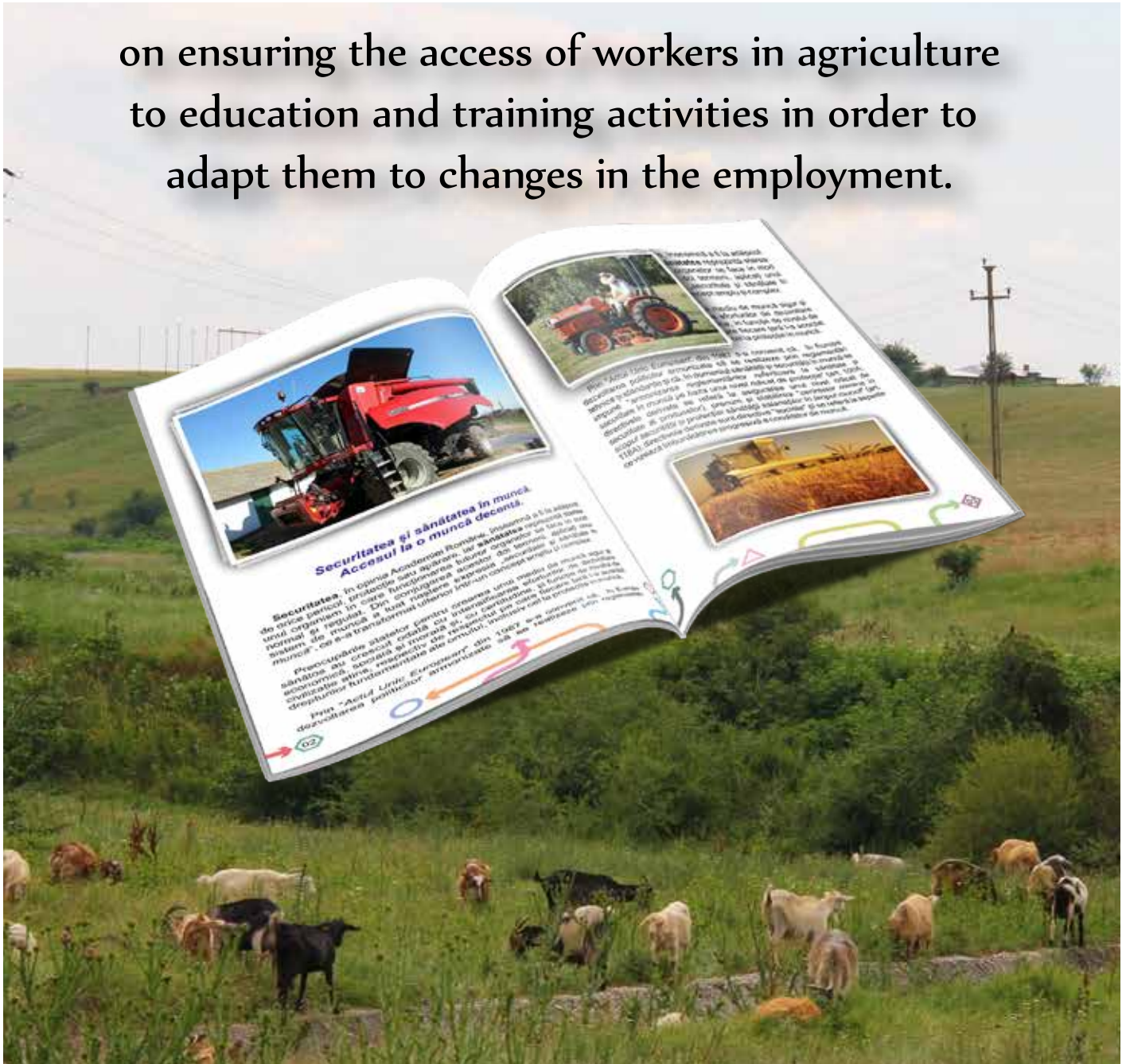


# Good practice guide

on ensuring the access of workers in agriculture to education and training activities in order to adapt them to changes in the employment.



*The content of this Guide reflects the author's views and the European Commission is not liable for any use that may be made of the information contained therein*

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## Introduction

### About the project...

The project „Farmers’ access to education and training activities” was initiated by **Agrostar Federation** (Romania), which is the promoter of the project, in partnership with: Federation of the Independent Trade Unions in Agriculture (**FNSZ/FITUA**) from Bulgaria, Industriegewerkschaft Bauern-Agrar-Umwelt (**IG BAU**) from Germany, Associazione Lavoratori Produttori Agroalimentari (**ALPA**) from Italy, Fédération Nationale du Personnel D'encadrement de la Production, de la Transformation, de la Distribution et des Services et Organisme Agroalimentaires, des Cuirs et Peaux et des Tabacs (**CFE CGC Agro**) from France and European Federation of Food, Agriculture and Tourism Trade Unions (**EFFAT**).

The general objective of the project is to improve the capacity of the trade unions in agriculture to adapt the social dialogue to changes in the employment by promoting the benefits and the importance of investment in human resources in agriculture.

In order to achieve the general objective there were foreseen three specific objectives:

- Elaboration of a comparative study between the fifth countries regarding the practices used by them in terms of attracting and involving farmers in education and training activities in order to adapt them to changes in the employment, but also in terms of national policies that facilitate this.
- Improving the knowledge and skills of 15 representatives of trade unions in agriculture, in five countries, in terms of ensuring farmers' access to education and training activities, in order to adapt them to changes in the employment.
- To promote among stakeholders examples of good practice and measures that can contribute in ensuring access of workers in agriculture to education and training activities in order to adapt them to changes in the employment.

The main activities of the project carried out were the following:

- Development of a comparative study which highlighted the situation of workers in agriculture in terms of participation in education and training activities, taking into account the opportunities, the practices and the obstacles in this area, specific to the partner countries;
- Organization of a training session for trade union representatives in agriculture, carried out on 9 – 11 April in Sofia, Bulgaria. The aim of the training session was for the participants to gain knowledge and to exchange ideas within a reflective process on how qualification measures may be organized in order to make them attractive to farmers and workers; the method contributes to personal development and increased self-confidence, work performance and consequently to organizational development;
- Following the training session, the trade union representatives in agriculture had to develop two action plans, as follows:
  - Action plan 1 - will aim at attracting/facilitating the participation in education and training activities of the workers in agriculture, in order to adapt them to changes in the employment;
  - Action plan 2 – will focus on the methods and techniques for negotiation at European and national level of the aspects concerning the access in education and training activities of the workers in agriculture;

- Organizing a workshop for the trade union representatives in agriculture that was held on 27 – 29 May in Bucharest, Romania with the aim to stimulate the development of practical activities, to facilitate the transfer of knowledge and information, to deepen the information gained during the training session by drafting and presenting and improving the action plans developed.
- Drafting of a policy brief, by the trade union representatives in agriculture who participated in the actions of the project. The policy brief was based on the conclusions resulted in the workshop and on the comparative guide developed within the project and will be addressed to the European Commission in order to undertake some measures that will respond to the problems identified by the participants in terms on ensuring the access of workers in agriculture to education and training activities, in order to adapt them to changes in the employment.

The project was carried out with the financial support from the European Union and it was submitted in 2012 on the call for proposals: Information and Training Measures for Workers' Organisations - Reference: VP/2012/002, Budget Heading: 04.03 03 02 within European Commission, DG Employment, Social Affairs and Inclusion and the grant awarded started on 01 October 2012 and will be implemented in 11 months, till 31 August 2013.

### **About the partnership...**

The project partnership consists of five national trade union organizations in agricultural and an European Federation (EFFAT). These organizations have a common history and have participated in various transnational projects implemented in the previous years, being concerned about similar issues specific to agricultural sector. Through this partnership created, the project has a transnational dimension.

The implementation of the project was made with the contribution of all partners in the project and here is a short presentation of each organization:

<p style="text-align: center;"><b>Romania</b></p> 	<p><b>Federatia Nationala a Sindicatelor din Agricultura, Alimentatie, Tutun, Domenii si Servicii Conexa Agrostar</b> is a trade union federation in agriculture, representative at national level, which brings together, by free consent, employees from agricultural commercial organizations, research institutes and resorts, commercial organizations that operate in the industries of food and tobacco, agricultural producers, as well as persons who work in the handicraft industry or exert a profession in an independent manner. Agrostar Federation was created in 1990 and has currently over 50.000 members, being formed of over 200 trade unions from all agricultural branches (cultivation of land, poultry farming, viticulture, horticulture, trade unions of producers and farmers).</p> <p>Our organization develops its activities in two prior directions: the trade union one and the education-training one. With respect to the trade union activity, the role of the Federation is to contribute to the improvement of the living and working conditions of the workers in agriculture, to represent and promote the professional, social, economic and cultural interests and to defend all the fundamental rights of its members. With respect to the education-training activity our organization develops and implements projects that contribute to the development of human resources from rural</p>
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	<p>areas and from rural communities altogether. In order to successfully implement the activities of this department, professionals with extensive experience were selected in areas such as project management, financial management, agriculture specialists, trainers, rural facilitators, legal advisers, accountants, etc and work procedures have been created according to these projects.</p> <p><a href="http://www.federatia-agrostar.ro">www.federatia-agrostar.ro</a>  <a href="mailto:contact@federatia-agrostar.ro">contact@federatia-agrostar.ro</a></p>
<p style="text-align: center;"><b>Germany</b></p> 	<p><b>Industriegewerkschaft Bauen-Agrar-Umwelt (IG BAU)</b> is a trade union in Germany that has 320,000 members and it struggles for good working conditions and fair wages of its members. IG BAU represents employees of the building industry, building materials industry, gardening and landscaping, agriculture and forestry and the janitors working in industrial facilities and buildings. IG BAU has the task to ensure that the rules for wages and salaries, industrial safety, health, job protection, participation, qualification and environmental standards are being implemented and adhered to. It gives advice and supports as well as influences political decisions to provide for better working and living conditions of its members and all employees.</p> <p><a href="http://www.igbau.de">www.igbau.de</a>  <a href="mailto:holger.bartels@igbau.de">holger.bartels@igbau.de</a></p>
<p style="text-align: center;"><b>Italy</b></p> 	<p><b>Associazione Lavoratori Produttori Agroalimentari (ALPA)</b> is an agricultural professional organisation established as a representation producers-workers operating in the field of agriculture, food and near-water fishing, with mixed activities of either partial or total employed and self-employed work. ALPA is a no-profit national Union, open to the collaboration with other associations and organised into regional and provincial associations endowed with own autonomy, and which is member of several European and World Unions of this sector (EFFAT). The purpose of ALPA is to represent and protect the economic, professional and social interests of mixed figures, also enhancing the workers' autonomous economic activities. The association destines to its members actions of representation and safeguard vis-à-vis public and private institutions at a national, regional and local level, in the framework of issues relating to planning and economic politics, agriculture and common agricultural policy.</p> <p><a href="http://www.alpainfo.it">www.alpainfo.it</a>  <a href="mailto:progetti@alpainfo.it">progetti@alpainfo.it</a></p>
<p style="text-align: center;"><b>Bulgaria</b></p>  <p>ФЕДЕРАЦИЯ НА НЕЗАВИСИМИТЕ СИНДИКАТИ ОТ ЗЕМЕДЕЛИЕТО  София 1606, ул. "Византика" № 29, тел.: 02 952 15 40; 02 952 11 33  факс: 02 952 25 03, e-mail: fnszbg@gmail.com, website: www.fnsz.org</p>	<p><b>Federation of Independent Agriculture Trade Unions (FNSZ/FITUA)</b> is a national trade union organization that represents and defends the rights of workers and employees in agriculture. As member of the Confederation of Independent Trade Unions in Bulgaria, FNSZ plays a key role in the public debate and decision making process in the field of social dialogue and industrial relations in the agricultural policy, social policy, promotion of employment, social standards and health and safety at work. FNSZ makes efforts for implementing a social policy in the sector in coherence with the European Social Model. As a member of International and European sectoral federations – IUF and EFFAT, FNSZ maintains fruitful relationship with several organizations and</p>

	<p>good practices exchange concerning the European Social Dialogue in the sector at European level. Regional development in Bulgaria is crucial issue for the Federation. The big difference in the life standard for people leaving in urban and rural areas is a challenge faced by the society.</p> <p><a href="http://www.fnsz.org">www.fnsz.org</a>  <a href="mailto:fnszbg@gmail.com">fnszbg@gmail.com</a></p>
<p style="text-align: center;"><i>France</i></p> 	<p><b>Fédération Nationale du Personnel D'encadrement de la Production, de la Transformation, de la Distribution et des Services et Organisme Agroalimentaires, des Cuirs et Peaux et des Tabacs (CFE – CGC Agro)</b> is a union that promotes proposals which are primarily advocating for dialogue and negotiation. It is the spokesperson for the employees in defending their rights and their business with as constant willingness to put the economy at the service of women and men who are advancing. It is composed of federations and trade unions. It is represented in the company by the local union, in accordance with the law of 27 December 1968. The local union is part of a determined function of its industry trade association (e.g. metallurgy, chemistry, banking, etc). This is the union that it is effective to make membership, remit union card, collect dues and provide information and advice on all matters of professional branch. The Confederation also includes 29 regional unions (UR), 98 departmental unions (UD) and 26 federations and federated unions. At the end of 2012, the CFE-CGC had 143,240 member (s) accounting which 40,441 women (28%) and 102,799 men (72%). The percentage of pensioners is 8%.</p> <p><a href="http://www.cfecqc.org">www.cfecqc.org</a>  <a href="mailto:fnaaeurope@orange.fr">fnaaeurope@orange.fr</a> ; <a href="mailto:agro@cfecqc.fr">agro@cfecqc.fr</a></p>
<p style="text-align: center;"><i>EFFAT</i></p> 	<p><b>European Federation of Food, Agriculture and Tourism Trade Unions (EFFAT)</b> is a European Federation representing 120 union trades from 35 European countries that defends the interests of more than 2.6 million people in relation with the European institutions. EFFAT is an autonomous European trade union federation. As a member of the ETUC, EFFAT promotes its members' interests in all European inter-professional issues jointly and with strength. As a regional organisation within the IUF, EFFAT also defends its members' interests' world- and sector-wide.</p> <p>In recent years EFFAT has set up European Works Councils in more than 100 transnational groups and has a successful social dialogue underway in - among others - the agriculture, hotel &amp; restaurant, contract catering, sugar and tobacco sectors.</p> <p>EFFAT supports its member organisations in Central and Eastern Europe to develop free and solid trade unions. For many years EFFAT has given its support to the sustainable development of agro-food and tourism policy in which ethical, social and ecological aspects are considered. Only safe and high quality food can also guarantee safe jobs and working conditions.</p> <p><a href="http://www.effat.org">www.effat.org</a>  <a href="mailto:effat@effat.org">effat@effat.org</a></p>

## About the Guide...

The Guide was elaborated starting from a common need of improvement the access to education and training activities of the workers in agricultures identified by trade union; their low level of participation in education and training activities lead to their maladjustment to changes on the labour market. Agricultural sector is a key component of the European economy and is permanently changing due to technological development and intervening policies. Thus, the need for professional training is obvious, especially after the agricultural map of Europe was redrawn following the EU enlargement in 2004 and 2007.

The Guide aims at offering information on the access to education activities in agriculture sectors in five countries of European Union and to provide tools and good practice examples identified in Romania, Bulgaria, Germany, France and Italy, developed as action plans by the trade union representatives from the fifth participating countries and which were elaborated with the following aims:

- ❖ Action Plan 1: with the aim to attract/facilitate the participation in education and training activities of the workers in agriculture, in order to adapt them to changes in the employment to terms of aiming, and
- ❖ Action plan 2: with the aim to identify good practices on the methods and techniques for negotiation at European and national level of the aspects concerning the access in education and training activities of the workers in agriculture;

The Guide is structured in 4 main chapters: introduction, presentation of the situations of VET systems in agriculture in the five partner countries, presentation of the ten action plans developed and proposed by each partner country as good practice examples and approaches for improving the access to education and training activities in the participating countries, closing remarks. Also, at the end of the guide, there is one more chapter that contains short summaries of this Guide in country partner languages (Ro, Bg, DE, Fr, It).

The set of information, data and approaches have been introduced into the guide in accordance with:

- ✚ the **Comparative study** “*Access to professional training for persons engaged in agriculture*” developed within the project, which made an analyze between the fifth countries involved in the project regarding the practices used by them in terms of attracting and involving farmers in education and training activities in order to adapt them to changes in the employment, but also in terms of national policies that facilitate this;
- ✚ the **Action plans** developed by each partner organization and presented during the workshop organized within this project on May 2013 in Bucharest and on the conclusions and recommendations made by the participants during this workshop;

This Guide is addressed to trade union representatives in agriculture from the fifth countries in order to improve their knowledge and to develop their practical activities in terms of farmers' access to education and training activities in order to adapt them to changes in the employment. The Guide is useful also for trade union representatives from other economic sectors, employers' representatives, employees, relevant public authorities and institutions and other stakeholders. In the same time, the Guide can be useful to trade unions in agriculture and different stakeholders from other European countries and Candidate countries which are confronting with the same issue of those participating in the project.



## **The situations of the Vocational Education and Training systems in agriculture in the five partner countries**

The European social dialog is essential to facilitate the changes. Although there is a range of structures and platforms created to facilitate the dialog between employers and employees, this must be continually improved. Moreover, in order to anticipate and manage the changes, the partnerships between the public authorities and social partners must be increasingly developed. The main priority of the Europeans and implicit of the stakeholders who sit at the “social dialog table” is to transform EU into an intelligent, sustainable and favourable to inclusion economy, characterized by high level of employment, productivity and social cohesion. European agriculture sector plays an essential role in influencing the health of the rural economy, brings a valuable contribution to the development of the European economy and will contribute greatly in achieving the priorities of the European Strategy 2020.

From the total European work force, 5% are farmers/workers in agriculture. Occupation of farmer requires exercising a wide variety of skills: starting with the traditional competences, associated with technical knowledge and the gift to commercialize the products, to the knowledge in using Information and Communication Technology to support their production and marketing efforts and the knowledge of land management and environment. In the last years, the farmers were asked to add also food safety among the skills which already included animals’ health and welfare. In order for farmers to respond to all these requirements and to adapt to the present and future needs of employment, it is necessary to renew continually their skills.

As it results from the renewed social agenda - which is an integral part of the Lisbon Strategy and the EU Sustainable Development Strategy - education and investment in human capital training are essential to ensure labour market participation and social inclusion and to strengthen competitiveness in UE. Compared to other sectors, farmers’ participation to education and training activities is minimal. According to “Rural Development in the EU – Statistical and economic information – Report 2011” only 1% of adults in rural areas from Bulgaria and Romania participated to education and training activities (the smallest share in the EU – 27), these countries being followed by Greece and Slovakia with a rate of 2%.

Moreover, International Labour Organization warns, according to the report “Better jobs for a better economy” that the globally situation of employment is “alarming” and is not expected to be improved in the near future.

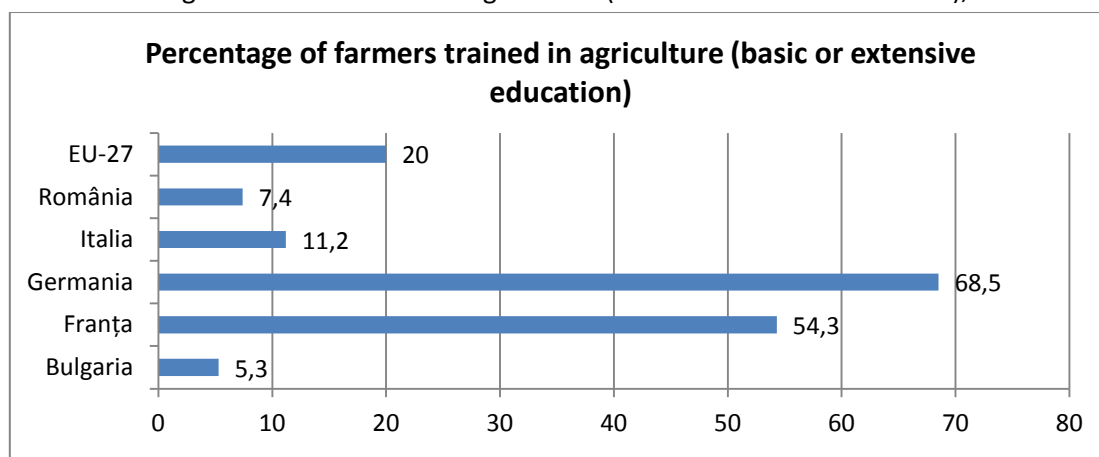
Corroborating all these data, we consider that it is necessary for trade unions in agriculture to adapt the social dialog to the changes in employment by promoting the importance and the necessity for renewing continually the farmers’ skills. To cope with the changes in employment but also with the future requirements of the society in terms of health, quality, security, etc., is imperative to take measures to facilitate participation of farmers in education and training activities.

Following the analysis made in the comparative study, we come to the conclusions that the national policies incorporate more or less the European ideas on agriculture. There is a gap between the policies of the new Member States and those of the old ones. Thus, Romania and Bulgaria include almost all the provisions of CAP in their national policies, while Italy, France and Germany are more concerned with adapting the national policy to the national context and demands.

One of the major challenges confronting the persons engaged in agriculture is the aging process and the limited number of young people willing to manage a farm, to start small businesses in agriculture or to simply work in this sector. Under the circumstances, a developed agricultural sector will be hard to build, especially for countries like Romania and Bulgaria, which have experience deficiencies regarding the value of economic production and have many persons engaged in agriculture and small-sized farms.

The next indicator describes the percentage of farmers/agriculture workers with basic or higher education in agriculture. According to a Report of the European Commission's Directorate-General for Agriculture and Rural Development, the last year for which such data are available is 2005. Methodologically, the indicator only refers to farm managers, irrespective of the farm type or size. Agricultural education has three dimensions: only practical experience (actual work in a farm), basic education (any course completed in a college or other specialized institution; apprenticeship in agriculture is considered as basic education) or extensive education (any course taken after the completion of compulsory education and equivalent to a two-year educational cycle, completed in a college, university or other higher education institution).

Percentage of farmers trained in agriculture (basic or extensive education), 2005<sup>1</sup>



The five countries analyzed can be split in two categories: the first category, which includes Germany and France, is characterized by larger and rather professionalized farms, a low agriculture percentage of GDP, but high agricultural production value, and a small percentage of employees in the agricultural sector. It can be defined as the category of countries with developed agricultures. In spite of having rather small farms, with areas below the European average, Italy matches this category according to all the other indicators. Comparatively, Romania and Bulgaria have underdeveloped agricultures. They have small farms, a great number of employees in the agricultural sector, a higher agriculture percentage of GDP, but a low production value in absolute terms.

In terms of education, while in general only 20% of the managers of farms and agricultural holdings in the European Union have at least basic education in agriculture, in Germany and France most of the persons managing an agricultural holding have this type of training. Italy is below the European mean, while in Bulgaria and Romania agriculture seems to be a field in which learning is based almost exclusively on practical experience. Germany and France, with a professionalized and high-performance agricultural sector, have farms that are managed, in most cases, by persons with at

<sup>1</sup> "Rural Development in European Union. Statistical and Economic Information. Report 2011", p. 106, available at [http://ec.europa.eu/agriculture/statistics/rural-development/2011/full-text\\_en.pdf](http://ec.europa.eu/agriculture/statistics/rural-development/2011/full-text_en.pdf) last accessed 20.03.2013

least basic agricultural education. Romania, Bulgaria and, in this case, Italy, too, with fragmented agricultural sectors, have subsistence and semi-subsistence farms managed by farmers who, in around 90% of cases, did not receive any form of professional training.

In conclusion, there is a great need for a workforce adapted to the current economic context, skilled and productive and the improvement of farmers' management, technical or technological skills requires proper initial training, as well as life-long learning provided by intensive training programs.

### **Good practice examples and approaches for improving the access to education and training activities in the participating countries:**

#### **ten action plans developed and proposed by each partner country**

The way to realize education and training by unions differs significantly between the countries and does not always conform to the latest knowledge and methodologies. However, the next 10 action plans presented and developed by Romania, Bulgaria, Italy, Germany and France are whether good practices already implemented with success or are ongoing in the respective country, or they are developed as actions to be followed according to recent realities and identified necessities.

Nevertheless, they all could be good examples to inspire trade union representatives, and not only, in their efforts to improve the access to education and training activities of workers in agriculture.

The action plans elaborated had to have in view the following structure:

- identified problem/context
- aim
- target group
- steps to be followed (what, how, with what, who, when/till when)

and are presented as follows:

## **Romania**

### **Action plan 1**

**Context/problem:** To enhance the skills of farmers, of management, technical or technological, there is a need of both adequate initial training and lifelong education through intensive training programs. As the comparative study developed within this project shows, in Romania agriculture sector is fragmented, have subsistence and semi-subsistence farms managed by farmers who, in around 90% of cases, did not receive any form of professional training. Agriculture seems to be a field in which learning is based almost exclusively on practical experience. The employment policies in Romania do not cover the agricultural sector completely, making various professional training opportunities inaccessible to farmers. The trade unions and employers' organizations play an important role by implementing professional training programs, the curricula are rather determined by the funding programs accessed for providing training to farmers.

Thus, for Romania, the access of farmers to professional training emerges as an essential national need. We believe that education and the access to professional training are considered as long-term investments in the human resources and their returns consist in economic growth driven by a productive workforce.

**Experience:** Our organization develops its activities in two prior directions: **the trade union one** and the **education-training one**. With respect to the activity of education-training, our organization develops and implements projects that contribute to the development of human resources from rural areas and from

rural communities altogether. In order to successfully implement the activities of this department, professionals with extensive experience were selected in areas such as project management, financial management, agriculture specialists, trainers, rural facilitators, legal advisers, accountants, etc and work procedures have been created according to these projects.

The activity of this department is primarily directed to:

- ✓ running projects and activities at national level financed by ESF, through European Social Fund through the Sectoral Operational Program-Development of Human Resources (during the period 2008 – 2013), with the goal of developing human resources in rural areas, more specifically to improve the ability of rural inhabitants for labour market integration, to create programs for encouraging and promoting freelance activities and to offer support in starting small entrepreneurial initiatives;
- ✓ free of charge support for small rural producers who are members of the federation for accessing funds within the National Program for Rural Development, by providing consulting and advisory in unfolding projects, particularly regarding the measures that have as purpose the economic development of rural areas and the strengthening of existing agricultural structures in different regions of the country.
- ✓ providing services for professional training through programs for initiation, qualification and specialization, for professions such as: tractor driver, fruiter, livestock breeders, plant grower, project manager, procurement expert, trainer, expert in accessing structural funds etc;
- ✓ closing transnational partnerships within projects implemented at European level, financed by the European Commission, through various financing lines within its General Directorates, as a member of EEAFAT and not only.
- ✓ accessing non-returnable European funds, through projects which are applied at national level but also at the European Commission, through its financing lines, available within DG EMPL and DG AGRI, etc.

***Scope: Attracting and facilitating the access of agriculture workers to education and training activities***

***Target group:*** - workers in agriculture (employees and small farmers – AFP, IE, FI)

- Ministry of Agriculture and Rural Development (Thematic Advisory Committee for Rural Development, Agriculture and Fishery- the institution to which we addressed and in which could be taken the measures proposed.

Objective (What)	Activities (How)	Resources (With what)	Period of implementing the activity	Responsible (Who)	Outputs/Results
1. Providing training programmes for agriculture workers using active financing opportunities in Romania	1. Identifying the training needs of agriculture workers  2. Identifying the financing sources/funds needed for developing the training programmes for agriculture workers	Human, material and financial resources such as: Facilitators/unions' regional representatives Interview Guide; Questionnaires Communications, Internet Consumables Computers printer, etc.  Human, material and financial resources such as: Staff of Agrostar's education and training department Or/and Staff of Regional Resource Centres of organization  Communications, Internet Consumables Computers printer, etc.	30 days for identifying the training needs of 100 agriculture workers  Periodically	Trade union representatives in agriculture /social partners in general  Trade union representatives in agriculture /social partners in general	One report on the identified training needs of agriculture workers  100 questionnaires on training needs filled in by workers in agriculture;
					Identified financing sources: - National Plan for Rural development, Priority Axis 1, Measure 111: vocational training, information and diffusion of knowledge - Various priority axis of Sectoral Operational Program- Development of Human Resources - Etc  Obs.: the funds will be selected having in view the following: - funds are intended for training activities / education; - trade union organizations are eligible as applicants - little or no co-financing from the applicant; - agricultural workers are an eligible target

	<p><b>3. Preparing/drafting the application forms</b></p>	<p>Idem</p>	<p>1 month</p>	<p>Trade union representatives in agriculture/social partners</p>	<p>group; At least 8 applications submitted / year; the applications will include activities and actions to meet the educational and training needs identified among agricultural workers, members of the union;</p>
	<p><b>4. Elaboration and implementation of the training programmes according to applications submitted</b></p>	<p>Idem</p>	<p>According to demands of the financing programme</p>	<p>Trade union representatives in agriculture Training providers/trainer</p>	<p>The number and topic of courses are established according to the identified training needs; The selection of training provider /trainers will be made according to their experience in the field, costs and professionalism;</p>
<p><b>2. Promoting (rise awareness) on necessity and advantages of continuous training programs for farmers</b></p>	<p><b>1. Carry out information sessions in the territory on training and education opportunities offered by the trade union Federation / regional resource centres of Federation</b></p>	<p>Human, material and financial resources such as: Staff of Agrostar's education and training department Or/and Staff of regional Resource Centres of Federation Promotional materials, informative materials (brochures, flyers) Communications, Internet Supplies Computers, printer -Video projector -Flipchart Travel expenses</p>	<p>Periodically</p>	<p>Facilitators team of our Federation Directors of Regional Centers</p>	<p>6 information sessions /year Informing at least 300 workers in agriculture / year on education and training opportunities by Agrostar and its Regional Resource Centers;</p>

	<p><b>2. Promoting the idea and the need to be continuously trained in order to be able to cope with the changes on the labor market and with the needs of farmers (in terms of using new technologies in agriculture, waste management, etc.);</b></p>	<p>Costs for organising seminars (rent rooms, protocol) -updating organization's website  Idem</p>	<p>Periodically</p>	<p>Facilitators team of our Federation  Directors of Regional Resource Centers</p>	<p>At least 300 agricultural workers informed / year on the benefits of trainings</p>
<p><b>3. Promoting at the level of responsible institution (Ministry of Agriculture and Rural Development - MARD) of the importance and need for farmers to be introduced in the National Plan for Rural Development of a higher number of measures through which can be provided training programs on different trades specific to agriculture sector.</b></p>	<p>Human resources of organization: trade leaders, technical/financial experts Communication, Internet</p>	<p>Regular</p>	<p>Trade union leaders (president, general secretary, vice-presidents, etc)  Organisation's technical experts in accessing/implementing EU funds</p>	<p>Regular meetings and discussions on the future NPRD programmatic period 2014 - 2020 with representatives of MARD - Thematic Advisory Committee for Rural Development, Agriculture and Fisheries</p>	

**Risks:** Although our organization has the ability to attract and involve the target group in our project activities, namely taking part in training / information sessions / debates, etc., the actual involvement of the target group in these activities depends on agricultural campaigns during sowing/cultivation – harvesting and on the climatic conditions – this being an unpredictable factor. In general, farmers are conditioned by the weather and agricultural activities are the main activity in their agenda.

**Measures /solutions adopted:** In order to minimize these risks, we have in view the following:

- Scheduling and developing the training / information sessions taking into account the usual periods of agricultural campaigns and availability of farmers to participate in trainings;
- Taking sufficient time for the implementation of training programs that have as target group farmers;
- Extending the period of the project / activities, if this is possible/allowed (1-2 months);

**Evaluation of the action plan** will be based on the following criteria:

- The extent to which the aims and objectives of the action plan are achieved
- The extent to which the outcomes and outputs are achieved
- Time framing
- Use of resources

As results from the action plan, for each activity were predicted results / outputs and the resources required to implement these activities. The evaluation of the action plan will be done periodically, every six months.

### **Action Plan 2:**

**Context/problem:** The access of farmers to professional training is a key factor in the implementation of the European and national policies specific to agriculture sector (PAC, NPRD, etc). In order to accomplish the development objectives set by the European and national programming documents, a workforce adapted to the current economic context, skilled and productive is required. The improvement of farmers' management, technical or technological skills requires proper initial training, as well as life-long learning provided by intensive training programs.

The trade unions and employers' organizations play an important role in promoting the necessity of professional training, these entities being capable to directly influence the policies on professional training in agriculture, at least nationally, considering that in terms of policies, the professional training of farmers is not an objective or a direction in itself, either for the European Union or for the national governments.

**Experience:** Our organization develops its activities in two prior directions: the trade union one and the education-training one.

With respect to the activity of the trade union, the role of the federation is to contribute to the improvement of the living and working conditions of the farmers, to represent and promote the professional, social, economic and cultural interests and to defend all the fundamental rights of its members. At national level, the organization contributes, through the commission for social dialogue within the Ministry of Agriculture and Rural Development (MADR) to the elaboration of regulations and brings important contributions to the activity of the Committee for Monitoring the National Program for Rural Development (NPRD) within MADR. At the same time, the Agrostar Federation participates as a representative partner within the commission for tripartite dialogue at the negotiation and signing of the collective employment agreement, exclusive at the level of the branch in agriculture, fish breeding and fishing trade and at the level of unit groups. Also, our organization is member of the Thematic Advisory Committee for Rural Development, Agriculture and Fishery of the next NPRD 2014 – 2020 within MADR, actively participating during periodically organized meetings.

**Scope: Development of Agrostar's capacity /capacity of Agrostar's union leaders in order to improve the methods and practices of negotiating at national and European level of the issues regarding the access of farmers to education and training activities.**



Objective (What)	Activities (How)	Target group	Resources (With what)	Period of implementing the activity	Responsible (Who)	Outputs/Results
<b>1. Improving negotiation skills of the trade union leaders in order to participate more actively in the social dialogue</b>	1. Identifying training needs and selection of agricultural trade union representatives in agriculture to attend training sessions.	Trade union leaders/representatives in agriculture sector, members of Agrostar Federation	Human, material and financial resources such as: Staff of Agrostar's education and training department  Communications Internet Supplies  Computers, printer, etc.	30 days	Technical experts of our organization	A report with identified training needs;  60 trade union representatives selected to participate in training sessions
	Preparing the trainings: 2.1 Developing the content and the teaching methods;  2.2. Development of a toolkit for participants that they can use at their job to motivate / inform other colleagues			2 months	Technical experts of our organization	1 training course support developed;  1 toolkit developed
	3. Organizing courses / training sessions on "practices and methods of negotiation, communication, information and consultation in agricultural sector"			3 days/course/seminar	Technical experts of our organization/external experts, if necessary	4 training courses organized /year;  60 leaders / trade union representatives with improved negotiating skills and knowledge on consultation and information /year
<b>2. Taking actions to promote and influence at national and / or European level the specific problems of farmers with regard to their access to education and training</b>	1. Participation in the negotiation of the collective labour agreement at branch level	Trade union leaders/representatives in agriculture sector	Human, material and financial resources	Periodically: 1/year or 1/2 years, according to the contractual provisions set	Trade union representatives responsible for the negotiation of the collective labour agreement at branch level	Collective labour agreement at branch level negotiated

	<p><b>2.</b> Participation in the social dialog committees at the level of Ministry of Agriculture and Rural Development</p>	<p>Trade union leaders/representatives in agriculture sector</p>		<p>Periodically - 1/month</p>	<p>Employers' representative Trade union representatives Employers' representatives Ministry's representatives Representative of the Ministry of Labour</p>	<p>Regular meetings within social dialogue committees at national level</p>
	<p><b>3.</b> Participation in conferences / debates organized at European level by EFFAT - Sector Agriculture on the topics regarding education and training of workers in agriculture</p>	<p>Trade union representatives</p>		<p>Periodically</p>	<p>Trade union representatives Trade union representatives from other European countries, members of EFFAT EFFAT's representatives</p>	<p>Participation and contributions during meetings at European level on promoting measures to improve access to training for workers in agriculture</p>
	<p><b>4.</b> Participation in the working groups of the Sectoral European Social Dialogue – Agriculture at European Commission level (DG Employment, Social Affairs and</p>	<p>Trade union representatives</p>		<p>Periodically</p>	<p>Trade union representatives in agriculture Social partners' representatives</p>	<p>Meetings of the European social dialogue committee - sectoral level (Agriculture)</p>

Inclusion)							
<b>5.</b> Permanently tracking / monitoring the decisions taken at national / European level related to the education and training of farmers in particular and union members in general	Trade union representatives National/European institutions responsible		1/week	Trade union representatives	EFFAT's representatives – Agriculture Sector	Union leaders with updated information/ improvement knowledge in terms of decisions taken at national and / or European level regarding education and training of farmers	
<b>6.</b> Organization of press conferences / trade union actions in order to attract the attention of public and responsible public institutions on farmers' access to education and training activities	Responsible public institutions Mass-media Trade union representatives		Periodically	Trade union representatives		4 press conferences organized/year  Trade union actions organized (meetings, demonstrations, etc)	

**Risks:** Opacity of public institutions regarding:

- the need to improve national and European policies on access to education and training of workers in agriculture;
- the importance of their greater participation in training activities and investments in human resources, which would return in the economy, as economic growth due to a productive workforce.

**Measures/solutions adopted:**

To promote constant and sustained the specific problems of farmers, especially those related to access to training and on the other hand to promote the benefits and importance of investment in human resources in agriculture. The more knowledge farmers have of agriculture (scientific and technological knowledge specific to their type of agriculture and knowledge of management, human resources or business), the more likely their farms will produce more and their products will have a better quality.

**Evaluation of the action plan** will be based on the following criteria:

- The extent to which the aims and objectives of the action plan are achieved
- The extent to which the outcomes and outputs are achieved
- Time framing
- Use of resources

As results from the action plan, for each activity were predicted results / outputs and the resources required to implement these activities. The evaluation of the action plan will be done periodically, every six months.

## Bulgaria

### Action Plan 1

#### **Promoting the active participation in education and training process of the farmers and workers/incl. potential workers in Agriculture**

**Identified Problem:** The analysis in the sector of Agriculture in Bulgaria shows a big deficit of correspondence between the Sectoral Labour market needs and the system of VET. The formal educational system – the professional schools still do have specialties that do not match the real requirements of the Labour market. The sector relays mainly of low skilled workers, precarious work and seasonal work.

The family work is estimated on 92 % of the work provided in Bulgarian Agriculture.

The farmers – small and medium size are very much limited in their access to information and training measures thus to the process of LLL.

On the other hand the employers/employers' organizations do claim that there is a deficit of qualified workers in the sector. But they do not participate sufficiently in the process of VET such as prognosis of needs, planning, developing the educational programs and content, training into the practice/field, systematic evaluation of the quality. There are no adequate stimulus for the employers to ensure possibilities for continuing training or vocational training.

Financing of the VET comes mainly from the state budget and the public-private partnership is still exclusion. There is no information system with a database for the person followed the VET in the sector Agriculture, which has to assist the employers in hiring employees.

The lack of institutional harmony leads to profound imbalance between supply and demand of qualifications in the labor market in the sector. There are two main laws regulated the process of Vocational training – The Law for Vocational education and training and the Law of promoting employment. Both of them do have unanswered questions that need to be addressed by actions of the social partners and concrete measures to be applied.

#### **There is a need of concerted actions of the social partners in the sector to improve the system and to promote the access of workers and farmers to the system of LLL and VET.**

**Aim:** The aim is to improve the system for VET and LLL in Agriculture by synchronized measures undertaken by the sectoral social partners in order to facilitate the access of the farmers and workers in agriculture to information and training measures and thus to enhance their perspectives for better jobs and life.

**Target group:** the project focuses on:

- Trade unions in the sector workers' representatives and small farmers' reps or family workers' reps who have a positive attitude towards qualification and training and personal development
- Employers' organizations who are sensitive to work for social dialogue development
- Other important Stake holders – Ministry of Employment, Ministry of Agriculture, NAVET, Agricultural Academy, Media, focused on the sector

What/Shortage	Questions to be answered	How / With what	Factors of success/ failure	Who	Until When
<p>Except the above mentioned identified shortages there are also several points:            There is a need of Deep Analysis of the sector regarding the labour market and labour force.            Studying the positive experience in the field from our partners' organizations will help also.</p>	<p>Strategic questions for the future of the Bulgarian agriculture have to be discussed and answered.            Employment in the sector – real figures and Profile. Who works in agriculture and why – is there any perspective?            New jobs in the sector – requires new skills – new technology in Education system.            Are the social partners incorporated in the process? How to improve it?            AGRIPASS in Bulgarian Agriculture – is it an effective instrument or only an unknown acronym?</p>	<p>The debate of the quality of work force in Agriculture is enforced by creating a Sectoral Council for Education and Training.  <i>It consists by the Sectoral social partners – nationally representative and responsible and sensitive to the issue of quality of employment in Bulgarian Agriculture. The council will be a platform for debate and decisions taken by the partners in the field of Education and training.</i>  <i>Skills and competencies of the employed people in agriculture, the quality, transparency of VET and LLL and access to it for people doing agriculture is of high priority.</i>            A survey on employment in the sector is commissioned by the Sectoral social partners. It serves as a need analysis for updating the system and developing future programs.            Proposals for amendment of the legislation have to be addressed by the social</p>	<p>Sectoral Council for Education and Training is established – the platform is opened.            Survey on employment is realized            The analysis is done and measures are drawn. They are addressed to the public administration authorized to coordinate the process. (MAF, MLSP, MEdu, etc.)            An Agreement for VET and implementing AGRIPASS in the sector is concluded            Proposals for amendments in legislation in order to facilitate the access of workers to VET and LLL</p>	<p>FNSZ            With the active support of reliable social partners – AZPB, NCCB, etc.</p>	<p><i>This is a long lasting process</i></p>

			partners. Sectoral information system with database for the people attending the Training system (following the process) Broad Media campaign is realized to promote and publish the positives of the LLL and VET in Agriculture and also the results of bipartite social dialogue	(i.e. tax compensation or other stimuli for employers to participate actively in the process of VET, promoting the public-private partnership in financing the VET), creating a sectoral fund for Education and consultation. Sectoral information system with database for the people attending the Training system is initiated in Agriculture <b>Threats/Fears: are mainly financial supports and will of the partners, political and economical context also creates a lot of risks. Broad support from the partners' organizations is also needed</b>	
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### Action plan 2

#### Methods and techniques for negotiation at EU and National level of the aspects, concerning the access in education and training activities of the workers in agriculture

What/Shortage	Questions to be answered	How / With what	Factors of success/ failure	Who	Until When
There is a need of improving skills and competencies of the trade union activists and workers'reps to negotiate and to participate in the collective bargaining process.	Strategic questions for developing capacity of TU reps in Education and Training and LLL with regard to the sustainable carrier in Agriculture. Employment in the sector – real figures and Profile of workers. Who works in agriculture and why – is there any perspective? How to attract youth to work in agriculture?	Establishing Training Center in FNSZ. (or using the training centers of CITUB) This requires: <i>establishment of a working team/ group with experienced people of the union, other networks, associations etc. This team is responsible for developing the concept and</i>	The trade union activists and workers' reps increase their competencies – knowledge and skills – in the field of LLL process, education and training process, AGRIPASS, industrial relations. They realize the place and role of Trade unions in the industrial relations. They also spread	First Year – 50 participants will attend the training program, depending on the subjects/themes chosen	2015

<p>The specific issues are: LLL and VET</p>	<p>New jobs in the sector – requires new skills – new technology in Education system.          What motivates our workers to participate in training measures?          What are the current barriers?          Do the workers need to fulfill particular requirements for learning or for pedagogical approaches?          What is the existing experience in our union or other institutions trying to motivate participation in training measures?          Are the social partners incorporated in the process? How to improve it?          AGRIPASS in Bulgarian Agriculture.</p>	<p><i>realization of it.</i></p> <p>Developing Long/Mid-term Programs for continuing training of activists in key competencies and increasing sensitivity on Continuing VET in Agriculture.          The program is developed in consultation together with the social partners.          The training program is implemented according to plan and to the concept of training of adults. It also includes as main subjects: Motivation to learn          Motivation to work in agriculture.          Industrial relations (incl. Team working, Problem solving, Change management, Negotiation practices and techniques, etc.)</p>	<p>further their information amongst the workers;          The TU activists are better prepared for negotiation process – they could formulate and defend their position; They have created competences for team working, negotiating, problem solving, change management etc.; They also increase their own perception for leadership as a process and their own role in it. AGRIPASS is well known and applied in Bulgarian Agriculture;          All collective agreements include Articles, regarding the possibility for continuing training of employed  <b>Threats/Fears are mainly financial recourses. The political and economical context also creates a lot of risks. Broad support from the partners' organizations is also needed.</b></p>	<p>During the second year this figure has to be progressively increased.</p>
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# Italy

## Action Plan 1

To attract and/or ease the participation of the workers of the agricultural sector in the education and training activities so as to adapt themselves to the changes taking place in the labour market;

### **Problem Identified:**

Access to information for primary sector workers has been limited by physical, geographical and economic hindrances the Italian framework is marked by. **There are 1.620.844 agricultural farms in Italy, more than half of them (972 thousand) are scattered in Southern Italy.**

In Italy, the size of the agricultural surfaces in disadvantaged areas accounts exactly for half of the total. The Italian agriculture always relies on direct management agricultural farms (95,4%). More than ¾ of their farm labour force are family based. The distribution of enterprises and the relative surfaces per classes of expansion highlight how strong the presence is- in the agricultural sector- in terms of micro companies or companies where the agricultural used surface covers a small part of the total company surface.

A **structural aspect of the Italian agriculture** is represented by the size of the productive units of agricultural farms. Historically, the structure of the agricultural farms in Italy is rather fragmented, in small sized units, especially in Southern Italy. Farms led by farmers aged less than 40 accounts for 152 thousand and represent 10% of the total. Need and request by farmers to be trained and followed in their productive processes but difficulty to implement it due to the abovementioned problems. Need for creating an adequate training plan to meet the farmers' requests and needs and to enable them to be updated and trained without scarifying their work. It is not always possible to participate in training courses due to the distance from the training venue, the loss of working days with no possibility for replacement being individual or family-based farms. Furthermore in most cases these farms are too small to have training within the farms themselves.

**Objective:** The objective is to create ways to implement a training plan able to overcome these hindrances and be easy to access to.

**Target Group/Recipients:** all small farms owners who are located in unprivileged areas and who would otherwise experience difficulties in having access to training.

**Activities:** Establishment of a virtual learning community to favour the training of farmers, by means of the creation of learning groups among those located in distant areas, compared to the venues where ideas, opinions and project take place. The virtual community is based on the availability of new digital communications technologies. By using new technologies, many existing obstacles can be removed and fruition training times can be optimized, thus favouring an effective learning and overcoming the physical presence need as key communication factor. The problems related to time constraints, cost reductions, customization of training initiatives are clear advantages being offered by this kind of training. The thus created virtual community shall entail the combination of various available technologies, e-mail contacts between students-professors, synchronous discussions (chat rooms) and asynchronous (discussion fore and boards), connections with various web resources, use of customized teaching platforms that can be updated with the training path followed by the student. Every student will be able to choose the most suitable study methodology with a clear saving from an economic standpoint and a reduction in terms of non productive time. By so doing the participant becomes more and more active in the training process, thus contributing to the creation and promotion of his/her own personal and professional growth path. The virtual community to be shall use the tools of the teaching platforms as main forms of

communication: e-boards, newsgroup, fora, mailing lists and chats. By means of the community it will be possible to integrate multimedia technologies, new tools and teaching methodologies: Internet, videoconference, groupware, digital video, satellite transmission. Updating will be envisaged thanks to a training activity carried out by a group of tutors who intervene on the management of the training- offer process and that will follow participants during the entire path. The distinctive element will be the active participation of every applicant in the development of new contents and exchange with other participants. The idea is to create a virtual world whereby participants can exchange materials and knowledge according to their own interests. Learning will be customized as all members will autonomously choose the most suitable material to their needs thus favouring the growth of the community.

Every training path created on the platform shall envisage:

- The possibility of identifying free and reserved access to the learning paths
- Enrolment and on-line registration
- The possibility to make an initial assessment of the training needs and a final learning assessment
- The course offer into teaching units structured with theoretical parts and team activities
- The possibility of a “transversal” navigation from which access to email, forum, chat and/or videoconference is made possible
- The filing of materials and assessment drills in ad-hoc databases
- The supply of on-line questionnaires through which course participants can express their satisfaction level compared to the training offer being provided
- The possible entry, in adequate frameworks, of animation, audio file and film clips
- Flexible and innovative management ways
- Constant presence of a tutor
- Training offer standardisation and modularization
- Free fruition with the possibility of complying or not complying with fixed timetables
- Diversification of materials for participants (PCs, videos, videoconference, satellite connections, seminars etc)

For the remote training feed-back to take place, the support for the assessment and online assistance will have to be guaranteed by means of online tutoring, the assessment of learning through self-learning tests and collaborative works as well as the assessment made by experts in the given sector.

Activity	Questions to be answered	How/with what?	Success and failure factors	Responsible person	Costs	Period
<b>Pre-feasibility: and context analysis</b>	<ul style="list-style-type: none"> <li>• Are there similar experiences=</li> <li>• Who has organised them?</li> <li>• Which were the modalities?</li> <li>• What are their results?</li> </ul>	<ul style="list-style-type: none"> <li>• Research on primary and secondary sources (texts, web, publications, courses carried out)</li> <li>• Interviews to possible beneficiaries of the training activities in order to understand their needs</li> <li>• Study on existing good practices</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure a real willingness by beneficiaries to attend to follow innovative training paths</li> </ul>	<ul style="list-style-type: none"> <li>• Expert researchers in the sector present in the trade union organisations which organise the activity</li> <li>• External researchers when necessary</li> <li>• Information technology experts</li> <li>• Training experts</li> </ul>		2 months
<b>Preparation of the virtual platform; needs and problems analysis</b>	<ul style="list-style-type: none"> <li>• What kind of preparation do farmers need?</li> <li>• What are the motivations that would push them to follow this path?</li> <li>• Who are the participants?</li> <li>• Preparation of the multimedia materials</li> <li>• Who are the trainers?</li> <li>• Who are the tutors?</li> <li>• Is there a willingness to participate at these training processes?</li> <li>• What are the strategies to make the virtual community as</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews to young farmers</li> <li>• Focus groups with trainers and beneficiaries</li> <li>• Selection of participants through different modalities: willingness to participate, CVs,, etc.</li> <li>• Selection of tutors</li> <li>• Dissemination of the virtual community</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that the training offer responds to the real needs of participants</li> <li>• To ensure that the communication among participants, trainers and tutors is regular and efficient</li> <li>• To build up a problem analysis corresponding to the real situation</li> </ul>	<ul style="list-style-type: none"> <li>• Platform coordinator and collaborators</li> <li>• Tutors</li> </ul>		3 month

	interactive as possible?					
<b>Implementation of the course</b>	<ul style="list-style-type: none"> <li>• What are the training paths to develop?</li> <li>• What instruments can be activated?</li> </ul>	<ul style="list-style-type: none"> <li>• Online course</li> <li>• Social network</li> <li>• forum</li> <li>• electronic walls</li> <li>• virtual animations</li> <li>• videos</li> </ul>	<ul style="list-style-type: none"> <li>• To start from the needs of the training beneficiaries</li> <li>• To integrate different training methodologies: face to face, on line, practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Experts in adult training</li> <li>• Experts in the sector</li> </ul>		
<b>Monitoring and evaluation possible modifications</b>	<ul style="list-style-type: none"> <li>• What are the monitoring tools?</li> <li>• What are the evaluation tools?</li> <li>• To develop a plan for the dissemination of results</li> </ul>	<ul style="list-style-type: none"> <li>• Periodical questionnaires to filled in by participants in order to evaluate the proposed didactical activities</li> <li>• To elaborate re-planning tools for courses</li> <li>• Final evaluation at the end of the project (ex post)</li> <li>• Published final document on the results of the project available on paper and online</li> </ul>		<ul style="list-style-type: none"> <li>• Project coordinator</li> <li>• External expert evaluator</li> </ul>		<b>2 month</b>

## **Action Plan 2**

Young and trained trade-union representatives to make out country start again

**Problem identified:** In Italy, the renewal of the ruling class represents a structural problem concerning most sectors of our society. Young Italians, though capable and all-worthy, have difficulties in having a successful career and in holding top or power positions.

The selection processes for the ruling class in Italy are dangerously hindered. The country is experiencing a mix of ageing, a decline of the traditional training centres, the loss of the selection power by mass political and trade union organisations. The most immediate consequence is the degradation – potential or underway – of the quality of the political representation, of the managerial class, of university and scientific personnel and if no changes occur, the system will not be able to answer to the current evolution, to social instability and a general impoverishment and downgrading of the population quality of life.

Also within trade unions these same dynamics occur and they prevent a regeneration of the ruling class of Italian trade union organisations, and they also determine an exclusion of young people at European and international level, a gradual loss (that is already under way and is due also to other factors) of our political influence on national and EU policies. Italian trade unions, since they represent one of the feeding centres for the ruling class, must prepare for and tackle this problem during the next months and exercise a political pressure for the solution of this problem.

**Aim:** To improve the training and qualifications of young trade union leaders and managers of the agricultural sector through a common and shared training path addressing all the different Italian trade union organisations in this sector, that would allow for an efficient quality and preparation of the beneficiaries and a renewal of the trade union ruling class.

**Target Group:** Trade union managers/trade union representatives / Italian trade union leaders up to 40 years old.

Activity	Questions to be answered	How/with what?	Success and failure factors	Responsible person	Costs	Period
<b>Pre-feasibility: information and context analysis</b>	<ul style="list-style-type: none"> <li>• Are there similar experiences as far as national trade unions are concerned?</li> <li>• How have they been carried out?</li> <li>• What have been the results?</li> </ul>	<ul style="list-style-type: none"> <li>• Research on primary and secondary sources (texts, web, publications, courses carried out)</li> <li>• Interviews to stakeholders dealing the training in trade unions</li> <li>• Study on good practices</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To endure that a political will exist to follow this path in the main Italian trade union organisations</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Executive committee of the course</li> <li>• Expert researchers in the sector present in the organisation</li> <li>• External researchers when necessary</li> </ul>	€ 9000	2 months
<b>Preparation of the course: Problem and need analysis</b>	<ul style="list-style-type: none"> <li>• What kind of preparation do young Italian trade unionists need?</li> <li>• What are the motivations that would push them to attend the course=</li> <li>• Who are the participants=</li> <li>• Preparation of the course material</li> <li>• Which trade unions will participate?</li> <li>• Is there a political willingness to listen to the proposals arising from this path?</li> <li>• What are the strategies to renew the trade unions' ruling class?</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews to young trade union representatives</li> <li>• Focus groups for young trade union representatives</li> <li>• Selection of participants through different modalities: willingness to participate, CVs, trade union membership, etc. (max 20 participants)</li> <li>• Selection of trade union organisations</li> <li>• Official engagement document signed by the representatives of the participating trade unions</li> </ul>	<ul style="list-style-type: none"> <li>• To endure that communication among the responsible trade union representatives is regular and efficient</li> <li>• To build up a problem analysis corresponding to the real situation</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinator of the course and his/her collaborators</li> <li>• Trade union organisations</li> </ul>		1 month

<p><b>Course implementation</b></p>	<ul style="list-style-type: none"> <li>• Which methodologies for the course?</li> <li>• Which and how many modules are needed?</li> </ul>	<ul style="list-style-type: none"> <li>• Course on European languages and international labour law</li> <li>• Course on negotiation</li> <li>• Practical exercises and simulations and role playing</li> <li>• Visits to European institutions and other European trade unions</li> <li>• Visits by the project coordinator and meetings with participants</li> <li>• to elaborate re-planning tools for courses external final evaluation (ex post)</li> <li>• final published document on the project's result available both on paper and on line</li> </ul>	<ul style="list-style-type: none"> <li>• To start from the beneficiaries' training needs</li> <li>• To integrate different training methodologies: face to face classes, practical line, exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Experts in adult training</li> <li>• Language teachers</li> <li>• Trade union representatives</li> </ul>	<p>5 month</p>
<p><b>Monitoring and evaluation and possible modifications</b></p>	<ul style="list-style-type: none"> <li>• Which are the monitoring tools?</li> <li>• To develop a plan for the dissemination of results</li> </ul>			<ul style="list-style-type: none"> <li>• Project coordinator</li> <li>• External evaluator</li> <li>• Expert</li> </ul>	<p>2 month</p>

## Germany

### Action Plan 1

#### **Aiming at attracting the participation in VET activities of agricultural workers**

Action's title: **MotiWe**

**Aim of the project:** The objective of the project “MotiWe – Motivation for lifelong learning” is to transfer the successful training concept “Education ambassadors” developed by Danish 3F to the vocational training and education systems of the partner countries.

Due to the positive experience of the Danish partners with their concept, we assume that with this training concept workers who normally do not tend to participate in qualification measures can be reached and motivated.

So, the participation rate of agricultural workers in lifelong learning especially in continued training will increase.



Education Ambassador copyright 3F

Besides, trainers teaching in agricultural training institutions get to know and pass on an innovative method. As a consequence, they can strengthen the key competences (learning competence) of their own and of the training participants.

**Target group:** Agricultural workers interested to further qualification are trained to become *education ambassadors*. In the frame of the project MotiWe, these agricultural workers are to be empowered to raise awareness on lifelong learning among their private and working environment and to motivate others, mainly their colleagues, to participate in continued training measures. They become ambassadors for the importance of qualification.

**Content of the activity / used method:** The training modules for the ambassador training focus on a method called “Appreciative Inquiry” (AI). AI focuses on the positive experience people had during their educational career. Experience from adult vocational training shows that it is on the one hand necessary to actively include adults during the education process and on the other hand it is necessary to connect to their existing knowledge and emotions to render learning processes successful. The main assumption is that positive emotions promote and negative emotions hinder the learning process. By reinforcing positive experience and memories on what has once worked well, people get motivated and engage stronger for their own interests.

Moreover, AI helps to develop the learning competence of the participants. Starting from their personal learning experience, they question their respective learning strategies, and therefore develop awareness for how they learn the best. By consequence, they are enabled to better understand the resistances of others against qualification and find ways how to motivate.

AI is a systemic-constructivist approach that asks by appreciative questions for the positive experience and motives of the participants in their educational life. It is consistently connected to existing knowledge. Also, participants are encouraged to exchange in order to identify their common ground. After that the participants develop aims for their activity as education ambassadors. They translate these aims into activities and implement them by the help of *supporters*. Supporters can be people working in training institutions or trade union structures.



The training of the education ambassadors consists of two two-day training modules. During the first training, the education ambassadors get to know the methods (AI) which they put into practice with colleagues in their companies afterwards. During the second training, first, this knowledge is reinforced and second, strategies are discussed how to deal with resistances and skepticism by workers against qualification measures. During the project the education ambassador module will be presented to relevant actors in continued training, adapted to national contexts, tested with agricultural workers on sites, and integrated in the respective vocational training programmes of the partnering countries.

Before training education ambassadors, it is necessary to train trainers so they can pass on AI and train agricultural workers to become ambassadors. Hence, a training concept for trainers in the agricultural sector will be developed, tested and revised.

The trainers trained in passing on the appreciative inquiry method have a key role in adapting the Danish training modules for education ambassadors to their national teaching realities in the agricultural sector. They permanently have to take part in an exchange process with participants and the project management in the respective country. Therefore, the selected trainers have to be experienced, well qualified and motivated.

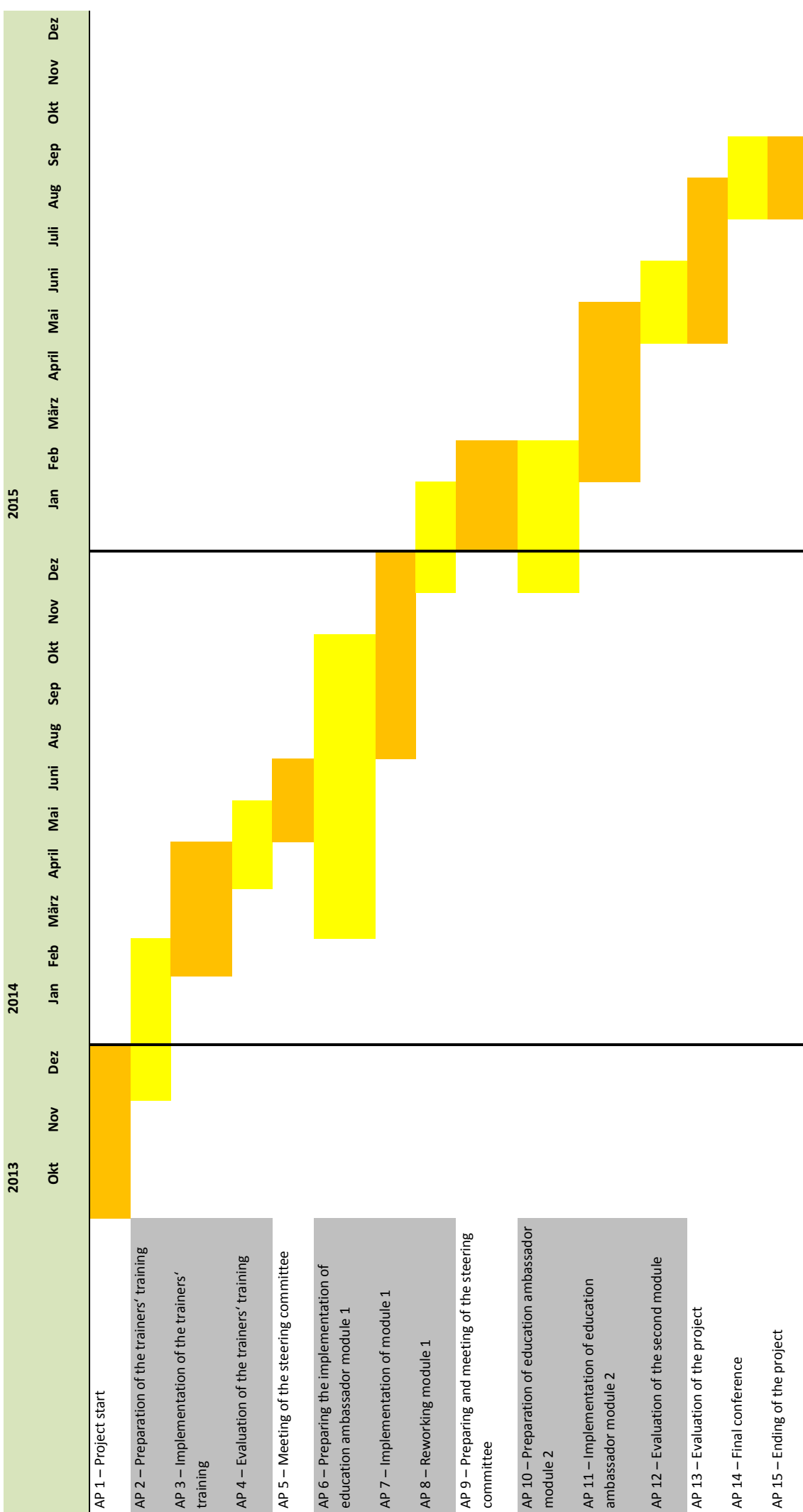
**Evaluation:** The whole process will be accompanied by an evaluation which again can contribute to the improvement of the modules.

**Sustainability:** The inclusion of relevant actors of the agricultural continued training in the countries assures, on the one hand the implementation of the project and on the other hand the integration of the training concept into the existing training programmes. This is necessary to sustain the aims. Especially, the training of the trainers is crucial to make the project work beyond its official duration. Furthermore, existing regional networks on vocational education and training need to be used and strengthened by the projects actors. Workers who will be education ambassadors need to be supported in their activities raising awareness for lifelong learning. This is done by training institutions or trade unionists.

This project transfers a good example and simultaneously supports the offensive for lifelong learning demanded by the European Social partners in agriculture.

**Documentation:** The project MotiWe will be documented on its own website. All pedagogical materials will be published for free use.

**Partners:** The consortium consists of seven core partners from EU member countries: Germany, Denmark, France, and Austria. Partners are agricultural facilities for vocational education and training, agricultural chambers as well as trade unions. They all represent important actors of the vocational education and training of the agricultural sector in the partnering countries.



During the first project meeting (WP 1), all partners are updated on the latest news, responsibilities and procedures are fine-tuned, requirements for the evaluation, the website and the public relations are defined. An important principle is the common dialogue which is to be maintained throughout the project.

At the end of the subsequent project phase, a train-the-trainer concept is available, and at least nine trainers are trained in the method "Appreciated Inquiry". The training concept will be revised as needed during the project and is available to partners beyond the project's closure: Based on the experiences of 3F a trainer concept for MotiWe is developed in close cooperation with the educational experts of the partners. In addition, this trainer concept is adapted to national specificities of educational contexts. (WP 2) It is then carried out with vocational trainers from the partner countries who are required to have good experience in training workers. (WP 3) After the training has been conducted, the event is evaluated and the trainer concept modified / revised. It is further optimized during the project if needed. (WP 4)

Then the steering committee takes stock and agrees on the following proceeding. (WP 5) The next phase marks the start of the education ambassador's training: In order to identify the potential education ambassadors, partners visit enterprises and talk to managers and employees. Experience shows that this process requires an intense, ongoing commitment, why for this WP most of the time has been scheduled. In parallel, the 3F-training modules are revised and adapted to national contexts. (WP 6) Trainers trained in WP 3 conduct the training of education ambassadors with the help of the modules, "education ambassadors". This takes place in educational or training institutions in the partner countries. (WP 7) The review of this process is done the trainers together with participants. Then reports of how to potentially improve the training are brought together. Training modules are changed as necessary. The revised material will be made available to all partners and the public via the website. (WP 8)

During the project's mid-term, the steering committee meets to reflect the current status of the project to again agree on the following proceeding. This is supported by the mid-term evaluation results. In the run-up to the steering committee meeting, the project manager needs to discuss successes and challengers in the project with the funding agency in order to find solutions early. In this phase, the education ambassadors already apply their new knowledge to action in their workplaces. (WP 9)

In the following three work packages it comes to the implementation of the second module "education ambassadors". At the end, about 15 persons per country are trained to be an education ambassador. The preparation and conduction of the trainings is carried out in the partnering countries by the partners themselves. The focus of this second module is, first, the processing of the experiences education ambassadors have made with the "appreciative inquiry" in their professional life, and, second, how resistances and defense reactions against qualification measures may be addressed and dissolved. (WP 10 and WP 11) The results of evaluating this second part of the training form the basis for revising the second module. (WP 12)

Following, the impact of the measures is monitored. The project on its whole is evaluated. Ending this work package the steering committee meets. The results and findings of the project process are summarized and made available to partners and the public on a final conference.

The finalized training concept and the adapted modules are published. All education ambassadors receive a handout with important advice. (WP 13)

All project results are available to all project partners on the final conference. (WP 14) Project partners, supports, trainers and some of the education ambassadors jointly take stock and strengthen the long-term support of the education ambassadors by agreements. The final conference is the project's official

ending. Afterwards, the project is also finalized formally. A final as well as financial report is written. (WP15)

These processes are managed by the Peco-Institute and the FSI. It must be ensured that all partners integrate their experience of the implementation of the training modules. So, modules can be further developed. Here, the monitoring plays an important role.

Working language is German. During the final conference interpreters are needed as participants apart from the steering committee take part. (WP14)

The web presence allows a permanent overview on the project course and the available results. Simultaneously, local media is continuously animated to follow and publish on the on-goings of MotiWe.

## **Action Plan 2**

### **Aiming at improving negotiation methods and techniques to negotiate on a European and national level**

**Background:** The dual system is central to the vocational education and training (VET) system in Germany and most workers employed in the agricultural sector went through this system. Trade unions as social partners are involved in the conception of training contents on several levels. On the federal level, responsibility lies in the hands of a public agency called BIBB (Federal Institute for vocational education and training) and on the Länder level responsibility is taken by the ministries for education. Moreover, chambers of agriculture assume important responsibilities in VET in some of the 16 Länder. Unions are involved in the chambers of agriculture as well. In Germany, there are two kinds of actors in the trade unions that take responsibilities in the representation of workers' interests: Full-time union functionaries and workers/members of the union assuming voluntary functions.

**Problem Identified:** In Germany, it is difficult to oblige employers to send their workers to qualification measures on the basis of collective agreements. This is despite the fact that the European social partners agreed on qualification as central to assure agriculture to be compatible to the competitive frame in future, in 2002. (Lisbon treaty and agreement of Nizza in 2000) But this is rather a question of enforcement than of missing negotiation skills.

The training of full-time union functionaries also includes training in conversational and negotiation skills. Although full-time secretaries are trained in conversational and negotiation skills there is an important need to train voluntary unionists as well who do not sufficiently use the training offers of the IG BAU.

While work councils have the right to participate in such trainings paid by their companies, the training of people working on a voluntary basis for unions has to be funded in another way. Besides, it is more difficult to free them of their work duties.

**Main Aim:** Increase in the numbers of participants in conversational and negotiation trainings of unionist acting on a voluntary basis on a regional level.

**Objective:** Over the next five years unionists involved in negotiations with employers on a voluntary basis are to be informed on the existing possibilities of conversational and negotiation training and take part in one of the trainings.

**Implementation:** The first step is to check the existing concepts on negotiation techniques on their suitability for the target group and their potential deficits concerning the target group. IG BAU as well as the chamber of agriculture have long experience in training these techniques. Probably, specific training offers have to be developed which fit better to the specific needs of the target group (shorter trainings,

workshops during the weekends, evening courses etc.). This especially holds for workers who are not part of work councils. The funding can be assured by integrating the trainings into regional training offers of the IG BAU and the regional chambers of agriculture. In a second step, the existing training offers need to be put together and worked up for the target group showing a positive connotation. Then, the information on the trainings has to be disseminated through various channels (personal invitation, website, catalogues etc.). The full-time union functionaries will do "Campaigning" and personally inform and motivate relevant actors in their region to participate in the qualification measure. In addition, regional working groups of voluntary trainers of the union will be involved to implement the respective training in their regions. It will be monitored annually if this qualification measure is accepted by the target group and if changes might need to be made. This means that voluntary and full-time unionists exchange and reflect together and, in case, they develop proposals for further steps in the action.

**Result:** The campaign is successful if 50% of the target group participated in training.

## France

### Action Plan 1

**Example: Agreement between social partners for job orientation and professional Training : Project against analphabetism in Agriculture**

#### **Problem identified**

In France, there are 170,000 workers who are illiterate (they don't master reading and counting). This situation is a big problem for the 50,000 managers in agriculture because they have some difficulties to communicate and give orders. Then they have lower productivity in their companies; there are more accidents at work.

The professional contract is a device to fight against this phenomenon. The professional contract allows training employees who do not have the basic training.

**Solution:** To improve the access to a job and reinforce the professional evolution and secure the employment of workers exposed to economical changes

**Aim:** To offer a continuous training aiming at developing reading and writing skills.

**Target group:** Precarious workers in agriculture

**Context:** Proposed by the employers, this particular training is part of a contract with the worker. It last between 6 and 24 months and represents between 15% and 30% of the working time.

For the workers : Basic Skills improvements to foster upcoming career. Salary paid during the training.

For the employers : increased Productivity, better communication, improved safety on the job. Less labor taxes.

Some workers express difficulties admitting their condition of ignorance, it is a shame. We have to communicate cautiously and respect on this matter in order to attract the people concerned.

**Working packages:** The content of the action and steps reflect our ideas on education and training. (Lifelong learning, enforcing social competences, principles of learning)

**Activities/Steps taken:** Negotiation and signature of an agreement implemented through the national organization: FAFSEA

- Collecting the funds from the employers;
- Financing the training;

- Administration et follow up with the employers;
- Improve the access to the training for the workers;
- Yearly review of the project with the social partners to assess the success of the programs. This is an ongoing process.

The professional contract:

- It's an agreement concluded every 3 years about professional training in France;
- It presents 2 major axes: to improve the access to a job and reinforce the professional evolution and to secure the employment of workers exposed to economical changes;
- The public concerned are: Young people between 18 and 26 years old; Job seekers aged 26 and over;
- The professional contract combines sequences training and professional activities.
- The nature of the contract: fixed-term contract and permanent contracts
- The duration of the contract: between 6 and 24 months
- Duration of the training: 15% and 30% of the total duration of the contract;
- Tutoring: a "guide", on a voluntary basis, is designated by the company from the beneficiary contract professionalization;
- Funding & Support: companies; support measures; FAFSEA reimburse;

**Communication used:** Internet, newsletter, mailing, local representatives, advertising

**Necessary resources:** Staff, funds, supporters, material

The action plan includes an evaluation strategy that allows counteracting to unexpected events for the entire duration of the action

## Action Plan 2

Another good practice example in France in terms of education and training of workers in agriculture is **ADEMA (Accès des demandeurs d'emploi aux métiers agricoles)**, device discovery trades agriculture is a vocational training course of 154 hours (22 working days)

**Target group** (Public concerned)

Job Seekers who don't know the agricultural activities and crafts

- Volunteer to discover them for a month
- No age requirement
- Necessarily to be registered at employment center

**ADEMA consist in three steps**

### **1. Welcome in a training center: 5 days**

- Discovery of the environment and local agricultural businesses
- Development of his career

### **2. Immersion in a farm: 15 days (3 weeks)**

- Discover the reality of farm work with a master course
- Acquisition professional basic gestures

### **3. Back at the training center: 2 days**

- Balance of immersion and identification of acquired.
- Consolidation of the professional project and advocating for access to employment.

## **Status: job seeker becomes an intern for continuing Professional Education**

### **Training allowances**

The beneficiary ADEMA retains its unemployment insurance benefits.

### **Financing of training**

The financial support of the 154 hours of training is borne 100% by the FAFSEA with approved training centers.

Training center can start the action ADEMA upon receipt of notification of the approval of FAFSEA.

### **After ADEMA**

At the end of ADEMA, with the assistance of a counsel in employment and the trainer, validation of the career of the intern and developing an action plan to:

- Direct access to employment in agriculture (CDD / CDF), including:
  - through scholarships employment Anefa / Arefa on website [www.anefa.org](http://www.anefa.org) > Job Fair /Candidate
  - Via Pôle employment
  - his company ADEMA original
  - its network
- Or access to additional professional training
  - a contract of employment alternating a professional training
  - POE (Operational Preparation of Employment) individual or collective
  - Additional training (CIF professionalizing 120 H maxi, agricultural CQP, etc ... financed by FAFSEA or regional councils, for example)
- Already 4 000 trainees ADEMA in 2010 and 2011
  - In 2011: 2 250 of which 1/3 women; 60% training level 5 and 6; 32% less than 25 years or 45% less than 30 years
- Immersion in business sectors in 2011
  - 24% green space landscape gardens
  - 19% gardening
  - 14% horticulture
  - 10% poly culture farming
  - etc ...
- In consideration after ADEMA in 2011
  - 85% of trainees confirm an orientation towards agricultural jobs
  - 16% go directly into agricultural employment and entered into agricultural training for 39%

## Closing remarks

Adaptation of workers in agriculture to changes in the employment is an issue that concerns us as trade union organizations and as social partner we militated for adapting the social dialogue to changes in the employment by promoting the benefits and the importance of investment in human resources in agriculture. We want a better access to education, an initial and on-going continued training for workers in agriculture so that trainees receive good working and living conditions. This mean adequate wages and working hours to guarantee social integration in the social environment as well as an occupational image that does not lead to social exclusion. Everybody has to have the right and the possibility to attend a qualified vocational education and training. Every employee has the right to develop his/her knowledge and capabilities so they can adapt to development in the labour market and changes in the employment.

This Guide tried to promote best practices proposed by the trade union organizations partners in the project in their effort to improve the access of their members to education and training programs and to respond to their specific needs and problems identified. These are meant to serve as inspiration for the entities such as unions, employer' organizations and other stakeholders from the fifth countries included in the project and from other European member state or candidate countries in terms of improve in the access to education and training programmes of workers in agricultures.

We noted differences between Germany, France, and Italy, on one hand, and Romania and Bulgaria, on the other hand. In point of professional training financing opportunities, France, Germany and Italy are less dependent on European funds, resulting in a slightly wider access of farmers to professional training while Romania and Bulgaria are more depending on the European funds in order to improve the access to VET of workers in agriculture. As regards the curricula, the social partners in all countries are able to influence to some extent the professional training topics.

The employment policies in Romania and Bulgaria do not cover the agricultural sector completely, making various professional training opportunities inaccessible to farmers. The policies in France and Germany seem to put more power into the hands of trade unions, which can take proactive action in connection with the employment in the agricultural sector. Italy has regional employment policies and various instruments for improving employment (combined contracts, special programs for vulnerable groups, etc.).

As conclusion, we believe that there are few aspects that must be considered by beneficiaries of this Guide:

- ✚ The access of farmers to professional training programs is defined from two perspectives:
  - the existence of private organization/association forms (trade unions, employers' organizations, farmers' organizations) that have the potential and the ability to focus the educational interests of farmers and agricultural employees;
  - the educational instruments subsidized in a way or another by the government and/or the European Union;
  
- ✚ Another important aspect regarding the farmers' access to training is the funding of educational costs. Which are the funding opportunities for the training of the persons working in agriculture at European, national or local level;



- ✚ Who are the entities that can access these funding opportunities and to which extent the government finances such professional training activities? Who are the eligible beneficiaries?
- ✚ Finally, it should be examined the providers of professional training in order to identify, on one hand, their interest in delivering up-to-date knowledge and skills and, on the other hand, the methods used to draw the target group (Who receives professional training? How is selection made?, etc);

All these aspects can serve as guideline in the process of identifying opportunities for the access to education and training activities for the workers in agriculture and employees in general.

The role of trade unions and employers' organizations in providing professional training services for the employees in the agricultural sector is very important, either by accessing and/or implementing professional training programs or having the capacity to directly influence the policies on professional training in agriculture, at least at national level. The access to professional training is an essential need, at least for Romania and Bulgaria. Of course, the other countries cannot avoid implementing actions in this respect considering the competitiveness objectives set by the European Union. Although the European and national policies include, in all cases, at least minimal measures concerning the access of farmers to professional training, their implementation will make a difference between the countries with developed and high-performance agricultural sectors and those with underdeveloped agricultures. The education and training of a country's workers is a major factor in determining just how well the country's economy will do.

## Short summaries of the Guide of good practice in partners' languages

### **Romanian**

#### **Rezumat al Ghidului de bune practici privind asigurarea accesului lucrătorilor din agricultură la activitățile de educație și formare profesională în vederea adaptării acestora la schimbările de la nivelul ocupării forței de muncă**

##### **Introducere**

##### **Despre proiect și parteneriat**

Proiectul „Accesul fermierilor la activitățile de educație și formare” a fost inițiat de către **Federația Agrostar** (România), promotorul proiectului, în parteneriat cu alte patru organizații sindicale naționale din agricultură: **FNSZ/FITUA** din Bulgaria, **IG BAU** din Germania, **ALPA** din Italia, **CFE CGC Agro** din Franța și Federația europeană **EFFAT**. Aceste organizații au o istorie comună și au participat la diverse proiecte transnaționale puse în aplicare în anii precedenți, fiind preocupate de probleme similare specifice sectorului agricol.

Obiectivul general al proiectului este acela de a îmbunătăți capacitatea sindicatelor din agricultură de a adapta dialogul social la schimbările de la nivelul ocupării forței de muncă prin promovarea beneficiilor și a importanței investițiilor în resurse umane în agricultură.

Proiectul a fost realizat cu sprijin financiar din partea Uniunii Europene și a fost prezentat în 2012 în cadrul cererii de propuneri: Măsuri de informare și formare pentru organizațiile sindicale - Referință: VP/2012/002, Linie bugetară: 04.03 03 02 a Comisiei Europene, Direcția Generală Ocuparea Forței de Muncă, Afaceri Sociale și Incluziune, iar subvenția a fost acordată la 1 octombrie 2012 și va fi pusă în aplicare în 11 luni, până la 31 august 2013.

### Despre Ghid ...

Ghidul a fost elaborat pornind de la o nevoie comună de îmbunătățire a accesului la activități de educație și formare pentru lucrătorii din agricultură identificate de sindicat; nivelul scăzut de participare a acestor lucrători la activități de educație și formare are ca rezultat incapacitatea lor de adaptare la schimbările de pe piața forței de muncă.

Ghidul își propune să ofere informații cu privire la accesul la activitățile de educație în sectorul agricol în cinci țări ale Uniunii Europene și să ofere instrumente și exemple de bune practici identificate în România, Bulgaria, Germania, Franța și Italia, elaborate sub forma unor planuri de acțiune de către reprezentanții sindicatelor din cele cinci țări participante și care au următoarele obiective:

- ❖ Planul de acțiune 1: atragerea/facilitarea participării lucrătorilor din agricultură la activități de educație și formare în vederea adaptării acestora la schimbările de la nivelul ocupării forței de muncă, și
- ❖ Planul de acțiune 2: identificarea bunelor practici privind metodele și tehnicile de negociere la nivel european și național a aspectelor referitoare la accesul la activități de educație și formare a lucrătorilor din agricultură;

Ghidul este structurat pe 4 capitole principale: Introducerea, prezentarea situației sistemelor VET (*vocational education and training* - educație și formare profesională) în agricultură în cele 5 țări partenere, prezentarea celor zece planuri de acțiune elaborate și propuse de fiecare țară parteneră drept exemple de bune practici și abordări pentru îmbunătățirea accesului la activități de educație și formare profesională în țările participante și concluzii finale.

Setul de informații, datele și abordările au fost incluse în ghid în conformitate cu:

- ✚ **Studiul comparativ** „Accesul la formare profesională pentru persoanele care desfășoară activități în sectorul agricol” dezvoltat în cadrul proiectului, care oferă o analiză a practicilor utilizate în cele cinci țări implicate în proiect în ceea ce privește atragerea și implicarea fermierilor în activități de educație și formare profesională în vederea adaptării acestora la schimbările privind ocuparea forței de muncă, dar și în ceea ce privește politicile naționale care să faciliteze acest lucru;
- ✚ **Planurile de acțiune** elaborate de fiecare organizație parteneră și prezentate cu ocazia atelierului organizat în cadrul acestui proiect în luna mai 2013, la București, și concluziile și recomandările făcute de participanți în timpul acestui atelier;

Acest ghid se adresează reprezentanților sindicatelor din agricultură din cele cinci țări și are ca scop îmbunătățirea cunoștințelor și diversificarea activităților practice ale acestora în ceea ce privește accesul fermierilor la activități de educație și formare profesională în vederea adaptării acestora la schimbările privind ocuparea forței de muncă. Ghidul este util, de asemenea, și reprezentanților de sindicate din alte sectoare economice, reprezentanților angajatorilor, angajaților, autorităților publice relevante, instituțiilor, precum și altor părți interesate. În același timp, ghidul poate fi util sindicatelor din agricultură și părților interesate din alte țări europene și țări candidate care se confruntă cu problemele similare celor din țările care participă la proiect.

### Situația sistemelor de educație și formare profesională în agricultură în cele cinci țări partenere

Sectorul agricol european joacă un rol esențial în influențarea sănătății economiei rurale, aduce o contribuție valoroasă la dezvoltarea economiei europene și va contribui în mare măsură la realizarea priorităților Strategiei Europa 2020.

Din totalul forței de muncă europene, 5% reprezintă fermieri/lucrători în agricultură. Ocupația de agricultor necesită exercitarea unei game variate de abilități: de la competențele tradiționale asociate cunoștințelor tehnice și talentul de a comercializa produsele, la cunoștințe de utilizare a tehnologiei informației și comunicării pentru a-și susține producția și eforturile de marketing și până la cunoștințe de gestionare a terenurilor și a mediului. În ultimii ani, fermierilor li s-a cerut să adauge o componentă privind siguranța alimentelor între competențele care includeau deja sănătatea și bunăstarea animalelor. Pentru ca fermierii să poată răspunde tuturor acestor cerințe și să se adapteze la nevoile prezente și viitoare ale ocupării forței de muncă, este necesară o reînnoire continuă a abilităților acestora.

Sindicatelor din agricultură trebuie să-și adapteze dialogul social la schimbările de la nivelul ocupării forței de muncă prin promovarea importanței și a necesității unei reînnoiri continue a abilităților fermierilor. Pentru a face față schimbărilor privind ocuparea forței de muncă, dar și pentru a răspunde cerințelor viitoare ale societății în materie de sănătate, calitate, securitate etc., este imperativ să se ia măsuri pentru facilitarea participării fermierilor la activități de educație și formare profesională.

În urma analizei efectuate în cadrul studiului comparativ, am ajuns la concluzia că politicile naționale includ mai mult sau mai puțin ideile europene referitoare la agricultură. Există un decalaj între politicile noilor state membre și

cele ale statelor membre cu vechime. Astfel, România și Bulgaria includ în politicile lor naționale aproape toate prevederile PAC (Politica Agricolă Comună), în timp ce Italia, Franța și Germania sunt mai preocupate de adaptarea politicii naționale la contextul și cerințele naționale.

În concluzie, există o mare nevoie de forță de muncă adaptată la contextul economic actual, calificată și productivă, iar îmbunătățirea abilităților de management și a aptitudinilor tehnice și tehnologice ale fermierilor necesită o formare inițială adecvată, precum și programe intensive de formare pe tot parcursul vieții.

### **Exemple de bune practici și abordări pentru îmbunătățirea accesului la activități de educație și formare profesională din țările participante: zece planuri de acțiune elaborate și propuse de fiecare dintre țările partenere**

Modul de punere în practică a activităților de educație și formare de către sindicate diferă semnificativ între țări și nu corespunde întotdeauna celor mai recente cunoștințe și metodologii. Cu toate acestea, următoarele 10 planuri de acțiune elaborate și prezentate de România, Bulgaria, Italia, Germania și Franța reprezintă fie bune practici puse deja în aplicare cu succes, fie programe în curs de desfășurare în țara respectivă, fie acțiuni planificate a fi urmate în funcție de realitățile recente și de necesitățile identificate.

Cu toate acestea, toate pot fi exemple bune care îi pot inspira pe reprezentanții sindicatelor, și nu numai, în eforturile lor de îmbunătățire a accesului lucrătorilor din agricultură la activitățile de educație și formare.

Planurile de acțiune elaborate au avut în vedere următoarea structură: problema/contextul identificat(ă); scopul; grupul țintă; pașii care trebuie urmați (ce, cum, cu ce mijloace, cine, când/până când) și sunt prezentate în continuare:

#### **România**

##### **Planul de acțiune 1**

**Scop:** Atragerea și facilitarea accesului lucrătorilor din agricultură la activitățile de educație și formare.

**Grup țintă:** - lucrătorii din agricultură (angajați și mici fermieri - AFP, IE, FI) și Ministerul Agriculturii și Dezvoltării Rurale

**Obiective propuse:**

1. Furnizarea de programe de formare pentru lucrătorii din agricultură, folosind oportunitățile de finanțare active în România;

**Activități:**

- Identificarea nevoilor de formare a lucrătorilor din agricultură
- Identificarea surselor de finanțare/a fondurilor necesare pentru dezvoltarea programelor de formare profesională pentru lucrătorii din agricultură
- Pregătirea/elaborarea formularelor de cerere de participare
- Elaborarea și punerea în practică a programelor de formare în funcție de cererile de participare depuse
- Promovarea ideii și a necesității de formare continuă pentru a putea ține pasul cu schimbările de pe piața muncii și cu nevoile fermierilor (în ceea ce privește utilizarea noilor tehnologii în agricultură, gestionarea deșeurilor etc.);
- Promovarea la nivel de instituție responsabilă (Ministerul Agriculturii și Dezvoltării Rurale - MADR) a importanței și necesității introducerii în Planul Național de Dezvoltare Rurală a unui număr mai mare de măsuri pentru agricultori prin care pot fi oferite programe de formare cu privire la diferite meserii specifice sectorului agricol.

2. Promovarea (conștientizarea) necesității și a avantajelor programelor de formare continuă pentru fermieri.

**Activități:**

- Organizarea de sesiuni de informare în teritoriu cu privire la oportunitățile de formare profesională și educație oferite de Federația sindicatelor/Centrele regionale de resurse ale federației.

##### **Planul de acțiune 2**

**Scop:** Dezvoltarea capacității Agrostar / a capacității liderilor sindicali ai Agrostar de îmbunătățire a metodelor și a practicilor de negociere la nivel național și european a problemelor privind accesul fermierilor la activități de educație și formare.

**Grup țintă:** - liderii sindicali și Ministerul Agriculturii și Dezvoltării Rurale

**Obiective propuse:**

1. Îmbunătățirea abilităților liderilor de sindicat de negociere, cu scopul de a participa mai activ la dialogul social

**Activități:**

- Identificarea nevoilor de formare și selectarea reprezentanților sindicatelor din agricultură care vor participa la sesiunile de formare.
  - Pregătirea sesiunilor de formare: Elaborarea conținutului și a metodelor de predare; Elaborarea unui set de instrumente pentru participanți, pe care să le poată folosi la locul de muncă pentru a-i motiva/informa pe alți colegi
  - Organizarea de cursuri/sesiuni de formare privind „practicile și metodele de negociere, comunicare, informare și consultare în sectorul agricol”
2. Luarea unor măsuri de promovare și diseminare la nivel național și/sau european a problemelor specifice ale fermierilor cu privire la accesul acestora la educație și formare profesională

**Activități:**

- Participare la negocierea contractului colectiv de muncă la nivel de ramură
- Participare în comisiile de dialog social la nivelul Ministerului Agriculturii și Dezvoltării Rurale
- Participare la conferințe/dezbateri organizate la nivel european de către EFFAT (Federația Europeană a Sindicatelor din Sectoarele Alimentației, Agriculturii și Turismului) - Sectorul Agricultură cu privire la subiectele referitoare la educația și formarea profesională a lucrătorilor din agricultură
- Participare la grupurile de lucru ale comitetului sectorial de dialog social din UE - Agricultură, la nivelul Comisiei Europene (Direcția Generală Ocuparea Forței de Muncă, Afaceri Sociale și Incluziune)
- Urmărire/monitorizare permanentă a deciziilor luate la nivel național/european în legătură cu educația și formarea fermierilor, în special, și a membrilor de sindicat, în general
- Organizare de conferințe de presă/acțiuni sindicale în vederea atragerii atenției publicului și a instituțiilor publice responsabile asupra accesului fermierilor la activitățile de educație și formare profesională

## Bulgaria

### Planul de acțiune 1

**Scop:** Scopul este de a îmbunătăți sistemul VET (*vocational education and training* - educație și formare profesională) și LLL (*lifelong learning* - învățare pe tot parcursul vieții) în agricultură prin acțiuni sincronizate întreprinse de partenerii sociali sectoriali pentru a facilita accesul fermierilor și a lucrătorilor din agricultură la informare și formare și, astfel, a le spori șansele de a avea locuri de muncă mai bune și o viață mai bună.

**Grup țintă:** Proiectul se concentrează asupra:

- Sindicatelor din ramură, reprezentanților lucrătorilor și ai micilor fermieri, precum și reprezentanților lucrătorilor familiari care au o atitudine pozitivă cu privire la calificare, formare profesională și dezvoltare personală,
- Organizațiilor patronale care doresc să se implice în dezvoltarea dialogului social,
- Altor părți interesate importante - Ministerul Muncii, Ministerul Agriculturii, NAVET, Academia Agricolă, instituțiile mass-media care vizează acest sector

**Obiective propuse:**

1. Realizarea unei analize profunde a sectorului cu privire la piața muncii și forța de muncă.
2. Studiarea experienței pozitive în domeniu a organizațiilor partenerilor noștri va fi, de asemenea, extrem de utilă.

### Planul de acțiune 2

**Scop:** Metodele și tehnicile de negociere la nivel european și național a aspectelor referitoare la accesul la activități de educație și formare a lucrătorilor din agricultură

**Grup țintă: sindicaliști și reprezentanți ai lucrătorilor**

**Obiective propuse:**

Îmbunătățirea abilităților și a competențelor sindicaliștilor și reprezentanților lucrătorilor de a negocia și de a participa la procesul de negociere colectivă. Problemele specifice sunt: LLL și VET.

## Italia

### Planul de acțiune 1

**Scop:** Atragerea și/sau facilitarea participării lucrătorilor din sectorul agricol la activitățile de educație și formare profesională, astfel încât aceștia să se poată adapta la schimbările care au loc pe piața muncii;

**Grup țintă/Beneficiari:** toți proprietarii de ferme mici situate în zone defavorizate care, în caz contrar, ar avea dificultăți în ceea ce privește accesarea resurselor de formare.

**Obiectiv propus:** crearea unor modalități de punere în aplicare a unui plan de formare care să depășească aceste obstacole și să fie ușor de accesat.

**Activități:** Crearea unei comunități educaționale virtuale pentru a favoriza formarea fermierilor, prin crearea de grupuri de studiu în rândul celor situați în zone îndepărtate, drept adevărate locuri în care iau naștere idei, opinii și proiecte.

### Planul de acțiune 2

**Scop:** Îmbunătățirea formării și a calificării tinerilor lideri sindicali și manageri din sectorul agricol printr-o cale de instruire comună a tuturor organizațiilor sindicale italiene din acest sector, ceea ce ar permite atingerea eficiență a unui nivel de calitate și de pregătire a beneficiarilor și reînnoirea clasei de conducere a sindicatelor.

**Grup țintă:** Conducătorii/reprezentanții sindicatelor / liderii sindicatelor italiene cu vârste de până la 40 de ani.

**Obiectiv propus:** Reprezentanți ai sindicatelor tineri și instruiți care să ofere un nou început pentru țară

**Activități:**

1. Prefezabilitate: analizarea informațiilor și a contextului
2. Pregătirea cursului: Analizarea problemei și a nevoilor
3. Punerea în practică a cursului
4. Monitorizare, evaluare și eventuale modificări

## Germania

### Planul de acțiune 1

**Scop:** atragerea participării lucrătorilor din agricultură la activitățile VET . Acțiune pusă în aplicare și prezentată drept bună practică: „**MotiWe** - Motivație pentru învățarea pe tot parcursul vieții”;

**Grup țintă:** Lucrătorii agricoli interesați de o formare suplimentară sunt instruiți pentru a deveni *ambasadori ai educației*. În cadrul proiectului MotiWe, acești lucrători agricoli trebuie să dețină competența de a atrage atenția asupra învățării pe tot parcursul vieții în mediul lor privat și profesional și de a-i motiva pe ceilalți, în special pe colegii lor, să participe la activitățile de formare continuă. Acești lucrători devin ambasadori ai importanței calificării.

**Obiectiv:** transferarea conceptului de formare de succes „Ambasadori ai educației”, elaborat de sindicatul danez 3F, către sistemele de educație și formare profesională din țările partenere.

**Conținutul activității/metoda utilizată:** Modulele de instruire pentru formarea ambasadourilor pun accent pe o metoda numită „Ancheta apreciativă” (*Appreciative Inquiry* - AI). Metoda AI se concentrează pe experiența pozitivă pe care oamenii au avut-o în timpul perioadei lor de educare. Experiența acumulată în cadrul programelor de formare profesională a adulților arată că, pe de o parte, este necesar ca adulții să fie incluși în mod activ în procesul de educație și, pe de altă parte, aceștia trebuie să își folosească cunoștințele și emoțiile existente pentru a realiza un proces de instruire de succes. Mai mult decât atât, metoda AI contribuie la dezvoltarea competențelor de învățare ale participanților. Pornind de la experiența lor personală de învățare, aceștia pun sub semnul întrebării strategiile respective de învățare și, prin urmare, devin conștienți de modul în care învață cel mai bine. Prin urmare, pot înțelege mai bine rezistența altora față de programele de calificare și pot găsi modalități de a-i motiva.

### Planul de acțiune 2

**Scop:** îmbunătățirea metodelor și a tehnicilor de negociere la nivel european și național;

**Grup țintă:** sindicaliști care acționează pe bază de voluntariat la nivel regional.

**Obiectiv:** În următorii cinci ani, sindicaliștii implicați, pe bază de voluntariat, în negocieri cu angajatorii trebuie informați cu privire la posibilitățile existente de formare a abilităților conversaționale și de negociere și să ia parte la una din sesiunile de instruire.

**Activități:**

Primul pas este de verifica conceptele existente cu privire la tehnicile de negociere și compatibilitatea acestora pentru grupul-țintă, precum și posibilele deficiențe în ceea ce privește grupul țintă.

În a doua etapă, ofertele de formare existente trebuie integrate și prelucrate pentru grupul țintă prin abordarea unei atitudini pozitive.

Apoi, informațiile cu privire la sesiunile de instruire trebuie difuzate prin diverse canale (invitație personală, site, cataloage etc.).

**Rezultat:** Campania se consideră a fi una de succes în cazul în care 50% din componenții grupului țintă au participat la sesiunile de formare.

## Franța

### Planul de acțiune 1

Exemplu: Acord între partenerii sociali pentru orientare și formare profesională: Proiect de combatere a analfabetismului în agricultură

**Scop:** Oferirea posibilității de formare continuă în vederea dezvoltării abilităților de citire și scriere.

**Grup țintă:** Lucrătorii din agricultură cu o situație precară

**Activități/Pași:** Negocierea și semnarea unui acord pus în aplicare prin intermediul organizației naționale: FAFSEA (*Fonds National d'Assurance Formation des Salariés des Exploitations et Entreprises Agricoles*)

- Colectare de fonduri de la angajatori;
- Finanțarea programelor de instruire;
- Administrarea și monitorizarea împreună cu angajatorii;
- Îmbunătățirea accesului la formare pentru lucrători;
- Revizuirea anuală a proiectului împreună cu partenerii sociali, pentru a evalua succesul programelor. Acesta este un proces continuu.

### Planul de acțiune 2

Un alt exemplu de bună practică din Franța în ceea ce privește educarea și formarea profesională a lucrătorilor din agricultură este **ADEMA** (*Accès des demandeurs d'emploi aux métiers agricoles*). Cursul de descoperire a meseriilor din agricultură este un curs de formare profesională cu o durată de 154 de ore (22 zile lucrătoare).

**Grupuri țintă** (publicul interesat)

Persoanele în căutarea unui loc de muncă care nu cunosc activitățile și meseriile agricole.

Participare voluntară, timp de o lună, pentru descoperirea acestora.

**Activități:**

Programul ADEMA constă în trei etape:

4. Primirea într-un centru de formare: 5 zile
5. Integrare într-o fermă: 15 zile (3 săptămâni)
6. Revenire la centrul de formare: 2 zile

Stare: persoana în căutarea unui loc de muncă devine stagiar în vederea continuării pregătirii sale profesionale

La sfârșitul programului ADEMA, cu ajutorul unui consilier în materie de ocupare a forței de muncă și a formatorului, are loc validarea stagiului și elaborarea unui plan de acțiune pentru:

- Acces direct la locuri de muncă în agricultură (CDD/CDF), inclusiv;
- Acces la formare profesională suplimentară
- 4 000 de cursanți au participat deja la programul ADEMA în 2010 și 2011.

## Concluzii finale

Adaptarea lucrătorilor din agricultură la schimbările de la nivelul ocupării forței de muncă este o problemă care ne preocupă și, în calitate de asociații sindicale și partener social, am militat pentru adaptarea dialogului social la schimbările în ocuparea forței de muncă prin promovarea beneficiilor și a importanței investițiilor în resurse umane în agricultură.

Am observat diferențe între Germania, Franța și Italia, pe de o parte, și România și Bulgaria, pe de altă parte. Referitor la oportunitățile de finanțare a programelor de formare profesională, Franța, Germania și Italia depind într-o măsură mai mică de fondurile europene, aceasta ducând la un acces mai larg al fermierilor la formarea profesională, în timp ce România și Bulgaria depind într-o măsură mai mare de fondurile europene pentru a putea îmbunătăți accesul lucrătorilor din agricultură la educație și formare profesională. În ceea ce privește planul de instruire, partenerii sociali din toate țările sunt în măsură să influențeze într-o oarecare măsură tematica formării profesionale.

Politicile de ocupare a forței de muncă din România și Bulgaria nu vizează sectorul agricol în totalitate, făcând ca diverse oportunități de formare profesională să fie inaccesibile pentru fermieri. Politicile din Franța și Germania par să ofere mai multă putere sindicatelor, care pot lua măsuri în mod proactiv în legătură cu ocuparea forței de muncă în sectorul agricol. Italia deține politici regionale de ocupare a forței de muncă și diverse instrumente pentru

îmbunătățirea gradului de ocupare a forței de muncă (contracte combinate, programe speciale pentru grupurile vulnerabile etc.).

În concluzie, suntem de părere că există câteva aspecte care trebuie luate în considerare de către beneficiarii acestui ghid:

- ✚ Accesul fermierilor la programele de formare profesională este definit din două perspective:
  - existența unor organizații private/asociații (sindicate, organizații patronale, organizații ale fermierilor) cu potențialul și capacitatea de a se concentra asupra intereselor educaționale ale fermierilor și ale lucrătorilor agricoli;
  - instrumente educaționale subvenționate într-un fel sau altul de către guvern și/sau Uniunea Europeană;
- ✚ Un alt aspect important în ceea ce privește accesul fermierilor la programele de formare este cel al finanțării costurilor de învățământ. Care sunt oportunitățile de finanțare pentru formarea persoanelor care lucrează în agricultură la nivel european, național sau local?;
- ✚ Care sunt entitățile care pot accesa aceste oportunități de finanțare și în ce măsură finanțează guvernul astfel de activități de formare profesională? Cine sunt beneficiarii eligibili?;
- ✚ În cele din urmă, trebuie analizați furnizorii de servicii de formare profesională pentru a identifica, pe de o parte, interesul acestora în furnizarea de cunoștințe și abilități actualizate și, pe de altă parte, metodele utilizate pentru atragerea grupului țintă (Cine sunt beneficiarii formării profesionale? Cum se face selecția? etc.);

Toate aceste aspecte pot servi drept ghid în procesul de identificare a oportunităților de acces la activități de educație și formare profesională pentru lucrătorii din agricultură și angajați, în general.

Rolul sindicatelor și al organizațiilor patronale în furnizarea de servicii de formare profesională pentru angajații din sectorul agricol este foarte important, fie prin accesarea și/sau punerea în aplicare a unor programe de formare profesională, fie prin capacitatea acestora de a influența direct politicile de formare profesională în agricultură, cel puțin la nivel național. Accesul la formarea profesională reprezintă o necesitate, cel puțin pentru România și Bulgaria. Desigur, nici celelalte țări nu pot neglija punerea în aplicare a acțiunilor de acest fel, având în vedere obiectivele de competitivitate stabilite de Uniunea Europeană. Cu toate că politicile europene și naționale includ, în toate cazurile, cel puțin măsurile minime privind accesul fermierilor la formare profesională, punerea lor în aplicare va diferenția țările cu sectoare agricole dezvoltate și de înaltă performanță de cele cu o agricultură subdezvoltată. Nivelul de educație și formare profesională a lucrătorilor dintr-o țară reprezintă un factor important în stabilirea gradului de performanță a economiei țării respective.

## **Bulgarian**

Превод от румънски език

**Резюме на Наръчника за добри практики  
за обезпечаване достъпа на земеделските служители до дейностите за образование и професионална  
подготовка с оглед тяхното приспособяване към промените на ниво заетост**

### **Въведение**

#### **За проекта и партньорството**

Проектът „Достъп на фермерите до дейностите за образование и подготовка” бе инициран от **Федерацията Агростар** (Румъния), основател на проекта, в партньорство с четири национални синдикални организации в областта на земеделието: **ФНСЗ/FITUA** от България, **IG BAU** от Германия, **ALPA** от Италия, **CFE CGC Agro** от Франция и Европейската Федерация **EFFAT**. Тези организации имат обща история и участваха в различни транснационални проекти, изпълнени през предишните години, занимаващи се с подобни въпроси, специфични за земеделския сектор.

Общата цел на проекта е подобряване капацитета на синдикатите от земеделския сектор да се приспособят социалния диалог към промените на ниво заетост чрез насърчаване на ползите и значението на инвестициите в човешките ресурси в земеделието.

Проектът бе осъществен с финансовата подкрепа от страна на Европейския Съюз и бе представен през 2012г. в рамките на искането на предложения: Мерки за информиране и обучение за синдикалните организации - Референция: VP/2012/002, Бюджетна линия: 04.03 03 02 на Европейската Комисия, Генерална Дирекция по Заетост, Социални въпроси и Включване, а субсидията бе предоставена на 1 октомври 2012г. и ще се прилага за 11 месеца, до 31 август 2013г.

### За Наръчника ...

Наръчникът бе разработен, изхождайки от общата необходимост за подобряване достъпа до дейности за образование и подготовка за земеделските служители, идентифицирани от синдиката; ниското ниво участие на тези служители в дейности за образование и подготовка води до тяхната неспособност да се приспособяват към промените, възникващи на пазара на работната сила.

Наръчникът си поставя за цел да предлага информации относно достъпа до образователните дейности в земеделския сектор в пет страни членки на Европейския Съюз и да предлага инструменти и примери за добри практики, идентифицирани в Румъния, България, Германия, Франция и Италия, разработени под формата на планове за действие от представителите на синдикатите в петте страни участнички и които имат следните цели:

- ❖ План за действие 1: привличане/улесняване участието на земеделските служители в дейности за образование и подготовка с оглед тяхното приспособяване към промените, настъпващи на пазара на работната сила, и
- ❖ План за действие 2: идентифициране на добрите практики относно методите и техниките за преговаряне на европейско и национално ниво на въпросите, касаещи се до достъпа до дейности за образование и подготовка на земеделските служители;

Наръчникът е структуриран по 4 главни глави: Въведение, представяне положението на системите VET (*vocational education and training* - образование и професионална подготовка) в земеделството в 5-те страни партньорки, представянето на десетте планове за действие, разработени и предложени от всяка страна партньорка като примери за добри практики и подходи за подобряване достъпа до дейности за образование и професионална подготовка в страните участнички и окончателни изводи.

Комплекът информации, данните и подходите бяха включени в наръчника в съответствие с:

- ✚ **Сравнително проучване** „Достъпът до професионална подготовка за лицата, развиващи дейности в земеделския сектор“, развито в рамките на проекта, предлагащ анализ на използваните практики в петте страни, участващи в проекта по отношение на привличането и участието на фермерите в дейности за образование и професионална подготовка с оглед тяхното приспособяване към промените, свързани със заетостта, но и във връзка с националните политики, които да способстват това;
- ✚ **Плановете за действие**, разработени от всяка организация партньор и представени по повод уоркшопа, организиран в рамките на този проект през месец май 2013г., в град Букурещ, и формулираните изводи и препоръки от участниците по време на този уоркшоп;

Настоящият наръчник се обръща към синдикалните представители от земеделството от петте страни и цели подобряване знанията и разнообразяване на техните практически дейности по отношение на достъпа на фермерите към дейности за образование и професионална подготовка с оглед тяхното приспособяване към промените, свързани със заетостта. Наръчникът е полезен, също така, и за синдикалните представители от други икономически сектори, представителите на работодателите, служителите, заинтересованите публични власти, институциите, както и за други заинтересовани страни. Същевременно, наръчникът може да бъде полезен за синдикатите в земеделството и заинтересованите страни в други европейски страни и страни кандидатки за членство, сблъскващи се с подобни проблеми, като страните участващи в проекта.

### **Състоянието на образователните системи и за професионална подготовка в земеделството в петте страни партньорки**

Европейският земеделски сектор играе съществена роля в повлияване на доброто функциониране на селската икономика, носи ценен принос за развитието на европейската икономика и ще допринесе в голяма степен за осъществяване приоритетите на Стратегията Европа 2020.

Общата европейска работна сила, 5% представляват фермери / земеделски служители. Професията земеделец предполага упражняване на разнообразна гама от умения: от традиционни умения, свързани с технически знания и таланта за продажба на продуктите, до знания за използване на технологията на информацията и съобщенията за подкрепване на производството и маркетинговите усилия и до знания за управление на площите и околната среда. През последните години, от фермерите се изисква да добавят компонент, касаещ сигурността на хранителните стоки сред компетенциите, включващи вече здравето и добрите условия за животните. За да могат фермерите да отговорят на всички тези изисквания и да се приспособяват към настоящите и бъдещите потребности на заетостта, необходимо е постоянно възобновяване на техните умения.



Синдикатите от земеделието трябва да приспособяват своя социален диалог към промените, възникващи на ниво заетост чрез насърчаване значението и потребността от постоянно възобновяване на уменията на фермерите. За да се справят с промените, касаещи заетостта, но и за да отговорят на бъдещите изисквания на обществото в областта на здравето, качеството, безопасността и др., повелително изискване е да се вземат мерки за улесняване участието на фермерите в дейности за образование и професионална подготовка.

Вследствие на извършения анализ в рамките на сравнителното проучване, стигнахме до извода, че националните политики включват повече или по-малко европейските идеи относно земеделието. Има разлика между политиките на новите държави членки и старите държави членки. По този начин, Румъния и България включват в своите национални политики почти всички предвиждания на ОСП (Общата Селскостопанска Политика), докато Италия, Франция и Германия обръщат по-голямо внимание на приспособяването на националната политика към националния контекст и изисквания.

В заключение, усеща се голяма нужда от работна сила, приспособена към сегашния икономически контекст, квалифицирана и производителна, а подобряването на уменията за мениджмънт и техническите и технологичните умения на фермерите предполагат адекватна първоначална подготовка, както и интензивни подготвителни програми през целия живот.

**Примери за добри практики и подходи за подобряване достъпа до дейности за образование и професионална подготовка в участващите страни: десет планове за действие, разработени и предложени от всяка една от страните партньорки**

Образецът за прилагане на дейностите за образование и подготовка от синдикатите значително се различава във всяка страна и не винаги отговаря на най-новите знания и методологии. Въпреки всичко това, следващите 10 планове за действие, разработени и представени от Румъния, България, Италия, Германия и Франция представляват, било добри практики вече успешно приложени на практика, било програми в ход на развитие в съответната страна, било планирани действия да изпълнение, в зависимост от скорошните действителности и идентифицираните потребности.

Въпреки всичко това, всички могат да представляват добри примери, които могат да вдъхновят синдикалните представители и не само в техните усилия за подобряване достъпа на земеделските служители до дейностите за образование и подготовка.

Разработените планове за действие имаха предвид следната структура: идентифициран проблем /контекст; цел; целева група; проследени стъпки (какво, как, с какви средства, кой, кога/до кога) и са представени както следва:

**Румъния**

**План за действие 1**

**Цел:** Привличане и улесняване достъпа на земеделските служители до дейностите за образование и подготовка.

**Целева група:** - земеделските служители (служители и малки фермери - AFP, IE, FI) и Министерство на Земеделието и Селското Развитие.

**Поставени цели:**

3. Предоставяне на програми за подготовка за земеделските служители, използвайки активните в Румъния възможности за финансиране;

**Дейности:**

- Идентифициране на потребностите за подготовка на земеделските служители;
- Идентифициране на източниците за финансиране / на необходимите фондове за развитие на програмите за професионална подготовка за земеделските служители;
- Подготовка/разработване на бланките за молби за участие;
- Разработване и прилагане на практика на програмите за подготовка, в зависимост от подадените искания за участие;
- Насърчаване идеята и потребността от постоянна подготовка за да бъдат в течение с промените на пазара на труда и с потребностите на фермерите (по отношение на използването на новите технологии в земеделието, управление на отпадъците и др.);
- Насърчаване на ниво отговорна институция (Министерство на Земеделието и Селското Развитие - МЗСР) на значението и потребността от въвеждане в Националния План за Селско Развитие на по-голям брой мерки за земеделците, с които могат да се обезпечат програми за обучение за различни специфични за земеделския сектор професии.

4. Насърчаване (осъзнаване) потребността и предимствата от програмите за продължително обучение за фермерите.

**Дейности:**

- Организиране на сесии за информиране на място във връзка с възможностите за професионална подготовка и образование, предложени от Синдикалната Федерация / Регионални центрове за ресурси на федерацията.

**План за действие 2**

**Цел:** Развитие способността на Агростар / на способността на синдикалните лидери на Агростар за подобряване методите и практиките за договаряне на национално и европейско ниво на въпросите, касаещи достъпа на фермерите до дейностите за образование и подготовка.

**Целева група:** - синдикални лидери и Министерство на Земеделието и Селското Развитие

**Поставени цели:**

3. Подобряване уменията на синдикалните лидери за договаряне, с цел по-активно да вземат участие в социалния диалог.

**Дейности:**

- Идентифициране на потребностите за обучение и избиране на синдикалните представители от земеделието, които ще участват в подготвителните сесии;
  - Подготовка на подготвителните сесии: Разработване на съдържанието и методите за преподаване; Разработване на комплект инструменти за участниците, който да могат да използват на работното място за мотивиране / информиране на другите колеги;
  - Организиране на курсове / подготвителните сесии относно „практиките и методите за договаряне, комуникация, информиране и съветване в земеделския сектор”.
4. Взимане на мерки за насърчаване и разпространяване на национално и / или европейско ниво на специфичните за фермерите проблеми във връзка с техния достъп до образование и професионална подготовка.

**Дейности:**

- Участие в договарянето на колективния трудов договор на отраслово ниво;
- Участие в комисиите за социален диалог на ниво Министерство на Земеделието и Селското Развитие;
- Участие в конференции / дебати, организирани на европейско ниво от EFFAT (Европейската Федерация на Синдикатите в Секторите Храни, Земеделие и Туризм) – Сектор Земеделие във връзка с темите, касаещи се до образованието и професионалната подготовка на земеделските служители;
- Участие в работните групи на секторния комитет за социален диалог на ЕС - Земеделие, на ниво Европейска Комисия (Генерална Дирекция по Заетост, Социални въпроси и Включване);
- Постоянно проследяване/мониторнг на взетите на национално / европейско ниво решения във връзка с образованието и подготовката на фермерите, в частност и на синдикалните членове, въобще;
- Организиране на прес-конференции/синдикални действия с оглед привличане вниманието на публиката и на компетентните публични институции за достъпа на фермерите до дейностите за образование и професионална подготовка.

**България**

**План за действие 1**

**Цел:** Целта е подобряване на системата VET (*vocational education and training* - образование и професионална подготовка) и LLL (*lifelong learning* – обучение през целия живот) в земеделието чрез синхронизирани действия, предприети от секторните социални партньори за улесняване достъпа на фермерите и на земеделските служители до информиране и подготовка и по този начин да им бъдат увеличени шансовете да имат по-добри работни места и да се радват на по-добър живот.

**Целева група:** Проектът се фокусира върху:

- Синдикатите на отраслово ниво, представителите на служителите и на малките фермери, както и представителите на семейните служители, които имат положително поведение спрямо квалификацията, професионалната подготовка и личното развитие;
- Работодателските организации, желаещи да участват в развитието на социалния диалог;
- Други важни заинтересовани страни – Министерсво на Труда, Министерсво на Земеделието, НВА, Селскостопанска Академия, медии, действащи в този сектор.

**Поставени цели:**

3. Осъществяване на задълбочен анализ на сектора относно пазара на труда и работната сила.
4. Проучване на положителния опит в областта на организациите на нашите партньори ще бъде, също така, от изключителна ползност.

#### **План за действие 2**

**Цел:** Методи и техники за договаряне на европейско и национално ниво на въпросите, касаещи се до достъпа до дейностите за образование и подготовка на земеделските служители

**Целева група: синдикалисти и представители на служителите**

**Поставени цели:**

Подобряване на уменията и на компетентностите на синдикалистите и представителите на служителите да договарят и да участва в процеса на колективно договаряне. Специфичните проблеми са: LLL и VET.

### **Италия**

#### **План за действие 1**

**Цел:** Привличане и/или улесняване участието на служителите от земеделския сектор в дейностите за образование и професионална подготовка, така че те да могат да се приспособяват към промените, възникващи на пазара на труда;

**Целева група/Бенефициенти:** всички собственици на малки ферми, намиращи се в неравностойни райони, които в противен случай, биха срещнали трудности в усвояване на ресурси за подготовка.

Поставена цел: създаване на начини за прилагане на план за подготовка, надвишаващ тези препятствия и лесно да се усвои.

**Дейности:** Създаване на виртуална образователна общност за способстване подготовката на фермерите, чрез създаване на групи следване сред намиращите се в отдалечени райони, като истински места, в които се раждат идеи, мнения и проекти.

#### **План за действие 2**

**Цел:** Подобряване на подготовката и квалификацията на младите синдикални лидери и мениджъри в земеделския сектор посредством общ подготвителен начин за всички италиански синдикални организации в този сектор, което би позволило ефективното достигане на ниво качество и подготовка на бенефициентите и възобновяване на ръководната класа на синдикатите.

**Целева група:** Ръководителите/представителите на синдикатите/ лидерите на италианските синдикати с възраст до 40 години.

Поставена цел: Млади синдикални представители и институции, които да предлагат ново начало за страната.

**Дейности:**

5. Предосъществимост: анализ на информацията и на контекста;
6. Подготовка на курса: анализ на проблемите и потребностите;
7. Прилагане на практика на курса;
8. Мониторинг, оценяване и евентуални изменения.

### **Германия**

#### **План за действие 1**

Задача: привличане участието на **земеделските служители** към дейностите VET. Дейност, която се прилага и представя за добра практика: „**MotiWe** – Мотивация за обучение през целия живот”;

**Целева група:** Земеделските служители, заинтересовани от допълнителна подготовка, са подготвени да станат *посланици на образованието*. В рамките на проекта MotiWe, тези земеделски служители трябва да имат компетентността да обръщат вниманието върху обучението през целия живот, в тяхната частна и професионална среда и да мотивират другите, особено своите колеги да участват в дейностите за продължителна подготовка. Тези служители стават посланици на значимостта на квалифицирането.

**Цел:** прехвърляне на понятието за успешна подготовка „Посланици на образованието”, разработено от датския синдикат 3F, към системите за образование и професионална подготовка в страните партньорки.

**Съдържание на дейността/използван метод:** Образователните методи за подготовка на посланиците поставят акцент върху метод, наречен „Оценително проучване” (*Appreciative Inquiry* - AI). Методът AI се съсредоточава върху положителния опит, който хората са имали по време на своя образователен период. Натрупаният опит в рамките на програмите за професионална подготовка на възрастните хора посочва, от една страна, че е необходимо възрастните хора активно да бъдат включени в образователния процес и от

друга страна, те трябва да използват своите настоящи знания и емоции за постигане на успешен образователен процес. Повече от това, методът AI допринася за развитието на компетентностите за изучаване на участниците. Тръгвайки от техния личен опит за изучаване, те поставят под въпросителна съответните стратегии за изучаване и следователно осъзнават начин, по който изучават най-добре. Следователно, могат да разберат по-добре съпротивата на другите спрямо квалификационните програми и могат да намерят начини да ги мотивират.

### **План за действие 2**

**Задача:** подобряване на методите и на техниките за договаряне на европейско и национално ниво;

**Целева група:** синдикалисти, действащи въз доброволна основа на регионално ниво.

**Цел:** През следващите пет години, участващите доброволни синдикалисти в договарянето с работодателите трябва да бъдат информирани във връзка с наличните възможности за подготовка на уменията за общуване и договаряне и да участват в една от подготвителните сесии.

#### **Дейности:**

Първата стъпка е проверяване на съществуващите понятия относно техниките за договаряне и тяхната съвместимост с целевата група, както и възможните недостатъци по отношение на целевата група.

През втория етап, съществуващите оферти за подготовка трябва да бъдат интегрирани и преработени за целевата група чрез поемане на положително поведение.

След това, информацията относно подготвителните сесии трябва да бъдат предадени по различни канали (лична покана, сайт, каталози и др.).

**Резултат:** Кампанията се смята за успешна при положение, че 50% от членовете на целевата група са участвали в подготвителните сесии.

## **Франция**

### **План за действие 1**

Пример: Споразумение между социалните партньори за напътстване и професионална подготовка: Проект за борба с неграмотността в земеделието.

**Цел:** Предлага се възможността за продължителна подготовка с оглед развитие на уменията за четене и писане.

**Целева група:** Земеделските служители в несигурна ситуация

**Дейности/Стъпки:** Договаряне и подписване на договор, приложено на практика посредством националната организация: FAFSEA (*Fonds National d'Assurance Formation des Salariés des Exploitations et Entreprises Agricoles*):

- Събиране на фондове от работодателите;
- Финансиране на обучителните програми;
- Управление и мониторинг, упражнен заедно с работодателите;
- Подобряване достъпа до подготовка на служителите;
- Годишно преразглеждане на проекта заедно със социалните партньори за оценяване на успеха на програмите. Това е продължителен процес.

### **План за действие 2**

Други пример за добра практика във Франция по отношение на образованието и професионалната подготовка на земеделските служители е ADEMA (*Accès des demandeurs d'emploi aux métiers agricoles*). Курсът за откриване на професиите в земеделието е курс за професионална подготовка с продължителност 154 часа (22 работни дена).

**Целеви групи** (заинтересованата публика).

Лицата, търсещи работно място, непознаващи земеделските дейности и професии.

Доброволно участие, в продължение на месец, за тяхното откриване.

#### **Дейности:**

Програмата ADEMA се състои в три етапа:

7. Приемане в подготвителен център: 5 дена;
8. Интегриране във ферма: 15 дена (3 седмици);
9. Връщане към подготвителния център: 2 дена.

Състояние: лицето, търсещо работно място става стажант с оглед продължаване на своята професионална подготовка

В края на програмата ADEMA, с помощта на съветник в областта на заетостта и на лектора, става валидирането на стажа и разработване на план за действие за:

- Пряк достъп до работни места в земеделието (CDD/CDF), включително;
- Достъп до допълнителна професионална подготовка;
- 4 000 курсанти вече са участвали в програмата ADEMA през 2010 и 2011г.

### Окончателни изводи

Приспособяването на земеделските служители към промените в заетостта представлява проблем, върхц който работим и в качеството си на синдикални сдружения и социален партньор ратувахме за приспособяването на социалния диалог към промените в заетостта чрез насърчаване на ползите и значението на инвестициите в човешките ресурси в земеделието.

Установихме разлики между Германия, Франция и Италия, от една страна и Румъния и България, от друга страна. Относно възможностите за финансиране на програмите за професионална подготовка, Франция, Германия и Италия зависят в по-малка степен от европейските фондове, като това води до по-широк достъп на фермерите до професионалната подготовка, докато в Румъния и България зависят в по-голяма степен от европейските фондове за подобряване достъпа на земеделските служители до образование и професионална подготовка. Във връзка с плана за подготовка, социалните партньори във всички страни са способни да повлияят в определена степен тематиката на професионалната подготовка.

Политиките по заетостта в Румъния и България нямат предвид земеделския сектор като цяло, като различни възможности за професионална подготовка да бъдат недостъпни за фермерите. Политиките във Франция и Германия изглежда предоставят повече сила на синдикатите, които проактивно могат да взимат мерки във връзка със заетостта в земеделския сектор. Италия разполага с регионални политики по заетостта и инструменти за подобряване степента заетост (съчетани договори, специални програми за уязвимите групи и др.).

В заключение, смятаме, че има няколко въпроса, които трябва да се имат предвид от бенефициентите на настоящия наръчник:

- ✚ Достъпът на фермерите до програмите за професионална подготовка е определен от две перспективи:
  - Наличие на частни организации/сдружения (синдикати, работодателски организации, организации на фермерите) с потенциал и капацитет да се съсредоточат върху образователните интереси на фермерите и на земеделските служители;
  - Образователни инструменти, субсидирани по един или друг начин от правителството и /или Европейския Съюз;
- ✚ Друг важен въпрос по отношение на достъпа на фермерите до програмите за обучение касае финансирането на разходите за обучение. Кой са възможностите за финансиране за подготовка на лицата, работещи в земеделието на европейско, национално или местно ниво?;
- ✚ Кой са същностите, които могат да усвоят тези възможности за финансиране и в каква степен правителството финансира подобни дейности за професионална подготовка? Кой са избираемите бенефициенти?
- ✚ В края, трябва да бъдат анализирани доставчиците на услуги за професионална подготовка за идентифициране, от една страна, техният интерес в предоставянето на актуализирани знания и умения и, от друга страна, използвани методи за привличане на целевата група (Кой са бенефициентите на професионалната подготовка? По какъв начин се извършва подбора? и др.);

Всички тези въпроси могат да послужат за наръчник в процеса на идентифициране на възможностите за достъп до дейности за образование и професионална подготовка на земеделските служители и служители, въобще.

Ролята на синдикатите и на работодателските организации в предоставянето на услуги за професионална подготовка за служителите в земеделския сектор е от особено значение, било чрез използването и/или прилагането на програми за професионална подготовка, било чрез тяхната способност пряко да повлияят

политиките за професионална подготовка в земеделието, поне на национално ниво. Достъпът до професионална подготовка представлява необходимост, поне за Румъния и България. Естествено, нито другите страни не могат да пренебрегват прилагането на практика на дейностите от този тип, имайки предвид целите по конкурентноспособност, установени от Европейския Съюз. Въпреки че европейските и националните политики включват, във всички случаи, поне минималните мерки относно достъпа на фермерите до професионална подготовка, тяхното прилагане на практика ще прави разлика между страните с развити и високопостижни земеделски сектори и страните с недоразвито земеделие. Нивото образование и професионална подготовка на служителите в една страна представлява важен фактор в установяването на степента постижения на икономиката на съответната страна.

## **German**

### **Zusammenfassung des Leitfadens über die Sicherstellung des Zugangs von Beschäftigten in der Landwirtschaft zu Aus- und Weiterbildungsprogrammen zwecks Anpassung an Änderungen am Arbeitsplatz**

#### **Einleitung**

##### **Zum Projekt und über die Partnerschaft**

Das Projekt „Zugang von Landwirten zu Aus- und Weiterbildungsprogrammen“ wurde durch die **Föderation Agrostar** (Rumänien) angeregt, die in Zusammenarbeit mit anderen vier nationalen Gewerkschaftsorganisationen im Bereich der Landwirtschaft der Förderer des Projekts ist: **FNSZ/FITUA** aus Bulgarien, **IG BAU** aus Deutschland, **ALPA** aus Italien, **CFE CGC Agro** aus Frankreich und die Europäische Föderation **EFFAT**. Diese Organisationen haben eine gemeinsame Geschichte und haben in unterschiedlichen nationenübergreifenden Projekten gewirkt, welche in den vergangenen Jahren umgesetzt wurden und haben ähnliche Themen des landwirtschaftlichen Sektors behandelt.

Das allgemeine Ziel des Projektes ist die Leistungsverbesserung der landwirtschaftlichen Gewerkschaften für die Anpassung des sozialen Dialoges hinsichtlich der Änderungen in der Beschäftigung mittels der Förderung der Vorteile und der Wichtigkeit von Investitionen in das Humankapital der Landwirtschaft.

Das Projekt wurde mit finanzieller Unterstützung der Europäischen Union ausgeführt und im Jahr 2012 zwecks Unterbreitung von Angeboten freigegeben: Information und Ausbildungsangebote für Gewerkschaften - Referenz: VP/2012/002, Haushaltslinie: 04.03 03 02 in der Generaldirektion für Beschäftigung, Soziales und Integration der Europäischen Kommission, die Finanzhilfe wurde am 1. Oktober 2012 gewährt und soll innerhalb von 11 Monaten, bis zum 31. August 2013, umgesetzt werden.

##### **Zum Leitfaden...**

Der Leitfaden wurde ausgehend von einem allgemeinen Bedarf für einen verbesserten Zugang zu Aus- und Weiterbildung von Arbeitern in der Landwirtschaft ausgearbeitet, welcher von der Gewerkschaft identifiziert wurde; die geringe Teilnahme an Aus- und Weiterbildungsprogrammen der Arbeiter führt zu einer schlechten Anpassung an Änderungen des Arbeitsmarktes.

Ziel des Leitfadens ist das Anbieten von Informationen für den Zugang zu Schulungen im landwirtschaftlichen Bereich in den fünf Ländern der Europäischen Union und Werkzeuge und bewährte Verfahrensweisen als Beispiele, die in Rumänien, Bulgarien Deutschland, Italien und Frankreich identifiziert wurden, vorzugeben, die als Aktionspläne durch die Gewerkschaftsvertreter der fünf teilnehmenden Länder entwickelt wurden, welche mit folgenden Zielen ausgearbeitet wurden:

- ❖ Aktionsplan 1: mit dem Ziel die Teilnahme an Aus- und Weiterbildung von Beschäftigten in der Landwirtschaft anzuziehen/ zu erleichtern, um sie Änderungen in der Beschäftigung zielorientiert anzupassen, und
- ❖ Aktionsplan 2: mit dem Ziel bewährte Verfahrensweisen über Methoden und Techniken für die Verhandlung der Aspekte hinsichtlich dem Zugang zu Aus- und Weiterbildungsaktivitäten der landwirtschaftlichen Beschäftigten auf europäischer und nationaler Ebene zu identifizieren;

Der Leitfaden wurde in vier Hauptkapitel eingeteilt: Einführung, Vorstellung des Ist-Zustands des Berufsausbildungs- und Weiterbildungssystems im Bereich der Landwirtschaft in den 5 Partnerländern, Vorstellung der zehn Aktionspläne, die von jedem Partnerland als bewährte Verfahrensweisen und Ansätze zur Verbesserung des Zugangs zu Aus- und Weiterbildung in den teilnehmenden Ländern entwickelt und vorgeschlagen wurden und Schlussbemerkungen.

Die in diesem Leitfaden enthaltenen Informationen, Angaben und Ansätze wurden gemäß aus den folgenden Quellen übernommen:

- ✚ Die **vergleichende Studie** *“Zugang zur beruflichen Ausbildung für Beschäftigte der Landwirtschaft”* ausgearbeitet während des Projektes, die eine Analyse zwischen den fünf Ländern durchgeführt hat, welche an dem Projekt, bezüglich der von ihnen genutzten Vorgehensweisen für das Anziehen und Einbeziehen der Landwirte in Aus- und Weiterbildungsprogrammen zwecks Anpassung der Landwirte an Änderungen in der Beschäftigung, beteiligt waren, ebenfalls eingeschlossen waren nationale Politiken, die dies erleichtern sollen;
- ✚ **Die Aktionspläne**, die von jeder Partnerorganisation entwickelt und während des Workshops des Projekts im Mai 2013 in Bukarest vorgestellt wurden und die Schlussfolgerungen und Empfehlungen, die während des Workshops durch die Teilnehmer erarbeitet wurden;

Dieser Leitfaden wendet sich an die landwirtschaftlichen Gewerkschaftsvertreter der fünf Länder mit dem Zweck der Vertiefung der Kenntnisse und Ausweitung der praktischen Tätigkeiten, hinsichtlich dem Zugang von Landwirte zu Aus- und Weiterbildung, damit sie sich den Änderungen in der Beschäftigung anpassen können. Der Leitfaden ist auch für Gewerkschaftsvertreter aus anderen wirtschaftlichen Bereichen, Arbeitgebervertreter, wichtige öffentliche Behörden und Institutionen und anderen Interessengruppen von Nutzen. Gleichzeitig kann der Leitfaden auch Gewerkschaften im Bereich der Landwirtschaft und unterschiedlichen Interessengruppen in anderen europäischen Ländern und Kandidatenländer nützlich sein, die mit den gleichen Problemen kämpfen, wie die an diesem Projekt Beteiligten.

### **Der Ist-Zustand der Berufsausbildungs- und Weiterbildungssysteme in der Landwirtschaft in den fünf Partnerländern**

Der europäische Landwirtschaftssektor spielt eine bedeutende Rolle bei der Beeinflussung der ländlichen Wirtschaft, fügt einen wichtigen Beitrag zur Entwicklung der europäischen Wirtschaft hinzu und wird zur Erreichung der Prioritäten der Europäischen Strategie für 2020 einen großen Beitrag leisten.

Landwirte/ landwirtschaftliche Beschäftigte entsprechen 5% der europäischen Gesamtarbeitskräfte. Die Beschäftigung des Landwirts beansprucht breitgefächerte Fähigkeiten: dies beginnt bei den traditionellen Kompetenzen, verbunden mit technischem Wissen und der Fähigkeit Produkte zu handeln, gefolgt von Kenntnissen über die Nutzung von Informations- und Kommunikationstechnologien, um Produktions- und Marketingbestrebungen zu unterstützen und auch das Management von Böden und Umwelt ist gefragt. Die Landwirte mussten in den letzten Jahren neben den Fähigkeiten, die bereits für die Gesundheit und Fürsorge der Tiere notwendig waren, auch die Lebensmittelsicherheit gewährleisten. Damit die Landwirte sämtliche Anforderungen erfüllen können und sich den gegenwärtigen und zukünftigen Ansprüchen der Beschäftigung anpassen können, ist es notwendig, dass sie ihre Fähigkeiten kontinuierlich fortbilden.

Gewerkschaftsorganisationen im Bereich der Landwirtschaft müssen unbedingt den Sozialdialog an den Änderungen in der Beschäftigung anpassen, indem sie die Wichtigkeit und die Notwendigkeit der kontinuierlichen Weiterbildung der Fähigkeiten von Landwirte herausheben. Um mit den Änderungen in der Beschäftigung und mit den zukünftigen Ansprüchen der Gesellschaft hinsichtlich Gesundheit, Qualität Sicherheit usw. Schritt zu halten, ist es überaus wichtig, dass Maßnahmen getroffen werden, damit die Teilnahme der Landwirte an Aus- und Weiterbildung erleichtert wird.

Gemäß der durch die vergleichende Studie durchgeführten Analyse, wird die Schlussfolgerung deutlich, dass die nationalen Politiken mehr oder weniger die europäischen Gedanken über Landwirtschaft einschließen. Zwischen den Politiken der neuen Mitgliedsstaaten und denen der alten liegt eine Lücke vor. Somit schließen Rumänien und Bulgarien fast sämtliche Vorschriften der Gemeinschaftlichen Agrarpolitik ein, während Italien, Frankreich und Deutschland eher damit beschäftigt sind „die nationale Politik an den nationalen Kontext und Anforderungen anzupassen“.

Schlussfolglich besteht ein hoher Bedarf für die Arbeitskräfte, sich an den gegenwärtigen wirtschaftlichen Kontext anzupassen, fähig und produktiv zu sein und weiterhin sollen das landwirtschaftliche Managementsystem und die technischen Fähigkeiten verbessert werden. Dies erfordert eine gute Erstausbildung sowie auch ein lebenslanges Lernen, das von intensiven Weiterbildungsprogrammen zur Verfügung gestellt wird.

### **Beispiele bewährter Verfahrensweisen und Ansätze für die Verbesserung des Zugangs zu Aus- und Weiterbildung in den teilnehmenden Ländern: Zehn von jedem Partnerland entwickelte und vorgeschlagene Aktionspläne**

Die Art und Weise der Durchführung von Ausbildung und Weiterbildung der Gewerkschaften unterscheidet sich sehr stark zwischen den Gewerkschaften der Partnerländer und entspricht nicht immer dem neusten Stand von

Wissen und Methoden. Dennoch sind die folgenden 10 Aktionspläne, die von Rumänien, Bulgarien, Deutschland und Frankreich vorgestellt und entwickelt wurden, entweder sind es bewährte Verfahrensweisen, die erfolgreich umgesetzt worden sind oder es handelt sich um Programme, die gerade in den entsprechenden Ländern anlaufen oder um Pläne, die gemäß der gegenwärtigen Zustände und der identifizierten Anforderungen durchgeführt werden sollen.

Dessen ungeachtet, können dies bewährte Verfahrensbeispiele sein, welche die Gewerkschaftsvertreter und auch andere Vertreter bei den Bemühungen den Zugang zu Ausbildung und Weiterbildung von landwirtschaftlichen Arbeitern zu verbessern, inspirieren.

Die ausgearbeiteten Aktionspläne sollten folgendermaßen aufgebaut sein: Problemidentifikation/ Kontext; Ziel; Zielgruppe; die dazu notwendigen Schritte (was, wie, womit, wer, wann/ bis wann) und werden im Folgenden vorgestellt:

## **Rumänien**

### **Aktionsplan 1**

**Ziel:** Anziehung und Erleichterung des Zugangs zu Ausbildung und Weiterbildung für landwirtschaftliche Arbeiter.

**Zielgruppe:** - landwirtschaftliche Arbeiter (Angestellte und KleinLandwirte - AFP, IE, FI) und das Ministerium für Landwirtschaft und ländliche Entwicklung

**Beabsichtigte Ziele:**

5. Ausbildungsprogramme für landwirtschaftliche Arbeiter unter Verwendung von in Rumänien zugänglichen Finanzierungsmöglichkeiten zur Verfügung stellen;

**Aktivitäten:**

- Identifikation des Ausbildungsbedarfs der landwirtschaftlichen Arbeiter
- Identifikation der notwendigen Finanzierungsquellen/ Fonds zwecks Entwicklung der Berufsausbildungsprogramme für landwirtschaftliche Arbeiter
- Vorbereitung/ Ausarbeitung der Teilnahmeanträge
- Ausarbeitung und Umsetzung der Bildungsprogramme, gemäß den eingereichten Anträgen
- Förderung des Gedankens und des Bedarfs nach kontinuierlicher Weiterbildung, um mit den Änderungen auf dem Arbeitsmarkt und mit dem Bedarf der Landwirte Schritt zu halten (bezüglich der Nutzung der neuen Technologien in der Landwirtschaft, Abfallmanagement usw.);
- Förderung - auf der Ebene der verantwortlichen Institution (dem Ministerium für Landwirtschaft und ländlicher Entwicklung - MADR) - der Wichtigkeit und Notwendigkeit der Einführung in den nationalen Plan für ländliche Entwicklung einer hohen Anzahl von Maßnahmen für Landwirte durch die Bildungsprogramme bezüglich der unterschiedlichen Berufe im Bereich des landwirtschaftlichen Sektors angeboten werden können.

6. Förderung (Bewusstseinsanregung) der Notwendigkeit und der Vorteile von kontinuierlichen Weiterbildungsprogrammen für Landwirte.

**Aktivitäten:**

- Durchführung von Informationsveranstaltungen auf dem Land über Ausbildungs- und Weiterbildungsmöglichkeiten, die von der Gewerkschaftsföderation / Regionale Ressourcenzentren der Föderation angeboten werden.

### **Aktionsplan 2**

**Ziel:** Entwicklung der Leistungserhöhung von Agrostar / der Leistung der Gewerkschaftsleitung von Agrostar Methoden und Verhandlungspraktiken auf nationaler und europäischer Ebene für Probleme bezüglich dem Zugang der Landwirte zu Ausbildungs- und Weiterbildungsaktivitäten zu entwickeln.

**Zielgruppe:** - Gewerkschaftsleitung und Ministerium für Landwirtschaft und ländlicher Entwicklung

**Beabsichtigte Ziele:**

5. Erhöhung der Verhandlungsfähigkeiten der Gewerkschaftsleitung zwecks einer aktiveren Teilnahme am Sozialdialog.

**Aktivitäten:**

- Identifikation des Ausbildungsbedarfs und Auswahl der Gewerkschaftsvertreter aus dem landwirtschaftlichen Bereich, die am Bildungsprogramm teilnehmen.
- Programmvorbereitung: Entwicklung des Inhalts und der Lehrmethoden; Entwicklung eines Werkzeugsets für Teilnehmer, den Sie beim Arbeitsplatz verwenden können, um andere Kollegen zu motivieren/ zu informieren.



- Kursorganisation / Trainingsprogramm über "Praktiken und Methoden der Verhandlung, Kommunikation, Information und Beratung im landwirtschaftlichen Sektor"
- 6. Treffen von Maßnahmen für die Förderung und Verbreitung der spezifischen Probleme der Landwirte bezüglich deren Zugang zu Aus- und Weiterbildung, auf nationaler und/ oder europäischer Ebene.

**Aktivitäten:**

- Teilnahme an der Verhandlung der kollektiven Arbeitsverträge auf Branchenebene
- Teilnahme am Sozialdialog auf Ebene des Ministeriums für Landwirtschaft und ländlicher Entwicklung
- Teilnahme an Konferenzen/ Gesprächsrunden, die auf europäischer Ebene durch EFFAT organisiert werden - Landwirtschaftssektor bezüglich Themen zu Aus- und Weiterbildung von Arbeitern im Bereich der Landwirtschaft
- Teilnahme an Arbeitsgruppen des Ausschusses für den Sozialdialog nach Sektoren, zu Landwirtschaft, in der Europäischen Kommission, Generaldirektion für Beschäftigung, Soziales und Integration
- Ständige Verfolgung/ Überwachung der auf nationaler Ebene gefassten Beschlüsse, bezüglich Aus- und Weiterbildung insbesondere von Landwirte und im Allgemeinen
- Organisation von Pressekonferenzen/Gewerkschaftsaktionen zwecks Anziehung der Aufmerksamkeit von Öffentlichkeit und verantwortlichen öffentlichen Institutionen auf den Zugang der Landwirte zu Aus- und Weiterbildungsprogrammen

**Bulgarien**

**Aktionsplan 1**

**Ziel:** Ziel ist die Verbesserung des Aus- und Weiterbildungssystems und des Systems für lebenslanges Lernen im Bereich der Landwirtschaft, indem synchronisierte Maßnahmen für die Erleichterung des Zugangs von Landwirten und landwirtschaftlichen Angestellten zu Information und Schulung durch die sozialen Partner der Sektoren getroffen werden. Damit werden die Chancen der Betroffenen erhöht, bessere Arbeitsplätze und einen höheren Lebensstandard zu haben.

**Zielgruppe:** Das Projekt konzentriert sich auf:

- Branchengewerkschaften, Vertreter der Arbeiter und Kleinlandwirte, Vertreter von Familienangehörigen Arbeitern, die eine positive Einstellung zu Qualifikation und Bildung und persönlicher Entwicklung haben
- Arbeitgeberorganisationen, die sich an der Entwicklung des Sozialdialogs beteiligen möchten
- Andere wichtige Interessengruppen - Ministerium für Arbeit, Ministerium für Landwirtschaft, NAVET (Nationale Agentur für Berufsbildung), Landwirtschaftsakademie, Massenmedien, die sich auf diesen Sektor konzentrieren

**Vorgeschlagene Ziele:**

5. Durchführung einer genauen Analyse des Sektors hinsichtlich des Arbeitsmarkts und der Arbeitskräfte.
6. Untersuchung der positiven Erfahrung der Organisationen unserer Partner auf diesem Gebiet, wird auch von Nutzen sein.

**Aktionsplan 2**

**Ziel:** Methoden und Techniken für die Verhandlung der Aspekte hinsichtlich dem Zugang zu Aus- und Weiterbildungsaktivitäten der landwirtschaftlichen Beschäftigten auf europäischer und nationaler Ebene zu identifizieren

**Zielgruppe: Gewerkschafter und Arbeitnehmervertreter**

**Vorgeschlagene Ziele**

Verbesserung der Fähigkeiten und der Kompetenzen der Gewerkschaftsmitglieder bei Verhandlungen und bei der Teilnahme am kollektiven Verhandlungsverfahren. Typische Probleme sind: Lebenslanges Lernen und Aus- und Weiterbildung.

**Italien**

**Aktionsplan 1**

**Ziel:** Anziehung und/oder Erleichterung der Teilnahme von Arbeitern im landwirtschaftlichen Sektor zu Aus- und Weiterbildungsprogrammen, damit sie sich den Änderungen, die auf dem Arbeitsmarkt vorgehen, anpassen können;  
**Zielgruppe/ Empfänger:** sämtliche Kleinlandwirte, die sich in ungünstigen Gebieten befinden, die anderenfalls schwierig einen Zugang zur Bildung erhalten würden.

**Beabsichtigte Ziele:** Aufbau von Möglichkeiten zur Umsetzung eines Bildungsplans, welcher genau diese Hindernisse umgeht und leicht zugänglich ist.

**Aktivitäten:** Ausbau von virtuellen Lerngemeinschaften zugunsten der Bildung der Landwirte, mittels Aufbau von Studiengruppen für diejenigen, die in weit entfernten Gegenden leben, als Orte an denen Ideen, Gedanken und Projekte geboren werden.

### Aktionsplan 2

**Ziel:** Verbesserung der Bildung und Qualifikation der jungen Gewerkschaftsleiter und Manager im landwirtschaftlichen Sektor mittels einer gemeinsamen Schulung sämtlicher italienischen gewerkschaftlichen Organisationen dieses Sektors, damit könnte ein effizientes Qualitäts- und Bildungsniveau der Empfänger und die Erneuerung der Führungsklasse der Gewerkschaften erreicht werden.

**Zielgruppe:** Gewerkschaftsführer/ Gewerkschaftsvertreter / Italienische Gewerkschaftsleiter bis zu 40 Jahren.

**Vorgeschlagene Ziele:** Junge und ausgebildete Gewerkschaftsvertreter, die dem Land einen Neubeginn bieten können

**Aktivitäten:**

9. Vormachbarkeit: Analyse der Informationen und des Kontextes
10. Kursvorbereitung: Problem- und Bedarfsanalyse
11. Kursumsetzung
12. Überwachung, Bewertung und mögliche Änderungen

## Deutschland

### Aktionsplan 1

**Ziel:** Anziehung der Teilnahme an Aus- und Weiterbildungsaktivitäten von landwirtschaftlichen Arbeitern. Umgesetzte Aktion, die als gutes Beispiel vorgestellt wurde. **MotiWe - Motivation für lebenslanges Lernen**

**Zielgruppe:** Landwirtschaftliche Arbeiter, die an einer zusätzlichen Qualifikation interessiert sind, werden geschult, um *Botschafter für Bildung, Bildungsstifter - Botschafter* zu sein. Im Rahmen des Projekts MotiWe, werden diese landwirtschaftlichen Arbeiter gelehrt Aufmerksamkeit auf das lebenslange Lernen in ihrem privaten und beruflichen Umfeld zu erregen und andere, insbesondere Kollegen zu motivieren, an kontinuierlichen Ausbildungsmaßnahmen teilzunehmen. Sie werden zu Botschaftern für die Wichtigkeit von Qualifikation.

**Ziele:** Übertragung des erfolgreichen Ausbildungskonzeptes "Botschafter für Bildung" entwickelt durch die dänische Gewerkschaft 3F, an die Aus- und Weiterbildungssysteme der Partnerländer.

**Inhalt der Tätigkeit / genutzte Methode:** Die Schulungseinheiten für die Botschafterschulung begründen sich auf einer Methode, die "Appreciative Inquiry" (AI) genannt wird. AI ist auf die positive Erfahrung der Menschen begründet, die sie während ihrer Ausbildung erfahren haben. Die Erfahrung, die während der Berufsausbildungsprogramme von Erwachsenen, gesammelt wurde, zeigt, dass es einerseits notwendig ist, dass die Erwachsenen aktiv in den Bildungsprozess einbezogen werden sollten und andererseits, diese ihr vorhandenes Wissen und Empfindungen verwenden sollten, um einen erfolgreichen Lernprozess zu erreichen. Darüber hinaus trägt die AI Methode dazu bei die Lernkompetenzen der Teilnehmer zu entwickeln. Von ihrer persönlichen Lernerfahrung ausgehend, stellen sie ihre eigenen Lernstrategien in Frage und ihnen wird die eigene beste Lernmethode bewusst. Schlussfolglich können sie den Widerstand von anderen, gegenüber Qualifikationsprogrammen besser verstehen und Wege finden, diese zu motivieren.

### Aktionsplan 2

**Ziel:** Verbesserung der Methoden und Techniken über Verhandlung auf europäischer und nationaler Ebene;

**Zielgruppe:** Gewerkschafter, die auf regionaler Ebene ehrenamtlich handeln

**Ziele:** In den nächsten fünf Jahren müssen die ehrenamtlich an Verhandlungen mit den Arbeitgebern beteiligten Gewerkschafter über die vorhandenen Möglichkeiten zur Schulung der Konversations- und Verhandlungsfähigkeiten informiert werden und an Schulungseinheiten teilnehmen.

**Aktivitäten:**

Der erste Schritt besteht in der Überprüfung der vorhandenen Konzepte über Verhandlungstechniken hinsichtlich der Kompatibilität mit der Zielgruppe und die möglichen Mängel bezüglich der Zielgruppe.

Im zweiten Schritt sind mittels Einbringung einer positiven Einstellung die vorhandenen Schulungsangebote für die Zielgruppe zusammenzulegen und zu überarbeiten.

Danach sind die Informationen bezüglich den Schulungseinheiten auf verschiedenen Wegen bekannt zu machen (persönliche Einladung, Webseite, Kataloge etc.)

**Ergebnis:** Die Kampagne ist mit der Teilnahme von 50% der Zielgruppe an der Schulung erfolgreich.

## Frankreich

### Aktionsplan 1

Beispiel: Vereinbarung zwischen den sozialen Partnern für die berufliche Orientierung und Ausbildung: Projekt der Bekämpfung von Analphabetismus im Bereich der Landwirtschaft

**Ziel:** Eine kontinuierliche Schulung mit dem Zweck der Entwicklung von Lese- und Schreibfähigkeiten anzubieten.

**Zielgruppe:** Landwirtschaftliche Arbeiter in einer prekären Situation

**Tätigkeiten/ Schritte:** Verhandlung und Unterzeichnung einer Vereinbarung, die durch die nationale Organisation: FAFSEA umgesetzt wurde.

- Einforderung von Geldmitteln von den Arbeitgebern;
- Schulungsfinanzierung;
- Verwaltung und Verfolgung gemeinsam mit den Arbeitgebern;
- Verbesserung des Zugangs zur Berufsausbildung für die Arbeiter;
- Jährliche Projektbewertung gemeinsam mit den sozialen Partnern, um den Erfolg beurteilen zu können. Dies ist ein kontinuierlicher Prozess.

### Aktionsplan 2

Eine weitere bewährte Verfahrensweise in Frankreich für Aus- und Weiterbildung von landwirtschaftlichen Arbeitern ist **ADEMA (Accès des demandeurs d'emploi aux métiers agricoles)**, ein Entdeckungskurs für Berufe in der Landwirtschaft ist eine Berufsausbildungsveranstaltung von 154 Stunden (22 Arbeitstage)

**Zielgruppe** (interessierte Öffentlichkeit)

Personen, die eine Arbeitsstelle suchen und landwirtschaftliche Tätigkeiten und Berufe nicht kennen.

Freiwillige Teilnahme für einen Monat, um diese kennenzulernen.

**Aktivitäten:**

ADEMA besteht aus drei Schritten.

10. Willkommen in einem Schulungszentrum: 5 Tage
11. Integration auf einem Bauernhof: 15 Tage (3 Wochen)
12. Zurück zum Trainingszentrum: 2 Tage

Ist-Zustand: Der Arbeitssuchende wird zum Praktikanten zwecks Weiterführung der beruflichen Ausbildung

Am Ende des ADEMA-Programms, erfolgt mithilfe eines Arbeitsberaters und einem Trainer, die Bewertung des Praktikums und die Ausarbeitung eines Aktionsplans für:

- einen direkten Zugang zu einer Anstellung im Bereich der Landwirtschaft (CDD / CDF), einschliesslich:
- einem Zugang zu zusätzlicher beruflicher Ausbildung
- In den Jahren 2010 und 2011 gab es bereits 4 000 Auszubildende.

## Schlussbemerkungen

Die Anpassung der landwirtschaftlichen Arbeiter an Änderungen im Bereich der Anstellung ist ein Problem, das uns in unserer Eigenschaft als Gewerkschaft und sozialer Partner beschäftigt, wir haben uns für die Anpassung des Sozialdialogs an Änderungen in der Anstellung durch die Förderung der Vorteile und der Wichtigkeit von Investitionen in das Humankapital im Bereich der Landwirtschaft eingesetzt.

Festgestellt wurden Unterschiede zwischen Deutschland, Frankreich und Italien einerseits und Rumänien und Bulgarien andererseits. Frankreich, Deutschland und Italien sind, bezüglich der Finanzierungsmöglichkeiten der Berufsausbildungsprogramme, weniger von europäischen Mitteln abhängig, dies führt dazu, dass die Landwirte dort einen leichteren Zugang zur Berufsausbildung haben, während Rumänien und Bulgarien stärker von den europäischen Mitteln abhängig sind, um einen verbesserten Zugang zu Aus- und Weiterbildung im Bereich der landwirtschaftlichen Berufe erreichen zu können. Hinsichtlich der Curricula, können die sozialen Partner sämtlicher Länder die Thematik der Ausbildung bis zu einem gewissen Grad beeinflussen.

Die Politiken bezüglich der Beschäftigung in Rumänien und Bulgarien betreffen den landwirtschaftlichen Sektor nicht vollständig, deshalb sind verschiedene Ausbildungsprogramme für Landwirte nicht zugänglich. Die Politiken in Frankreich und Deutschland scheinen den Gewerkschaften mehr Macht zu geben, die proaktive Maßnahmen bezüglich der Beschäftigung im landwirtschaftlichen Sektor treffen können. Italien nutzt regionale Beschäftigungspolitiken und verschiedene Instrumente für die Verbesserung der Anstellung (kombinierte Verträge, Spezialprogramme für verletzte Gruppen usw.)

Schlussfolglich sind wir der Ansicht, dass es einige Aspekte gibt, die von den Lesern dieses Leitfadens berücksichtigt werden sollten:

- + Der Zugang von Landwirte zu Berufsausbildungsprogrammen wird aus zwei Perspektiven definiert:
  - Vorhandensein von privaten Organisationen/ Verbänden (Gewerkschaften, Arbeitgeberorganisationen, Bauernorganisationen), welche das Potential und die Fähigkeit besitzen, sich auf die Bildungsinteressen von Landwirte und landwirtschaftlichen Angestellten zu konzentrieren;
  - Bildungsinstrumente, die in einer gewissen Form von Regierungen und/ oder der Europäischen Union unterstützt werden.
- + Ein weiteres wichtiges Problem bezüglich des Zugangs der Landwirte zu Schulungen besteht in der Finanzierung der Ausbildungskosten. Welche Zuschussmöglichkeiten für die Schulung von Personen, die in der Landwirtschaft arbeiten, gibt es auf europäischer, nationaler oder regionaler Ebene;
- + Welche Einheiten sind zum Zugriff auf diese Zuschussmöglichkeiten befugt und in welchem Maße finanziert die Regierung derartige Berufsausbildungsprogramme? Wer sind die berechtigten Begünstigten?
- + Zum Schluss sollten die Anbieter der Berufsausbildungen untersucht werden, um einerseits das Interesse der Anbieter für das Vermitteln von modernem Wissen und Fähigkeiten, zu identifizieren und andererseits sollten auch die Methoden, die für die Anziehung der Zielgruppen genutzt werden betrachtet werden (Wer kann eine Berufsausbildung machen? Wie wird die Auswahl durchgeführt, etc.?)

Sämtliche dieser Aspekte können als Leitfaden im Prozess der Identifizierung der Zugangsmöglichkeiten zu Aus- und Weiterbildungsprogrammen für landwirtschaftliche Arbeiter und Angestellte im Allgemeinen dienen.

Die Rolle der Gewerkschaften und Arbeitgeberorganisationen beim Anbieten von Berufsausbildungsdienstleistungen für Angestellte im landwirtschaftlichen Sektor ist sehr wichtig, entweder für den Zugriff auf die Berufsausbildungsprogramme und/oder für deren Umsetzung oder weil sie die Fähigkeit besitzen eine direkte Einwirkung auf die Berufsausbildungspolitiken im Bereich der Landwirtschaft zumindest auf nationaler Ebene auszuüben. Der Zugang zu beruflicher Ausbildung stellt eine Notwendigkeit zumindest für Rumänien und Bulgarien dar. Sicherlich können die anderen Staaten nicht die Umsetzung der diesbezüglichen Programme vermeiden, wenn die Wettbewerbsziele die durch die Europäische Union festgelegt wurden, berücksichtigt werden. Obwohl die Europäischen und Nationalen Politiken auf alle Fälle zumindest die Maßnahmen bezüglich dem Zugang von Landwirten zur Berufsausbildung einschliessen, wird deren Umsetzung den Unterschied zwischen den Staaten mit einem entwickelten hochleistungsfähigen Landwirtschaftssektor und denjenigen Staaten mit unterentwickeltem Landwirtschaftssektor ausmachen. Die Aus- und Weiterbildung der Arbeiter eines Staates ist ein Hauptfaktor bei der Bestimmung des Leistungsniveaus der Wirtschaft.

## **Italian**

### **Riassunto della Guida di buone pratiche sull'assicurazione dell'accesso dei lavoratori in agricoltura alle attività educative e formative ai fini dell'adattamento degli stessi ai cambiamenti in materia di occupazione**

#### **Premessa**

#### **Il progetto e il partenariato**

Il progetto „Accesso degli agricoltori alle attività educative e formative“ è stato avviato dalla **Federazione Agrostar** (Romania), il promotore del progetto, in partenariato con altre quattro organizzazioni sindacali nazionali dell'agricoltura: **FNSZ/FITUA** Bulgaria, **IG BAU** Germania, **ALPA** Italia, **CFE CGC Agro** Francia e la Federazione europea **EFFAT**. Queste organizzazioni hanno una storia comune ed hanno partecipato a diversi progetti transnazionali implementati negli anni precedenti, con attenzione alle problematiche simili specifiche del settore agricolo.

L'Obiettivo generale del progetto è quello di migliorare la capacità dei sindacati dell'agricoltura d adattare il dialogo sociale ai cambiamenti in materia di impiego attraverso la promozione dei benefici e dell'importanza degli investimenti nelle risorse umane nel settore dell'agricoltura.

Il progetto è stato realizzato con supporto finanziario dell'Unione Europea ed è stato presentato nel 2012 nell'ambito della proposta di progetti: Misure di informazione e formazione per le organizzazioni sindacali - Riferimento: VP/2012/002, Linea di budget: 04.03 03 02 della Commissione Europea, Direzione Generale per l'Impiego, Affari Sociali ed Inclusione, e il sussidio è stato erogato al 1 ottobre 2012 e sarà implementato in 11 mesi, fino al 31 agosto 2013.

## La Guida ...

La guida è stata elaborata partendo dal bisogno comune di migliorare l'accesso alla attività di istruzione e di formazione per i lavoratori nell'agricoltura identificate dal sindacato; il basso livello di partecipazione di questi lavoratori alle attività di educazione e formazione hanno come risultato la loro incapacità di adattamento ai cambiamenti del mercato del lavoro.

La guida si propone di fornire delle informazioni sull'accesso alle attività di istruzione nel settore agricolo in cinque Paesi dell'Unione Europea e degli strumenti ed esempi di buone pratiche identificati in Romania, Bulgaria, Germania, Francia ed Italia, elaborati sotto forma di piani di azione dai rappresentanti dei sindacati dei cinque Paesi partecipanti e che si propongono i seguenti obiettivi:

- ❖ Il piano di azione 1: attrarre/facilitare la partecipazione dei lavoratori dell'agricoltura alle attività di istruzione e formazione al fine dell'adattamento degli stessi ai cambiamenti in materia di impiego, e
- ❖ Il piano di azione 2: identificazione delle buone pratiche in materia di metodi e tecniche di negoziazione a livello europeo e nazionale degli aspetti relativi all'accesso alle attività di educazione e di formazione dei lavoratori dell'agricoltura;

La guida è strutturata in 4 capitoli principali: premessa, presentazione della situazione dei sistemi VET (*vocational education and training* – educazione e formazione professionale) nell'agricoltura nei 5 Paesi partner, la presentazione dei dieci piani di azione elaborati e proposti dai singoli Paesi con esempio di buone pratiche ed approcci per il miglioramento dell'accesso alle attività di istruzione e di formazione professionale nei Paesi partecipanti e conclusioni finali.

Il set di informazioni, i dati e gli approcci sono stati inclusi nella guida di conformità con:

- ✚ **Studio comparativo** „L'accesso alla formazione professionale per le persone che svolgono attività nel settore agricolo” sviluppato nell'ambito del progetto, che offre un'analisi delle pratiche utilizzate nei cinque Paesi coinvolti nel progetto in ciò che riguarda l'attrazione ed il coinvolgimento degli agricoltori nelle attività educative e di formazione professionale al fine dell'adattamento degli stessi ai cambiamenti relativi all'impiego, nonché alle politiche nazionali di agevolazione;
- ✚ **I piani di azione** elaborati dalle singole organizzazioni partner e presentati in occasione dell'workshop organizzato all'interno di questo progetto nel mese di maggio 2013, a Bucarest, e le conclusioni e le raccomandazioni fatte dai partecipanti durante l'workshop;

La presente guida si rivolge ai rappresentanti dei sindacati dell'agricoltura dei cinque Paesi ed ha come scopo il miglioramento delle conoscenze e la diversificazione delle attività pratiche degli stessi in ciò che riguarda l'accesso dei lavoratori alle attività di istruzione e di formazione professionale al fine dell'adattamento degli stessi ai relativi all'occupazione. La guida è utile, inoltre, ai rappresentanti dei sindacati di altri settori economici, ai rappresentanti dei datori di lavoro, ai lavoratori, alle autorità pubbliche importanti, alle istituzioni, nonché ad altre parti interessate. Inoltre, la guida può essere utile ai sindacati dell'agricoltura ed alle parti interessate di altri Paesi europei e Paesi candidati che si confrontano con problemi simili a quelli dei Paesi partecipanti al progetto.

## La situazione dei sistemi di educazione e di formazione professionale nell'agricoltura nei cinque Paesi partner

Il settore agricolo europeo ricopre un ruolo essenziale nell'influenzare un'economia rurale sana, porta un contributo significativo allo sviluppo dell'economia europea e contribuirà in gran parte alla realizzazione delle priorità della Strategia Europa 2020.

Sul totale della forza lavoro europea, il 5% è rappresentato dagli agricoltori/lavoratori nell'agricoltura. Rappresenta il mestiere di agricoltore richiede l'esercizio di una gamma svariata di abilità: a partire dalle competenze tradizionali associate alle conoscenze tecniche ed al talento di commercializzare i prodotti, alle conoscenze di utilizzo della tecnologia dell'informazione e della comunicazione per sostenere la propria produzione e gli sforzi di marketing, alle conoscenze di gestione dei terreni e dell'ambiente. Negli ultimi anni, agli agricoltori è stato chiesto di aggiungere una componente relativa alla sicurezza degli alimenti tra le competenze che includevano già la salute e il benessere degli animali. Ci vuole un rinnovamento continuo delle loro abilità affinché gli agricoltori possano rispondere a tutte queste esigenze ed adattarsi ai bisogni presenti e futuri dell'occupazione.

I sindacati dell'agricoltura devono adattare il dialogo sociale ai cambiamenti a livello di occupazione attraverso la promozione dell'importanza e della necessità di un rinnovamento continuo delle abilità dei lavoratori. Per poter gestire i cambiamenti relativi all'occupazione, nonché per poter rispondere ai requisiti futuri della società in

materia di salute, qualità, sicurezza ecc., obbligatoria che siano prese delle misure di agevolazione della partecipazione dei lavoratori alle attività di istruzione e di formazione professionale.

A seguito dell'analisi effettuata all'interno dello studio comparativo, siamo arrivati alla conclusione che le politiche nazionali includono più o meno le idee europee in materia di agricoltura. Esiste uno scostamento tra le politiche dei nuovi Stati membri e quelle degli Stati membri storici. Perciò, la Romania e la Bulgaria includono nelle loro politiche nazionali quasi tutti i provvedimenti PAC (Politica Agricola Comune), mentre l'Italia, la Francia e la si preoccupano di più dell'adattamento della politica nazionale al contesto ed ai requisiti nazionali.

Tutto sommato, esiste un grande bisogno di forza lavoro adattata al contesto economico attuale, qualificata e produttiva, e il miglioramento delle abilità di management e delle attitudini tecniche e tecnologiche degli agricoltori richiedono una formazione iniziale idonea, nonché programmi intensivi di formazione *life long learning*.

### **Esempi di buone pratiche ed approcci per il miglioramento dell'accesso alle attività di istruzione e di formazione professionale dei Paesi partecipanti: dieci piani di azione elaborati e proposti dai singoli Paesi partner**

Il modo attuazione delle attività di istruzione e formazione da parte dei sindacati è molto diverso a secondo del Paese e non sempre corrisponde alle più nuove conoscenze e metodologie. Ciò nonostante, i seguenti 10 piani di azione elaborati e presentati dalla Romania, Bulgaria, Italia, Germania e Francia rappresentano o buone pratiche già attuate con successo, oppure programmi in svolgimento nel rispettivo Paese, oppure azioni pianificate per l'implementazione in base alle realtà recenti ed alle necessità identificate.

Tuttavia, tutte possono essere esempi di best practice che possono essere di ispirazione per i rappresentanti sindacali, ma non solo, nei loro sforzi di miglioramento dell'accesso dei lavoratori dell'agricoltura alle attività di istruzione e di formazione.

I piani di azione elaborati prendono in considerazione la seguente struttura: il problema/il contesto identificato; lo scopo; il gruppo target; i passi da seguire (cosa, come, con quali mezzi, chi, quando/entro quando) e sono presentati di seguito:

#### **Romania**

##### **Piano di azione 1**

**Scopi:** Attrazione e facilitazione dell'accesso dei lavoratori dell'agricoltura alle attività di istruzione e di formazione.

**Gruppo target:** - i lavoratori dell'agricoltura (dipendenti e piccoli imprenditori - AFP, IE, FI) ed il Ministero dell'Agricoltura e dello Sviluppo Rurale

##### **Obiettivi proposti:**

7. Erogazione di programmi di formazione per i lavoratori dell'agricoltura, utilizzando le opportunità di finanziamento attivi in Romania;

##### **Attività:**

- Identificazione dei bisogni di formazione dei lavoratori dell'agricoltura
- Identificazione delle fonti di finanziamento /dei fondi necessari per lo sviluppo dei programmi di formazione professionale per i lavoratori nell'agricoltura
- Preparazione/elaborazione della modulistica per la domanda di partecipazione
- Elaborazione e attuazione dei programmi di formazione in funzione delle domande di partecipazione presentate
- Promozione dell'idea e della necessità di formazione continua per andare di pari passo con i cambiamenti del mercato del lavoro e con i bisogni degli agricoltori (in ciò che riguarda l'utilizzo delle nuove tecnologie nell'agricoltura, la gestione dei rifiuti ecc.);
- La promozione a livello di ente responsabile (il Ministero dell'Agricoltura e dello Sviluppo Rurale - MADR) dell'importanza e della necessità di introdurre nel Piano Nazionale di Sviluppo Rurale un numero maggiore di misure per gli agricoltori attraverso le quali si può usufruire di programmi di formazione sui vari mestieri specifici del settore agricolo.

8. La promozione (la presa di coscienza) della necessità e dei vantaggi dei programmi di formazione continua per gli agricoltori.

##### **Attività:**

- Organizzazione di sessioni di informazione nel territorio sulle opportunità di formazione professionale e di educazione fornite dalla federazione sindacale /dai Centri regionali di risorse della federazione.

## **Piano di azione 2**

**Scopo:** Sviluppo della capacità Agrostar / della capacità dei leader sindacali di Agrostar di miglioramento dei metodi e delle pratiche di negoziazione a livello nazionale ed europeo dei problemi riguardanti l'accesso degli agricoltori alle attività di educazione e di formazione.

**Gruppo target:** - i leader sindacali ed il Ministero dell'Agricoltura e dello sviluppo Rurale

### **Obiettivi proposti:**

7. Il miglioramento delle abilità dei leader sindacali di negoziare, al fine di partecipare più attivamente al dialogo sociale

### **Attività:**

- Identificazione dei bisogni di formazione e di selezione dei rappresentanti sindacali dell'agricoltura che parteciperanno alle sessioni di formazione.
  - Preparazione delle sessioni di formazione: Elaborazione del contenuto e dei metodi di consegna; elaborazione di un set di strumenti per i partecipanti, che possano utilizzare al posto di lavoro per motivarli/informare gli altri colleghi
  - Organizzazione di corsi /sessioni di formazione riguardanti „le pratiche ed i metodi di negoziazione, comunicazione, informazione e consultazione nel settore agricolo”
8. Misure di promozione e disseminazione da prendere a livello nazionale e/o europeo dei problemi specifici dei lavoratori in merito all'accesso degli stessi all'educazione ed alla formazione professionale

### **Attività:**

- Partecipazione alla negoziazione del contratto collettivo di lavoro a livello di ramo
- Partecipazione nelle commissioni di dialogo sociale a livello del Ministero dell'Agricoltura e dello Sviluppo Rurale
- Partecipazione alle conferenze /dibattiti organizzati a livello europeo da EFFAT (Federazione Europea dei Sindacati nei Settori Alimentare, dell'Agricoltura e del Turismo) – Il settore Agricoltura relativamente agli argomenti riguardanti l'educazione e la formazione professionale dei lavoratori nell'agricoltura
- Partecipazione nei gruppi di lavoro del comitato settoriale di dialogo sociale dell' UE – Agricoltura, a livello della Commissione Europea (Direzione Generale per L'Impiego, Affari Sociali ed Inclusione)
- Controllo/monitoraggio permanente delle decisioni prese a livello nazionale /europeo in riferimento all'educazione ed alla formazione degli agricoltori, in particolare, e dei membri sindacali, in generale
- Organizzazione di conferenze stampa /azioni sindacali al fine di attrarre l'attenzione del pubblico e degli enti pubblici responsabili sull'accesso dei lavoratori alle attività di educazione e di formazione professionale

## **Bulgaria**

### **Piano d'azione 1**

**Scopo:** Lo scopo è quello di migliorare il sistema VET (*vocational education and training* – insegnamento e formazione professionale) e LLL (*lifelong learning* – apprendimento lungo l'intero arco della vita) in agricoltura con azioni sinergiche intraprese dai partner sociali settoriali per facilitare l'accesso degli agricoltori e dei lavoratori in agricoltura ad informazioni e formazione, e di conseguenza aumentare le chance di accedere a posti di lavori migliori ed avere una vita migliore.

**Gruppo target:** Il progetto è incentrato su:

- Sindacati di categoria, rappresentanti dei lavoratori e dei piccoli agricoltori ed anche dei rappresentanti dei lavoratori nel nucleo familiare che hanno un comportamento positivo per quanto riguarda la qualifica, la formazione professionale e lo sviluppo personale;
- Organizzazioni datoriali che desiderano essere coinvolte nello sviluppo del dialogo sociale;
- Altre parti interessate importanti – Ministero del Lavoro, Ministero dell'Agricoltura, NAVET, l'Accademia Agricola, gli enti mass-media rilevanti nel campo

### **Obiettivi proposti:**

7. Realizzazione di un'analisi dettagliata del settore per quanto riguarda il mercato del lavoro e l'occupazione
8. Lo studio delle esperienze positive che le organizzazioni dei nostri partner hanno registrato in questo campo risulterà molto utile.

### **Piano d'azione 2**

**Scopo:** Metodi e tecniche di negoziazione a livello europeo e nazionale degli aspetti relativi all'accesso ad attività educative e di formazione dei lavoratori in agricoltura

**Gruppo target:** sindacalisti e rappresentanti dei lavoratori

### **Obiettivi proposti:**

Migliorare le abilità e le competenze dei sindacalisti e dei rappresentanti dei lavoratori nel negoziare e partecipare al processo di negoziazione collettiva. I problemi specifici sono: LLL e VET.

## Italia

### Piano d'azione 1

**Scopo:** Attirare e/o agevolare la partecipazione dei lavoratori del settore agricolo alle attività di educazione e formazione professionale, per potersi adattare ai cambiamenti esistenti sul mercato del lavoro;

**Gruppo target/Beneficiari:** tutti i proprietari di aziende agricole site in zone svantaggiate che diversamente, avrebbero difficoltà per accedere alle risorse di formazione.

**Obiettivo proposto:** creare delle modalità di messa in applicazione di un piano di formazione che superi questi ostacoli e facile da accederci.

**Attività:** Creare una comunità educativa virtuale per agevolare la formazione degli agricoltori, creando piccoli gruppi di studio fra quelli che si trovano in zone remote, come veri luoghi che possono far nascere idee, opinioni e progetti.

### Piano d'azione 2

**Scopo:** Migliorare la formazione e la qualifica dei giovani leader sindacali e manager del settore agricolo con un percorso di istruzione comune di tutte le organizzazioni sindacali italiane di categoria, quello che porterebbe al raggiungimento efficiente di un livello di qualità e di preparazione dei beneficiari ed il rinnovo della classe dirigente dei sindacati.

**Gruppo target:** Dirigenti/ rappresentanti dei sindacati/ leader dei sindacati italiani under 40.

**Obiettivo proposto:** I rappresentanti dei sindacati, giovani ed istruiti che offrano un nuovo inizio per il paese

**Attività:**

13. Pre-fattibilità: analisi delle informazioni e del contesto
14. Preparazione del corso: Analisi dei problemi e dei bisogni
15. Messa in pratica del corso
16. Monitoraggio, valutazione ed eventuali modifiche

## Germania

### Piano d'azione 1

Scopo: attirare la partecipazione dei lavoratori in agricoltura nelle attività VET. L'azione messa in pratica e presentata come buona pratica "MotiWe – Motivazione per l'apprendimento per tutto l'arco della vita";

**Gruppo target:** Lavoratori in agricoltura interessati ad una formazione supplementare sono formati per diventare *ambasciatori dell'educazione*. All'interno del progetto MotiWe, questi lavoratori agricoli devono detenere competenze per attirare l'attenzione sull'apprendimento per tutto l'arco della vita nel loro ambiente privato e professionale e di motivare gli altri, specialmente i loro colleghi, a partecipare attivamente alle attività di formazione continua. Questi lavoratori diventano ambasciatori dell'importanza della qualifica.

**Obiettivo:** trasferire il concetto di formazione di successo "Ambasciatori dell'educazione", elaborato dal sindacato danese 3F, ai sistemi di educazione e formazione professionale dei paesi partner.

**Contenuto dell'attività/ metodo usato:** I moduli di istruzioni per la formazione degli ambasciatori è incentrata su un metodo denominato "Indagine di valutazione" (*Appreciative Inquiry - AI*). Il metodo AI si concentra sull'esperienza positiva che le persone hanno avuto durante il periodo di apprendimento. L'esperienza maturata all'interno dei programmi di formazione professionale degli adulti dimostra da una parte, quanto sia necessario che gli adulti siano inclusi nel processo attivo educativo, dall'altra, gli stessi devono usare le conoscenze e le emozioni esistenti per realizzare un processo educativo di successo. In aggiunta il metodo AI contribuisce allo sviluppo delle competenze di apprendimento dei partecipanti. Partendo dalla loro esperienza personale di apprendimento, gli stessi si fanno delle domande sulle relative strategie di apprendimento, e, di conseguenza, diventano coscienti della modalità migliore per apprendere. Dunque, possono capire meglio la resistenza di altri rispetto i programmi di qualifica e possono trovare modalità per motivarli.

### Piano d'azione 2

**Scopo:** miglioramento dei metodi e delle tecniche di negoziazione a livello europeo e nazionale;

**Gruppo target:** sindacalisti che agiscono a base di volontariato a livello regionale.



**Obiettivo:** Nei successivi cinque anni, i sindacalisti coinvolti, a base volontaria, in negoziazioni con i datori di lavoro devono essere informati delle possibilità esistenti nella formazione delle abilità di conversazione e di negoziazione, e prendere parte ad una sessione formativa.

**Attività:**

Il primo passo è quello di verificare dei concetti esistenti per quanto riguarda le tecniche di negoziazione e la compatibilità con il gruppo target, ed anche possibili deficienze per quanto riguarda il gruppo target.

Nella seconda tappa, le offerte formative devono essere integrate ed elaborate per il gruppo target con l'approccio dell'atteggiamento positivo.

Ulteriormente queste informazioni relative alle sessioni formative devono essere divulgate con vari canali (invito personale, sito, cataloghi, ecc.).

**Risultato:** La campagna è considerata un successo nel caso in cui il 50% delle persone del gruppo target hanno presenziato le sessioni formative.

## Francia

### Piano d'azione 1

Esempio: L'accordo fra i partner sociali per l'orientamento e la formazione professionale: Progetto per combattere l'analfabetismo in agricoltura.

**Scopo:** Offrire la possibilità di formazione continua per lo sviluppo delle abilità di lettura e scrittura.

**Gruppo target:** Lavoratori in agricoltura con situazione precaria

**Attività/ Passi:** Negoziazione e stipula di un accordo messo in pratica attraverso l'organizzazione nazionale: FAFSEA (*Fonds National d'Assurance Formation des Salariés des Exploitations et Entreprises Agricoles*)

- Raccolta fondi dai datori di lavoro;
- Finanziamento dei programmi di formazione;
- Amministrazione e monitoraggio insieme ai datori di lavoro;
- Miglioramento dell'accesso alla formazione per i lavoratori;
- Revisione annuale del progetto insieme ai partner sociali, per valutare il successo dei programmi. Questo è un processo continuo.

### Piano d'azione 2

Un altro esempio di buona pratica in Francia per quanto riguarda l'educazione e la formazione professionale in agricoltura è **ADEMA** (*Accès des demandeurs d'emploi aux métiers agricoles*). Il corso per scoprire i mestieri dell'agricoltura è un corso di formazione professionale con una durata di 154 ore (22 giorni lavorativi).

**Gruppi target** (pubblico interessato):

Le persone che sono alla ricerca di un lavoro che non conoscono le attività ed i mestieri agricoli.

Partecipazione volontaria, per un mese, per scoprire questi mestieri.

**Attività:**

Il programma ADEMA ha tre tappe:

13. Accoglienza in un centro di formazione: 5 giorni
14. Integrazione in un'azienda agricola: 15 giorni (3 settimane)
15. Ritorno al centro di formazione: 2 giorni

Stato: la persona alla ricerca di un lavoro diventa stagista per continuare la sua preparazione professionale.

Alla conclusione del programma ADEMA, con l'aiuto di un consigliere in materie di lavoro e del docente, viene convalidato lo stage ed elaborato un piano d'azione per:

- Accesso diretto a posti di lavoro in agricoltura (CDD/CDF), incluso;
- Accesso alla formazione professionale supplementare;
- 4.000 corsisti hanno già partecipato al programma ADEMA in 2010 e 2011.

## Conclusioni finali

L'adattamento dei lavoratori in agricoltura ai cambiamenti a livello dell'occupazione lavorativa è un problema che ci preoccupa e, in qualità di associazioni sindacali e partner sociale, abbiamo combattuto per l'adozione del dialogo sociale in occasione dei cambiamenti nell'occupazione promuovendo i benefici e l'importanza degli investimenti in risorse umane in agricoltura.

Abbiamo notato le differenze fra la Germania, la Francia, e l'Italia da una parte e la Romania e la Bulgaria, dall'altra. Per quanto riguarda le opportunità di finanziamento dei programmi di formazione professionale, la Francia, la

Germania e l'Italia dipendono poco dai fondi europei, quello che permettono ai lavoratori in agricoltura di accedere più facilmente alla formazione professionale, mentre la Romania e la Bulgaria dipendono molto di più dai fondi europei per poter migliorare l'accesso dei lavoratori in agricoltura all'educazione e alla formazione professionale. Per quanto riguarda il piano di addestramento, i partner sociali di tutti i paesi sono in grado di influire in un certo modo la tematica della formazione professionale.

Le politiche di occupazione in Romania e Bulgaria non sono mirate integralmente al settore agricolo, ed di conseguenza varie opportunità di formazione sono inaccessibili ai lavoratori in agricoltura. Le politiche in Francia e Germania sembrano dare più potere ai sindacati, che possono prendere misure attivamente per l'occupazione in agricoltura. Italia detiene politiche regionali di occupazione e vari strumenti per il miglioramento dell'occupazione (contratti combinati, programmi speciali per i gruppi svantaggiati, ecc.).

Per concludere consideriamo che ci siano aspetti dei quali i beneficiari della presente guida devono tenere conto:

- ✚ L'accesso dei lavoratori in agricoltura ai programmi di formazione professionale è definito da due prospettive:
  - l'esistenza di organizzazioni private/ associazioni (sindacati, associazioni datoriali, organizzazioni degli agricoltori) con potenziale e capacità di concentrarsi sugli interessi educativi degli agricoltori e dei lavoratori in agricoltura;
  - strumenti educativi agevolati in un modo o un altro dal governo e/o dall'Unione Europea;
- ✚ Un altro aspetto importante per quanto riguarda l'accesso degli agricoltori ai programmi di formazione è quello del finanziamento dei costi dell'apprendimento. Quali sono le opportunità di finanziamento per la formazione delle persone che lavorano in agricoltura a livello europeo, nazionale o locale?
- ✚ Quali sono i soggetti che possono accedere a queste opportunità di finanziamento e in che misura il governo finanzia simili attività di formazione professionale? Chi sono i beneficiari ammissibili?
- ✚ Non per ultimo, dobbiamo analizzare i fornitori di servizi di formazione professionale per individuare, da una parte il loro interesse nel fornire conoscenze ed abilità aggiornate e, dall'altra parte, i metodi usati per attirare il gruppo target (Chi sono i beneficiari della formazione professionale? Come si fa la selezione?, ecc.);

Tutti questi aspetti possono servire come guida nel processo di individuazione delle opportunità d'accesso alle attività educative e di formazione professionale per i lavoratori in agricoltura ed i dipendenti, in generale.

Il ruolo dei sindacati e delle associazioni datoriali nella fornitura di servizi di formazione professionale per i dipendenti del settore agricolo è molto importante, sia con l'accedere e/o mettere in pratica programmi di formazione professionale in agricoltura, sia con la capacità degli stessi di influire direttamente la formazione professionale in agricoltura, al meno a livello nazionale. L'accesso alla formazione professionale rappresenta una necessità, al meno per la Romania e la Bulgaria. Sicuramente neanche negli altri paesi non si può trascurare la messa in applicazione delle azioni di questo tipo, visti gli obiettivi di competitività stabiliti dall'Unione Europea. Nonostante queste politiche europee e nazionali includono, in tutti i casi, al meno le misure minime per l'accesso degli agricoltori alla formazione professionale, la loro messa in applicazione farà la differenza fra i paesi con settori agricoli sviluppati e con alte performance e quelle con agricoltura sottosviluppata. Il livello di educazione e la formazione professionale dei lavoratori in un paese rappresentano un fattore importante nello stabilire il grado di performance dell'economia di quel paese.

## **French**

### **Résumé du Guide des bonnes pratiques concernant l'accès des travailleurs agricoles aux activités d'éducation et de formation professionnelle afin de les aider à s'adapter aux changements survenus dans l'emploi**

#### **Introduction**

##### **Sur le projet et le partenariat**

Le projet "Accès des fermiers aux activités d'éducation et de formation" a été initié par la Fédération Agrostar (Roumanie) qui est le promoteur du projet, en partenariat avec quatre autres organisations syndicales nationales de l'agriculture: **FNSZ/FITUA** de Bulgarie, **IG BAU** d'Allemagne, **ALPA** d'Italie, **CFE CGC Agro** de France et la Fédération Européenne **EFFAT**. Ces organisations ont une histoire commune ayant participé aux projets transnationaux divers, mis en place durant les années précédentes, se sentant concernés par des problèmes similaires spécifiques au secteur agricole.

L'objectif général du projet est l'amélioration de la capacité des syndicats de l'agriculture à adapter le dialogue social aux changements dans l'emploi par la promotion des bénéficiaires et de l'importance de l'investissement dans la ressource humaine dans l'agriculture.

Le projet a été mis en place grâce au soutien financier de l'Union Européenne et a été présenté en 2012 à l'appel d'offres: Mesures d'information et formation des organisations des travailleurs - Référence: VP/2012/002, Ligne budgétaire: 04.03 03 02 de la Commission Européenne, Direction Générale de l'Emploi, des Affaires Sociales et de l'Inclusion ; le financement a été accordé au 01 octobre 2012 et il sera implémenté pendant 11 mois, jusqu'au 31 Août 2013.

### Concernant le Guide...

Le Guide a été élaboré à partir d'un besoin commun d'améliorer l'accès des travailleurs dans l'agriculture à l'éducation et aux activités de formation identifiées par les syndicats; leur faible taux de participation aux activités éducationnelles et de formation a conduit à un niveau élevé d'inadaptation aux changements du marché du travail. Le Guide se propose d'offrir des informations concernant l'accès aux activités éducationnelles dans le secteur agricole dans cinq pays de l'Union Européenne ainsi que de fournir des instruments et des exemples de bonnes pratiques identifiées en Roumanie, Bulgarie, Allemagne, France et Italie, développés en tant que plans d'actions par les représentants des syndicats des cinq pays participants, des plans d'action élaborés dans les buts suivants:

- ❖ Plan d'action 1: attirer/faciliter la participation à l'éducation et aux activités de formation des travailleurs en agriculture, afin de les adapter aux changements dans l'emploi et
- ❖ Plan d'action 2: identifier les bonnes pratiques concernant les méthodes et les techniques de négociation au niveau national et européen des aspects concernant l'accès à l'éducation et aux activités de formation des travailleurs agricoles;

Le Guide est structuré en 4 grands chapitres: introduction, présentation de la situation des systèmes VET (*vocational education and training* – éducation et formation professionnelle) en agriculture dans les 5 pays partenaires, présentation des dix plans d'action développés et proposés par chaque pays en tant que des exemples de bonnes pratiques et approches pour l'amélioration de l'accès à l'éducation et aux activités de formation dans les pays participants, et conclusions finales.

Les informations, les données et les approches ont été introduites dans le guide selon:

- ✚ **L'étude comparative** "Accès à la formation professionnelle pour les personnes employées dans l'agriculture" développée dans le cadre du projet, qui offre une analyse des pratiques utilisées dans les cinq pays impliquées dans le projet concernant l'attraction et l'implication des fermiers dans l'éducation et dans les activités de formation afin de les adapter aux changements dans l'emploi, mais aussi en termes de politiques nationales facilitant les dites adaptations;
- ✚ les **Plans d'action** développés par chaque organisation partenaire et présentés pendant l'atelier organisé sur ce projet en mai 2013 à Bucarest et sur les conclusions et les recommandations faites par les participants pendant cet atelier;

Ce Guide est adressé aux représentants de syndicat dans l'agriculture des cinq pays pour améliorer leur connaissance et développer leurs activités pratiques du point de vue de l'accès des fermiers à l'éducation et aux activités de formation pour les adapter aux changements dans l'emploi. Le Guide est utile aussi pour les représentants de syndicat d'autres secteurs économiques, les représentants d'employeurs, employés, autorités publiques concernées, institutions et d'autres parties intéressées. Au même temps, le Guide peut être utile pour les syndicats dans l'agriculture et les différents acteurs d'autres pays européens et des états candidats qui se confrontent aux mêmes problèmes que les participants au projet.

### **Les situations des systèmes d'éducation vocationnelle et formation (VET) dans l'agriculture dans les cinq pays partenaires**

Le secteur agricole européen joue un rôle essentiel dans l'influence sur la santé de l'économie rurale, apportant une contribution de valeur à l'économie européenne et contribuera en grande proportion dans l'atteinte des priorités de la Stratégie Européenne 2020:

L'agriculture emploie 5% de la main d'œuvre totale européenne comme fermiers ou travailleurs dans le secteur agricole. Le métier de fermier nécessite une large palette d'aptitudes: en commençant avec les compétences traditionnelles, associées aux connaissances techniques et le savoir commerçant pour la vente des produits, en passant par les connaissances dans l'usage des outils informatiques et la technologie de communication pour soutenir leur production, et terminant par les efforts de marketing et les connaissances nécessaires à la gestion des terres et de l'environnement. Durant les dernières années, les fermiers ont été demandés à ajouter également des connaissances sur la sécurité alimentaire, aux connaissances déjà acquises sur la santé et le bien-être des animaux.

Afin que les fermiers puissent répondre à tous ces requis et afin de les adapter aux besoins présents et futurs de l'emploi, il est nécessaire pour eux de renouveler continuellement leurs aptitudes.

Les syndicats du secteur agricole doivent adapter leur dialogue social aux changements de l'emploi en mettant en avant l'importance et la nécessité de renouveler continuellement les aptitudes des fermiers. Afin de faire face aux changements dans l'emploi mais aussi aux requis futurs de la société en termes de santé, qualité, sécurité etc., il est impératif d'adopter des mesures qui faciliteront la participation des fermiers à l'éducation et aux activités de formation.

En suivant l'analyse faite pour l'étude comparative, nous concluons que les politiques nationales comprennent plus ou moins les idées européennes sur l'agriculture. Il y a un écart entre les politiques des nouveaux États Membres et les politiques des anciens. Ainsi, la Roumanie et la Bulgarie incluent dans leur politiques nationales presque toutes les provisions de la PAC (Politique Agricole Commune), pendant que l'Italie, la France et l'Allemagne sont plutôt concernées par l'adaptation de leur politiques nationales aux contextes et aux demandes nationales.

En conclusion, il a grand besoin pour une main d'œuvre formée, productive et adaptée au contexte économique courant, et l'amélioration des aptitudes de gestion, des aptitudes techniques et technologiques des fermiers nécessitent une formation initiale adéquate ainsi qu'une des programmes de formation continue intensives.

### **Des exemples de bonnes pratiques et approches pour améliorer l'accès à l'éducation et aux activités de formation dans les pays participants: Dix plans d'action développés et proposés par les pays partenaires**

La manière de réaliser l'éducation et la formation par les syndicats diffère de manière significative d'un pays à l'autre et n'est pas toujours conforme aux dernières connaissances et méthodologies. De toute façon, les dix plans d'action suivants présentés et développés par la Roumanie, la Bulgarie, l'Italie, l'Allemagne et la France représentent soit des bonnes pratiques déjà implémentés avec succès ou qui sont en train d'être mis en œuvre dans le pays respectif soit des actions planifiées à suivre selon les réalités récentes et les besoins identifiés.

Néanmoins, tous ces plans sont des bons exemples qui pourraient inspirer les représentants syndicaux et pas seulement, dans leurs efforts à améliorer l'accès à l'éducation et aux activités de formation des travailleurs de l'agriculture.

Les plans d'action élaborés ont respecté la structure suivante: problème/contexte identifié; but; groupe cible; étapes à suivre (quoi, comment, avec quoi, qui, quand/jusqu'au quand) et sont présentés ici-bas:

#### **Roumanie**

##### **Plan d'action 1**

**But:** Attirer et faciliter l'accès des travailleurs agricoles dans des activités éducationnelles et de formation.

**Groupe cible:** - travailleurs dans l'agriculture (employés et petits fermiers – PFA, EI, FI) et le Ministère de l'Agriculture et du Développement Rural

##### **Objectifs proposés:**

9. Fournir des programmes de formation pour les travailleurs dans l'agriculture en utilisant les opportunités de financement présentes en Roumanie;

##### **Activités:**

- Identification des besoins de formation des travailleurs agricoles.
- Identification des ressources financières/fonds nécessaires pour le développement des programmes de formation pour les travailleurs agricoles.
- Préparation/rédaction des formulaires d'inscription
- Élaboration et mise en œuvre des programmes de formation selon les inscriptions reçues
- La promotion de l'idée et du besoin d'être constamment formé pour être en mesure de faire face aux changements sur le marché de la main-d'œuvre et aux besoins de fermiers (concernant l'utilisation des nouvelles technologies en agriculture, la gestion des déchets etc.);
- La promotion au niveau d'institution responsable (le Ministère de l'Agriculture et le Développement Rural - MADR) de l'importance et du besoin pour les fermiers pour que le Plan national pour le Développement Rural contienne un plus grand nombre de mesures par lesquelles des programmes de formation peuvent être mis en place concernant des différents aspects spécifiques au secteur d'agriculture.

10. La promotion (la conscientisation) de la nécessité et des avantages de programmes de formation continue pour les fermiers.

Activités:

- Effectuer des séances d'information dans le territoire sur la formation et les opportunités d'éducation offertes par la Fédération des syndicats / les centres de ressources régionaux de la Fédération

### **Plan d'action 2**

**But:** Développement de la capacité d'Agrostar ou de ses leaders syndicaux d'améliorer les méthodes et les pratiques de négociation au niveau national et de l'UE des aspects concernant l'accès à l'éducation et aux activités de formation des travailleurs agricoles

**Groupe cible:** - leaders syndicaux et le Ministère de l'Agriculture et du Développement Rural

#### **Objectifs proposés:**

9. Améliorer les habiletés de négociation des leaders syndicaux afin qu'ils puissent participer de manière plus active au dialogue social

#### **Activités:**

- Identifier les besoins de formation des leaders syndicaux de l'agriculture et leur sélection pour la participation aux sessions de formation.
  - Préparation des formations: Développer le contenu et les méthodes d'enseignement; Développement d'un guide pour les participants afin qu'il puissent l'appliquer dans leur métier pour motiver / informer les autres collègues
  - Organiser des cours / sessions de formation sur les "pratiques et les méthodes de négociation, communication, information et consultation dans le secteur agricole"
10. Entreprendre des mesures pour la promotion et le lobby au niveau national et/ou européen pour les problèmes spécifiques des fermiers concernant leur accès à l'éducation et à la formation

#### **Activités:**

- Participation aux négociations des contrats collectifs de travail au niveau des branches
- Participation aux comités de dialogue social au niveau du Ministère de l'Agriculture et du Développement Rural
- Participation aux conférences / débats organisés au niveau européen par la EFFAT - Secteur Agricole sur des sujets concernant l'éducation et la formation des travailleurs agricoles
- Participation aux groupes de travail de la Commission Européenne, Secteur du Dialogue Social et de l'Agriculture (Direction Générale de l'Emploi, des Affaires Sociales et de l'Inclusion)
- Monitoriser en permanence les décisions prises au niveau national / européen sur l'éducation et la formation des fermiers en particulier et des membres des syndicats en général
- Organisation des conférences de presse /actions syndicales afin d'attirer l'attention des institutions publiques responsables ainsi que l'attention du public sur l'accès des fermiers à l'éducation et à la formation professionnelle

## **Bulgarie**

### **Plan d'action 1**

**But:** Le but est d'améliorer les systèmes VET (*vocational education and training* – éducation et formation professionnelle) et LLL (*life long learning* – apprentissage le long de la vie) dans l'agriculture par des mesures synchronisées entreprises par les partenaires sociaux sectoriels afin de faciliter l'accès des fermiers et des ouvriers agricoles à l'information et aux mesures de formation, augmentant ainsi leurs perspectives pour des emplois et une vie meilleures.

**Groupe cible:** le projet se concentre sur:

- Les syndicats du secteur; les représentants des travailleurs et des petits fermiers ou les familles des travailleurs ayant une attitude positive envers la qualification, la formation et le développement personnel.
- Les organisations des employeurs qui se soucient de la démarche pour le développement du dialogue social.
- D'autres acteurs majeurs - le Ministère de l'Emploi, le Ministère de l'Agriculture, NAVET, L'Académie d'Agriculture, les médias dédiés au secteur.

#### **Objectifs proposés:**

9. Effectuer une analyse profonde du secteur concernant le marché du travail et la main d'œuvre.
10. L'étude des expériences positives dans le domaine des organisations partenaires serait un plus.

### **Plan d'action 2**

**But:** Méthodes et techniques de négociation au niveau national et de l'UE des aspects concernant l'accès à l'éducation et aux activités de formation des travailleurs agricoles

**Groupe cible:** Les activistes syndicaux et les représentants des travailleurs

**Objectif proposé:**

L'amélioration des aptitudes et des compétences des activistes et des représentants des travailleurs dans la négociation et dans la participation dans le processus de négociation collective Les issues spécifiques sont: LLL et VET.

**Italie****Plan d'action 1**

**But:** Attirer et/ou faciliter la participation des travailleurs du secteur agricole à l'éducation et aux activités de formation afin de s'adapter aux changements apparus sur le marché de l'emploi.

**Groupe cible/Réceptifs:** Tous les petits propriétaires de fermes situées dans des zones défavorisées et qui auraient eu des difficultés pour gagner accès à la formation.

**Objectif proposé:** De créer des méthodes pour la mise en œuvre d'un plan de formation facile d'accès et capable à surmonter ces difficultés.

**Activités:** L'établissement d'une communauté d'apprentissage virtuel en faveur de la formation des fermiers, à travers des groupes d'étude mettant ensemble des personnes situées dans des régions éloignées, similaires aux réunions où a lieu l'échange des idées, des opinions et du projet.

**Plan d'action 2**

**But:** Améliorer la formation et la qualification des jeunes leaders syndicaux et gérants du secteur agricole à travers une voie de formation commune et partagée adressée à toutes les différentes organisations syndicales italiennes du secteur qui permettrait d'obtenir des bénéficiaires d'une qualité efficace et préparés lors du renouvellement de la classe dirigeante syndicale.

**Groupe cible:** Gérants syndicaux / représentants syndicaux / leaders de syndicat italiens de moins de 40 ans.

**Objectif proposé:** Des représentants syndicaux jeunes et formés pour aider le pays à recommencer.

**Activités:**

17. Préfaisabilité: information et analyse du contexte:
18. Préparation du cours: Analyse des problèmes et des besoins
19. Mise en œuvre du cours
20. Monitoring et évaluation et possibles modifications

**Allemagne****Plan d'action 1**

**But:** attirer la participation aux activités VET des ouvriers agricoles. Action mise en place et présentée comme bon exemple: **MotiWe** – "Motivation pour la formation continue";

**Groupe cible:** Les travailleurs dans l'agriculture intéressés par une qualification supplémentaire sont formés à devenir des ambassadeurs de l'éducation. Dans le cadre du projet MotiWe, ces travailleurs dans l'agriculture recevront le pouvoir de sensibiliser le public concernant l'apprentissage continu dans leur milieu personnel et de travail ainsi que de motiver les autres, notamment leur collègues, à participer aux mesures de formation continue. Ils deviennent des ambassadeurs pour l'importance de la qualification.

**Objectif:** transférer le concept de formation de succès "Les ambassadeurs de l'éducation" développé par le 3F danois à la formation vocationnelle et aux systèmes d'éducation des pays partenaires.

**Contenu de l'activité/ méthode utilisée:** Les modules de formation pour la formation d'ambassadeur visent une méthode appelée "Enquête appréciative" (EA). L'EA se concentre sur l'expérience positive que les gens ont eu durant leur carrière éducationnelle. L'expérience des formations vocationnelles chez l'adulte montre que cette approche est d'une part nécessaire pour l'inclusion active des adultes dans le processus éducationnel et, d'une autre part, elle sert à la connexion des émotions et des connaissances déjà existantes afin de réussir le processus d'apprentissage. De plus, l'EA aide à développer la compétence à l'apprentissage des participants. En partant de leur expérience d'apprentissage personnelle, ils questionnent les stratégies d'apprentissage respectives et développent, donc, leur sensibilité en ce domaine afin d'en tirer le mieux profit. Par conséquent, ils deviennent capables de mieux comprendre la résistance des autres à la qualification et trouvent plus facilement le moyen pour les motiver.

**Plan d'action 2**

**But:** Améliorer les méthodes et les techniques de négociation au niveau national et européen;

**Cible:** Les syndicalistes agissant comme volontaires au niveau régional.

**Objectif:** Durant les cinq prochaines années les syndicalistes impliqués volontairement dans des négociations avec les employeurs seront informés sur les possibilités existantes de formation à la conversation et à la négociation et participeront à une de ces formations.

**Activités:**

Le premier pas est de vérifier les concepts existants sur les techniques de négociation, si ces concepts sont adéquats pour le groupe cible et les déficits potentiels concernant le groupe cible.

Une deuxième étape concerne les offres de formation existantes qui doivent être réunies et travaillées pour le groupe cible afin de mettre en avant une connotation positive.

En suite, l'information concernant les formations doit être disséminée à travers des voies différentes (invitation personnelle, site web, catalogues etc.).

**Résultat:** La campagne a enregistré un succès de 50% de participation à la formation dans le groupe cible.

## France

### Plan d'action 1

**Exemple:** Accord des partenaires sociaux concernant l'orientation et la formation professionnelle Projet contre l'analphabétisme en agriculture.

**But:** Offrir une formation continue ayant comme but le développement des aptitudes à lire et à écrire.

**Groupe cible:** Travailleurs agricoles en situation précaire

**Activités entreprises :** Négociation et signature d'un accord mis en œuvre à travers l'organisation nationale: FAFSEA (*Fonds National d'Assurance Formation des Salariés des Exploitations et Entreprises Agricoles*)

- Collecte des fonds auprès des employeurs;
- Financement des formations;
- Administration et suivi auprès des employeurs;
- Amélioration de l'accès à la formation pour les travailleurs;
- Révision annuelle du projet avec les partenaires sociaux afin d'évaluer le succès du programme. Ceci est un processus continu.

### Plan d'action 2

Un autre exemple de bonne pratique en France du point de vue de l'éducation et de la formation des travailleurs dans l'agriculture est **ADEMA (Accès des demandeurs d'emploi aux métiers agricoles)**, le cours de découverte des métiers agricoles est un cours de formation professionnelle de 154 heures (22 jours de travail).

**Groupe cible** (Public concerné)

Chercheurs d'emploi sans connaissances sur les activités et les métiers agricoles ;

Participation volontaire afin de découvrir pendant un mois ces activités et métiers.

**Activités:**

ADEMA comprend trois étapes :

16. Bienvenue au centre de formation: 5 jours ;
17. Immersion dans une ferme: 15 jours (3 semaines) ;
18. De retour au centre de formation: 2 jours ;

**État:** le chercheur d'emploi devient stagiaire afin de continuer sa formation professionnelle

A la fin du cours ADEMA, avec l'aide du formateur et du conseiller dans l'emploi, le stagiaire valide sa carrière et développe un plan d'action afin de:

- Accéder directement à un emploi dans le domaine agricole (CDD / CDF), y compris;
- Accéder à une formation professionnelle supplémentaire
- Déjà 4000 personnes ont déjà été formées par ADEMA en 2010 et 2011.

## Conclusions finales

L'adaptation d'ouvriers dans l'agriculture aux changements dans l'emploi est un problème qui nous concerne en tant que des organisations de syndicat et en tant que partenaire social nous avons milité en faveur de l'adaptation du dialogue social aux changements dans l'emploi en promouvant les avantages et l'importance de l'investissement dans les ressources humaines dans l'agriculture.

Nous avons noté des différences entre l'Allemagne, la France et l'Italie, d'une part et la Roumanie et la Bulgarie, d'autre part. De point de vue des opportunités de financement des formations professionnelles, la France, l'Allemagne et l'Italie dépendent moins des fonds européens, ce qui a comme résultat un accès légèrement plus grand des fermiers à la formation professionnelle, pendant que la Roumanie et la Bulgarie sont plus dépendants des fonds européens concernant l'amélioration de l'accès au VET des travailleurs en agriculture. En ce qui concerne la programmation, les partenaires sociaux de tous les pays sont capables d'influencer plus ou moins les sujets de la formation professionnelle.

Les politiques d'emploi en Roumanie et Bulgarie ne couvrent pas le secteur agricole complètement, en faisant des différentes opportunités de formation professionnelle inaccessibles aux fermiers. Les politiques en France et Allemagne semblent mettre plus de pouvoir dans les mains de syndicats, qui peuvent prendre des mesures proactives dans la connexion avec l'emploi dans le secteur agricole. L'Italie a des politiques d'emploi régionales et des instruments différents pour améliorer l'occupation de la main d'œuvre (des contrats combinés, des programmes dédiés aux groupes vulnérables etc.).

En conclusion, nous considérons que les bénéficiaires de ce Guide doivent réfléchir sur quelques aspects:

- ✚ L'accès des fermiers aux programmes de formation professionnelle est défini à partir de deux perspectives:
  - l'existence de formes d'organisation / association privées (les syndicats, les organisations des employeurs, les organisations des fermiers) qui ont le potentiel et la capacité de concentrer les intérêts éducatifs de fermiers et d'employés agricoles;
  - les instruments éducatifs subventionnés d'une manière ou d'une autre par le gouvernement et / ou par l'Union Européenne;
- ✚ An autre aspect important concernant l'accès des fermiers à la formation est le financement des coûts éducatifs. Quelles sont les opportunités de financement pour la formation des personnes employées en agriculture au niveau local, national ou européen;
- ✚ Quelles sont les entités qui peuvent accéder à ces opportunités de financement et en quelle mesure le gouvernement finance des telles activités de formation professionnelle? Qui sont les bénéficiaires éligibles?
- ✚ Finalement, la question des fournisseurs de formation professionnelle devrait être investiguée de manière à identifier, d'une part, leur intérêt à livrer des informations et capacités mises à jour, et d'une autre part, à identifier les méthodes utilisées pour attirer le groupe cible (Qui reçoit une formation professionnelle? Comment la sélection est-elle opérée? etc.);

Tous ces aspects peuvent servir de lignes directrices dans le processus de l'identification des opportunités d'accès à l'éducation et aux activités de formation pour les travailleurs dans le domaine agricole et pour les employés en général.

Le rôle des syndicats et des organisations des employeurs dans l'offre des services de formation professionnelle pour les employés du secteur agricole est très important, soit par leur accès et /ou la mise en œuvre des programmes de formation professionnelle, soit par leur capacité d'influencer directement les politiques de formation professionnelle dans l'agriculture, au moins au niveau national. L'accès à la formation professionnelle est un besoin essentiel, au moins en ce qui concerne la Roumanie et la Bulgarie. Bien sûr, les autres pays ne peuvent pas éviter la mise en œuvre des actions dans ce domaine, étant donnée les objectifs de compétitivité fixés par l'Union Européenne. Même si les politiques européennes et nationales comprennent, dans tous les cas, au moins les mesures minimales concernant l'accès des fermiers à la formation professionnelle, la mise en œuvre de ces mesures fera la différence entre les pays ayant un secteur agricole développé et hautement performant et les autres pays, ayant des systèmes agricoles sous-développés. L'éducation et la formation des travailleurs d'un pays constituent des facteurs majeurs et déterminants pour le bien-être de l'économie de ce pays.





**National Federation of Labour Union for Agriculture, Food, Tobacco  
and Related Areas and Services AGROSTAR**

Web site: [www.federatia-agrostar.ro](http://www.federatia-agrostar.ro)

Adresa e-mail: [contact@federatia-agrostar.ro](mailto:contact@federatia-agrostar.ro)

Address:

**Headquarter**

1-3 Walter Maracineanu Square, rooms 320-321, 4<sup>th</sup> floor, 1<sup>st</sup> district Bucharest – 010155, Romania

Phone/fax: + 4 021 311 15 14; phone: +40213134041

**Education & Training Department**

123, Theodor Sperantia street, ap. 1.1, 1<sup>st</sup> floor, 3<sup>rd</sup> district, Bucharest - 030933, Romania

Phone: + 4 021.311.16.86

Phone/fax: + 4 021.313.23.33



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