

European valorisation seminar

Agriculture – Training – Europe

Prague, 28 – 29 January 2005

Final Report for the participants

**Prepared by the National Agency of the Leonardo da Vinci
programme in the Czech Republic**

**Supported by the European Commission,
DG Education and Culture**



Education and Culture

Leonardo da Vinci

**Prague,
March 2005**

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Preface

The National Agency of the Leonardo da Vinci programme in the Czech Republic organised the European valorisation seminar Agriculture – Training – Europe in Prague on 28 – 29 January 2005. The seminar was supported by the European Commission (DG Education and Culture).

The main aims of the seminar were to

- ▶ present the examples of best practice Leonardo da Vinci Procedure B projects dealing with vocational training in agriculture from all countries participating in the programme to help organisation from this sector to know and exploit the results of these projects and to contribute to integration of the project results into national vocational training systems in agricultural sector;
- ▶ strengthen the exchange of information and knowledge among Leonardo promoters, direct beneficiaries, social partners and decision-makers across the participating countries;
- ▶ raise awareness about the Leonardo programme, thematic and valorisation work at European and sector level.

This Final Report on the seminar consists of the most important documents concerning this event: the agenda, the presentations from the first plenary session and six workshops, the themes discussed during the workshops, the list of participants and the conclusions. It can help the participants of the seminar to exploit the outcomes of the seminar in their activities focused on the vocational education and training in the sector of agriculture.

European valorisation seminar *Agriculture - Training - Europe*

Prague, 28th and 29th January 2005

Agenda

Day 1 – 28th January 2005

9:00 – 9:30 **Registration**

Plenary session 1

9:30 – 9:50 **Opening**
Iva Tatarková, Head of National Agency of the Leonardo da Vinci programme in the Czech Republic
Pavel Kovář, Vice-rector of the Czech University of Agriculture

9:50 – 10:05 Valorisation of the Leonardo da Vinci programme achievements
Paola Geleng, European Commission, DG Education and Culture

10:05 – 10:20 **Czech agriculture and Europe**
Jaroslav Palas, Minister of Agriculture of the Czech Republic

10:20 – 10:35 **The role of vocational education and training in the development of agriculture**
Lukáš Víšek, European Commission, DG Agriculture

10:35 – 10:50 **Trends in vocational training within the sector of agriculture**
Martin Mulder, CEDEFOP

10:50 – 11:20 **Examples of Leonardo projects**
Project European Network *Sustainable Agriculture Education*
Bas Timmers, The Warmonderhof Training Centre of Groenhorst College, NL
Project *Young Farmers Produce, Think and Live Ecologically*
Jaroslav Havlíček, Czech University of Agriculture in Prague, CZ

11:20 – 11:45 Coffee/tea break
Press conference

Three parallel workshops

11:45 – 13:15 **Workshop A 1 – How to bring the promoters and beneficiaries together?**
Chair: Eamon Lenihan, Centre for Sustainability Development, University of Ireland – Cork, IE
Introduction: Leonardo project *Trade on-line Training for the Development of Rural Areas in Europe*
Marco Failoni, Confederazione Italiana Agricoltori, Firenze, IT

Workshop A 2 – Efficient dissemination methods
Chair: Kostas Karantininis, Agricultural University KVL, Copenhagen, DK
Introduction: Leonardo project *E-learning for e-Business and Territorial Marketing On-line*
Carlo Parlagreco, Agency for Agricultural Training, Research and Development of the National Confederation of Farmers, Roma, IT

Workshop A 3 – How to integrate the project results into national VET systems?
Chair: Silvia Petrová, National Agency of the Leonardo da Vinci programme, Prague, CZ
Introduction: Leonardo project *Food Safety for Teachers: Training Package*
Ondina B. Afonso, Association for the School of Biotechnology of Portuguese Catholic University, Porto, PT

13:15 – 14:30 Lunch

14:30 – 15:15 **Tour round the exhibition**

Plenary session 2

15:15 – 15:40 **Conclusions of workshops A 1 – A 3**

15:40 – 16:10 **Discussion panel 1 – How to valorise the results of Leonardo projects?**
Panelists:
Massimo Canalicchio (Centro Istruzione Professionale Agricola Assistenza Technica della CIA dell'Umbria, Perugia, IT)
Paola Geleng (European Commission, DG Education and Culture, Brussels, BE)
Karl Andrew Müllner (National Agency of the Leonardo da Vinci programme, Vienna, AT)
Lukáš Víšek (European Commission, DG Agriculture, Brussels, BE)

16:10 – 16:30 **Discussion**

16:30 Closing
Coffee/tea

17:00 Concert

17:30 Raut

Day 2 – 29th January 2005

Three parallel workshops

- 9:30 – 11:00 **Workshop B 1 – How to strengthen transparency of training outputs?**
 Chair: Peter Fandel, Slovak University of Agriculture, Nitra, SK
 Introduction: Leonardo project *Transfer of Competencies for Vocational Training in Ecological Agrarian Sector of Baltic States*
 Algirdas Juozas Motuzas, Lithuanian University of Agriculture, Kaunas, LT
- Workshop B 2 – How to enhance quality of training in agriculture?**
 Chair: Karin Hakelius, Swedish University of Agricultural Science, Uppsala, SE
 Introduction: Leonardo project *Developing Plant Protection Vocational Training Material for SMEs Farmers*
 Ludvig Katalin, Trebag Property and Project Management, Nagykovácsi, HU
- Workshop B 3 – How to support the transnational co-operation in VET in agriculture?**
 Chair: Stergios Tzortzios, University of Thessaly, Volos, GR
 Introduction: Leonardo project *Introduction of ICT-supported Further Training for Managers and Employees in Ecological Product Retail and Development of European Training Standards*
 Elisabeth Avakian-Reuter, Equalita – Institute for Qualification and Networking, Bochum, DE

11:00 – 11:20 Coffee/tea

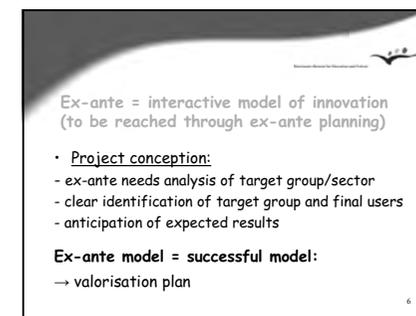
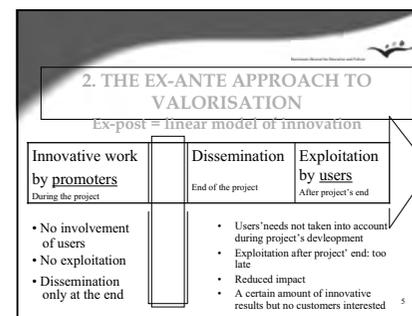
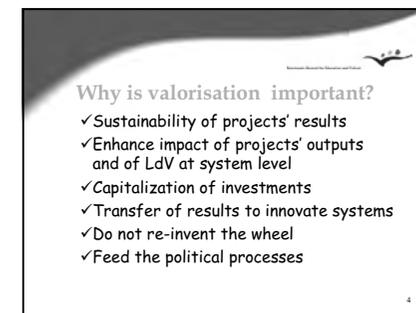
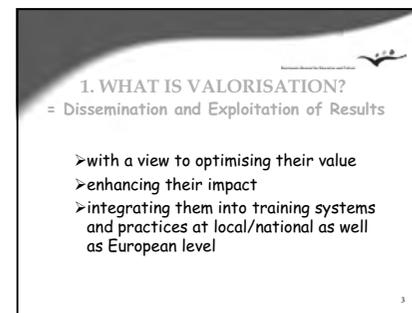
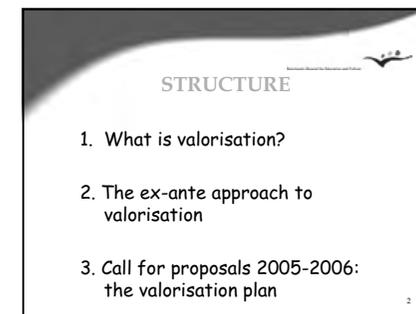
Plenary session 3

- 11:20 – 11:40 **Conclusions of workshops B 1 – B 3**
- 11:40 – 12:10 **Discussion panel 2 – Trends and training needs in agricultural sector**
 Panelists:
 Magdalena Michailidou (Confederation of Greek Agrarian Associations, Athens, GR)
 Martin Mulder (CEDEFOP, Thessaloniki, GR)
 Milan Slavík (Czech University of Agriculture, Prague, CZ)
 Jens Ole Thøgersen (Danish Agricultural Advisory Service, Aarhus, DK)
- 12:10 – 12:30 **Discussion**
- 12:30 Closing
 Lunch

Valorisation of the Leonardo da Vinci programme achievements

Paola Geleng

European Commission - DG Education & Culture



Valorisation in the New Lifelong Learning programme (2007-13)

- Ex-ante valorisation for all education and training programmes (not only Leonardo da Vinci)
- Transversal valorisation measure

Structure of the LLP programme

Integrated Programme			
Comenius School education	Erasmus Higher education & advanced training	Leonardo da Vinci Initial and continuing VET	Grundtvig Adult education
Transversal programme 4 key activities - Policy development; Language learning; ICT; Dissemination			
Jean Monnet programme 3 key activities - Jean Monnet Action; European Institutions; European Associations			

LdV 2005-2006 New Call for Proposals - 2 novelties

1. **Ex-ante valorisation** becomes **compulsory** for new projects
Valorisation plan required in the proposal (selection criterion)
2. Ex-post transfer of innovation and Network proposals incorporated into Call - projects based on the results of previous projects

3. Call for proposals 2005-2006

The Valorisation Plan (dissemination and exploitation of results)

- 3 key questions at the basis of a valorisation plan (ex-ante approach):
- What is the expected project result?
 - What training needs are met ?
 - Who will be end-user?

Valorisation Plan

- ✓ Ex-ante needs analysis of target group/sector
- ✓ Clear identification of target group and final users
- ✓ Anticipation of expected results
- ✓ Integration of potential new users, multipliers and decision makers from the beginning
- ✓ Ongoing and substantial interaction between partners and users with continuous feed-back
- ✓ Plan is flexible
- ✓ Shared responsibility of all partners
- ✓ At the end: results are sustainable and integrated in training systems/practices; certified/recognized

Valorisation Plan

VALORISATION PLAN IN SHORT

- ✓ WHAT (dissemination and exploitation activities)
- ✓ HOW/WHOM (adequate means according to the target group)
- ✓ WHEN (appropriate and efficient timetable)
- ✓ RESOURCES (human/financial)

Valorisation Plan

VALORISATION PLAN replaces former DISSEMINATION PLAN

- Only dissemination is not enough:
- be proactive!
 - look for exploitation and long-term sustainability!

For more information

http://europa.eu.int/comm/education/programmes/leonardo/new_valorisation_en.html

THANK YOU FOR YOUR ATTENTION!

The role of vocational education and training in the development of agriculture

Lukáš Všísek, European Commission,
DG Agriculture

The role of vocational education and training in the development of agriculture

Lukáš Všísek, European Commission, DG Agriculture

Philosophy

- European Framework Agreement 1997
- Lisbon Strategy 2000
- Nice summit 2000
- White Paper on vocational training in European agriculture 2001

Legal Framework

- COUNCIL REGULATION (EC) No 1260/1999 of 21 June 1999 laying down general provisions on the Structural Funds
- COUNCIL REGULATION (EC) No 1257/1999 of 17 May 1999 on support for rural development from the European Agricultural Guidance and Guarantee Fund (EAGGF) and amending and repealing certain Regulations

Situation in the Czech Republic

- Community Support Framework:
 - ř - OP Human Resources Development
 - ř - OP Rural Development and Multifunctional Agriculture
 - ř - Joint Regional OP
 - ř - OP Infrastructure
 - ř - OP Industry and Enterprise

Structure of CSF

Priority axis	Comenius	OP Leonardo da Vinci	OP Grundtvig	OP Leonardo da Vinci	OP Rural Development and Multifunctional Agriculture	JRDF	FARD
Increasing Competitiveness of the Industry and Business Sector							
Business Environment Development							LEOP
Development of Enterprise Competitiveness							LEOP
Regional Enhancing of Entrepreneurship							LEOP
Development of Transport Infrastructure							
Administration and Development of the Transport Infrastructure of European Importance							OP
Administration and Development of Transport Infrastructure of National Importance							LEOP
Reducing the Negative Environmental Impact of Transport							LEOP
Development of Infrastructure in Region							LEOP

Structure of CSF

Priority axis	Comenius	OP Leonardo da Vinci	OP Grundtvig	OP Leonardo da Vinci	OP Rural Development and Multifunctional Agriculture	JRDF	FARD
Human Resources Development							
Active Employment Policy							LEOP
Skills Acquisition and Equal Opportunities							LEOP
lifelong Learning Development							LEOP
Adaptability and Entrepreneurship							LEOP
Development of Human Resources in Regions							LEOP, LEOP
Protection and Improvement of the Environment							OP
Large scale Environmental Protection							
Environmental Infrastructure Improvement							LEOP
Rural Development and Multifunctional Agriculture							LEOP
Support in Agriculture Processing of Agricultural Products and Forestry							LEOP, LEOP
Rural Development, Fisheries and Voluntary Training							LEOP, LEOP
Development of Tourism							LEOP
Development of Tourism							LEOP
Technical Assistance							LEOP

Trends in vocational Training within the sector of agriculture

Prof. dr. Martin Mulder

Cedefop, Greece / Wageningen University, the Netherlands

Regulation 1257/1999

- Support for vocational training shall contribute to the improvement of the occupational skill and competence of farmers and other persons involved in agricultural activities and forestry activities, and their conversion.
- Training shall in particular be designed:
 - to prepare farmers for qualitative reorientation of production, the application of production practices compatible with the maintenance and enhancement of the landscape, the protection of the environment, hygiene standards and animal welfare and acquisition of the skills needed to enable them to manage an economically viable farm
 - to prepare forest holders and other persons involved in forestry activities for the application of forest management practices to improve the economic, ecological or social functions of forests.

Operational Programme

The training projects concentrate on providing information, knowledge and skills:

- that are necessary to introduce new productions, production methods and technologies compatible with the maintenance and enhancement of the landscape, the protection of the environment, hygiene standards and animal welfare;
- to increase the operation effectiveness of the persons working in the sector of agriculture,
- connected with new activities within the diversification of production and non-production activities resulting from the needs of rural development, and the improvement of knowledge for the benefit of sustainable development in all areas administered by the Ministry of Agriculture.
- connected with new activities within diversification of manufacture and non-manufacture activities arising from the needs of rural development, improving managerial skills and other specialised knowledge in order to achieve sustainable development in all areas of the departmental sphere of action.
- within diversification into other activities, such as agricultural tourism, sales of special products and providing agricultural services.

Trends in Agricultural Education in the European Union

Prague 28-29 January, 2005

Prof. dr. Martin Mulder
Cedefop, Greece / Wageningen University, the Netherlands
mmu@cedefop.eu.int/martin.mulder@wur.nl

Green education, is red hot

Who benefits and how much he/she gets?

- Farmers, persons working in forestry and in the processing of crops and livestock products benefit from the training and seminars organised under this measure.
- The fee to be paid by the participants of this vocational training shall be set at the level of one quarter of total training costs.
- The eligible cost for which support may be provided shall range from € 3,300 to € 33,300 per individual project.
- Maximum amount of grant per individual beneficiary/project holder shall be €333,300 over the period 2004 – 2006.

How to move on?

- New Regulation for the new Fund:
 - Priority Axis 1: vocational training and information actions for persons engaged in the agricultural and forestry actions
 - New programming period 2007-2013 -> new programme -> new possibilities to promote vocational training

World population

- 2004 6 billion people
- 2020 8 billion people (estimated)

Pressure

- Secure Food Production
- Food Safety
- Environment

Thank you for your attention

Lukas.VISEK@cec.eu.int

Common Agricultural Policy

'The Common Agricultural Policy has been the biggest, the most contentious and the one with the largest budget of all the Union's policy areas. The EU has more power in agricultural policy than it has in any other policy area and it has passed more legislation on agriculture than in any other single policy area.'

Source: <http://europa.eu.int/scadplus/leg/en/vbv/104000.htm> (30-11-2004)

Key figures about agriculture in Europe

- 69.000.000.000 US\$ imports into EU agri-food
- 51.000.000.000 US\$ exports from EU agri-food
- 14.500.000 people working in EU in agricultural holdings
- 7.300.000 agricultural holdings (average size of 17.5 hectares)
- 4.000.000 "less favoured" agricultural holdings (> half the EU agri area)
- 30.000 EU cooperatives (employing over 700.000 people)

Source: http://www.copa-cogeca.be/en/copa_objectifs.asp (retrieval date: 30-11-2004).

Food sector in Europe

- Over 26,000 companies
- Employment: 2.7 million
- 3rd industrial employer in the EU
- Annual turnover of 600 billion Euros

Source: <http://europa.eu.int/comm/enterprise/food/intro.htm> (30-11-2004)

Employment change as result of Enlargement EU

- Agriculture
 - from 3.7% tot 5.1%
- Industry
 - from 28.4% to 29%
- Services
 - from 67.9% to 65.9%

Agri-food education

Education is the key to the Knowledge Economy

Variation in Agricultural education

- Agriculture
- Level of education
- Target groups
- Geographic dimension

Agricultural Education as lever for development

- Proportional growth of employment in agriculture
- Need for fundamental systems innovation in agriculture
- In the old, but also in many of the new member states

Education level of workers

Skilled agricultural and fishery workers by level of education (2002)

Agricultural education – a broad scope

- preparing students for a profession as
- employee in a public or private organization
- or as entrepreneur in a micro company,
- or a small, medium-size or large enterprise,
- in the agri-food complex
- for the secure supply of safe food
- or a healthy and attractive environment,
- by sustainable methods of production, processing, packaging, logistics and delivering services

EU context Agricultural Education

- Lisbon declaration
- Copenhagen process
- Maastricht Communiqué

Participation in LLL by sector

Percentage of population aged 25-64 in education, by educational attainment and by sector (2002)

The Knowledge-Based Agri-food Economy

- Primary Production
- Food Processing
- Gardening
- Pet care
- Microbiology
- Biotechnology

Major issues

- Accreditation of Informal Learning
- Recognition of qualifications - Europass
- European Credit Transfer System
- Vocational Education and Training
- European Competence and Qualifications Framework
- Lifelong Learning

Responsible Ministries Agr Ed EU

plus candidate countries

Agriculture	Agric + Edu	Education
• France	• Austria	• Cyprus
• Greece	• Belgium	• Czech Republic
• Hungary	• Germany	• Denmark
• Netherlands	• Ireland	• Estonia
• Bulgaria	• Lithuania	• Finland
• Turkey	• Portugal	• Italy
	• Slovakia	• Latvia
	• Sweden	• Luxembourg
		• Malta
		• Poland
		• Slovenia
		• Spain
		• United Kingdom/England
		• Romania

Consequence of the Lisbon goals

- Involving the appropriate Ministries
- Sectoral Approach in finding training solutions
- Social Dialogue for reaching training agreements on sectoral level

Social dialogue and agricultural education

- European Employees Association: EFFAT
- European Employers Association: Copa-Cogeca

Social dialogue and agricultural education

- Opinion concerning the vocational training of and cessation of the socio-structural measures proposed by the Commission - 23.05.1979
- Opinion with regard to training for agricultural workers - 26.11.1982
- Opinion concerning training in agriculture - 18.11.1993
- Joint Declaration by EFA/CES-GEOPA/COPA on employment in agriculture - 30.03.1995
- European Agreement on Vocational Training in Agriculture - 05-12-2003
- 2004 GEOPA- review conference on the implementation of the European Agreement on Vocational Training in Agriculture

Agricultural education in NL

- Decreasing student enrollment

Curriculum response

- Broadening
- New programs

Institutional responses

Dissolving	Chrystallizing
Lost in larger institutions	Independent institution
Intersectoral mergers	Sectoral mergers
Low market demand	Sufficient labour market demand
Weak link with stakeholders	Strong link with stakeholders
Generalization	Specialization
Horizontalization	Verticalization
Lower visibility	High visibility
Shelter	Independent entrepreneurship
High adhesion	High cohesion
Easy transfer	Tracking

European Network Sustainable Agriculture Education

Bas Timmers
Warmonderhof . Training Centre, Groenhorst College

European Network Sustainable Agriculture Education



Warmonderhof
Training Centre
Groenhorst College
Bas Timmers

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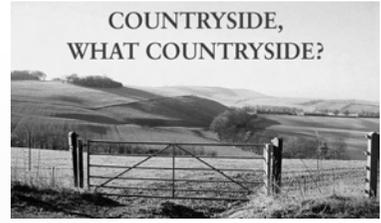
Programma

- History
- The ENSA project
- The ENSA partners
- ENSA goals



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COUNTRYSIDE, WHAT COUNTRYSIDE?



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Training

- 1 INTROPRO 1996 – 1998 modules for training organic and converting farmers
- 2 EPSAET 1997 – 2000 modules for additional training of farm advisors in organic agriculture
- 3 multiplier project EPSAT 1999 – 2001 dissemination of INTROPRO and EPSAET products to 4 EU and 3 CEE countries

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Education

- 4 SA-IVT 2000 – 2003: development of curriculum at EU level-2 for organic/biodynamic agriculture
- 5 ESA-4 2001 - 2003: development of curriculum at EU level-4 for organic/biodynamic agriculture
- 6 ENSA 2003 – 2006 development of a European Network for Sustainable Agriculture Education

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Impact of projects - Valorisation

Examples of

SA-IVT 2000
and
ESA4 projects

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ENSA Project Partnership

- 9 Education Partners
- 7 Association Partners
- 10 Dissemination Partners
- 26 partners of 15 countries

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Goals ENSA Project

- Dissemination of products of previous projects
- Collect and disseminate teaching materials
- Development of standard qualification structure
- Support to accreditation
- Development of curriculum and Teachers Manuals level -3

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Network actions

- E-zine; electronic magazine
- Training of Trainers courses
- Network extension
- Conferentie end of project
- IFOAM membership

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Project Young Farmers Produce, Think and Live Ecologically

Jaroslav Havlicek
Czech University of Agriculture, Prague

Young Farmers Produce, Think and Live Ecologically
Process of Identification of Needs

Jaroslav Havlicek
Czech University of Agriculture
Prague

Why is Identification so important?

- Simon: Problem solving = Decision making
- Three phases of problem solving
 - Identification
 - Design
 - Choice
- Implementation – considered as a new problem
- Step by step procedure: 1 – 2 – 3 – 1 – 2 – 3 – ...

Identification processes in Leonardo projects

- Specific problems in process of the project's preparation
- Realised by the „future“ coordinator
 - long before project pre-proposal
 - no team, no experts, no money
 - the best investment to the future
- Rapidly changing environment
- Relations to market exploration – impossible without relevant techniques

Project "Young Farmers Produce, Think and Live Ecologically"
- An Initial Idea -

- Increasing demand in
 - a) consumption
 - b) behaviour of consumers (style of live)
- Educational modules for young (not too adult) people – with interest in ecological/organic production
- Adaptation of (existing) Bc/MSc courses
- Primary targets – farmers
- Secondary targets – teachers, trainers, decision makers

Looking for the best model

- The Delphi Technique**
 - The Delphi technique – the best for the purpose
 - Judgement and consensus from a group of experts
 - Aggregating the opinions of most experts on multidisciplinary issues – including education, research and practice
 - Without face-to-face interaction with/among experts

The Delphi used in the project PTLE

- Four-round Delphi method used
- 32-member panel comprising of SMEs practitioners were invited
- 11 females, 24 males
- Experts were selected with respect to their experience

List of institutions involved 1/2

Source of experts	Institution	N° of experts
SMEs	family farms	6
	coops	2
	food and commodities processing	2
	business	3
	other	1
	Total SMEs	
University	CJA Prague (CZ)	6
	MZU Brno (CZ)	1
	LU Czech Republic (CZ)	1
	SPU Nitra (Slovak Republic)	2
	Total Universities	

List of institutions involved 2/2

Professional Chambers	Cheb	1
	Hradec Kralove	1
Ministries of Agriculture	Klatovy	1
	for Regional Development	1
Total Professional Chambers and Ministries		5
Private Training Institutions oriented to SMEs	RSVV Most	1
	Fylo Prague	1
	TEMALN Prague	1
Total Training Institutions		3
Total experts		22

Ranking of courses according to importance in the system of courses

optimal ranking	Courses
1	Basic technologies in ecological farming and processing
2	Management and marketing of ecological farming, production and processing of ecological good
3	Economic spreadsheet and balances in ecological production of farms
4	System of national and EU support and subsidies for ecological farming and processing
5	Quality and certification of commodities
6	How to complete, document and propose projects to grant and subsidising agencies
7	Ecological leisure and hospitality management
8	Information technologies and information systems supporting ecological production, thinking and living
9	Ecological influences on the market in competitive and risky environment
10	Ecology
11	Basic EU relevant databases, lines to information
12	Policy of protection
13	Sustainable development and ecological policy of EU

Reliability

- Kendall's Coefficients for scored ranking and ordinal ranking to measure the level of consensus among the experts:
- Statistically significant with $p < 0,05$
 round ranking: value 0,701, $p = 0,04$
 ordinal ranking: value 0,514, $p = 0,03$

Organisation of the Panel

- Preparation phase – negotiations, agreement, ...
- First round:

the first round survey asked only one question:
List as many subjects for useful curriculum for SMEs.

Remember:

- curriculum concerns adult education;*
- courses should support entrepreneurship and competitive advantage of SMEs;*
- participants can be graduates both from high and higher education;*
- see the term "course" in a very practical sense;*
- stressed should be courses which could be improved and delivered also in the future in the changing world.*

First round: List of courses identified in the first round

- Ecology
- Sustainable development and ecological policy of EU
- Economic spreadsheet and balances in ecological production of farms
- Management and marketing of ecological farming
- Ecological influences on the market in competitive environment
- Basic technologies in ecological farming and processing
- Quality and certification of commodities
- System of national and EU support and subsidies
- Policy of protection
- Basic EU relevant databases, lines to information
- ICT supporting ecological production, thinking and living
- Ecological leisure and hospitality management
- How to complete, document and propose projects to grant and subsidising agencies

Other conclusions

Start permanent and self-supporting processes for monitoring the needs

The courses should not follow the principle of *"fast and easy"*

The more the better?

e-multimedia techniques

Knowledge based education – k-based curriculum

General information concerning EU development

Basic ICT should be an integral part of each curriculum for SMEs

Organisation of the Panel

c) Second round

Development of content

Ranking of courses – cardinal scale:

"1" is rated as most important and "10" is rated as least important

Experts can change ranking or present arguments for disagreement

d) Third and fourth rounds

Justification and analysis of differences from mean rank scores

Outcomes:

- Ranking for rounds 2 – 4
- 2nd, 3rd and 4th rounds of Delphi assessments
- Score ranking, ordinal ranking

Outcomes

Recommended courses	Ranking of experts			Ranking in round 4	
	Round 2	Round 3	Round 4	mean score	mean ordinal
1	4	4	6	4,6	5,4
2	10	6	4	3,1	3,4
3	5	8	3	4,8	5,4
4	7	7	8	5	6,5
5	12	12	7	1,5	1,5
6	11	13	13	5,2	7,1
7	3	3	12	4,6	5,1
8	8	11	11	3,2	3,4
9	8	5	5	4,8	5,6
10	9	1	1	5	6,5
11	13	10	10	1,3	1,6
12	2	9	9	5,3	7,3
13	1	2	2	2,9	2,2
Kendall's test of concordance ($p = 0,5$)				0,702	0,513

Project Trade On-line Training for the Development of Rural Areas in Europe

Marco Failoni – Project manager
Mariangela Claps – Activities coordinator



**A PROJECT TO CREATE FIGURES OF
JOB COUNSELLING EXPERT IN
AGRICULTURE AND RURAL AREAS**

Marco Failoni – Project manager
Mariangela Claps – Activities coordinator




AIMS OF THE PROJECT

GENERAL AIM
strengthening the contribution of professional training of the innovative process in agriculture and rural areas

PARTICULAR AIM
Creating instruments to ease the meeting point of employers and personnel seeking work in rural areas




THE NEW JOB OPPORTUNITIES IN AGRICULTURE AND RURAL AREAS

The principal developments that can create new job opportunities in rural areas are:

- Quality agriculture,
- safeguarding of territory
- multifunctionality of agricultural businesses
- strengthening the social and environmental functions




REALIZATION OF THE PROJECT PHASES

```

    graph TD
      A[Research phase] --> B[Planning phase]
      B --> C[Implementation of didactic material]
      C --> D[Validation phase]
    
```




“Analysis of agriculture and rural areas development in the countries involved in the project”

Research phase

“Analysis of training needs of the counselling expert for job promotion in agriculture and rural areas”




```

    graph TD
      A[Planning phase] --> B[Skills specification]
      A --> C[Definition of training units]
      B --> D[Organization of the training units in didactic areas]
      C --> D
    
```



**JOB COUNSELLING EXPERT IN RURAL AREAS
...WHAT SKILLS HE MUST HAVE?**

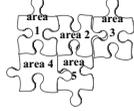
- Informatic skills
- Communication skills
- Organization skills
- Knowledge of agriculture field





DIDACTIC AREAS:

- WORK AND DEVELOPMENT IN RURAL AREAS
- METHODOLOGIES FOR GUIDANCE INTO WORK
- THE INNOVATIVE COURSES OF QUALITY AGRICULTURE
- THE NEW ROUTES IN MULTIFUNCTIONAL AGRICULTURE
- DEVELOPMENT STRATEGIES AND JOB OPPORTUNITIES





1) WORK AND DEVELOPMENT IN RURAL AREAS

Unit 1.1 KNOWING THE DYNAMICS OF DEVELOPMENT IN RURAL AREA

Unit 1.2 UNDERSTANDING THE DYNAMICS OF WORK IN RURAL AREA





Unit 1.1 KNOWING THE DYNAMICS OF DEVELOPMENT IN RURAL AREA

- Global and local development
- Basic elements of rural development
- Concept of integration, environmental development, multifunction
- European Union policies in the field of rural development




Unit 1.2 UNDERSTANDING THE DYNAMICS OF WORK IN RURAL AREA

- Employment trend in agriculture and rural areas
- New job fields in rural areas
- “Professions” in agriculture and rural areas
- Labour force dynamics in rural areas
- European Union policies in the field of employment promotion




2) METHODOLOGIES FOR GUIDANCE INTO WORK

unit 2.1 to be able to communicate

unit 2.2 knowing how to use the tic

unit 2.3 knowing how to create a competence evaluation

unit 2.4 knowing how to counsel

unit 2.5 knowing how to construct project work






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Unit 2.1 TO BE ABLE TO COMUNICATE

- ✓ Technique of individual spoke
- ✓ Technique of group animation
- ✓ Network communication




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Unit 2.2 KNOWING HOW TO USE THE TIC

- ✓ Use of e-mail as communication instrument of network
- ✓ Use of search engines
- ✓ Use of data bank
- ✓ Navigation through the most important web site job dedicated
- ✓ Navigation through the most important web site dedicated to professional training




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Unit 3.1 KNOWING THE CHARACTERISING REGIONAL MODELS OF AGRICULTURAL PRODUCTION

- ✓ Development strategies for typical agriculture productions
- ✓ Europeans marks for typical productions
- ✓ Organisation models of typical production




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Unit 3.2 TO KNOW THE MODELS OF SUSTAINABLE AGRICULTURAL PRODUCTION

- ✓ The EEC trend in theme of supportability of the agricultural production
- ✓ The EEC regulations to promote agriculture with low environmental impact
- ✓ Basic elements of integrated production method
- ✓ Basic elements of biologic production method




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Unit 2.3 KNOWING HOW TO CREATE A COMPETENCE EVALUATION

- ✓ To create an individual curriculum
- ✓ Knowledge analysis
- ✓ Skill analysis
- ✓ Vocational analysis




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Unit 2.4 KNOWING HOW TO COUNSEL

- ✓ Analysis of individual aspiration
- ✓ Identifying of job opportunities
- ✓ Identifying of training needs
- ✓ Elaboration of personalized courses to improve the competences
- ✓ Elaboration of personalized courses to promote job demand and supply meeting.




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Unit 3.3 KNOWLEDGE OF PRINCIPLES OF HYGIENIC-SANITARY QUALITY OF FOOD

- ✓ The European regulations in theme of food health
- ✓ Procedures for hygienic and sanitary control of food.
- ✓ The analysis methodologies for hygienic and sanitary risks in the food.




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Unit 3.4 KNOWLEDGE OF CHAIN RELATIONS IN THE AGRICULTURE FIELD

- ✓ Chain organizations and their subjects
- ✓ Elements of traceability in the row agricultural production
- ✓ The principles of quality certification in the agriculture productions
- ✓ Elements of row organization evolution in the local development strategies




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Unit 2.5 KNOWING HOW TO CONSTRUCT PROJECT WORK

- ✓ To create an individual project
- ✓ To analyse the relations system
- ✓ To analyse limits and opportunities of project
- ✓ Feasibility study of a project: sources, risks/ opportunities evaluation




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3) THE INNOVATIVE COURSES OF QUALITY AGRICULTURE

unit 3.1 knowing the characterising regional models of agricultural production
unit 3.2 to know the models of sustainable agricultural production
unit 3.3 knowledge of principles of hygienic- sanitary quality of food
unit 3.4 knowledge of chain relations in the agriculture field
unit 3.5 knowledge of the problems regarding safety at work in agriculture field





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Unit 3.5 KNOWLEDGE OF THE PROBLEMS REGARDING SAFETY AT WORK IN AGRICULTURE FIELD

- ✓ The European regulations in theme of food health
- ✓ Procedures for hygienic and sanitary control of food.
- ✓ The analysis methodologies for hygienic and sanitary risks in the food.




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4) THE NEW ROUTES IN MULTIFUNCTIONAL AGRICULTURE

unit 4.1 To know the development opportunities of rural areas in the touristic field
unit 4.2 Farm development opportunities in the territory maintenance
unit 4.3 To know the development opportunities of rural areas as regards the production of renewable resources of energy
unit 4.4 Knowing the methodologies of regional marketing




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Unit 4.1 TO KNOW THE DEVELOPMENT OPPORTUNITIES OF RURAL AREAS IN THE TOURISTIC FIELD

- ✓ Turistic enjoyment in rural areas
- ✓ Rural tourism as occasion to integrate profits for farmers
- ✓ Rural tourism as instrument for typical products valorization
- ✓ Farm-holidays reception and others relevant services

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Unit 4.2 FARM DEVELOPMENT OPPORTUNITIES IN THE TERRITORY MAINTENANCE

- ✓ Connection between agricultural activities and environment management
- ✓ Prevention of the hydraulic risk
- ✓ Activities for the defence of soil
- ✓ Maintenance of the territory as new opportunity for the agricultural field

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Unit 5.2 TO BE ABLE TO PROMOTE THE AGRICULTURE PART IN THE SOCIAL INCLUSION COURSES

- ✓ Work in agriculture and social inclusion courses
- ✓ Social inclusion contest
- ✓ Relation system in social inclusion courses
- ✓ Employment promotion courses for disable persons

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Unit 5.3 TO BE ABLE TO PROMOTE DEVELOPMENT OF ENTERPRISES IN AGRICULTURE AND RURAL AREAS

- ✓ Courses and opportunities for enterprises creation in agriculture and rural areas
- ✓ Development of new competences to enterprises adaptation in agriculture
- ✓ Individual and collective projects of development company

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Unit 4.3 TO KNOW THE DEVELOPMENT OPPORTUNITIES OF RURAL AREAS AS REGARDS THE PRODUCTION OF RENEWABLE RESOURCES OF ENERGY

The European strategies in energetic production field

- ✓ Renewable energy sources and resources of the rural areas
- ✓ Main rows agriculture – energy
- ✓ The production of renewable energy sources as new opportunity for the rural areas

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Unit 4.4 KNOWING THE METHODOLOGIES OF REGIONAL MARKETING

- ✓ Territorial evolution planning
- ✓ Methodologies to support typical products promotion
- ✓ Communication strategies

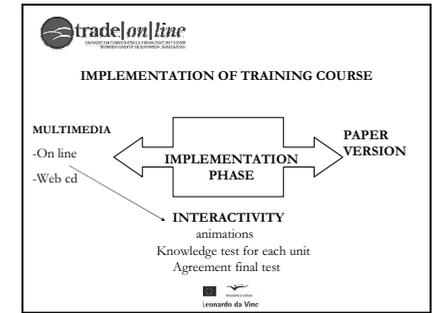
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Unit 5.4 TO BE ABLE TO PROMOTE NEW SKILLS AND OPPORTUNITIES FOR TECHNIQUE PROFESSIONS IN AGRICULTURE

Update of school and university training
 Creation of integrated courses: education– training – work
 Employment promotion courses for technique figures in agriculture and rural areas

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5) DEVELOPMENT STRATEGIES AND JOB OPPORTUNITIES

unit 5.1 recovery of traditional professions
unit 5.2 knowing how to promote the role agriculture play in the social integration of the disabled
unit 5.3 to know how to promote new competences and opportunities for technical profesio
unit 5.4 knowing how to promote business growth in agriculture and rural areas

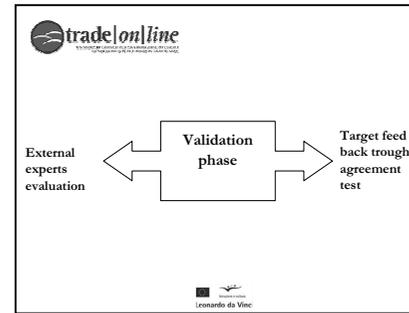
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Unit 5.1 TO BE ABLE TO PROMOTE THE TRADITIONAL PROFESSIONS OF RURAL AREAS

- ✓ To recover the traditional rural professions
- ✓ Technical- operative skills that are disappearing
- ✓ Employment promotion courses

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VALORIZATION STRATEGIES

1 INVOLVEMENT OF LOCAL ACTORS IN THE RESEARCH PHASE

Phase 2 Phase 3

“Analys of agriculture and rural areas development in the countries involved in the project”
 ↓
 LOCAL FOCUS GROUPS LOCAL WORKSHOPS

“Analysa of training needs of the counsellng expert for job promotion in agriculture and rural areas”
 ↓

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Contribution by INPA

Target groups 2/2

B - Undirect beneficiaries

- Entrepreneurs and managers operating in other productive sectors.
- Trade unions and public authorities.
- Political stakeholders in charge of the regional policies.
- Operators of the large distribution companies for typical quality food.

The diagram shows two overlapping circles: 'Production' on the left and 'Distribution' on the right. An arrow points from the 'Production' circle to the 'Distribution' circle, labeled 'Market target'. The entire system is labeled 'The agricultural and food system'.

Logo: e-rural@

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Contribution by INPA

The approach of prototype

eRural prototype's approach aims to the Integration between:

- **Methodology** with the andrology model
- **Technology** with the integration between two different systems
- **Personalization** with the flexible paths

Logo: e-rural@

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Contribution by INPA

eRural learning Portal

The screenshot shows a web interface with a navigation menu on the left and a main content area. The content area has several sections with headings like 'Last news in the agricultural sector' and 'Information opportunities for the agricultural sector'.

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Contribution by INPA

eRural learning Portal

Information services

The screenshot shows a search and information section of the portal. A dashed box highlights a search bar and a list of results. Below the screenshot, text reads: 'News about: training activities, legislation, financing, tech-products, technologies, production, trade associations...'.

Logo: e-rural@

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Contribution by INPA

Methodology

e-Rural training & learning methodology: two integrated approaches

formal learning

Structured and planned training sessions, based on WBT (Web-based training) courses, integrated with tutoring services, assistance and consulting, delivered and used in different modalities

informal learning

Downloads, search and reading and self directed use of learning materials, documentation, references; knowledge and experience sharing through Forum; support services in the portal Areas through the features of the knowledge base

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Contribution by INPA

Training model

Online-based activities

Self-paced, self-directed learning

Blended learning

Collaborative learning

Tutor-assisted Learning

Drills&Practice

Case Studies & Testimonials

Learning & practice community

Classroom-based activities

The diagram shows a central image of a person at a computer. Arrows point from 'Collaborative learning' and 'Tutor-assisted Learning' to the center. Below the center is 'Learning & practice community'. Above the center is 'Self-paced, self-directed learning'. Below the center is 'Classroom-based activities'. To the left of the center is 'Blended learning'. To the right of the center are 'Drills&Practice' and 'Case Studies & Testimonials'.

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Contribution by INPA

eRural learning Portal

Learning services

The screenshot shows a user profile or learning plan section. A dashed box highlights a section with the text: 'Personal Training Plan, Modules Web Based Training, Report, Personal Data...'.

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Contribution by INPA

eRural learning Portal

Knowledge management services

The screenshot shows a search and knowledge management section. A dashed box highlights a search bar and a list of results. Below the screenshot, text reads: 'Search, Advanced search, Ask an Expert, Share your knowledge...'.

Logo: e-rural@

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Contribution by INPA

The Learning Portal: the prototype approach

The prototype of the e-Rural Learning Portal consists in an integrated platform of two distinct systems:

1. a **Content and Knowledge Management System;**
2. a **Learning Management System.**

These two systems interact with each other, for example, in managing the registration and authentication of the users; however, they essentially carry out two different and specific tasks: the first system manages, through the use of specific tools, the information and knowledge management portals which welcomes the users and guides them through the actual e-learning section which is then managed by the second system.

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Contribution by INPA

Content areas and services

1 My Information

Information on specific topics Concerning the agricultural sector

Learning Activities
Legislation
Financing
Production Services
Innovation Technology Services
Agricultural Production Services Providers

2 My Learning

Contents and services for the e-learning Process

Learning Document
My Learning

3 My Knowledge

Counselling services

Learning Document
My Learning

4 My Community

Supporting services for the virtual community

Events
Mailing Lists
Forum
Personal Agenda

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Contribution by INPA

eRural learning Portal

Communication services

The screenshot shows a communication section. A dashed box highlights a section with the text: 'Events, Mailing list, Forum, Personal Agenda, Videoconference...'.

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Contribution by INPA

Personalized learning pathways

The training service model adopted in e-Rural is extremely flexible and can be structured to meet the personal needs of the various target groups.

A **structured pathways** is a modular path that is assigned after having decided what skills and what type of learning method will be used, alternating between classroom-based sessions and online individual sessions, and customizing the preparation of the resources to be used according with the duration of the pathway.

The diagram shows a flowchart of a learning pathway. It starts with 'Start' and ends with 'End'. The path goes through 'Classroom and/or online' learning. It includes boxes for 'WBT', 'Case study', 'Evaluation', 'Project work', and 'Self-learning'. Below the path, there are four boxes labeled '1st week', '2nd week', '3rd week', and '4th week'.

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Contribution by INRA

Learning Modules

Each training pathway is supported by learning material organized in a corresponding learning Module

Each learning module is divided into learning sub-units or objects developed in relation to micro learning objectives. In general, for each of the subject areas, each module foresees in the classroom and/or online:

- tutorial contents to be used;
- one or more case studies to be discussed;
- exercises or project work to be performed in a work group;
- direct testimony.

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Project: CMCN University of Agriculture
Pescara, Italy

Contribution by Gruppo Pagine representing the eRural project

Training path for training operators /1

Trainers	In general	-E-business and e-commerce
Teachers	-Vocational training and re-training	- From distance learning to e-learning
	-Information	-Technology and tools for e-learning
	-Communication	-The e-learning project process
	In particular	-Designing, developing and managing e-learning contents
	- Being aware of the opportunity provided by Internet and ICT solutions for business objectives and for training and learning	-Roles and organization for managing training and learning through technology
	-Being able to design and develop learning materials and content for online learning	
	-Being able to organize and use online communication tools to support learning	

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Thematic Seminar "Enhancing Skills in SMEs" - 28 & 29 November 2004

Contribution by INRA

The dissemination actions

The successful dissemination

A **successful dissemination** is born from a good planning that includes the beneficiaries' referents in the partnership.

An efficient dissemination starts from the beneficiaries

The eRural project's partnership represents also the final beneficiaries, to which the project aims.

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Contribution by INRA

The dissemination actions

Who does profit?

The beneficiaries' eRural are – in the short time - the **promoters of Innovation in the learning and vocational guidance System** (trainers, teachers, consultants), because its aim is to realize a prototype and not a final product to supply.

The final users will be able to take advantage only in the medium-long time

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Pescara, Italy

Contribution by Gruppo Pagine representing the eRural project

Training path for training operators /2

In general	-Module WBT 1	MyLearning > Course catalogue
- Formal e-learning	-Module WBT 2	
- Blended learning	-Module WBT 3	
- Classroom teaching	-Module WBT 4	MyCommunity > Forum
- Testing and experimentation of classroom teaching with other target groups	-Downloads and papers	MyInformation > Legislation > Links and Downloads
- Self-training through online materials	-Books	MyKnowledge > Ask the expert
- Collaborative learning through on-line events (synchronous and asynchronous)	-Technical documentation	Services > Glossary and Webparade
- Testing and experimentation of online assistance to other target groups	-Onits and practice and Project work	
- Classroom final session for experience evaluation	-Presentation, Testimony, case study	
	-Forum e Videconference	
	-Web Links, Glossary, News e FAQ	
	-Learning Guides	
	- Evaluation Questionnaire	

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Thematic Seminar "Enhancing Skills in SMEs" - 28 & 29 November 2004

Contribution by INRA

The dissemination actions for eRural project

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Pescara, Italy

Contribution by INRA

The dissemination actions

Who does profit?

The final users (farmers, students) are useful to get feedback to improve the eRural prototype

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Pescara, Italy

Contribution by INRA

The dissemination actions

The eRural's dissemination actions

Which actions and when they has been carried out?

Before	During	After
<ul style="list-style-type: none"> Planning a successful dissemination Defining a partnership with the inclusion of the final users' referents 	<ul style="list-style-type: none"> Carring out local meetings with targets' referents Elaborating brochures, articles and newsletters Carring out Videconferences Carring out workshop for the testing with targets' samples Moreover the same Portal is a dissemination toll 	<ul style="list-style-type: none"> Carring out Seminars Elaborating Marketing plan to transform the prototype in a final product to supply

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Pescara, Italy

Contribution by INRA

The dissemination actions

What's the dissemination?

The **dissemination** aims to the valorisation of the results of a project.

The **valorisation** is a process that permits to profit by the results of a project.

Font: Workshop "How to develop an excellent valorisation plan" Maastricht 16 December, 2004

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Contribution by INRA

The dissemination actions

What does a good valorisation need?

- a strong attention to the final users' needs, from the beginning of the project
- promotion of the results and innovative training products
- Analysis of their appropriateness of the transfer to satisfy the new needs identified
- Adaptation to the new contexts

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The dissemination actions

Elements of discussion

In the LdV, the efficient dissemination:

- Includes the **beneficiars' referents** into the partnership
- starts from the beneficiaries**, not from the contents
- means **valorisation** – to valorisate means to profit
- aims to the **Training and Vocational Guidance system** (in short time)
- wants a **Marketing Plan** to transform the prototypes of the projects in full products to supply for the final users (in medium-long time)

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Pescara, Italy

Project Food Safety for Teachers: Training Package

Ondina Afonso
AESBUC – Portugal

Food Safety for teachers: training package

Pilot Project PT/04/B/F/PP – 159055

Ondina Afonso,
AESBUC – Portugal



Praha, January 2005

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

From Idea to Project

We started from two main points:

- the increasing of the importance of the Food Safety at the consumers level
- the competences that we have “at home”

Also...

The food professionals, in general, recognises that in present times, at a European Level, there is a lack of understanding by consumers that play an essential role in preventing these events.

The importance of Food Safety issues

Food borne microbial infections are, considering their frequency and range of consequences, a major food related safety issue.

The present efforts of the food industry towards the implementation of the Hygiene of Foodstuffs Directive (93/43/EEC) will not eliminate food borne infections due to, at least, one factor:

an “educational gap”

By the other hand

Above the competences that we have in the field:

- We could have the opportunity of change the scope from SME's to consumers
- The “idea” could have a great impact trough the people that belongs to the “future” – the young people!!

The idea was...

to create attractive tools to deliver to the most important channel that reaches the European Students:

the teachers of the basic and secondary school

At same time we thought about partners...

- Portuguese Ministry of Education
- Fachhochschule Trier (Germany)
- Centro Tecnológico Nacional de la Conserva y Alimentación (Spain)
- University of Warsaw (Poland)
- Institute of Food Bioresource (Romania)

AESBUC has a...

... technological infrastructures that are complemented by fully equipped training suites and support facilities with a considerable in-house capacity for the production of training materials, including those for distance and internet-supported programmes. AESBUC has a large experience on National (PEDIP, REDE, ...) and European Projects (Leonardo da Vinci, Adapt, ...).

Who is AESBUC - ASSOCIAÇÃO PARA A ESCOLA SUPERIOR DE BIOTECNOLOGIA DA UNIVERSIDADE CATÓLICA ?

The AESBUC, founded in 1984, is an association of companies, mainly from the food sector, that develops its activities in very close relation with the College of Biotechnology of the Catholic University of Portugal

AESBUC offers a wide range of contract services, ranging from simple analysis, troubleshooting, product development, training courses and programmes to industrial research projects.

The goals of the project!

- The main goal of this network is to help to provide relevant, adapted and easily accessible methods for new forms of learning and teaching and basic skills in Vocational and Education Training (VET) through the valorisation of formal and non formal training of an important segment.
- Our specific aim is to disseminate to the teachers knowledge on Good Practices of Hygiene and Food Safety, through training manuals and practical sessions.

During the project

- Creation of training manuals on Good Practices of Hygiene and Food Safety for teachers of basic and secondary level and set-up of scenarios for the practical sessions in the Technological Centres.
- Pilot Training sessions with teachers of basic and secondary level supported on the created manuals.

The Products

- Two training package (CD-ROM based) on Good Practices of Hygiene and Food Safety for teachers of basic and secondary level.
- Pilot Training sessions with teachers of basic and secondary level supported with the developed training package .
- Internet web page

Topics to be included in the training package:

1. Food borne illness
2. The food and its risks
3. Factory: the big Kitchen
4. Shopping
5. Storage at home
6. Cooking
7. Risk Groups
8. Foods of the Future

Every deliverable will be first made in English, and translated into all local languages

The Strategy will be developed in two phases:

- First phase, a pilot test on the training package with the support of the Portuguese Education Ministry, which will identify a pilot group of teachers in different schools and regions.
- Second phase, to be applied in partner countries with the involvement of official/education entities identified as competent for this phase.

The expected impact

- In the short term, we expect to reach a reasonable number of teachers, in each country, that can use the training package on their classes.
- In the long term we expect to educate children (and through them, their parents), to become responsible, discerning and careful adults, in regards to food safety issues, thus reducing the occurrence of foodborne disease.

Project Transfer of Competencies for Vocational Training in Ecological Agrarian Sector of Baltic States

Prof. Dr. Algirdas Motuzas
Lithuanian University of Agriculture

Congratulations from Lithuania to the Participants of the European seminar **Agriculture – Training – Europe !**

Prof. Dr. Algirdas Motuzas
Lithuanian University of Agriculture
Pilot Project Leader

Pilot Project No. LT/04/B/F/PP-171000

Transfer of Competencies for Vocational Training in Ecological Agrarian Sector of Baltic States

Project Initiator – Contractor - Coordinator - Lithuanian University of Agriculture

Project Partners –

- Osteuropazentrum of Hohenheim University (Stuttgart, DE)
- Estonian Association of Rural Consultants (Tartu, EE)
- Estonian University of Agriculture (Tartu, EE)
- Lithuanian Agricultural Advisory Service (Dotnuva, LT)
- Lithuanian Veterinary Academy (Kaunas, LT)
- Kaunas College (LT)
- Latvian Agricultural Advisory and Training Centre (Ozolnieki, LV)
- Latvian University of Agriculture (Jelgava, LV)
- Bishop Burton College (Beverley, UK)

Duration of the Project
30 months
(01.10. 2004. – 31.03.2007)

Contract Signing and exchange

Pilot Projects co-ordinator Mrs. Sigita Alvinskaitė and partners

Some data about Project contractor – Lithuanian University of Agriculture

It was established in Dotnuva 1924.
Now it is situated near Kaunas city in the separate University Campus – Akademija.

The University structure:

5 faculties - Agronomy, Economics and Management, Forestry, Water and Land Management and Agricultural Engineering.

3 Institutes of studies and research – Environment, Information Technologies and Rural Culture.

2 Research Institutes – Water Engineering and Agricultural Engineering.



As well Park of Agricultural Science, Experimental Station and Experimental Farm.




Two ideas of the Project

1. Supporting and developing measures for training of vocational counsellors in Baltics Agricultural Advisor Service Systems in ecological agriculture
2. Developing a training system for counsellors with the help of distance training elements



The specific aims of the pilot project are:

1. New effective education systems (material and human resources) created and adapted to national advisory services to train agricultural counsellors in Estonia, Latvia, and Lithuania
2. Modular courses in each national language of the Baltic countries and in English language created for vocational training of agricultural counsellors in ecological agriculture
3. The vocational training material in four specific areas will be prepared as handbooks and CD-ROM versions
4. Elements for distance training in ecological agriculture will be placed in Internet both in each national and English language



The University Senat has approved the following main fields of fundamental research:

- Methodological fundamentals of environment and evaluation of agricultural production quality,
- Cellular selection, creation of varieties and evaluation of their genetical potential,
- Energetic processes in biotechnologies,
- Methodological substantiation of rural development,
- Technologies in agriculture, water and forest husbandry.



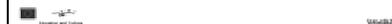

At the University studies are organized at three levels – Bachelor, Master and PhD.

At present University offers 18 Bachelor study programs and 48 Master level specializations. There study 6590 students, of which 658 in master and 75 in PhD studies. In the last 5 years the number of accepted students has varied from 1632 to 1803. University has 47 professors, 217 associated professors, 90 lecturers and 25 assistants.




Will work particular vocational training international groups of professors formed from any other concerned project partner in following areas:

- Agri-environment – Estonian Agricultural University
- Organic crop production and horticulture – Lithuanian Agricultural University
- Ecological animal husbandry – Lithuanian Veterinary Academy
- Economics and marketing in ecological farming - Latvian Agricultural University



Will be used and transferred the experience in agricultural counsellors training –

- Baden-Württemberg Land (Germany)
- East Yorkshire Land (United Kingdom)

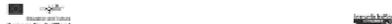


Situation in ecological agrarian sector of Baltics

The demand of consumers for organically produced agricultural products and food is Europe-wide increasing.

New EU countries are challenged after implementing an environmental programs to ensure the current quality standards for food production.

But the institutions for initial and further education and the advisory services are insufficiently prepared to fulfill this major task.



Problem

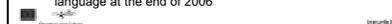
In Baltics the agricultural schools are responsible for initial farmers training. The responsible coordinators of the further farmers training are Ministries of Agriculture. Agricultural counsellors are graduates of agricultural universities either colleges in responsibility of the Ministries of Education.

Such diarchy leads to non-existence or the system for the further training of counsellors because discontinuous practical training course are organized either by different organizations or Agricultural Advisor Services themselves.



Expected results of the pilot Project proposal are as follows:

1. New effective education systems (material and human resources) created and adapted to national advisory services to train agricultural counsellors in Estonia, Latvia, and Lithuania expected to be capable at the end of 2006
2. Modular programmes curriculum in each national and English language created for vocational training of agricultural counsellors in ecological agriculture to be prepared till the mid of 2005
3. The vocational training material in four specific areas will be prepared as handbooks (1200 copies, including 600 in national and 600 in English languages) and CD-ROM (1200 copies) versions expected to be available at end of 2006
4. Elements for distance training in ecological agriculture will be prepared as Internet version both in each national and English language at the end of 2006



Special thanks

I am very thankful to the National Agency of the LEONARDO da VINCI Program in the Czech Republic as well to the organizing committee of seminar **Agriculture – Training – Europe** in Prague Agricultural University for an invitation and possibility to present the agricultural counsellors vocational training in Baltics



Project Developing Plant Protection Vocational Training Material for SMEs Farmers

Katalin Ludvig
Trebag Ltd

Developing Plant Protection Vocational Training Material for SME farmers

HU/02B/F/PP-136012

Katalin Ludvig
Trebag Ltd

2005. 03. 08. Trebag Ltd

Background of the project

- Structure of the agriculture has changed in the last ten years
- The family farmers have been in the forefront
- Agriculture got new role in the society (must be sustainable, ecological and create living society)
- The farmers need a modern plant protection knowledge

2005. 03. 08. Trebag Ltd

Objective of the project:

- New plant protection teaching material in a module system (14+2 modules)

Target group:

- Family farmers, local agricultural experts, experts of the agricultural chambers

Duration of the project:

- 30 months (started: 01/02/2003, finish: 31/07/2005)

Final Product:

- CD-ROM, DEMO CD, website, brochure
- Teaching material: in Hungarian, Spanish, Greek, Czech and Slovak languages

2005. 03. 08. Trebag Ltd

Consortium

Trebag Ltd (Hungary): promoter, coordinator
Czech University of Agriculture of Prague (Czech Republic)
Slovak Agricultural University (Slovakia)
Global Interface (Spain)
Georgiki Anaptixi (Greece)
County Council of Malaga (Spain)
Cserhati Sandor Technical and Agricultural Secondary School
Agricultural Chambers of Bacs-Kiskun County (Hungary)

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Partners work in two groups:

Developers of training material: universities and training schools

„Tester” group – chamber and county council make contact with target groups

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Modules:

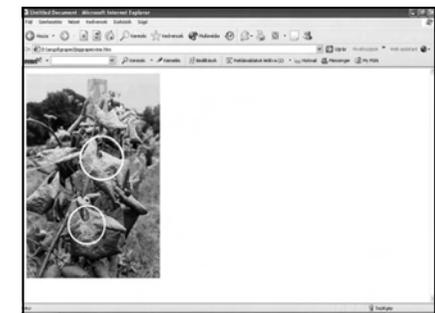
Barley, Maize, Potato, Sunflower, Wheat, - field plants
Cucumber, Paprika, Root vegetables, Tomato, Sorts of cabbage, Sorts of melon – horticultural plants
Apple, Stone – fruits,
Grapes
Citrus and Olive – Mediterranean plants

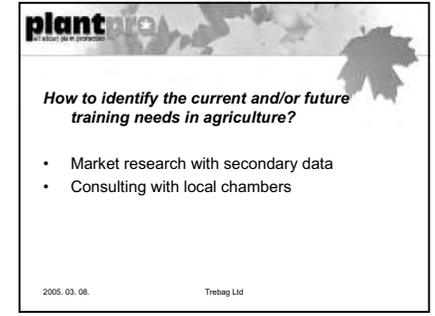
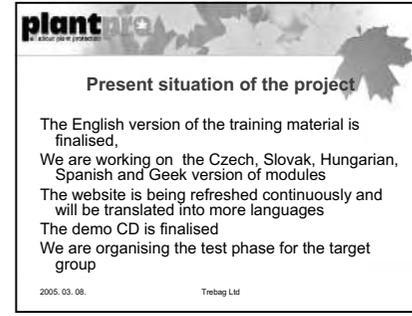
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Structure of the modules

- Morphology
- Growth and development
- Pathology (virus, mycoplasma, bacteria, fungus)
- Pests
- Weeds
- Phenology table
- Symptom-register

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plant PROJEKT

What are the tools to be developed in projects which could lead to quality assurance of the training for agriculture?

- TQM-based quality assurance: partners' self-control to avoid or solve the problems
- Quarterly reports
- Regular workshops (4)
- Questionnaire for the pilot training

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plant PROJEKT

Role of the final beneficiaries for upgrading the quality of training for agriculture

- Chambers and training institutions are represented in the consortium
- Organizing pilot courses in each partner country
- Applying questionnaire during the pilot course

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plant PROJEKT

Thank you for your attention!

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2005. 03. 08. Trebag Ltd

Project Introduction of ICT-supported Further Training for Managers and Employees in Ecological Product Detail and Development of European Training Standards

Elisabeth Avakian-Reuter

E(CO)-QUALIFY
Qualification Standards for Organic Retailers

- Introduction of ICT-supported Further Training for Managers and Employees in Ecological Produkt Detail and Development of European Training Standards
- Equalita Institut für Qualifizierung und Vernetzung in Europa e.V. Deutschland, Köln

equalita 1

E(CO)-QUALIFY
Qualification Standards for Organic Retailers

- 14 partner from 8 countrys work together
- they are from: Austria – Belgium – Czech Republik – Germany – Hungary – Latvia – Poland – Slovakia (- A,B,CZ,D,H,LV,PL,SV -)
- All partner organisations are involved in the field of dealing with ecological food

equalita 2

E(CO)-QUALIFY
Qualification Standards for Organic Retailers

- The Organic-Retailer-Association „O-R-A“ was founded
- Qualification Standards were developed
- An E-Learning System is working now in it's first version with participants from 4 countries (A;CZ;D;PL) from 60 companies

equalita 3



E(CO)-QUALIFY
Qualification Standards for Organic Retailers

- ORA is the international umbrella association of national Organic Retailers Associations
- The Goal of ORA is:
 „...to provide consumers with organic products from certified organic retailers offering a 100% organic selection and comprehensive information about the organic issue and the products“

equalita 5

E(CO)-QUALIFY
Qualification Standards for Organic Retailers

- The European Qualification Standards were created for the operative level of natural food shops and for the task of management
- General premises were written down and the necessary qualifications in the field of product, business and market

equalita 6

E(CO)-QUALIFY
Qualification Standards for Organic Retailers

- The Qualification-Standards are the foundation of the E-Learning System

I want information	I will study and train	I will communicate with colleges
Info-Center	Learning - Center	Communication - center
News from the homepage News from the project News from the branch	Basics to study Exercises Multiple Choice Interaktive exercises	National panel in A.C.Z.D.P.L International panel in English for all participants Tutor's panel Individual panel for participant and tutor

E(CO)-QUALIFY Qualification Standards for Organic Retailers
ORA

E(CO)-QUALIFY
Qualification Standards for Organic Retailers

- Transnational Co-operation started now
- ORA will take the Qualification-Standards and will create an international certification system for the level of qualification in the trade with organic food
- The member organisations will be responsible for the national implementation of the standards



Workshops – discussion themes

Workshop A 1 – How to bring the promoters and beneficiaries together?

- What are the various ways how to link up the project promoters with the direct beneficiaries?
 - within the project (testing, questionnaires, web sites, seminars, workshops, thematic and valorisation actions planned within the project work plan)
 - further tools which can be used also outside the project (regular bulletins, web sites with visitor's corners, direct mailing, fairs, exhibitions, links on web sites of other relevant institutions or relevant information portals)
- What approaches have to be avoided and what are the most efficient means how to reach the beneficiaries?
 - to avoid: providing of general information instead of showing the real use of the product for the addressed beneficiary, missing instructions how to reach the products or web sites without clear information on the product, not attractive form of the information materials;
 - recommended: personal approach during various events, quality information materials, setting up of network of user institutions...;
- How to achieve sustainable contact with beneficiaries after the completion of the project? (updating web sites, feedback on the quality of the products, ...)
- What is in your opinion missing in the current training offer in agriculture ?

Workshop A 2 – Efficient dissemination methods

- What are the characteristics of the efficient dissemination means?

(Clear message on the content of the outcomes of the project, attractive form and attractive design of dissemination tools, tailor made response to the needs of the beneficiaries, evaluation of the used dissemination methods to identify the most efficient ones...)
- What dissemination means can be used within the project implementation?

(Basic: leaflets, brochures, conferences, workshops, fairs, articles, TV, Radio, web sites; specific: links to the other information portals, commercialization...)

3. What are the key dissemination players to be involved?

(Specific target groups, social partners, sectoral networks both on national and international level, educational and administration authorities, experts on marketing and commercialization...)

Workshop A 3 – How to integrate the project results into national VET systems?

1. What are the essential key players for effective integration of the training products into the national VET systems?

(Education and administration authorities on national and regional level, training institutions offering further education and training, relevant schools aiming at broadening and updating the training offer, specific co-ordination institutions, sector bodies, ...)

2. How to involve these key players into the project implementation?

(Steering committees in the projects, involvement in workshops, conferences, evaluation activities for the project products, ...)

3. How to ensure sustainability of the training products in the process of their exploitation in the VET systems?

(ability and favourable conditions for updating of the content, feedback to the authorities on the quality of training and on the impact of training achievements, ...)

Workshop B 1 – How to strengthen transparency of training outputs?

1. What are the currently available tools or tools under development ensuring transparency of the training outputs?

(Europass single framework for the transparency of qualifications and competences – (European CV, MobiliPass, Diploma and Certificate supplements, European Language Portfolio), European Credit Transfer in VET, validation of non-formal and informal learning, ...)

2. How can the currently available training offer be adapted to answer to the needs for transparency?

(Impact of the Maastricht Communiqué on strengthening of transparency in VET, ...)

3. What players in the project partnership can efficiently contribute to ensuring transparency of the developed training products?

(National/sectoral institutions, regional authorities, specific co-ordinating institutions, ...)

Workshop B 2 – How to enhance the quality of training in agriculture?

1. How to identify the current and/or future training needs in agriculture?

(Efficient methods for identification of training needs in agriculture, European Common Quality Assurance Framework – Copenhagen process, ...)

2. What are the tools to be developed in projects which could lead to quality assurance of the training for agriculture?

(Developing quality assurance procedures, quality indicators for the assessment of VET for agriculture, self-evaluation procedures, thematic networks for collecting and disseminating good practices in agriculture, ...)

3. Role of the final beneficiaries for upgrading the quality of training for agriculture?

(Tailor-made content of the training, feedback, ...)

Workshop B 3 – How to support the transnational co-operation in VET in agriculture?

1. What are the tools and means which could lead to strengthening of transnational co-operation in VET for agriculture?

(More active participation in transnational projects, exploitation of the Leonardo mobility projects, sectoral networking, participation in workshops, exhibitions, fairs, ...)

2. Role of administration authorities on national and regional level in upgrading the transnational co-operation

(Good practice, concrete experience, recommendations, ...)

3. What incentives could lead to better transnational co-operation in exploitation of training products for agriculture?

(Setting up of virtual think/evaluation teams for recommendation of suitable training products, setting up of information portal with an offer of innovative Leonardo da Vinci products for agriculture ...)

European valorisation seminar
Agriculture - Training - Europe
Prague, 28th and 29th January 2005

List of participants

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European valorisation seminar

Agriculture - Training - Europe

Prague, 28th and 29th January 2005

Conclusions of workshops and panel discussions

Workshop A.1 – How to bring the promoters and beneficiaries together?

Workshop chair: Eamon Lenihan, Centre for Sustainability Development, University of Ireland, Cork, IE

Introduction: Presentation of the project Trade on-line Training for the Development of Rural Areas in Europe – Marco Failoni, Confederazione Italiana Agricoltori, Firenze, IT

Discussed themes:

1. What are the various ways how to link up the project promoters with the direct beneficiaries?
2. What approaches have to be avoided and what are the most efficient means how to reach the beneficiaries?
3. How to achieve sustainable contact with beneficiaries after the completion of the project?
4. What is missing in the current training offer in agriculture?

Main conclusions:

- Importance of the continued engagement of all stakeholders in the pre-submission phase through to completion of project (and beyond if possible)
- Recognition of project output as credits in educational institutions
- Greater attention to involvement of representatives of the research area
- Need for public or private bodies to continue to promote project outputs subsequent to final implementation phase
- Know your partners

Workshop A.2 – Efficient dissemination methods

Workshop chair: Kostas Karantininis, Agricultural University KVL, Copenhagen, DK

Introduction: Presentation of the project E-learning for e-Business and Territorial Marketing On-line – Carlo Parlagreco, Agency for Agricultural Training, Research and Development of the National Confederation of Farmers, Rome, IT

Discussed themes:

1. What are the characteristics of the efficient dissemination means?
2. What dissemination means can be used within the project implementation?
3. What are the key dissemination players to be involved?

Main conclusions:

- Divide the dissemination process into 3 phases of the project: before – during – after
- The basic means used was IT
- Specialized press is the useful means of dissemination
- The main target groups of dissemination activities: partners, farmers, business people, consultants, government etc.
- The dissemination should target the long-run sustainability of the project and overcome the „publicly financed“ logic
- The project should survive after the expiration of the funding
- Develop a good marketing plan!

Workshop A.3 – How to integrate the project results into national VET systems?

Workshop chair: Silvia Petrová, National Agency of the Leonardo da Vinci programme, Prague, CZ

Introduction: Presentation of the project Food Safety for Teachers: Training Package – Ondina B. Afonso, Association for the School of Biotechnology of Portuguese Catholic University, Porto, PT

Discussed themes:

1. What are the essential key players for effective integration of the training products into the national VET systems?
2. How to involve these key players into the project implementation?
3. How to ensure sustainability of the training products in the process of their exploitation in the VET systems?

Main conclusions:

- Education and other relevant administration authorities on national and regional level, training institutions offering further education and training, relevant schools, specific co-ordination institutions and sector bodies are the essential key players
- It is necessary to involve specific key players related to the theme of the project e.g. parents' associations
- Organize ex-ante fora with specific key users in the phase of designing project proposals
- Pro-active approach to get the best training tools for public money – involvement of the relevant authorities in the valorization plan
- Essential key players can be involved in the project implementation both directly and indirectly
- Steering Committees in the projects, involvement in the workshops, conferences and/or evaluation activities for the project products are possible ways how to involve the key players into the project implementation

- Sustainability of the training products can be ensured by the ability and favourable conditions for updating of the content, feedback to the authorities on the quality of training and on the impact of training achievements, maintenance of the web site of the project etc.
- Cooperation of the partner institutions after project completion – network
- New project proposals – solving of language issue

Workshop B.1 – How to strengthen transparency of training outputs?

Workshop chair: Peter Fandel, Slovak University of Agriculture, Nitra, SK

Introduction: Presentation of the project Transfer of Competencies for Vocational Training in Ecological Agrarian Sector of Baltic States – Algirdas Juozas Motuzas, Lithuanian University of Agriculture, Kaunas, LT

Discussed themes:

1. What are the currently available tools or tools under development ensuring transparency of the training outputs?
2. How can the currently available training offer be adapted to answer to the needs for transparency?
3. What players in the project partnership can efficiently contribute to ensuring transparency of the developed training products?

Main conclusions:

- All partners of Leonardo projects in special field (e. g. organic farming) should meet and discuss output of their projects what will enable to create a new scheme of integration of Leonardo project results and enhance the transparency of the project outputs
- It is useful to create a scheme where skills needed and emerging professions can be connected
- Authorities and project managers should co-operate for validation of certificates and their accreditation on European, national and regional level from the aspect of formal and non-formal competencies and transferability.

Workshop B.2 – How to enhance the quality of training in agriculture?

Workshop chair: Karin Hakelius, Swedish University of Agricultural Science, Uppsala, SE

Introduction: Presentation of the project Developing Plant Protection Vocational Training Material for SMEs Farmers – Ludvik Katalin, Trebag Property and Project Management, Nagykovácsi, HU

Discussed themes:

1. How to identify the current and/or future training needs in agriculture?
2. What are the tools to be developed in projects which could lead to quality assurance of the training for agriculture?
3. Role of the final beneficiaries for upgrading the quality of training for agriculture

Main conclusions:

- It is recommended to carry out the „market research“ before the project starts: secondary data, structural analysis of the sector, farmers´ associations

- To identify the future needs through questionnaire and interview during pilot courses: more crops/plants and more countries
- Preferred tools: CD-ROM, demo on the Internet (paper material is too static, not interactive)
- Local farmers´ associations/state organisations working with farmers and „telehouses“ are important
- Money is a problem in upgrading the quality of training in agriculture because the farmers can not pay
- If the training material is on the Internet the users can give feedback directly and also „unexpected“ comments may arrive
- Each country has to take responsibility in upgrading the quality of training
- In general: do not cover too much (too many crops), make sure partners are willing and able to perform their part in the project, consider how to handle local differences, important to have network to reach farmers
- Useful publication dealing e. g. with various knowledge dimension: Anderson LW & DR Krathwohl (eds) 2001. A Taxonomy for Learning, Teaching and Assessing. A Revision of Bloom´s Taxonomy of Educational Objectives. New York: Pearson Education. ISBN 0-8013-1903-X.

Workshop B.3 – How to support the transnational co-operation in VET in agriculture?

Workshop chair: Stergios Tzortzios, University of Thessaly Volos, GR

Introduction: Presentation of the project Introduction of ICT-supported Further Training for Managers and Employees in Ecological Product Retail and Development of European Training Standards - Elizabeth Avakian-Reuter, Equalita – Institute for Qualification and Networking, Bochum, DE

Discussed themes:

1. What are the tools and means which could lead to strengthening of transnational co-operation in VET for agriculture?
2. Role of administration authorities on national and regional level in upgrading the transnational co-operation
3. What incentives could lead to better transnational co-operation in exploitation of training products for agriculture?

Main conclusions:

- The tools for strengthening of transnational co-operation: setting up transnational partnerships and ensuring co-ordination with appropriate structure, mobility of students and farmers as well as the teaching staff
- Some further tools: participation in workshops, exhibitions, fairs, development of innovation programmes at Community level, provision of databases, surveys, studies
- Strengthening monitoring between regional and national authorities, agricultural service organisations and regulatory agencies
- National/regional authorities should promote the development of human resources related to agriculture and education/training for agriculture
- If incentives for various parts of the internationalisation work are to be recommended, the financing and the administration of these should be outlined
- Setting up of information portal with an offer of innovative Leonardo project products for agriculture

Discussion panel 1 – How to valorise the results of Leonardo projects?

Moderator: Jaromír Coufalík, National Agency of the Leonardo da Vinci programme, Prague, CZ

Panelists:

Massimo Canalicchio, Centro Istruzione Professionale Agricola Assistenza Technica della CIA dell'Umbria, Perugia, IT

Paola Geleng, European Commission, DG Education and Culture, Brussels, BE

Karl Andrew Müllner, National Agency of the Leonardo da Vinci programme, Vienna, AT

Lukáš Víšek, European Commission, DG Agriculture and Rural Development, Brussels, BE

Theme 1 – How to improve the knowledge on the Leonardo projects and their products among potential users/beneficiaries?

Ideas/recommendations:

- to use various dissemination tools, e. g. leaflets, web sites, seminars, Compendia and other databases
- to focus the dissemination activities on the most important and most relevant target groups at regional, national, European level
- to support the dissemination within specific sector e. g. through relevant sector databases/information portals
- to create the lists of potential users/beneficiaries (in various countries) during the project implementation
- to increase the links between relevant web sites
- to disseminate the information on the Leonardo projects results also through information channels of other relevant European programmes (ESF, EQUAL), especially through the sector approach
- to ensure the dissemination activities in all partner countries

Theme 2 – What are the efficient mechanisms/procedures supporting valorisation of the Leonardo project products?

Ideas/recommendations:

- to inform permanently the decision making bodies at national, regional and sector level both on available and future training materials
- to inform on the developed training materials through the information portals on vocational education and training
- to negotiate with the bodies responsible for VET systems on integration of developed training materials in the respective part of the VET system/curricula
- to participate in the transnational dissemination/valorisation events at national and European level
- to organise the valorisation workshops/seminars at sector level
- to make the availability of the Leonardo project results easier

- to invite the representatives of relevant decision making bodies, social partners and the beneficiaries to participate in the Project Steering Committee and in the Preparatory Committee of dissemination/valorisation events

Discussion panel 2 – Trends and training needs in agricultural sector

Moderator: Jaromír Coufalík, National Agency of the Leonardo da Vinci programme, Prague, CZ

Panelists:

Martin Mulder, CEDEFOP, Thessaloniki, GR

Milan Slavík, Czech University of Agriculture, Prague, CZ

Jens Ole Thøgersen, Danish Agricultural Advisory Service, Aarhus, DK

Theme 1 – What are the current trends concerning education and training and training needs in agricultural sector?

Ideas/recommendations:

- agriculture today is changing rapidly, new role of farmers is emerging: farmer not only as producer but mainly as an entrepreneur
- training providers should prepare students for the role to develop sustainable entrepreneurship
- the alumnae as a target group have not been exploited up to now in the sector of agriculture for the supportive role both on secondary and post-secondary level
- idea of customers loyalty and cultivating of human relations approach could lead to gaining valuable information and a satisfactory client/trainee relationship in relation to the personal development
- the development of global economy will require more and more self-responsibility in the learning process
- the shift from a state one to private support for agriculture
- challenging elements in the sector of agriculture: higher production costs, strong competition of China, pressure for efficiency

Theme 2 – Which target groups (in agriculture) are underestimated in current vocational education and training?

Ideas/recommendations:

- the network of alumnae is undervalued in the development of vocational education and training in agriculture
- benefit of peer learning would be strongly recommended for farming population
- private farmers are actually newcomers to the market and need support; it is necessary to develop an active dialogue with the farmers and provide more intensive advisory services
- teachers at vocational schools in agriculture are also underestimated because they need permanent updating of their knowledge and skills, also in the context of the above mentioned shift in the training needs from skills typical for „producer“ to skills typical for „entrepreneur“
- the learning tool for development of specific entrepreneurial skills of farmers was proposed as a potential theme of a future Leonardo project

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