodiversity; sheep welfare and health). All the trainers point out that until now no specialized courses for shepherds have been held in Bulgaria and this is an innovative project. There are no specialized professional courses or schools for shepherds in Bulgaria. Most educators are aware of the level of self-awareness of the indentured laborer in pastoral sheep farming. As professionals, however, it is a challenge for them to work with young people and their aspiration is to pass on their knowledge to students.. All the teachers interviewed feel satisfaction from their work and accept it as a vocation. Everyone of the trainers would like to see more interest and more motivation in agriculture and agricultural science among young people in Bulgaria. Given the profile of hired shepherds in Bulgaria, the biggest challenge is to convince these people that it is necessary to training for shepherds. A several factors is necessary to take into consideration to train shepherds:

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1. The level of education of the applicants for training.
2. The presented learning material must be presented in an easy-to-understand form.
3. Consideration should be given to the time available to candidates due to their over-commitment in the farm and the herds

7.1.2.2. Needs, difficulties and challenges identified in the interviews

NEEDS	DIFFICULTIES	CHALLENGES
A better material base at training workplace. Overly complicated language of teaching, using heavy terms, difficult to understand	There are no specialized professional courses or schools for shepherds in Bulgaria. It's hard to find people for this job. Usually low-skilled and uneducated people are hired as shepherds. The biggest obstacle may be convincing these people to attend such courses	in most cases the hired shepherds have no education in the field of biology, animal husbandry, and some are even poorly educated.
The past two years of working in atypical conditions and learning mostly online provoked the trainers to better understand the role of information technology in education.	Financial, level of literacy, lack of free time for the hired shepherds	Given the profile of hired shepherds in Bulgaria, the biggest challenge is to convince these people that it is necessary to training for shepherds.
The experience of other colleagues in similar type of projects would enrich my practice	To convince a person that it is necessary to educate and qualify in the activities he performs. And that investing in your own knowledge is not a lost cause	the engagement of students in the teaching process, because everyone's level of motivation is different.

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7.1.3. Good practices from the interviews

In general, good practices can be divided into three areas.

- Communicating in understandable language - complex terms are difficult for learners to understand. The teacher principle - "I am one of you" is a good approach
- Illustrating the taught material with examples from practice - so the learner more easily assimilates the theoretical material and understands it.
- Use of new technologies - the integration of IT in training allows working from a distance and with committed people such as shepherds would be a suitable teaching method.

7.2. Austria

7.2.1. Situation of extensive sheep farming in Austria.

Viewpoint of the University College for Agrarian and Environmental Pedagogy, UCAEP.

In Austria, sheep farming plays a rather subordinate role. Extensive sheep farming dominates and is mainly carried out as a sideline business, the number of animals per farmer is rather low (in Austria on average about 25 animals/farm, Statistics Austria).

Education and training are usually not differentiated according to farming intensity. However, extensive sheep husbandry is often connected with grazing on alpine pastures, for which there are already corresponding training offers due to the special requirements. A very topical issue in this context is, for example, herd protection.

There is no classical vocational training for shepherds in general and thus, of course, no possibility to specialise in extensive sheep husbandry (although recently there has been one... (Grabnerhof). Further education offers are mostly trainings offered by agricultural associations (e.g. breeding associations) and educational institutions (LFI).

Viewpoint of Höhere Bundeslehr- und Forschungsanstalt Raumberg-Gumpenstein, AREC.

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The Sheep and Goats Department at HBLFA Raumberg-Gumpenstein makes a significant contribution to the transfer of knowledge of extensive sheep farming and the networking of research, practice and extension. On 11 November 2022, the Institute for Farm Animal Research at HBLFA Raumberg-Gumpenstein organised the 12th Specialist Conference on Sheep Husbandry. The event was held as a hybrid event, which many of the participants appreciated.

<https://raumberg-gumpenstein.at/forschung/forschung-aktuelles/viel-interessantes-bei-der-schaf- und-ziegen- tagung.html>

This Austria-wide exchange of experts takes place every 2 years. Conference proceedings are available

https://raumberg-gumpenstein.at/forschung/infothek/downloads.html?folder=Tagungen%252FSchaf_Ziegen- tagung%252FSchaf- und-ziegen- tagung_2022

Sheep farming in the Enns Valley and the production of Enns Valley lamb (own brand) is the result of traditional knowledge of sheep farming and lamb production. The traditional knowledge includes the adaptation of flock management to the conditions and the environment, the selection and breeding of breeds, the know-how of shepherds, animal keepers and much more. In summer, the animals are mostly kept on pastures and alpine meadows and feed on fresh grasses and herbs, which have a positive effect on the quality of the meat. There is good cooperation with the regional local suppliers. Ennstal Lamm is a popular brand among our customers and guarantees special quality from the region" (Walter Schmiedhofer from Öblarn, chairman of the Genusregion Ennstal Lamm association). Due to its high nutritional value, lamb makes a valuable contribution to a healthy diet.

The LFIs of the federal provinces offer certificate courses in Austria (basics of agricultural sheep and goat husbandry, animal breeds, forms of production, marketing, husbandry and stable construction in theory and practice are taught; in the afternoon, practical implementation is vividly presented on an excursion farm). There are also advisory tools for the beginners' courses (information on the production branch of sheep or goat husbandry and an overview of the legal framework conditions, knowledge of the contents and processing of controls).

7.2.2. Summary of the interviews with trainers. Identification of the needs/difficulties/challenges for trainers

University College for Agrarian and Environmental Pedagogy, UCAEP.

7.2.2.1. Description of the general aspects of the interviews.

Background of interviewed persons:

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- Own farm, advisor agricultural chamber, CEO sheep and goat breeding association,
- Farmer and advisor, trainer at LFI and vocational educational schools
- CEO sustainable animal husbandry association Austria

The interviews were conducted personally and on the phone.

7.2.2.2. Needs, difficulties and challenges identified in the interviews

NEEDS	DIFFICULTIES	CHALLENGES
Tailoring of education offers (individual demands of regions and farms)	Uncertainty of predator situation	Equipment/conditions at foreign training locations
Getting people informed regarding offers (e.g. social media)	Sideline businesses – less time capacity	Combination of theoretical and practical teaching, adapted to target groups
Will to participate in trainings (time and self-reflection)	training offers: some too theoretical, overview is difficult, bigger variety of specialised trainers (e.g. veterinarians) desired	Reaching the “right” persons: getting into contact with them and their will/possibilities to invest time

Höhere Bundeslehr- und Forschungsanstalt Raumberg-Gumpenstein, AREC.

7.2.2.1. Description of the general aspects of the interviews.

The biggest challenges for the training are

- Different level of education and knowledge, great responsibility, high demands on the profession
- Available time for theory and practise on site, reflection of experience
- Appropriate infrastructure
- Dealing with different groups of interest and professional background
- Offer courses at times when sheep farmers are more likely to have time. Adapt the content to the different requirements of sheep farmers and sheep farming

They like their job because of:

- Different age groups and characters,
- Variety in theory and practice, teaching ambitious , interested people

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- Importance for green environment & agricultural niche products, landscape conservation and tradition
- Various know how transfer, working with interesting institutions
- Success through hands-on training
- Interdisciplinary approach

Wishes:

- More resources (time), less bureaucratic effort
- Motivation for long-term work in the field to retain learned knowledge
- Integrate the topic into basic agricultural training
- Valorisation & Promotion
- Teaching in site, networking of shepherds

Important training subjects

- Herd management & handling (working with animals, dogs, fencing, technical equipments), husbandry methods
- Animal health and welfare, animal nutrition, basic veterinary medicine, pasture management, livestock protection
- Mental training (handling stressful situations, loneliness, communication)
- Natural processes, hazards, weather conditions, ...

7.2.2.2. Needs, difficulties and challenges identified in the interviews

NEEDS	DIFFICULTIES	CHALLENGES
Promotion and advertising of profession	Different level of education	political challenges
Ressources, integration of topic in basic agricultrural training (school curriculum)	Bureaucratic effort, time consuming effort for training, ,	Finding suitable teachers
Subsidies (better promoation and funds/ e.g. Rural devleomnt /national programms)	new challenges concerning herd management, poorly paid job as shepherd and partly poor image	Better reputation wand support
ambitious, committed interested parties		Suitable legal framework and infrastructure

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7.2.3. Good practices from the interviews

University College for Agrarian and Environmental Pedagogy, UCAEP.

- Practical knowledge and training is essential
- Working with target group on eye level

Due to small time capacity and geographical challenges (topography and distances), blended learning settings and webinars are attractive for participants of remote regions.

Höhere Bundeslehr- und Forschungsanstalt Raumberg-Gumpenstein, AREC.

- Cooperation with agrarian schools /school initiatives and training tools at Province level
- Cooperation with stakeholders
- Working with idealists, nature-loving and environmentally interested people
- Interdisciplinary approach, manifold topics

7.3. Germany

7.3.1. Situation of extensive sheep farming in Germany

In the Federal Republic of Germany with its 16 Länder there is a uniform structure in the area of vocational training. The basis is the dual system - a combination of practical and theoretical training. Local training is organised independently by the individual Länder on the basis of the Vocational Training Act.

The training structure in Germany and Austria is largely very similar and thus comparable.

For sheep - the small ruminants - there are contact persons at the Chambers of Agriculture or at the Land Offices for Agriculture in all Länder.

They organise training, further training and continuing training in the field of animal production. Training to become an animal farmer for sheep and an animal husbandry master for sheep takes place in two federal states - Saxony-Anhalt and Bavaria. The demand for trainees can be well covered by the respective institutions in these two federal states.

The advanced and further training courses are decentralised in the different federal states and offered by the chambers of agriculture, state offices and state sheep breeding associations.

Lifelong learning will become increasingly important in the future across all age groups-

Competencies in the areas of:

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1. technical practice
2. technical theory
3. methodology and didactics
4. communication

form the basis of training in the dual system and are fundamental in the further training of trainers.

7.3.2. Summary of the interviews with trainers. Identification of the needs/difficulties/challenges for trainers

7.3.2.1. Description of the general aspects of the interviews.

- All three interviewees were over 45 years old, all are married and have at least two children.
- All of them work exclusively in the sheep sector and their focus is on practical training.
- All have completed practical vocational training in the dual system and then studied.
- All have been working in their profession as trainers and advisors for at least 15, 25 or 33 years.

7.3.2.2. Needs, difficulties and challenges identified in the interviews

NEEDS	DIFFICULTIES	CHALLENGES
Regular working hours	More time for training	Motivation of people
More free time	Too few trainees	Long distances to workplaces
Better payments	Poor job prospects	Temporary work peaks

7.3.3. Good practices from the interviews

All interviewees agreed on the following points:

1. the proximity to nature
2. the work with animals

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3. motivated participants in the seminars
4. animal welfare and animal protection are the foundation for good animal husbandry
5. ecology and economy must always be seen together
6. the work as a trainer is only possible with a good and well-founded training - expertise and technical knowledge
7. knowledge, skills and competences are the basis for good shepherds
8. competences in the fields of pedagogy, methodology, didactics and communication are indispensable for trainers.

7.4. Scotland

7.4.1. Situation of extensive sheep farming in Scotland

Scotland has over 6.5 million sheep and over one third of farms keep some sheep. Different breeds are more suited to the main habitat types, hill, upland and lowland. A large proportion are kept on rough grazing and upland areas. There are a relatively low number of registered organic sheep keepers in the UK (about 2.2% of animals in 2021).

There are a number of formal, informal and vocational training options for sheep keeping in Scotland. Sheep keeping skills are taught as part of (post secondary school/tertiary education) agricultural qualifications at Scottish Rural College (SRUC), Borders College, Orkney College. There are a range of short course training options from training centres like Lochview Rural Training, small training businesses like the Accidental Smallholder, Braehill Colliers which provide training for a range of ages and training participants.

Organisations like the Farm Advisory Service (FAS), the National Sheep Association, the SOIL Association, the Crofting Federation provide a range of online, webinar and in person training in sheep keeping.

7.4.2. Summary of the interviews with trainers. Identification of the needs/difficulties/challenges for trainers

7.4.2.1. Description of the general aspects of the interviews.

There were 3 different trainers (2 in their 40's, 1 in their 20s), 2 had high school education, 1 had university Masters level education. The themes included low pay of shepherds and the high costs of training as well as the geographical spread of sheep keepers across large, rural areas. They highlighted that "shepherd" can mean different things and they are many types of individuals who care for sheep in different ways in Scotland.

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What the respondents said they liked about training were: working with young people, upskilling young people, meeting new people from different backgrounds, working outside, being involved with the sustainability of working with sheep and other livestock.

7.4.2.2. Needs, difficulties and challenges identified in the interviews

NEEDS	DIFFICULTIES	CHALLENGES
Facilities for training	The costs of training and the geographical spread of students	No specific training needed to be a shepherd
Involvement of different parts of the education system including schools	Lack of understanding of the skills involved in shepherding	People having enough time to invest in training
Availability of land for young people	Keeping people engaged	Job options & pay for shepherds: providing future progression routes for students
More trainers		Being able to cope with capacity (the number of people who could be trained)
		No formal qualifications for sheep keeping (separate from other types of agriculture)

7.4.3. Good practices from the interviews

Fundamental Skills needed for shepherding are:

- Lambing
- Animal Health
- Animal Management (including ability to catch & turn sheep over, feet trimming)
- Fencing, Pasture Management, Grazing Systems
- Understanding of geography & breeds
- Use of sheep dogs for management of herds (especially in large, upland areas)
- Risk assessment, lone working, use of quad bikes

Therefore, good practices are:

Informal Training for young people: giving young people the chance to learn about sheep without the pressure of testing at the start of their training

Sharing knowledge from older sheep keepers (who might not be willing or able to train people themselves).

7.5. Portugal

7.5.1. Situation of extensive sheep farming in Portugal

Sheep farming in Portugal, and in the Centre region and the Serra da Estrela in particular, is carried out in small units, in many cases involving grazing on common lands. It should be noted that the tradition of transhumance is still active, with herds and shepherds moving from the foothills of the Serra da Estrela to the high pastures during the summer period.

Most of the farms are run by the shepherds themselves, who are relatively old. It should also be noted that the attractiveness of this profession is low and there is therefore a very low age renewal. At the economic level, the production of meat and milk for cheese production are the main activities carried out.

In 2019, to remedy the situation regarding extensive grazing in the region, a set of initiatives was implemented, among which stands out the creation of a school for shepherds. The project is a pioneer in Portugal and arises from the need to rejuvenate this class, as well as to promote the PDO (Protected Designation of Origin) cheeses of the central region - considered one of the main endogenous products of the national territory. It is integrated in the Programme for the Enhancement of the Centre Region Cheese Sector, which is a candidate to the Centro 2020 community funds.

The course foresees a training of 560 hours, divided between 150 of theoretical component and 410 of practical component - that will take place in agricultural exploitations in the municipalities of Castelo Branco, Fundão, Penela, Oliveira do Hospital, Gouveia and Viseu. The project foresees, at the end, the attribution of scholarships to 20 of the best students of the course, in the value of five thousand euros, as a contribution for the beginning of their activity as shepherds.

7.5.2. Summary of the interviews with trainers. Identification of the needs/difficulties/challenges for trainers

7.5.2.1. Description of the general aspects of the interviews.

Overall, three trainers who teach at the Escola Superior de Viseu, one of the institutions participating in the above mentioned shepherds' school, were interviewed. All the trainers work as university teachers at the Escola Superior Agrária de Viseu. We also interviewed a young shepherdess, recently settled in Serra da Estrela, in the municipality of Gouveia.

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The shepherdess explores a unit of about 100 hectares, situated in the middle of the Serra da Estrela Natural Park, and has a sheepfold with about 60 animals of the Serra da Estrela breed. She joined the Shepherd School in 2019, with the aim of developing extensive and innovative production methods that increase the sustainability of her farm.

7.5.2.2. Needs, difficulties and challenges identified in the interviews

NEEDS	DIFFICULTIES	CHALLENGES
Develop better communication tools	Greater proximity of schools to the residence of trainees	Application of new technologies in training processes and, consequently, in the future activity of potential shepherds.
Adjusting a curriculum more targeted to the real needs of trainees	Heterogeneity of trainees, both in terms of age and educational qualifications	Attracting a range of younger trainees with higher qualifications.
The program should create the figure of a tutor, who can better assist in teaching.	Schedules of difficult compatibility between the professional life of trainers and trainees	Extend this initiative to other regions of Portugal, in order to reach a more significant number of trainees.

7.5.3. Good practices from the interviews

Sheep farming in Portugal, in the Center region and in Serra da Estrela in particular, is carried out in small-scale units, implying, in many cases, long-distance grazing using pastures located in vacant lots. It should be noted that the transhumance tradition still remains active, with the displacement of flocks and shepherds from the land located at the foot of Serra da Estrela to the highland pastures, in the summer period.

Most farms are managed by the shepherds themselves, who are characterized by being relatively old. It should also be noted that the attractiveness of this profession is reduced, and therefore there is a very low age renewal. At an economic level, the production of meat and milk, for the manufacture of cheese, are the main activities carried out. But with this tools they learn and can see that they can explore other areas to earn money such as wool and tourism for example. And learn about the importance of sustainability and the gains in implementing new technologies.

In 2019, to remedy the situation regarding extensive grazing in the region, a set of initiatives was implemented, among which the creation of a shepherd's school stands out. The project is a pioneer in Portugal and arises from the need to rejuvenate this class, as well as to promote DOP (Protected Designation of Origin) cheeses from the central region - considered one of the main endogenous products of the national territory. It appears as part of the Center Region Cheese Enhancement Programme, which is applying for Community funds from the Center 2020.

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The course provides for a training of 560 hours, divided into 150 of theoretical component and 410 of practical component - which take place in agricultural holdings in the municipalities of Castelo Branco, Fundão, Penela, Oliveira do Hospital, Gouveia and Viseu. At the end of the project, the project foresees the attribution of scholarships to 20 of the best students in the course, worth five thousand euros, as a contribution to the beginning of their activity as a pastor.

The sharing of knowledge among shepherds, and between shepherds and trainers, the learning of more modern techniques.

7.6. Romania

7.6.1. Situation of extensive sheep farming in Romania

The sheep breeding and exploiting activity designated in a simplified manner as shepherding, represent certainly one of the oldest occupations of mankind.

If we take into account the spread of this specific occupation in Romania, more correctly called “oierit” (sheep breeding), because we have in this way both the sheep breeding as a complex occupation and individual occupation, as well as that of sheep exploitation materialized in other rather complicated subactivities, it can be noticed that the Romanian sheep breeding (“oierit”) exceeds what can be called only one profession.

According to scientific proves, the Romanian sheep breeding contributed to the ethnogenesis of this people, to the unity of language and nation made by transhumant shepherds.

The Romanian shepherding was influenced over time by several factors that gradually led to the transformation of this occupation, both through the exploitation of sheep in an intensive system and the guarding and management of the herds by non-professionals. Thus, in Romania, the first initiatives to revive the authentic shepherding predominantly mountain were the establishment of associative structures, and then the redefinition of the constituent occupation of the mountain shepherding up to their standardization.

The introduction in the Romanian Occupations Code and in the Nomenclature of Qualifications of the occupations of Mountain shepherd, Mountain sheep breeder, Mountain sheepman and Mountain Herder, gave the possibility to sheep breeders to follow authorized qualification courses, which were organized by the AGROM-RO ASSOCIATION.

Although in 2020, Romania was in second place among the Member States of the European Union in sheep and goat herds (according to the data communicated by the National Institute of Statistics), the interest in practicing this occupation has decreased and the sheep breeding based on extensive shepherding decreases alarmingly from year to year.

At the same time, the initiators of the occupational analysis for Mountain shepherd, mention the fact that there are fewer and fewer mountain shepherd who know the old occupation, many of them have disappeared, are elderly or have health problems, and young people are not attracted to this activity for various reasons. Mountain shepherding becomes an unprofitable occupation, it also involves enormous sacrifices materialized in the high degree of isolation of those who practice it, in risks in the face of nature phenomena specific to the mountain, or in the risks in front of predators excessively multiplied in recent years.

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7.6.2. Summary of the interviews with trainers. Identification of the needs/difficulties/challenges for trainers

7.6.2.1. Description of the general aspects of the interviews.

The 7 people (2 women and 5 men), aged between 38 and 79 years, who responded to the interviews are trainers who taught the courses of for the Mountain sheep breeder or Mountain shepherd sheep breeder organized by the AGROM-RO Association as a provider of professional training courses. It is not their basic occupation as trainers, but they have specialized studies in the agricultural field and have been teaching for several years, having together an experience of between 7 and 45 years in the field of training farmers.

7.6.2.2. Needs, difficulties and challenges identified in the interviews

NEEDS	DIFFICULTIES	CHALLENGES
<p>Things that they would like to change:</p> <ul style="list-style-type: none"> ● In general all those aspects that lead to the distortion of the transmission of useful information and distorted perceptions as a way of individual interpretation due to the level of education. ● allocating more time in personal training ● motivated learners and young people ● to work with fewer learners; ● participate in the editing of a practical guide for specific work on the farm; ● have more time to work on teaching activities; ● be able to promote a continuous education; ● Keep in touch and monitor students after completing the course. 		<p>The biggest challenges for training:</p> <ul style="list-style-type: none"> ● Selection and identification of persons within the target group. ● Theorizing purely practical aspects and adding concepts different from the level of training of the trained one. ● Lack of interest on the part of beneficiaries (only if it has an impact on the family budget considers it necessary to follow a course), course supports above their level of perception, lack of time to be present at the course, poor level of training of beneficiaries. ● Finding new learner-centered teaching methods. ● Lack of strategy in the field <ul style="list-style-type: none"> - low interest from the public - old working methods - lack of communication specialists ● Short-term programs that are provided on some

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NEEDS	DIFFICULTIES	CHALLENGES
		<p>occasions to people without a base in that field. Heterogeneity of groups of learners.</p> <ul style="list-style-type: none"> • The technology continues on all levels of work. Information presented in English. Lack of time.
<p>It is necessary to take into consideration to train shepherds:</p> <ul style="list-style-type: none"> • Incentives and facilities for those qualified • Safeguard measures with holistic approach of the Romanian farmer from dowry or inheritance to European farmer • Assigning the bodies of pasture only to those who present a qualification certificate • When the group is formed to take into account the training, experience, age of the learners. The heterogeneity of the group in terms of level of regulation, age, specific problem makes the inters for courses different. • Resetting the concept of professional training in the field - training of trainers - financing - co-operation between similar institutions / bodies • Inclusion of a younger age category, respectively focusing on younger generations - starting with the 9th grade. • More training courses 	<p>The barriers to people accessing training in shepherding:</p> <ul style="list-style-type: none"> • Limited time frame, long distances between work and the place of training courses, age. • Precarious studies and Perception of shepherds on the role of vocational training • Motivation, instruction, low-level • Reluctance to change and fear of coping with the requirements of learning. • The period of development of the training programs - the impression "that I know enough/everything" about their occupation • Clear educational programs with emphasis on pre-university studies 	<p>The biggest challenges for shepherds training:</p> <ul style="list-style-type: none"> • Limited time interval, long distances between the workplace and the place of training courses • Lack of studies and their role / Aging of shepherds / Exodus - Western of young people • Youth to attend uninterested courses, age • Motivation • Lack of interest and professionalism of authorities and beneficiaries (individually and / or collectively) • Creating a unique framework of specialized education - legislation, investments and a clear and specialized curriculum. • Level of preparation, intellectual potential, human resource, the opportunity to make their own farm
<p>They would like to learn/to improve as trainer:</p> <ul style="list-style-type: none"> • The Social Relationship, the social role in the community plan, organization, perception and hierarchy of extensive farm activities, way of life / 		

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NEEDS	DIFFICULTIES	CHALLENGES
<p>much we have to learn. including balance and harmony with nature. with environment</p> <ul style="list-style-type: none"> • New teaching techniques centered on the learner • Practical applications – seminars – practical demonstrations 		

7.6.3. Good practices from the interviews

The most important things that trainers like in their work are:

- Interactive communication with learners and interest of learners for the topics addressed.
- Finding the broadening of the learners' horizon of knowledge.
- Summative evaluation of individual information related to the perception of some main aspects of mountain sheep breeding of extensive type - transhumant.
- Preserving archaic management techniques and adding modern ones that stimulate mountain sheep breeding.
- Providing useful information for learners and limiting different perceptions to certain aspects of biosecurity and the environment.
- Assessment of knowledge and feedback on the usefulness of vocational training.
- Satisfaction at the end of the course when learners apply the techniques, methods or technologies taught.
- Contact with people, exchange of ideas on various topics and knowledge of new places.
- The possibility of presenting new working policies at global level and implementing new ideas related to animal husbandry.

Things that work for trainers (with regard to the implementation of training) are:

- Interactive discussions, visualized exposures, with emphasis on practical applicability, current legislative context, exemplification with concrete things.
- Typical example or as a model and punctual justification. Discussing the topic of the day with practical examples, because exemplification leads to a better retention of information;
- Social involvement and his involvement at community level, recognition and respect for how to socially engage.
- The use of active and participatory forms and procedures with emphasis on expressing their own opinions.
- Learning by doing. Field travel and in-facto presentation of the studied topics – through the presence on the field of the learners they have the chance to observe and retain better the studied subject.
- Creating problem situations that generate the need to find a strategy or solution to solve the problem. Challenge learners to discuss the problems they face because solutions can be found;

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- Adaptation of the teaching method at the level of the students – each group is different. Simple and clear dialogue, lowering the discussions to an accessible level.
- The debate of the presented topics, whereas dialogue can generate the emergence of new ideas and possibilities for their implementation. Actively participate in discussions on topics that are required by learners as they can give rise to new work ideas.

Things that do not usually work (with regard to the implementation of training) are:

- Teaching robotics – teaching the robotic course, without explanations and continuously – this way of teaching does not help to retain information by the learners.
- Theoretical teaching of the course topics, because it cannot generate the debate of the subject;
- Theoretical exposures that exceed the level of perception of learners
- Not participating in discussions generated by learners, as it can be a barrier to professional training;
- Avoiding discussing a topic that is not in the day or in progress, as it can lead to the learner's refusal to attend other training courses;
- Using a specialized terminology without taking into account the history of the students – this terminology may not be understood by all students
- Teaching exclusively in the classroom – the lack of laboratories or field practice leads to a weaker understanding of matter
- Multiple tests during the teaching period because it leads to anxiety and to the focus of the students on the fragmentation of those taught
- They don't treat the learners with superiority and don't get angry
- They don't give bibliography in addition to what they teach in the course because the learners' time is limited for going through its copy-paste materials
- The individual evaluation of knowledge.

7.7. Spain

7.7.1. Situation of extensive sheep farming in Spain

Historically, sheep farming has been an extremely important factor for Spanish economic, ecologic and socio-cultural development. For about 5 centuries, Spain became a wealthy country due to the merino wool which was highly appreciated and well paid. Millions of merino sheep crossed the country between April and October – transhumance - and formed a unique network of livestock trails – Vías pecuarias – protected by King Alfonso X in the 13th century which still exists: 125.000 km. The creation and custody of landscapes formed by the sheep and the biodiversity preserved by their presence is unique. Sheep farmers and shepherds, even with smaller flocks, were organized in the Honrado Concejo de la Mesta in the 13th century where their professionalism, breeding and management systems, breed selection, etc. were assured, defined and supervised.

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Today, Spain has about 15.000.000 sheep being in constant decrease: in 1999 there were still 23.000.000 head. The large majority is kept in extensive systems. Transhumance has shrunk to a testimonial activity with the logical consequences for ecology, biodiversity, etc.

The profession of the shepherd, indispensable for extensive, transhumant shepherding, is endangered. Important traditional knowledge concerning shepherding is getting lost. In Spain there is no formal, mandatory Vocational Educational Training-System. There does not exist a professional category for shepherds. In consequence, there is no professional category for shepherd trainers, teachers or instructors. Any shepherd training is non-formal.

7.7.2. Summary of the interviews with trainers. Identification of the needs/difficulties/challenges for trainers

7.7.2.1. Description of the general aspects of the interviews.

The requirements expressed by the interviewed trainers coincide 95% with the modules developed in IO1 – except for digital skills which non of the interviewed persons required. There are many women (65%) working as trainers. Experience of the trainers was between two and eleven years of experience. Only one person with full-time dedication as a shepherd trainer. Trainers were absolutely dedicated and had vocation for teaching and sharing experiences. They all showed a great deal of socio-cultural commitment.

7.6.2.2. Needs, difficulties and challenges identified in the interviews

NEEDS	DIFFICULTIES	CHALLENGES
Trainers from the different subjects have to identify with the general objective: extensive, transhumant sheep farming	Low income for shepherds	Create networks
Improve work placement and professional insertion	No lobby	Cooperation between farming, environmental authorities and nature protection sectors
Create professional category	Lack of awareness in public administration and policy	Facilitate foundation of artisanal agro-alimentary businesses
Support from public administration – financially and otherwise	Low level of education among shepherds – sometimes illiteracy	Revalue wool and create new products

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NEEDS	DIFFICULTIES	CHALLENGES
Awareness campaigns to revalue role of extensive shepherding (ecosystem services, biodiversity, etc.)	Low social image of shepherds	Create awareness for importance of extensive shepherding among all social classes
Remuneration of ecosystem services	Client for artisanal products are manipulated by big food companies	Training program for trainers
Awareness campaign to differentiate extensive and intensive livestock breeding and its consequences	Urban population is detached from natural production systems and their relation with biodiversity and ecology.	Better remuneration for trainers
Funds for follow-up and consulting for students after the training and exchange with former students	Lack of didactical and methodological tools among shepherd trainers	
Didactic and methodological material		
Equip shepherd schools with own herds		
More practical training with experienced shepherds		

7.7.3. Good practices from the interviews

- In the shepherd school, one coordinator is present in all the theoretical lessons to avoid repetition, overlapping and contradiction and guarantee quality standard
- Integration of shepherd school into rural population
- Putting into value shepherding and the culture around it
- Showing positive and successful examples
- Team Work
- Auto evaluation of the shepherd school
- Experts for each subject
- Insist on the conceptual and transversal basis of extensive livestock breeding
- Case studies
- Applied training
- Integrate entrepreneurial aspects

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