



Baseline report SYSTEM OF ADULT EDUCATION AND TRAINING in the Field of Agriculture

The outline

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Stip, July, 2016.





Five intellectual outputs

- 01 - On-field analyses on the LLL in agriculture
- 02 - Training material in English language
- 03 - Training material in the field of agriculture
- 04 - Web-site and e-platform
- 05 - Video guide to e-platform



Erasmus+



Национална Агенција
за европски образовни програми и иницијативи



"Boosting Adult System Education In Agriculture"

AGRI BASE

Erasmus+ KA2 Strategic Partnerships

Baseline report

SYSTEM OF ADULT
EDUCATION AND TRAINING

in the Field of Agriculture

2016

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AGRI BASE

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Baseline report

- Goals and objectives
- Beneficiaries
- Methodology
- Authors
- Content
- Key findings

Goals and objectives

To „present the current conditions and trends in adult education in agriculture in ten countries „

„to contribute to a better understanding of the needs and potential direction for further development of adults education system in the field of agriculture at all countries from the Agri Base consortium.“

To identify similarities and differences between AE systems in ten countries

To identify the providers which are in charge of formal, non-formal and informal education and training of adults in agriculture.

Goals and objectives

to give a clear picture about SAEA in the ten countries

to make it a platform for exchange of good practices in the field of SAEA

To collect at one place a lot of information about the education in agriculture

Beneficiaries

Policy makers in AE and agriculture

Researchers, in particular for two sectors: education and agriculture

Local communities

Potential investors

Students

Journalists

Academic staff at HEIs for new project proposal initiatives

Others....

Methodology

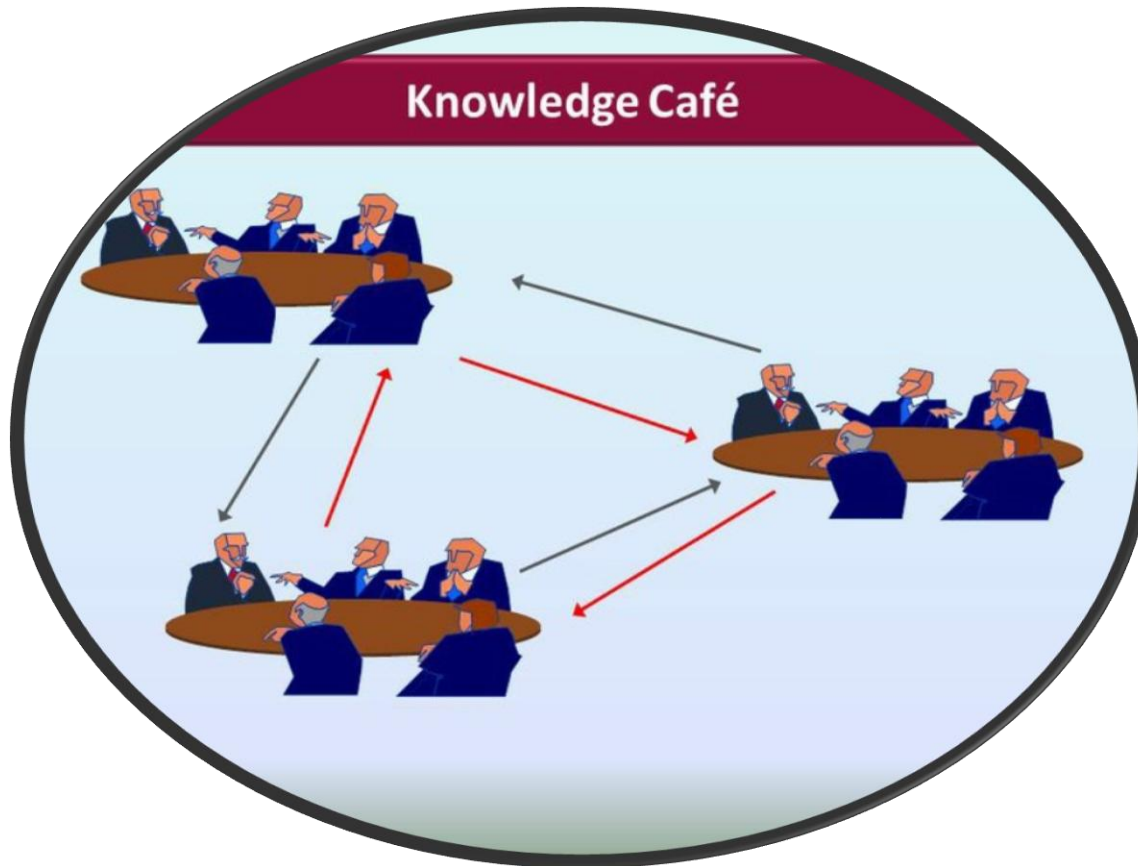
Coordinator



Draft plan

Foggia
24-25 November 2015

Contribution of all partners...





Foggia

Additional
time

Skype
meeting

Final plan

Ten country reports with uniform structure



Comparative review and compilation of country reports into general one, first draft reading and commenting



Translation of executive summaries into national languages



Designing and publishing

Authors

AgriBase participating institutions: OCULL „Vanco Prke“-R Macedonia, University of East Sarajevo-BH, University of Foggia-Italy, Polytechnic University of Cartagena-Spain, NGO Webin- R Serbia, College Iliria-Kosovo, University 1 Dec.1918 Alba Iulia- Romania, Technical University of Varna- Bulgaria, Estonian University of Life Sciences-Estonia, Cukurova University- Turkey

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Content

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SUMMARY on ten languages

Summary



This baseline report presents the current conditions and trends in adult education in agriculture in ten countries (Republic of Macedonia, Bosnia and Herzegovina, Italy,



Оваа студија дава преглед на актуелните состојби и трендови во образованието на возрасните во земјоделството во десет земји (Република Македонија, Босна и Херцеговина, Италија, Шпанија, Србија, Косово, Романија, Естонија, Бугарија и Турција), од кои сите се дел од конзорциумот на Еразмус + проектот "Зајакнување



Questa relazione di riferimento presenta le condizioni attuali e le tendenze in materia di istruzione degli adulti in agricoltura in dieci paesi (Repubblica di Macedonia, Bosnia-Erzegovina, Italia, Spagna, Serbia, Kosovo, Romania, Estonia, Bulgaria e Turchia) tutti

Literature review

EU terminology in the AE

EU politics and strategies in the AE

Reports, statistics....

Scientific and expert relevant sources

Definition of terms with reference on the relevant documents

Adult learning is the entire range of formal, non-formal and informal learning activities which are undertaken by adults after a break since leaving initial education and training, and which results in the acquisition of new knowledge and skills. Additionally, adult learning will include a proportion of adults aged between the end of compulsory schooling and about the age of 25 and all adults thereafter (since all adults might be expected to engage in these types of learning).

https://ec.europa.eu/epale/sites/epale/files/all_in-depth_analysis_of_adult_learning_policies_and_their_effectiveness_in_europe_12.11.2015_pdf.pdf) .

Statistics

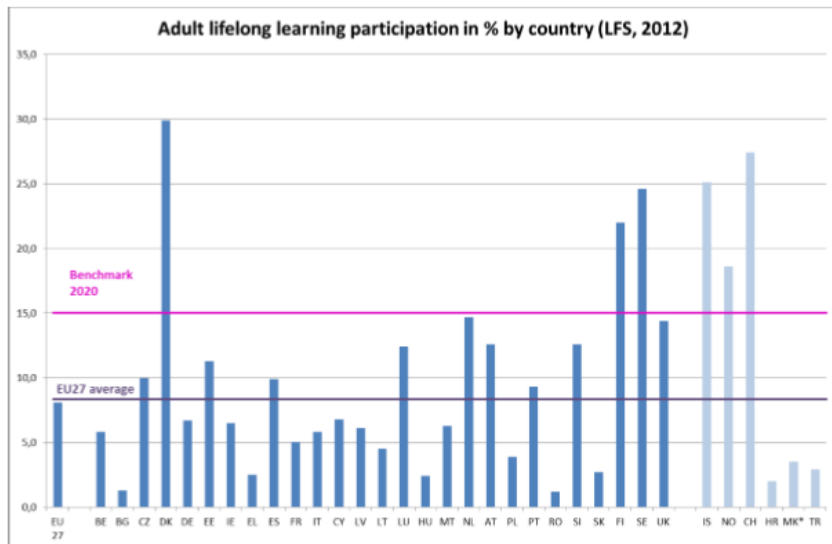


Figure 2. Adult lifelong learning participation (in % by contry)

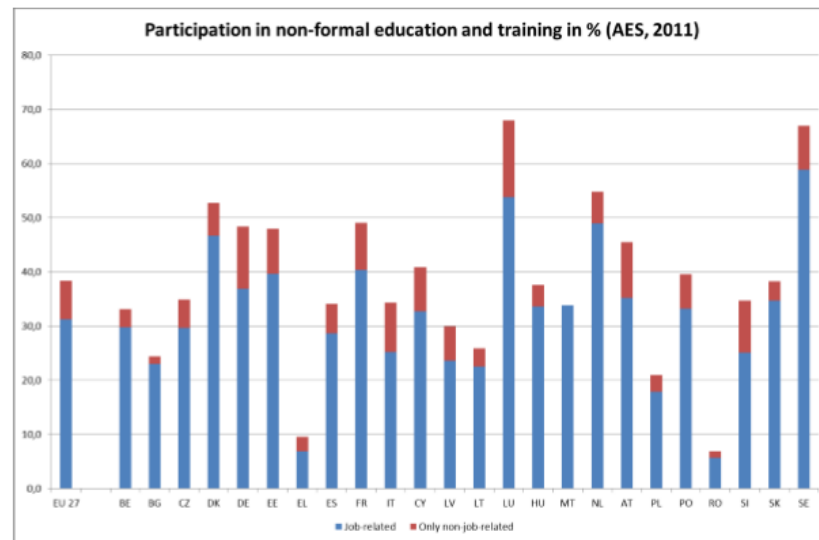


Figure 3. Participation in non-formal education and training in %


LLL and AE – one of the key objectives

In 2009, ET 2020 set four common EU objectives to address challenges in education and training systems by 2020:

- Making lifelong learning and **mobility** a reality;
- Improving the **quality and efficiency** of education and training;
- Promoting **equity, social cohesion, and active citizenship**;
- Enhancing creativity and innovation, including **entrepreneurship**, at all levels of education and training.

Benchmarks 2020

The following EU benchmarks for 2020 have been set for education:

- At least 95% of children (from 4 to compulsory school age) should participate in [early childhood education](#);
- fewer than 15% of 15-year-olds should be under-skilled in [reading, mathematics and science](#);
- the rate of [early leavers](#) from education and training aged 18-24 should be below 10%;
- at least 40% of people aged 30-34 should have [completed some form of higher education](#);
- at least 15% of adults should participate in [lifelong learning](#);
- at least 20% of higher education graduates and 6% of 18-34 year-olds with an initial vocational qualification should have [spent some time studying or training abroad](#) ;
- the share of employed graduates (aged 20-34 with at least upper secondary education attainment and having left education 1-3 years ago) should be at least 82%.

Country profiles

Spain



Most of Spanish national territory is located on the Iberian Peninsula (which it shares with Portugal and Andorra) situated in the southwest corner of Europe. However the Canary Islands, the Balearic Islands, a few smaller islands and the cities of Ceuta and Melilla in North Africa are also territories of Spain.

Covering an area of 506,030 square kilometers, Spain is among the fifty largest

countries in the world and the fourth largest country in the European continent, after Russia, Ukraine and France. The mainland territories cover an area of 493,514 square kilometers; the Balearic Islands cover 4,992 square kilometers; the Canary Islands cover 7,492 square kilometers; and the cities of Ceuta and Melilla cover 32 square kilometers. With an average altitude of 650 meters above sea level it is one of the most mountainous countries in Europe. The mainland shares land borders with France and Andorra to the north, Portugal to the west and British territory of Gibraltar to the south.

Agricultural profiles

Turkey



With its favorable geographical conditions and climate, Turkey is considered to be one of the leading countries in the world in the field of food and agriculture. Turkey has a large and growing food and agriculture industry that corresponds to 9 percent of the overall gross value-added (GVA) and a quarter of the employment levels in the country.

Turkey is the world leader in the production of dried figs, hazelnuts, sultanas/raisins and dried apricots. It has the largest milk and dairy production in its region. In addition, Turkey has an estimated total of 11,000 plant species, whereas the total number of species in Europe is 11,500. This potential positions Turkey to be among the top options for being the regional headquarters and supply center of top global players. In its region, Turkey has a strong dominance in production and exportation of many agricultural products such as hazelnuts, dried apricots, sultanas and dried figs. In addition, Turkey's food industry is much better developed than that of neighboring countries. Given these factors, the country is one of the largest exporters of agricultural products in the Eastern Europe, Middle East and North Africa (EMEA) region, while its trade balance is significantly positive. With growing exports, the Turkish agrofood industry has recorded USD 5.6 billion of trade surplus in 2014.

The strengths of the industry include the size of the market in relation to the country's young population, a dynamic private sector economy, substantial tourism income and a

(ADULT) EDUCATION SYSTEM IN AGRICULTURE BY COUNTRIES

Answers on many questions

Formal education system in agriculture

Number of universities with study programs in the field of agriculture

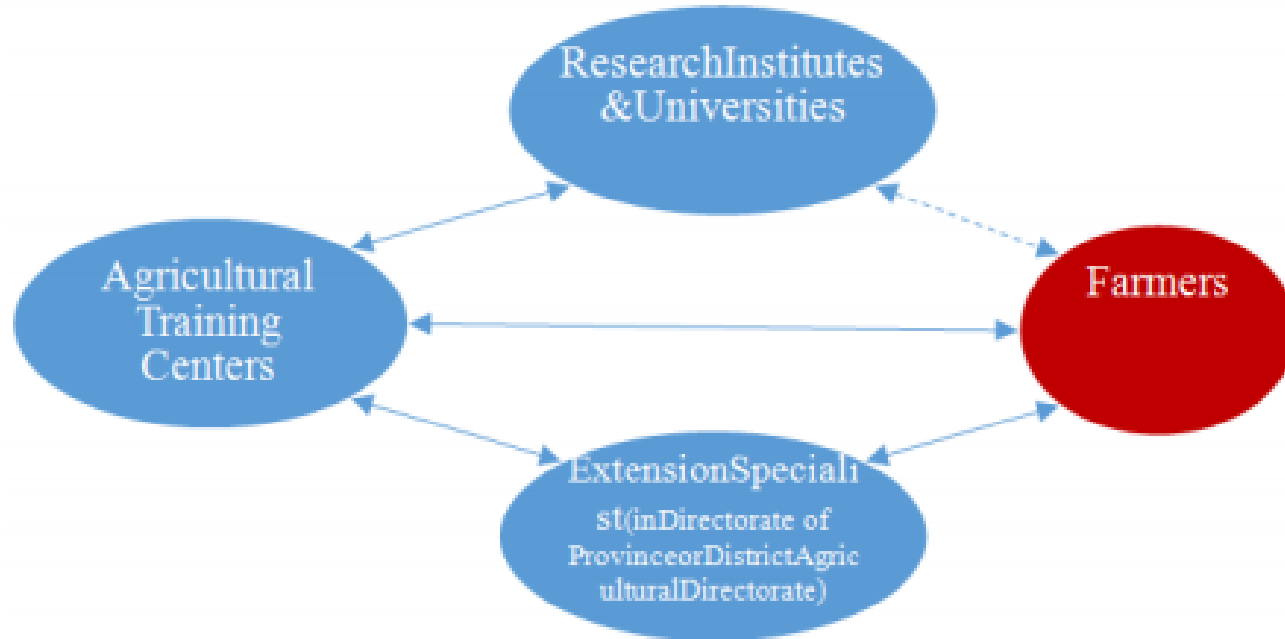
Legal definition of LLL and AE

Politics and strategies

Key providers for AE in agriculture

Main characteristics of providers

Many of figures, illustrations, schemes



(e.g. Agricultural adult education system in Turkey)

Brief comparison

CONCLUSION

Baseline report is a professional material with a focus on the adult education systems in agriculture, upon which the following conclusion can be made:

- The actual and social role of the adult education gains on importance lately.
- The EU policies in adult education provide with a scope of activities within the national policies of the EU member states.
- The candidate EU states as well as non-EU states implement in their policies of adult education the European priorities and principles which provides for a convergence of the adult education system on the entire European continent.
- The system of adult education in the field of agriculture and food technology is highly heterogeneous in many aspects.
- At the partner countries of the project consortium the following types of adult education are present (formal, non-formal and informal).
- The e-learning system is still not implemented sufficiently.

The issue of competence recognition, in particular at the non-formal and informal learning is still open.

Thank for your attention !