



SmartFarmer



**Improving skills for Smartfarming as an innovative tool
for rural development and economic growth**

LLP LdV TOI project 2013-1-CY1-LE005-03114

Professional Standards – Synthesis Report

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Abstract	<p>This report provides a summary of the situation on Professional Standards of organic farming and/or “smart” agro-foods in the project countries (Cyprus, Latvia, Greece, Portugal and Spain). Based on the country reports, Occupational Standards specifically related to “smart” agro-foods do not exist in the reference countries, mostly because the concept of superfoods is not officially recognised and it is not much familiar to the producers, processors and traders of the agro-food sector. However, the standards related to “smart” agro-foods are included in the Professional Standards and qualifications referring to the organic farming and/or to the wider agricultural sector. Furthermore, for someone who wants to work as organic farmer and/or as a farmer in general, the Standards are not compulsory in the project countries. A good option for covering the “smart” agro-foods in the scope of the official existing national training systems should be to consider new topics of organic farming, addressing particularly selected “smart” agro-foods, such as berries.</p>

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1. Introduction

The Professional Standards Report is the task T3.1 (“Analysis of professional standards”) of the Work Package 3 (“Adaptation of the training programme”). According to this task, the partners analysed the Professional Standards related to the project (e.g. organic farmers), where available, and prepared short reports of the current situation in their countries. Therefore, this Synthesis Report brings together the main findings of the country reports.

This Report aims to add to the findings of the Needs Analysis and to help partners to decide what training/learning materials should be transferred and adapted in the project, with possible modifications for each project country.

Following the introductory part, this document is organized as follows: in section 2 the basic definitions related to Professional Standards are presented, while in the next section (3) and its sub-sections the current situation on Professional Standards in the project countries is described. It is noted that the structure of section 3 is based on a set of predefined questions/guidelines, mutually agreed by the partners. What follows is the presentation of the main conclusions (section 4) whilst some supportive annexes are listed at the end of the document.

2. Definitions related to Professional Standards

Professional Standards, in some countries called Occupational Standards refer to standards of performance that people are expected to achieve in their work and the knowledge and skills they need to perform effectively. Professional Standards are the basis for the development of the curricula and of the training programmes, for the evaluation of the acquired qualifications and for the development of testing and certification requirements. Such standards may also be used to promote, guide and direct professional practices in related field of activity.

In the context of the European Qualifications Framework (EQF)¹ (http://ec.europa.eu/eqf/terms_en.htm):

- **“Professional or Vocational Qualification”** means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.
- **“National Qualifications System (NQS)”** means all aspects of a Member State's activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. This includes the development and implementation of institutional arrangements and processes relating to quality assurance,

¹ The EQF – established by the Recommendation of the European Parliament and of the Council of 23 April 2008 – is a common reference framework which assists in relating the various national qualifications systems to a single reference framework, acting as a translation and comparison device of the qualification levels in different countries.



assessment and the award of qualifications. A NQS may be composed of several subsystems and may include a National Qualifications Framework (NQF).

- **“National Qualifications Framework (NQF)”** means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society.
- **“Learning Outcomes”** means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.
- **“Knowledge”** means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual.
- **“Skills”** means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).
- **“Competence”** means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the EQF, competence is described in terms of responsibility and autonomy.

3. Professional Standards and Qualifications in the project countries

3.1. Do Professional Standards related to “smart” agro-foods and organic farming exist in your country/region?

Cyprus

For Cyprus, the development of a competence-based system of vocational qualifications, which will constitute an integral part of a future NQF, is a high priority. The main role of the NQF is to classify qualifications according to predefined levels of learning outcomes while it will be linked to the EQF.

The Human Resource Development Authority (HRDA) of Cyprus, a semi-government organisation which plays an important role in vocational training, is establishing and implementing the Vocational Qualifications System (VQS). The VQS is based on Standards of Vocational Qualifications (SVQs) which are developed by the HRDA in the framework of Sectoral Technical Committees. These qualifications refer to Occupational Standards and certify learning outcomes acquired at work or in simulation Therefore Cyprus is also developing a system of Occupational



Standards (defining the main jobs that people do, what they need to do, how they will do it and how well they do it).

The VQS is established and implemented by HRDA in two phases. During the first phase in the period 2006-2009, five standards of vocational qualifications at level 2 have been developed in the three economic sectors of hotel and restaurants, construction and retail trade for the occupations of waiter, cook, receptionist, construction mason and sales person. During the second phase, which covers the period 2007–15 and is co-financed by the European Social Fund (ESF), 67 new standards in priority occupations were developed at various levels and opportunities for access are provided to employees, unemployed and economically inactive persons. The standards cover a broad range of occupations in the following sectors: Hotel and Catering Industry, Wholesale and Retail Trade, Construction Industry, Manufacturing Sector, Motor Vehicles Repairing Sector, Systems and Networks of Communication and Computers, Hairdressing and the SVQ for the Trainer of Vocational Training (<http://www.hrdauth.com/easyconsole.cfm/id/85#85>).

Based on the above, Occupational Standards related to organic farming, “smart” agro-foods and agriculture in general, do not exist in Cyprus, and to the best of our knowledge, there is no provision and/or prerequisite in the near future for the development of such Standards. This fact may be considered as one of the main reasons of the high percentage of farmers in Cyprus with low educational level.

Latvia

Different vocational education and training programmes² are developed and offered for all branches of the national economy of Latvia. The National Standard of the vocational education and the Occupational Standards determine the curriculum/content of vocational education programmes. The majority of the vocational education schools in Latvia provide three and four year vocational education and training programmes and only some programmes are designed for the basic vocational education and training purposes.

Professional Standards and qualifications specifically related to “smart” agro-food products have not been developed in Latvia, because the concept of smartfoods is not officially recognised, but mainly because Latvia is a small country and there is a low demand for this kind of foods from the agribusinesses and the agricultural sector in general.

² **Vocational education programmes** comprise: objectives, content and implementation plan of vocational education programme; requirements regarding previous education; and personal, financial and material resources necessary for its implementation. Vocational education programmes are elaborated by education establishments in line with education, Occupational Standards as well as with recommendations set by the National Centre for Education (*Valsts izglītības satura centrs*). Thereafter, programmes are evaluated by the Centre and licensed by the State Education Quality Service. Thus, if an education programme does not reflect relevant knowledge, skills and competences included in the standards, it is not licensed or accredited and education establishment may not issue state recognized education documents.



An Occupational Standard exists for a **Gardener** (3rd qualification level), which foresees specific tasks and employee duties, as well as the abilities and skills, and professional competences for performing growing of fruits, berries and vegetables, including those called as smartfoods. The organic production is part of this Professional Standard.

The Occupation Standards define: (a) general issues (name and code of the profession), (b) description of occupation (professional qualification level, summary of the basic tasks of professional activities), (c) professional competences needed for performing professional activities, (d) skills necessary for implementing the basic tasks of professional activities, (e) knowledge necessary for performing the basic tasks of professional activities, duties and tasks, (f) specific factors related to agro-food sector, and (g) skills and knowledge.

Greece

In Greece, EOPPEP is the National Organization for the Certification of Qualifications and Vocational Guidance, an all-encompassing statutory body investing on better quality and more efficient and reliable lifelong learning services. Among others, EOPPEP develops and implements comprehensive national systems for the accreditation of non-formal and informal learning and provides scientific and technical support in designing and implementing the vocational guidance national policy, as well as the provision of such services in Greece.

Regarding “smart” agro-foods, there are no specific professional qualifications in this area. There are professional qualifications on occupations related to agriculture, such as **farmer-agritourism farmer** and **self-employed farmer (crop and livestock)**. Regarding the organic farming as a professional qualification is contained within the professional qualifications of self-employed farmer. There is also a professional family group dedicated to the food industry, where skills are related to food production. Finally, there is a professional family group related to trade and marketing, but with no direct association with farming.

Portugal

Professional Standards and qualifications specifically related to “smart” agro-food products do not exist in Portugal, because the concept of smartfoods is not officially recognised and furthermore it is not much familiar to the producers, processors and traders of the agro-food sector.

Professional skills and competences relating to organic farming are included in the general Professional Standards and qualifications referring to the agriculture sector.

Spain

According to the Law 5/2002 “Cualificaciones y de la Formación Profesional” (Professional Qualifications and Vocational Education Training) “the professional qualification is the set of skills with significance in employment that can be acquired through modular training or other types of training as well as through work experience”. These qualifications are recognized by the Spanish



education system and are useful to workers to demonstrate that they possess knowledge. Qualifications are divided into professional family groups related to different competences (knowledge and skills). However, to carry out farming as agricultural businessman or agricultural worker is not required to possess them.

The National Catalogue of Professional Qualifications is the instrument of the National System of Qualifications and Vocational Training (SNCFP) ordering professional qualifications susceptible to recognition and accreditation, identified in the production system in terms of skills appropriate for professional practice (http://www.educacion.gob.es/educa/incual/ice_catalogoWeb.html).

The organic farming as a professional qualification is contained within the **agricultural professional family group** (ANNEX 1). Moreover, within the same family there are many professional qualifications related to the development of farming in general. There is also a professional family group dedicated to the food industry, where skills related to food production are collected.

Regarding “smart” agro-foods, there are no specific professional qualifications in this area, since they do not represent a food group officially recognized. Within the agricultural professional family group there are professional qualifications related to crop production, such as: Herbaceous Crops, Pomology, Horticulture and Floriculture. On the other hand, there is a professional family group related to trade and marketing, but with no direct relation with farming.

The Spanish report was focused on the **Organic Farming Professional Standard** as it is the most clearly developed in the Spanish system.

3.2. If Professional Standards exist, please explain:

3.2.1. What professions do they cover?

Latvia

Professional qualifications cover a variety of professions, which include agro-food/organic subjects (ANNEX 2). The professions more closely related to agro-food sector are:

- Gardening worker (2nd qualification level).
- Gardener (3rd qualification level) with specialization in fruit growing.
- Gardening manager (3rd qualification level).

Nevertheless, there are no Professional Standards related exclusively to organic farming in Latvia. The organic farming content (introduction) is included in the abovementioned professions as well as in professions related to agriculture in general. Especially for the organic farming they have been developed different length adult education courses.



Greece

There are professional qualifications on occupations related to agriculture, such as farmer-agritourism farmer and self-employed farmer (crop and livestock). Regarding the organic farming as a professional qualification is contained within the professional qualifications of self-employed farmer.

Specifically, the professions related to agriculture and organic farming are farmer-agritourism farmer, crop farmer, livestock farmer, organic crop farmer and organic livestock farmer.

Portugal

The Portuguese National Classification of Occupations (NCO-94) was drawn up using two central concepts: the concept of **the nature of the work performed** and the concept of **skills**. These two core concepts were used to aggregate and define occupations within the NCO, resulting in a pyramidal and hierarchical structure of nine Major Groups which are subdivided into Major Sub-Groups, Sub-Groups and Base Groups.

The Base Groups are the smallest groups in the NCO and usually include more than one occupation. Each Base Group provides a brief outline describing the essential tasks involved and the occupations it includes. Each occupation is given a code number, a name and a short description.

The agriculture sector is covered under the **Major Group 6 – Farmers and skilled agricultural and fisheries workers**, which is split into two Major Sub-Groups:

- Major Sub-Group 6.1. Farmers and skilled agricultural and fisheries workers – Market-oriented.
- Major Sub-Group 6.2. Farmers and skilled agricultural and fisheries workers – Subsistence.

Each of these two Major Sub-Groups is further subdivided into 6 Sub-Groups and 14 Base Groups. It is noted that there is not any Sub-Group or Base Group specifically defining Professional Standards for organic farming.

Spain

Professional qualifications include a variety of professions. Agricultural professional family covers the employments related to agricultural and food sector. The organic farming professional environment in Spain is illustrated in Table 1.



Table 1. Organic farming professional environment in Spain.

Professional field	Develop a career (as employee or as self-employed) in public or private farming companies
Productive sectors	Organic fruit farms
	Ecological horticulture
	Organic herbaceous crops farms
	Enterprises manufacturing plants for organic gardening
	Institutions of research and experimentation in organic crops
	Service companies to organic farming
	Nurseries and school gardens
Related jobs	Firms' certification of organic products
	Farm schools
	Skilled worker employed in organic farming
	Skilled worker self-employed in organic farming

3.2.2. What professional requirements are established by the Standards?

Latvia

The **Gardening commercial employee** is involved in horticultural production in a small company, in the purchase of materials and sales of produced goods in a big company, as well as in accounting and processing of data. He/she performs full cycle accounting, the calculation of raw materials, production costs, wages and taxes.

Moreover, Gardening commercial employee knows how to prepare products for sales, knows the quality requirements and marketing features, and he/she is able to work in the sales field. He/she is aware of gardening product mix and of rarely grown crops. He/she knows the optimal timing of the realization of production and storage characteristics. He/she is also aware of the product prices, of advertising and market research. What is more, he/she knows how to grow crops (horticultural, vegetables, fruits) in an open field and/or in greenhouses and he/she is aware of the planting materials, cultivation practices and plant protection peculiarities.

There are also specific requirements for specific tasks, such as:

- Ability to work independently and manage individual employees.
- Knowledge of plant protection preparations he/she uses (certificate).
- Preferably, car and tractor driving right (with the exception of specialist medical condition), which provides the necessary production materials, production transportation, timely monitoring and management of work.

Some knowledge requirements are:

- Horticultural used plant varieties, assortment of fruit, vegetables, floriculture
- Horticultural crops specifics of the open field and in greenhouses



- Propagation techniques
- Plant morphology and physiology
- Crop production peculiarities of crop rotations and soil improvers
- Plant fertilizers, the use of distinctive features
- Plant protection against weeds, pests, diseases
- Machinery and equipment, the use of work mechanization
- Work organization and planning
- Household data records, accounting records
- Basics of business
- Fundamentals of entrepreneurship
- Horticultural products storage, processing basics
- Marketing peculiarities of horticultural
- Quality requirements/standards
- Environmental education, ecology
- Applied Informatics, work with computer. Data processing and analysis
- Organic farming characteristics
- Creation and maintenance of greenery
- Land and construction of drainage principles

Greece

According to the vocational profile defined by EOPPEP, the characteristics/requirements of the aforementioned professions are the following:

Table 2. Characteristics of the professions related to agriculture in Greece.

Farmer-agritourism farmer	<ul style="list-style-type: none">• Prepares, organizes and creates the agritourism business• Offers hospitality to tourists• Organizes and manages the business, the personnel and the resources of the area• Participates in clusters for better promotion of agritourism products
Crop farmer	<ul style="list-style-type: none">• Applies modern farming methods and ensures quality production• Selects the appropriate equipment for the farm's operation• Has the necessary financial and management knowledge for the effective management of the farm• Participates in cooperatives to improve the farm's efficiency and the promotion of products
Livestock farmer	<ul style="list-style-type: none">• Has the necessary knowledge to perform the modern farmer profession. Ensures the protection and management of the environment, and ensures the production quality. Complies with national and EU legislation• Selects the appropriate equipment• Has the necessary financial and management knowledge for the effective



	management of the farm
	<ul style="list-style-type: none">• Selects, trains and coordinates the permanent or seasonal employees of the farm• Participates in cooperatives to improve the farm's efficiency and the promotion of products
Organic crop farmer	<ul style="list-style-type: none">• Produces crop products according to the basic principles of organic agriculture• Knows about the certification of organic products
Organic livestock farmer	<ul style="list-style-type: none">• Knows the basic principles of organic livestock and organic dairy production• Knows about the certification of organic products

In addition, EOPPEP defines basic skills that the workers have to know. In general these are the following:

Critical thinking, creativity, innovation, risk-taking, initiative, computational skills, ease of handling equipment and machinery, social perception, communication, written and oral expression, time management.

Portugal

As stated above, the Portuguese NCO was drawn up using two central concepts: the concept of the nature of the work performed and the concept of skills.

The first is directly related to the "tasks normally executed by the occupant of the job and its respective requirements; occupations are defined broadly to cover a number of jobs and work stations with similar tasks and requirements".

The second concept, skills, is defined as the capacity to perform the tasks required by a given job, considering two parameters: a) Level of Skill - determined by the complexity and diversity of the tasks required; b) Type of Skill - related to the breadth of knowledge required, the tools and machinery used, the materials worked on and with, and the nature of the goods produced and the services rendered.

Spain

The Organic Farming Professional Qualifications defines basic skills that the worker must know. Basically these are about:

- Manage soil and perform cultivation and harvesting
- Prepare and implement field crops
- Manage the health of the agro-ecosystem
- Manage tractors and assemble facilities; maintenance



The system of professional qualifications allows proving these basic skills separately. This allows the worker to complete training gradually and even get a Certificate of Professionality, when he achieves some of these qualifications. Furthermore, the VET system at medium and high level is also based on professional qualifications. The certificate of Technician in Organic Production includes both organic crops production and organic livestock. The main training courses that are based on the professional qualifications in organic farming are the following:

- Certificate of Professionality in Organic Farming (480 hours)
- Professional qualifications in Organic Farming (600 hours)
- Vocational training – Technician in Organic Production (2000 hours)

In Table 3 these training courses and the corresponding requirements are presented.

Table 3. Training courses and requirements/competences.

GENERAL PROFESSIONAL COMPETENCE	
Professional qualifications in Organic Farming	Carry out operations in implementation, maintenance, production and harvesting crops on an organic farm, applying criteria of quality, sustainability and profitability, fulfilling the law of organic farming, quality control and the prevention of occupational risks in force.
Certificate of Professionality in Organic Farming	Carry out operations in implementation, maintenance, production and harvesting crops on an organic farm, applying criteria of quality, sustainability and profitability, fulfilling the law of organic farming, quality control and the prevention of occupational risks in force.
Vocational training - Technician in Organic Production	Get organic products with organic techniques and enhance biodiversity and environmental stability and soil fertility in terms of quality, enforcing regulations on organic farming, animal welfare, prevention of occupational hazards and environmental protection.
UNITS OF COMPETENCE	
Professional qualifications in Organic Farming	<ul style="list-style-type: none"> • Prepare and implement field crops • Manage soil and perform cultivation and harvesting • Manage tractors and assemble facilities; maintenance • Manage the health of the agro-ecosystem
Certificate of Professionality in Organic Farming	<ul style="list-style-type: none"> • Manage soil and perform cultivation and harvesting • Manage tractors and assemble facilities; maintenance • Manage the health of the agro-ecosystem
TRAINING MODULES	
Professional qualifications in Organic Farming	<ul style="list-style-type: none"> • Mechanization and Agricultural Facilities • Land preparation and implementation of crop organic farms • Soil management, cultivation and harvesting operations on organic farms • Prevention and management of agro-ecosystem health
Certificate of	<ul style="list-style-type: none"> • Mechanization and Agricultural Facilities



Professionalism in Organic Farming	<ul style="list-style-type: none">• Soil management, cultivation and harvesting operations on organic farms• Prevention and management of agro-ecosystem health• Internship in Organic Farming Company
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3.2.3. Are the Standards compulsory? If yes, how is it ensured that they are applied? Are there any certifications or similar practices related to the Standards?

Latvia

The Standards are compulsory only for getting a qualification of different level (2nd, 3rd, 4th, 5th) related to agriculture. For the adults further education programmes they are defined number of hours as standard. However, for someone who wants to work as a farmer (organic or not) the Standards are not compulsory.

The participants completing the programme take a centrally determined examination, which is organized by the National Content Centre. The Standards aim to ensure that all the graduates, obtaining a certain profession, have identical knowledge, competencies and skills. Social partners are also involved in evaluating examination performance.

Greece

The Standards are not compulsory. However, some organizations offer specialized certificates based on criteria, such as the “green” certificate.

Portugal

In the scope of the National Catalogue of Qualification (NCQ / www.catalogo.anq.gov.pt) which was created in the frame of the NQF, the field 621 “Crop and livestock production” covers a large range of specific matters related to farming in general, including also matters referring to organic farming. There is not however a distinct qualification addressing specifically organic farming. Organic farming is only tackled through Units of Short Term Training (USTT), in the scope of general crop (or livestock) qualifications.

For instance, to obtain a Level 2 qualification as agriculture operator or livestock operator, as well as a Level 4 qualification as agriculture and livestock technician, **one USTT referring to sustainable agriculture is compulsory**, while other USTT addressing several organic farming topics are optional, as shown below:



Table 4. USTT for Organic Farming.

Units of Short-Term Training (USTT)	Number of training hours	Compulsory /Optional
<i>Agriculture production modes and sustainable agriculture</i>	25	<i>Compulsory</i>
Organic farming (general)	50	Optional
Organic farming (arable crops)	25	Optional
Organic farming (horticulture products)	50	Optional
Organic farming (fruits)	50	Optional
Organic farming (olives)	50	Optional
Organic farming (viticulture)	50	Optional

Moreover, under the Specific Professional Training for the Agriculture Sector, there is a training course on organic farming, 140 hours, which is not included in the NCQ and it is not compulsory.

Spain

To act as farmer or as a farm worker is not necessary to be in possession of these qualifications. However, a company may require its employees to demonstrate a certain level of skills. For this purpose, the professional qualifications are useful.

Certification of being in possession of certain professional qualifications or a professional certificate can be obtained in two ways:

- Demonstrating extensive work experience (several years) in that particular field. It may also be necessary to pass an exam.
- Overcoming a number of training modules, which is the most common way:
 - Professional qualifications in Organic Farming – 600 training hours
 - Certificate of Professionality in Organic Farming – 480 training hours

To obtain the title of Technician in Organic Production it is necessary to overcome a 2000 hours training.

Apart from the Professional Qualifications, there are a number of mandatory requirements to practice agriculture in general and organic farming in particular (ANNEX 3). Among them, is the course “Incorporation to the agricultural company” which is addressed to young people without agricultural training. These people are going to be incorporated into the agricultural sector as employers or farmers and they want to access to certain structural funding or to acquire the qualification of Priority Farm.



The purpose of this course is that all persons engaged or to be devoted to agriculture, livestock or other companies in the sector achieve initial vocational training necessary to perform the activity. With this course they can obtain the training requirements and the competencies demanded by the current legislation. The course has duration of 200 hours and includes the following topics:

Table 5. Contents of the training course “Incorporation to the agricultural company”.

The agricultural company-Legislation and funding

Public Administration and the Agricultural Firm

The European Union and the Common Agricultural Policy

Agricultural associations

Agricultural marketing

Taxation and Social Security

Conservation of the Natural Environment

Hygiene and Safety

New technologies

Accounting

Agricultural management

General Agronomy-Agricultural productive activity

General zootechnics-Livestock production activity

Specific Productions (optional productive sector): horticulture, extensive farming, vine-olive, mountain farming, extensive livestock, beekeeping

3.2.4. Is education and training related to “smart” agro-foods and organic farming in your country/region based on the Standards?

Latvia

The education and training related to “smart”-agro-foods and organic farming in Latvia is based on the Occupational Standards.

Both Occupational Standards and sample curricula are developed in cooperation with professional associations representing different economic sectors. Based on the relevant standards and sample programmes, schools develop their own training programmes in accordance with the needs of the local labour market.

The training possibilities consist of:

- Higher levels of training: degree in agronomy and gardening, covered by the university system.
- Average levels: covered by the secondary schools with various degrees of Vocational Training (based on professional qualifications).



- Basic levels: covered by the Ministry of Education and Science, Republic of Latvia and Ministry of Welfare for unemployed people (based on professional qualifications).
- Specific specialization courses of short duration thematically varied and in line with the demands of the farmers, organized by the Latvian Rural Advisory Centre and Professional associations, e.g. Organic Farming Association, Fruit Growing Association, Latvia University of Agriculture, Latvia State Fruit/Growing Institute.

However, there are greater opportunities to improve the already existing system with specific short courses in conjunction with increasing the content of the offered courses with more specific/detailed subjects.

An already existing professional development programme is the “Basics of Agriculture” which has duration of 170 hours and also offers an e-learning version. The programme is licensed and accredited by the implementation of Ltd “Latvian Rural Advisory and Training Centre”. After passing a final exam, participants receive a certificate by the Ministry of Education and Science.

The course “Crop and livestock organic production” is an example of an already existing course. The content and structure of this course is shown in ANNEX 4.

Greece

In Greece, the access to training related to “smart” agro-foods and organic farming is mainly covered by the public education system (tertiary education). Furthermore, courses of short duration are offered to the farmers, organised by the Ministry of Rural Development and Food, local authorities, NGOs, etc.

More specifically, the training offer consists of:

- Higher levels of training: degree in agronomy, covered by the university system.
- Average levels: covered by the secondary schools with various degrees of Vocational Training.
- Courses of short duration organised by the Ministry of Rural Development and Food, local authorities, NGOs, etc. They include areas being focused on: modern techniques of organization, production and standardization of organic farms, marketing and management of branded Greek agricultural products, entrepreneurship, e-marketing, etc.

Portugal

The NCQ was created as a tool for the strategic management of primary and secondary level qualifications (i.e. it does not cover higher education qualifications). It is envisaged to “promote and facilitate access to double qualification certification for young people and adults through: i) modularising the training offer – defining courses organized in units of short-term training (25 and/or 50 hours); ii) providing reference frameworks for Recognition, Validation and Certification of Competences (RVCC) processes”. The Catalogue is foreseen to ensure an increased connection



between the offer and demand of qualifications, providing solutions for permanent updating of qualifications.

The Catalogue is organised on the basis of education and training areas, in accordance with the National Classification of Education and Training Areas (Ministerial Order 256/2005 of 16 March). The National Classification of Education and Training Areas is divided into 10 major groups. The following Groups include relevant Education and Training Fields for the Smartfarmer project purposes:

- **Group 3:** Social Sciences, business and law.
 - 342: Marketing and publicity.
- **Group 5:** Engineering, manufacturing and construction.
 - 541: Food industries.
- **Group 6:** Agriculture.
 - 621: Crop and livestock production.

In the scope of the above education and training fields, 13 vocational qualifications are included in the NCQ:

Table 6. Vocational Qualifications related to Smartfarmer project.

Education and training fields	Qualifications		
	Level 2	Level 4	Total
342 Marketing and publicity	0	1	1
541 Food industries	3	1	4
621 Crop and livestock production	6	2	8
Total	9	4	13

Although there is not a distinct qualification addressing specifically organic farming, the field 621 covers some topics related to organic farming, which is only tackled through USTT in the scope of general crop and/or livestock qualifications.

For the education and training field 621 - Crop and livestock production, the Directorate-General for Agriculture and Rural Development (DGADR) is the sector body involved in the development and updating of the training references included (or to be included) in the NCQ, viewing to articulate those references with the **Specific Professional Training for the Agriculture Sector** (which is not included in the Catalogue and refers mostly to short or medium term practical training).



In what concerns the Specific Professional Training for the Agriculture Sector, DGADR is responsible to regulate the training offer and to define the contents of training programmes targeting farmers, agricultural workers and other rural operators.

Under this Specific Professional Training for the Agriculture Sector, there is a training course on Organic Farming, 140 hours, officially recognised (Official Decision n.º 21125/2006, 17 October), requiring as access condition a Level 3 qualification. This course is not included in the NCQ.

The objective of the course is to qualify agricultural technicians with theoretical and practical knowledge for conduction of organic farming, in accordance with the Regulation (EEC) 2092/91 and subsequent European related regulations. The training modules included in the Organic Farming Course are as follows:

- Introduction to organic farming
- Fertilisation and soil preparation
- Soil conservation
- Conduction and protection of crops
- Organic farming of vegetable products
- Organic farming of animal products

DGADR is also responsible for the certification of training institutions and training actions, while the Regional Directorates of Agriculture are responsible for the homologation of training actions in each region.

There are currently seven training organisations certified by DGADR to implement organic farming training. The training course on Organic Farming and all the above mentioned USTT referring to organic farming, included in the NCQ, are also officially recognised and certified by DGADR.

Spain

The public education system is based on the aforementioned Standards, especially at basic levels of training. Access to training is covered by the public education system through different pathways (i.e. through the formal education system, through the provided agricultural training by the Department of Agriculture or through training system for the unemployed people).

In the region of Extremadura training supply for agriculture professionals is varied, being a region where agriculture is very important to the economy. The training offer consists of:

- Higher levels of training: degree in agronomy, covered by the university system.
- Average levels: covered by the secondary schools with various degrees of Vocational Training (based on professional qualifications).
- Basic levels: covered by the Department of Agriculture of the regional government and also by the training system for unemployed people (based on professional qualifications).



- Specific specialization courses of short duration thematically varied and in line with the demands of the farmers, organized by the Department of Agriculture of the regional government (based on professional qualifications).

Where there are greater opportunities to improve the system is in the specific short courses in conjunction with increasing the content of the courses offered.

3.2.5. Is there any feedback from “smart” agro-foods sector: how are the Standards accepted? Are they helpful in development of “smart” agro-foods sector in the region?

Latvia

In the development of Professional Standards, the involvement of the social partners is crucial as quality of the vocational education is not possible without their active participation. Social partners' involvement is also vital for the update of vocational education quality assurance, for the training program design and development, and for other professional educational issues.

In order to increase the prestige of the vocational education, demonstrate vocational education in action and promote the competitiveness of the vocational education, vocational skills contests for students of vocational education institutions are organized in cooperation with industry associations and vocational organizations. The participation of Latvian youth is ensured at the international **EuroSkills** contest. Vocational skills contests test the knowledge and skills of vocational education students, provide exchange of experience for vocational education teachers and promote interaction with professional bodies and employers.

National educational opportunities database <http://www.niid.lv> presents educational opportunities of Latvian educational institutions.

The training for agro-food sector and organic farming is very much supported by different EU funds and programmes (e.g. young farmers, entrepreneurship activities/establishment of new business).

It is worth mentioning that after elementary schools, young students are not very much interested in agro-food sector or organic farming specialties. Students and adults prefer short term courses with very practical training, skilled trainers and interesting, attractive and creative training materials.

Greece

The economic environment in Greece leads plethora of people to seek alternative activities around agriculture. The process of creating competitive products requires knowledge and expertise. The inadequate information of farmers who think of entering the agricultural market has increased the need for education and training.



Spain

Workers increasingly need to demonstrate that they have some training and expertise. This, which has long been needed in other sectors, has also reached the agricultural sector, a sector characterized by insufficient training of workers and farmers. Especially among young people, both agricultural employers and workers are increasing their training. Agricultural training in the region is characterized by being focused in practice, rather than in theoretical content; this characteristic is highly valued by students.

3.3. In case Professional Standards related to “smart” agro-foods and organic farming do not exist in your country/region:

3.3.1. Are there any plans for their development? If so, is it known who would be responsible for it and would it be compulsory to comply with the Standards? If not, is it known why?

Cyprus

In Cyprus, Professional Standards related to organic farming and/or “smart” agro-foods, and agriculture in general, do not exist. After consulting relevant authorities (Department of Agriculture, HRDA, Cyprus Productivity Centre), it seems that there are no plans in the near future for the development of such standards.

3.3.2. Do you think Professional Standards would be useful for development of “smart” agro-foods and organic farming sector in your country/region?

Cyprus

Taking into account that a major problem of the agricultural sector in Cyprus is the low percentage of the farmers with professional education and training, the development and implementation of Professional Standards related to organic farming and “smart” agro-foods, and agriculture in general, is deemed imperative. The development of such standards will give the opportunity to the organic farmers, and/or potential organic farmers, of superfoods to obtain professional qualifications related to farming, regardless of the type and level of education, training and experience they have. Hence, they will be able to demonstrate the skills and knowledge they possess, either for finding a job or even for career development opportunities.

Moreover, the development of SVQs in organic farming, will contribute to the lifelong learning of the farming population, will improve transparency, quality and relevance of qualifications and will strengthen the link with the labour market. Additionally, the development of such standards is expected to contribute to the development of the labour force and as a result to the improvement of the quality and productivity in the agricultural sector. Finally, the development of SVQs in organic farming will give the opportunity to the farmers/agricultural holders to employ specialized personnel with certified qualifications.



Latvia

The Latvia University of Agriculture offers organic farming courses (75 hours). A separate Professional Standard for organic farming would not be necessary in Latvia as it is part of agriculture and gardening vocational education programmes.

However, taking into consideration the already existing situation of the agriculture education, would be useful to develop further vocational education programmes (duration from 1 to 3 years) or vocational in-service training programmes (duration not less than 160 academic hours, which can be part of the qualification) for the development of the “smart” agro-food sector.

Greece

Knowledge facilitates the development of new agro-business models which help the business to create value and remain financially sustainable. It can also identify the opportunities open to them and the milestones that are necessary to reach the desired outcome.

Portugal

Taking into consideration that the NCQ and the Specific Professional Training for the Agriculture Sector are both open systems, in addition to the Professional Standards and qualifications mentioned in the above sections, new training standards and references can be created, or existing qualifications can be changed.

The procedures for updating of the NCQ and the procedures for inclusion of new training options in the Specific Professional Training for the Agriculture Sector are presented in ANNEX 5.

Nevertheless, it is rather unlikely that training solutions addressing “smart” agro-food products are proposed or implemented, viewing to include new qualification standards into the existing national systems. This is explained by two main reasons; i) the concept of smartfoods is not officially recognised; ii) there are no professional organisations addressing specifically smartfoods production, processing and trading.

The best option to cover “smart” agro-foods in the scope of the official existing training systems should be to consider new topics of organic farming, addressing particularly selected smartfoods, such as berries.

Spain

Knowledge always contributes to the development. There is already a good training base, quite adapted to the professional world. Nonetheless, it can always be improved, and for this, various actors (public administration, farmers unions, educational system) keep working.



3.4. Please provide any further information that you consider important/useful for the project.

Cyprus

Despite the fact that Occupational Standards related to organic farming and agriculture in general do not exist in Cyprus, the farmers have the opportunity to obtain professional training, knowledge and skills through the various activities carried out by the competent authorities.

The Department of Agriculture (DOA) of the Ministry of Agriculture, Natural Resources and Environment (MANRE), and specifically the Agricultural Extension Section (AES) is responsible for the training of farmers in Cyprus. Hence the DOA is the competent authority for the occupational training of the farmers. The professional training of the farmers is provided mainly by public authorities/institutions and particularly by the Agriculture Training Centres (ATC) of the MANRE and by educational concentrations of the Agricultural Research Institute (ARI). Private bodies provide training to farmers through the Producers Organizations, but it is noted that there is not any financial support tool or any other incentive for the provision of educational programmes by private bodies. According to the DOA, there is not any private or collective entity which organizes technical training to farmers and private training programmes for farmers do not exist.

The AES informs, advises, instructs and trains the rural population. Dissemination of information, training/advising farmers and rural women is done through the AES's Programme, which includes:

- Training courses and apprenticeship training courses at the ATC
- Local/regional trainings
- Study trips
- Group activities (lectures, demonstrations and local short training courses)
- Individual contacts
- Circular letters
- Demonstrational plots (new varieties, control of pests and diseases, etc.)

The training of rural women for home economics issues is focused on small scale industries for processing agricultural products, handicrafts, traditional cooking and sweets, agritourism, embroidery, etc.

In general, the DOA provides continuous and lifelong education to farmers on various topics, such as rural development, pest management, organic farming, integrated management of greenhouses, animal feed, etc. This training is offered in various ways, but mainly through the vocational training of young farmers, apprenticeships, and through one-day trainings and lectures. It should be noted that, in the context of the vocational training of young farmers, they are provided courses regarding computers, in order the young farmers to be able to use new Information Technologies (ITs) for seeking agricultural information.

The content of the provided training by the DOA is focused on the following topics:



- Training on Proper Use of Pesticides (one day)
- Training on Cross-Compliance in general (16 days)
- Training on Nitrate Pollution (2 days)
- Training on Integrated Production Management (2 days)

The training courses are more related to technical issues and there is not any training course regarding agribusiness, agricultural economics, consumers demand, processing of agricultural products, agricultural marketing and management, and supply chain management.

The AES of the DOA is also responsible for the implementation of the following Measures of the Cyprus Rural Development Programme (RDP) 2007-2013:

- Measure 1.1.: “Vocational training and information actions”
- Measure 1.4.: “Use of Agricultural Advisory Services”

It is worth mentioning that the aforementioned training and educational courses provided by the staff of the DOA and by ARI experts **are not compulsory for the farmers, with the exception of the beneficiaries farmers of the RDP.**

In the context of the RDP 2007-2013, there are the following Measures having a direct or indirect relation with the vocational education and training of the farmers:

- Measure 1.1.: “Vocational training and education actions”: This measure is implemented in the context of the lifelong training of the farmers and aims to the improvement of the skills of the workforce in the agricultural sector and to ensure its participation to other Measures of the RDP, where **mandatory sufficient occupational training is foreseen**. The Measure provides education and training to all adults active in the fields of agriculture, food industry and forestry, giving priority to trainees applying to Measures of the RDP where mandatory sufficient occupational training is foreseen (Action a). Furthermore, the Measure aims to the information and training of the people participating in the Measures of the RDP related to land management and environment, Natura 2000 requirements, cross-compliance, animal welfare, innovative practices, etc. (Action b). Regarding Action a, priority is given to the beneficiaries of the RDP Measures, who do not possess a certificate for sufficient occupational training.
- Measure 1.2.: “Setting up of young farmers”.
- Sub-measure 1.5.1.: “Modernisation of agricultural holdings”.

In order to apply for financial support through the Measure 1.2 and Sub-Measure 1.5.1 (only for the category with financial support from €9.000-€400.000/€600.000 for young farmers) the beneficiaries should possess “**sufficient occupational training**”, which is demonstrated by the following prerequisites:



- Working experience in the agricultural sector for a period longer than four (4) years which is demonstrated by a certification given by the related District Agriculture Officer (with the exception of the Measure 1.2.).
- Certification of attendance of directly related training courses by the competent authority for the occupational training of the farmers for a minimum duration of 100 hours (with the exception of the Measure 1.2.).
- Certification of attendance of directly related training courses by the competent authority for the occupational training of the farmers for a minimum duration of 250 hours, in the case of the Measure 1.2.
- University or College Bachelor or Diploma of Vocational Education School directly related to the agricultural sector.

It must also be noted that there is not any compulsory or optional training course specifically related to “smart” agro-foods or organic farming. However, there are a number of mandatory requirements for a farmer in order to practice organic agriculture, such as:

- Compliance with the European Commission (834/2007 and 889/2008) and National regulations for organic farming.
- Producers must be registered (sign a contract) to a recognized certifying/control body/authority.
- Have to be registered to the Organic Producers Record which the competent authority (DOA) keeps.
- Must keep detailed records of the size of their fields, what they grow annually, what practices they employ to control pests and maintain soil fertility, etc.
- They are required to go through a period of conversion (2-3 years-depending on the crop), during which it is forbidden to use synthetic pesticides and fertilizers on the fields before certified organic.
- Must undergo annual regulatory visits by both the competent authority and the control body they are registered with.
- They have to implement a multiannual crop rotation (for annual crops) in order to maintain and increase soil fertility.

4. Main conclusions

This Synthesis Report provides information on Professional Standards and qualifications of organic farming and/or “smart” agro-foods in the project countries: Cyprus, Latvia, Greece, Portugal and Spain. It aims to add to the findings of the Needs Analysis and to help partners to decide what training/learning materials should be transferred and adapted in the project, with possible adjustments for each project country.



Cyprus

In Cyprus, Professional Standards related to organic farming, “smart” agro-foods and agriculture in general, do not exist and there is no provision in the near future for the development of such Standards. However, the Cypriot farmers have the opportunity to obtain professional training through the various activities carried out by the DOA and ARI.

Generally, the DOA provides continuous and lifelong education to farmers on various topics, such as rural development, pest management, organic farming, integrated management of greenhouses, etc. The training courses are more related to technical issues and do not include modules in economics, marketing, management and agribusiness. It could be said that this is considered to be a weakness for the existing training system in Cyprus. Additionally, the agricultural training in Cyprus is mainly offered through the vocational training of young farmers, apprenticeships and through one-day training and lectures.

The training and educational courses provided by the competent authorities are not compulsory, with the exception of the beneficiaries farmers of the RDP, who they need to demonstrate their “sufficient occupational training”. Also, it must be noted that there is not any compulsory or optional training course specifically related to “smart” agro-foods or organic farming.

Latvia

In Latvia, Professional Standards and qualifications specifically related to “smart” agro-foods have not been developed, mainly because Latvia is a small country and there is a low demand for this kind of foods from the agribusinesses and the agricultural sector in general. Hence there are no professional organisations addressing specifically smartfoods production, processing and trading. Nonetheless, professional training units referring to organic farming and smartfoods are currently part of the already existing Occupational Standards for agriculture and gardening sectors. As a result, it could be said that a separate Professional Standard for organic farming would not be necessary in Latvia.

For someone who wants to work as a farmer (organic or not) in Latvia, the Standards are not compulsory. They are compulsory only for getting a qualification of different level (2nd, 3rd, 4th, 5th) related to agriculture. For the adults further education programmes they are defined number of hours as standard.

As the Latvian partners pointed out, after elementary schools, young students are not interested in agro-food sector or organic farming specialties. Instead, they prefer short-term courses with practical training, and interesting, attractive and creative training materials.

Taking into consideration the existing situation of the agriculture education, and in order to promote the smartfood and organic sectors, it may be useful to develop further vocational education programmes with duration from 1 to 3 years or vocational in-service training



programmes with duration not less than 160 academic hours, which can be part of the qualification. The content of these programmes should be based on the labour market needs and the involvement of the employers of the sector is vital.

The Latvian partners indicated that the best solution to cover “smart” agro-foods in the scope of the official existing training systems should be to consider new topics of organic farming, addressing particularly selected smartfoods, such as berries.

Greece

Regarding “smart” agro-foods, there are no specific professional qualifications in this area. There are professional qualifications on occupations related to agriculture, such as farmer-agritourism farmer, and self-employed farmer (crop and livestock). Concerning the organic farming as a professional qualification is contained within the professional qualifications of self-employed farmer.

The access to training related to “smart” agro-foods and organic farming is mainly covered by the public education system (tertiary education). Moreover, courses of short duration, organized by the Ministry of Rural Development and Food, local authorities, NGOs, etc., are offered to the farmers.

Despite the fact that the economic environment in Greece has lead many people to seek alternative activities around agriculture, the Standards are not compulsory. The process of creating competitive products requires knowledge and expertise. The inadequate information of farmers who think of entering the agricultural market has increased the need for education and training.

Portugal

Professional Standards for organic farming are not specifically addressed in the National Classification of Occupations (NCO-94). Moreover, there is not a specific qualification related to organic farming in the scope of the NCQ.

Units of Short-Term Training (25 or 50 hours) referring to organic farming are however part of the NCQ (1 compulsory unit and 6 optional units) and organic farming is also included in the Specific Professional Training for the agriculture sector (1 course of 140 hours). In other words, there are no Professional Standards or officially recognised qualifications (providing a qualification level) specifically addressing organic farming. However, there are training units or courses addressing organic farming.

Proposals to extend the training contents referring to organic farming (e.g. new Units of Short-Term Training, or inclusion of existing or new Units as compulsory, to obtain selected qualifications) could certainly be prepared to be included in the National Catalogue. Similarly, new proposals addressing additional organic farming topics could also be submitted to be included in



the Specific Professional Training for the Agriculture Sector. Recognised training organisations, such as Agrobio (Portuguese Organic Farming Association) could be interested in submitting proposals to expand the training of organic farming topics.

It is rather unlikely that training solutions addressing “smart” agro-food products are proposed or implemented, viewing to include new qualification standards into the existing national systems. This is explained by two main reasons; i) the concept of smartfoods is not officially recognised; ii) there are no professional organisations addressing specifically smartfoods production, processing and trading.

The best option to cover smart agro-foods in the scope of the official existing training systems should be to consider new topics of organic farming, addressing particularly selected smartfoods, such as berries.

Spain

Since “smart” agro-foods do not represent a food group officially recognized in Spain, there are no specific professional qualifications in this area. However, the organic farming as a professional qualification is contained within the agricultural professional family group. Furthermore, within the same family there are professional qualifications related to crop production, such as herbaceous crops, pomology, horticulture, etc. As a result, the Spanish report was focused on the Organic Farming Professional Standard, as it is the most clearly developed in the Spanish system.

The main training courses/modules that are based on the professional qualifications in organic farming are: a) Certificate of Professionality in Organic Farming (480 hours); b) Professional Qualifications in Organic farming (600 hours); c) Vocational training – Technician in Organic Production (2000 hours). This is the most common way in order to obtain a professional certificate in organic farming (i.e. overcoming a number of training modules). But to act as a farmer or as a farm worker is not necessary to be in possession of these qualifications, i.e. the Standards are not compulsory. However, a company may require its employees to demonstrate a certain level of skills, and for this purpose the professional qualifications are useful.

The public education system is based on the existing Standards and qualifications, especially at basic levels of training. The training offer consists of higher, average and basic levels of training, and of specific specialization courses of short duration thematically varied and in line with the demands of the farmers. Where there are greater opportunities to improve the system is in the specific short courses in combination with increasing the content of the courses offered.

Agriculture workers and farmers, especially young people, increasingly need to demonstrate that they have some training and expertise. Agricultural training in the region of Extremadura and in Spain in general, is characterized by being focused in practise, rather than in theoretical content. This characteristic is highly valued by students.



Overall conclusions

Based on the information provided by the country reports, and by extension on the information of the Synthesis Report, Professional Standards specifically related to “smart” agro-foods **do not exist in the project countries**, particularly because the concept of superfoods is not officially recognised and it is not much familiar to the producers, processors and traders of the agro-food sector. However, the standards related to “smart” agro-foods are included in the Professional Standards and qualifications referring to the organic farming and/or to the wider agricultural sector. It is worth mentioning that for someone who wants to work in organic farming and/or farming in general, the existing Standards are not compulsory in the project countries.

Moreover, a good option for covering the “smart” agro-foods in the scope of the official existing national training systems should be to consider new topics of organic farming, addressing particularly selected “smart” agro-foods, such as berries.

Finally, consistent with the results of the Needs Analysis, it seems that the best way for organic farmers and/or potential organic farmers of superfoods to access to training or information is the **short term (modular) direct contact training courses**. Similarly, the areas of training that they need more attention and are more likely to be the most demanded by the farmers, are those related to the marketing of superfoods.



ANNEX 1





ANNEX 2

No.	Registration No.	Thematic area	Profession	Qualification level
1	PS 0240	Agriculture, Forestry and Fishing	Auxiliary worker of agriculture	1
2	PS 0178	Agriculture, Forestry and Fishing	Agriculture worker (crop production)	2
3	PS 0206	Agriculture, Forestry and Fishing	Agriculture worker	2
4	PS 0085	Agriculture, Forestry and Fishing	Gardener (Plant grower)	3
5	PS 0195	Business and Administration	Manager of the rural property/farm	3
6	PS 0194	Business and Administration	Manager of the gardening	3
7	PS 0196	Agriculture, Forestry and Fishing	Gardener	3
8	PS 0232	Business and Administration	Manager of the agro sector company	3
9	PS 0089	Agriculture, Forestry and Fishing	Technical specialist of the plant growing	4
10	PS 0217	Agriculture, Forestry and Fishing	Gardening specialist	4
11	PS 0183	Business and Administration	Business specialist in agriculture	4
12	PS 0467	Agriculture, Forestry and Fishing	Manager of the rural farm	5
13	PS 0466	Agriculture, Forestry and Fishing	Agronomist	5



ANNEX 3

Mandatory requirements to practice organic farming and agriculture in general in Spain.

- Compliance with European, national and regional regulations for obtaining certified organic farming. The sector is perfectly defined and regulated by Regulation (EC) 834/2007 and 889/2008. The integration in this type of production has a number of commitments which are required for the operator and they are detailed in the abovementioned Regulations:
 - It is necessary to be registered in the registry of the Department of Agriculture and pay an annual fee ranging from 20 to 120 EURO.
 - It is necessary to pass a conversion period (depending on the type of the production) before marketing the products as organic.
 - Each year it is necessary to pass an inspection to verify that the commitments of organic farming are met.
- Carnets of agricultural pesticide applicator. To apply agricultural pesticides is necessary to be in possession of a license that guarantees that the person has knowledge of the use of these substances. The carnets are obtained through training courses:
 - Agricultural pesticide applicator – Basic Level (25 hours)
 - Agricultural pesticide applicator – Qualified Level – (72 hours)
- Conditionality requirements. For the full receipt of grants from the Common Agricultural Policy and other financial aid to farming, the farmer needs to know and respect about Legal Requirements Management (for the protection of the Environment, Public Health and Animal Wellness) and Good Agricultural and Environmental Conditions (aimed primarily at soil protection and the prevention of deterioration of habitats).
- If in addition the agricultural businessman performs the transformation of the production, he/she has to take into account the rules on hygiene, especially the HACCP system.
- Like any other worker in any other field, the agricultural worker must be aware of the Prevention of Occupational Hazards.



ANNEX 4.

Content and structure of the course “Crop and livestock organic production”.

- **Course objective:** This course is intended to educate rural entrepreneurs on organic principles.
- **Venue:** Jelgava Palace
- **Target Audience:** All interested persons who wish to gain knowledge of the business, working on organic farming.
- **Course Content:**
 - Organic farming methods and the nature of the user role. Legislation and public policy to support organic farming.
 - Conformity assessment. Certification and documentation.
 - Organic farming methods in plant protection.
 - Animal breeding and catering, organic agriculture methods.
 - Organic Beekeeping.
 - Crop production on organic production methods.
 - Medicinal plants and herb cultivation, and use methods.
 - Crop production on organic production methods, organic market fundamentals.
- **Teaching methods:** The course learning is used for lectures, training handouts as well as hands-on work. Final work - management plan.
- **Course organization process and results:** The training group. Training duration of 7 days, twice a week. Every day, planned for 10 academic hours of lectures or practical work. Lessons Duration - 40 minutes. Course awarding of a certificate for completing the course in organic farming.
- **Teachers:** Latvia University of Agriculture, Faculty of Agriculture, etc.
- **Duration:** 75 hours
- **Course Fees:** 320 EURO



ANNEX 5.

Procedures for updating of the National Catalogue of Qualifications

1. Proposals for updating of the Catalogue can cover a wide range of options, including introduction of new qualifications, revision or exclusion of existing qualifications, changes to the professional profiles, changes to the training references, inclusion of new Units of Short-Term Training, revision or exclusion of existing Units of Short-Term Training and alterations to references concerning the recognition, validation and certification of competences.
2. Any organisation participating in the national network of education/training institutions of the NQF can submit a proposal for updating the Catalogue. The proposal should be submitted to the National Council for Professional Training, following specific forms.
3. The National Agency for Qualification and Vocational Education and Training proceeds with the analysis of the proposal and decides if it is acceptable to be submitted to the corresponding Sector Council for Qualification. The Sector Council referring to farming is the *Agro-food Council*.
4. After collecting the opinion of the Sector Council, the proposal is approved (or rejected) by the National Agency for Qualification and Vocational Education and Training.
5. If the proposal is approved, the alterations are published in the *Work and Employment Bulletin* and included in the National Catalogue of Qualifications.

Procedures for inclusion of new training options in the Specific Professional Training for the Agriculture Sector

The implementation of new training courses to be included in the Specific Professional Training for the Agriculture Sector should be proposed to DGADR, by training organisations recognised by this Directorate, following a set of regulated procedures to obtain the homologation of the course/training unit by DGADR.