



Green Program for
Organic Production
[GreenPOP]

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SURVEY REPORT

**OF ANALYSIS OF THE NEEDS FOR
VOCATIONAL EDUCATION AND TRAINING IN
THE FIELD OF ORGANIC AGRICULTURE IN
MACEDONIA**

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INTRODUCTION

SCOPE

Scope of the current document... This document (Report) consist data of:

- *Data of organic agriculture production and regulation in Macedonia,*
- *requirements for certification of organic production,*
- *data on existing organic producers (Farmers/Companies) as a base for recruitment of work-mentors,*
- *Data – inventory of education materials,*
- *Inventory of the training needs of both the students and the farming community,*
- *Survey of requirements for verification of a training program and training providers for adults, trough establishing relationships with authorized institutions.*

The document also consist description of the curriculum matching the national educational requirements with possible variations and specializations. This program (curricula) will be tested before the application for valorisation and accreditation procedure starts. The survey will provide the 'foundation' for:

- Developed curricula for lifelong learning purposes for organic production modular courses. The document consist description of the curriculum matching the national educational requirements with possible variations and specializations. This program (curricula) will be tested before the application for valorisation and accreditation procedure starts.

The document is answering on the following questions:

1. What kind of VET is needed for the development of organic agriculture in Macedonia?

and

2. What is the state of play of agriculture VET at this moment?

In shorter: what does the country need and what does the project need to do?

The document is prepared by the Partners in the GreenPOP Project.

AUDIENCE OF THIS DOCUMENT

Intended audience: Partners in the Project and general public

TERMS AND DEFINITIONS

Definition of terms:

Accreditation	A process of quality assurance through which accredited status is granted to a programme of education or training, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards.
Learning outcomes	The set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or in-formal.
Accreditation of learning outcomes	<p>(a) Formal recognition: the process of granting official status to skills and competences either through the:</p> <ul style="list-style-type: none"> – award of qualifications (certificates, diploma or titles); or – grant of equivalence, credit units or waivers, validation of gained skills and/or competences; <p>and/or</p> <p>(b) Social recognition: the acknowledgement of the value of skills and/or competences by economic and social stakeholders.</p>
Assessment of learning outcomes	The process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes). Assessment is typically followed by validation and certification.
Adult education	<p>General or vocational education provided for adults after initial education and training for professional and/or personal purposes, and which aims to:</p> <ul style="list-style-type: none"> – provide general education for adults in topics of particular interest to them (e. g. in open universities); – provide compensatory learning in basic skills which individuals may not have acquired earlier in their initial education or training (such as literacy, numeracy) and thus to: <ul style="list-style-type: none"> – give access to qualifications not gained, for various reasons, in the initial

	<p>education and training system;</p> <p>– acquire, improve or update knowledge, skills or competences in a specific field: this is continuing education and training.</p>
Apprenticeship/ alternation	<p>Systematic, long-term training alternating periods at the workplace and in an educational institution or training centre. The apprentice is contractually linked to the employer and receives remuneration (wage or allowance).</p> <p>The employer assumes responsibility for providing the trainee with training leading to a specific occupation.</p> <p>Education or training combining periods in an educational institution or training centre and in the workplace. The alternation scheme can take place on a weekly, monthly or yearly basis. Depending on the country and applicable status, participants may be contractually linked to the employer and/or receive a remuneration.</p>
Awarding body	<p>A body issuing qualifications (certificates, diplomas or titles) formally recognising the learning outcomes (knowledge, skills and/or competences) of an individual, following an assessment and validation procedure.</p>
Certificate/ diploma / title	<p>An official document, issued by an awarding body, which records the achievements of an individual following an assessment and validation against a predefined standard.</p>
Competence	<p>The ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).</p> <p><i>Another definition:</i></p> <p>The ability to demonstrate theoretic and practical skills in performing routine and complex tasks under a range of circumstances that meet industry standards.</p>
Skill	<p>The ability to perform tasks and solve problems.</p>
Credit system	<p>An instrument designed to enable accumulation of learning outcomes gained in formal, non-formal and/or informal settings, and facilitate their transfer from one setting to another for validation and recognition.</p> <p>A credit system can be designed:</p> <p>– by describing an education or training programme and attaching points (credits) to its components (modules, courses, placements, dissertation work,</p>

	<p>etc.); or</p> <ul style="list-style-type: none"> – by describing a qualification using learning outcomes units and attaching credit points to every unit.
Curriculum	The inventory of activities implemented to design, organise and plan an education or training action, including the definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers.
Distance learning	Education and training imparted at a distance through communication media: books, radio, TV, telephone, correspondence, computer or video.
E-learning	Learning supported by information and communication technologies (ICT).
ECVET	<p>European credit system for vocational education and training (ECVET)</p> <p>A device in which qualifications are expressed in units of learning outcomes to which credit points are attached, and which is combined with a procedure for validating learning outcomes.</p> <p>The aim of this system is to promote:</p> <ul style="list-style-type: none"> – mobility of people undertaking training; – accumulation, transfer and validation and recognition of learning outcomes (either formal, non-formal or informal) acquired in different countries; – implementation of lifelong learning; – transparency of qualifications; – mutual trust and cooperation between vocational training and education providers in Europe.
EQF	<p>European qualification framework for lifelong learning (EQF)</p> <p>A reference tool for the description and comparison of qualification levels in qualifications systems developed at national, international or sectoral level.</p>
Formal- Informal-	<p>Formal education: Learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner’s point of view. It typically leads to</p>

<p>Non-formal- education</p>	<p>validation and certification.</p> <p>Informal education: Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner’s perspective.</p> <p>Non-formal education: Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner’s point of view.</p>
<p>Key skills</p>	<p>The sum of skills (basic and new basic skills) needed to live in contemporary knowledge society.</p> <p>Comment: in its Recommendation on key competences for lifelong learning, the European Commission sets out the following eight key competences:</p> <ul style="list-style-type: none"> – communication in the mother tongue; – communication in foreign languages; – competences in maths, science and technology; – digital competence; – learning to learn; – interpersonal, intercultural and social competences, and civic competence; – entrepreneurship; – cultural expression.
<p>Learning vs. Training</p>	<p>A process by which an individual assimilates information, ideas and values and thus acquires knowledge, know-how, skills and/or competences.</p> <p>vs.:</p> <p>Activities linked to the (theoretical or practical) training function, either in an institution for education or training, or at the workplace.</p> <p>Comment: These are the CEDEFOP definitions: in practise learning is more used as addressing theoretical subjects and training as the acquisition of skills.</p>
<p>VET</p>	<p>Vocational Education and Training. Education and training which aims to equip</p>

	people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.
Learning organization or Training Provider	An organisation which promotes learning, and where individuals learn and develop through the work context, for the benefit of themselves, each other and the whole organisation, with such efforts being publicised and recognised.
Mentoring	Guidance and support provided in a variety of ways to a young person or learner (i.e. someone joining a new learning community or organisation) by an experienced person who acts as a role model, guide, tutor, coach or confidante.
Tutoring	Any activity offering a learner guidance, counselling or supervision by an experienced and competent professional. The tutor supports the learner throughout the learning process (at school, in training centres or on the job).
Module / Unit	A unit of education or instruction in which a single topic or a small section of a broad topic is studied for a given period of time.
Modular education	An education program in which the content is offered to the learners in modules or units which each are tested/examined at the end of instruction. Most e-learning programs are built of units.
On-the-job-training	Vocational training undertaken away from the normal work situation. It is usually only part of a whole training programme, in which it is combined with on-the-job training.
Qualification	The term qualification covers different aspects: <ul style="list-style-type: none"> a) formal qualification: the formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work. A qualification confers official recognition of the value of learning outcomes in the labour market and in education and training. A qualification can be a legal entitlement to practice a trade (OECD); b) job requirements: the knowledge, aptitudes and skills required to perform the specific tasks attached to a particular work position (ILO).
Qualification framework	An instrument for the development and classification of qualifications (e.g. at national or sectoral level) according to a set of criteria (e.g. using descriptors)

	<p>applicable to specified levels of learning outcomes.</p> <p>Comment:</p> <p>A qualification framework can be used to:</p> <ul style="list-style-type: none"> – establish national standards of knowledge, skills and competences; – promote the quality of education; – provide a system of coordination and/or integration of qualifications and enable comparison of qualifications by relating qualifications to each other; – promote access to learning, transfer of learning outcomes and progression in learning.
Teacher/trainer	Anyone who fulfils one or more activities linked to the (theoretical or practical) training function, either in an institution for education or training, or at the workplace.
ToT	Theoretical or practical training for teachers and trainers.

CHAPTER 1 – BACKGROUND AND INTRODUCTION

Introduction (Organic farming and training in Macedonia)

Agriculture (along with forestry and fishery) is the third largest economic sector in Macedonia, following services and industry (MAFWE, 2012). Macedonia has 1.120.213 ha of agricultural land, of which 511.316 ha arable land and 608.176 ha under pastures. Main production crops are wheat, barley and tobacco with 76.545 ha, 41.096 ha and 19.679 ha respectively (State Statistical Office, 2012).

Making its first steps in 1997, organic farming in Macedonia had always been considered as something ‘easy to be achieved’. First certified organic products were several kinds of tea from indigenous herbs, prepared and produced by the largest pharmaceutical factory in Macedonia. The next year, 4-5 farmers from Ohrid, Strumica and Kumanovo initiated the first organic activities on farm level. By the end of 2000 with assistance of EU experts on organic practice National framework for development of organic agriculture was developed. In 2001, The Law on Organic agriculture was adopted and first national associations were established.

One of the strongest beliefs on organic’s future depended on Macedonian farmers’ long traditional farming practice, the belief that it does not require drastic changes in understanding, behaviour and belief, and finally that prices of organic commodities are higher on foreign market. Unfortunately, such expectations or desires were not substantiated by performed strategic analysis on farmers’ habits, level of education, markets, absolute absence of modules on organic farming at the Faculties of Agriculture. While Table 1 indicates the Fifth International Scientific Agricultural Symposium „Agrosym 2014“¹ level of governmental support through the years, Table 2 indicates the number of farmers that considered change of practice. (Zlatkovski et al., 2010, MAFWE, 2013).

Table no.1 – National budget for organic farming support

Year	MKD	Euro
2005	6.000.000	97.561
2006	0.00	0.00
2007	11.000.000	178.862
2008	36.500.000	598.360
2009	66.938.000	1.098.360
2010	70.800.000	1.160.656
2011	110.000.000	1.788.618
2012	130.000.000	2.113.000
2013	67.000.000	1.089.430

¹ Fifth International Scientific Agricultural Symposium „Agrosym 2014“ - PLANT PROTECTION PRACTISE OF ORGANIC FARMERS IN MACEDONIA AND THE ROLE OF HIGHER EDUCATION INSTITUTION IN PROVIDING SUPPORT Original scientific paper 10.7251/AGSY1404611Z

Table no.2 – Area under organic production

Year	Ha	Certified Operators
2005	266	50
2006	509	102
2007	714	150
2008	1029	226
2009	1374	321
2010	5228	562
2011	6581	780
2012	4663	576
2013	3167	400

Vocational and adult education

The vocational training programs can include students that obtained elementary education as well as those who have not obtained, but with an obligation, in parallel with the vocational training, to finish their elementary education. Vocational training, depending on the complexity of the occupation, can last up to two years. After the students have finished the vocational training, they acquire I level of vocational qualifications. The students that have graduated vocational training which lasted minimum one year, can continue their education into the second year of the appropriate vocational training for occupation. The two year education in Macedonia did not arouse much interest and very few students decided on education for occupation with two years duration. The greatest need for such qualifications exists in vocations like machinery, electro-technics, chemistry and technology, construction and geodesy, catering and tourism. The total number of education profiles in short – term education component is 45. Students that have graduated in vocational training which lasted minimum one year can continue their education into the second year of the appropriate vocational training for occupation.²

Students that have obtained elementary education can enrol in the first year of vocational training for occupation. The vocational training for occupation lasts three years. The vocational training for occupation is delivered in a vocational education and training schools, while the practical training is delivered in the school and in the employers' premises. After the students have finished the secondary vocational training for occupation, they acquire the II level of vocational qualifications.

The total number of education profiles in three year education is 91. The general education takes up 50% of the three year vocational education, the vocational theory 30% and the practical training 20%

Secondary education in the country is carried out in 99 public (10 state schools, 21 schools of the City of Skopje and 68 municipal schools) and 13 private schools.

² Source - Vocational Education and Training Centre

According to the curricula applied in the public schools, 16 schools are comprehensive general schools, 40 are vocational, 34 are both comprehensive general and vocational schools, 4 are schools for special educational needs students, while 5 are arts schools.

The number of vocational secondary schools by vocations are 5: agriculture-veterinary medicine -11, forestry and woodworking – 8, geology, mining and metallurgy – 7, mechanical engineering – 25, electrical engineering – 20, chemistry and technology -15, textile and leather – 17, graphic arts – 7, personal services – 9, construction and geodesy – 8, traffic technology – 11, tourism and hospitality - 12, economics, law and commerce – 17, medicine – 16, sports -3, arts – 6.

The majority of students enrol in the medical, economics, law and commerce, electrical engineering and the mechanical engineering vocations. However, this does not have to imply that they are more appealing to students than the other vocations. This could be due to the volumes available for a certain vocation. The mechanical engineering vocation prevails and has the largest number of allocated places for enrolment in the school network. However, the interest for enrolment in this vocation has witnessed the greatest decline. There is also visible decline in interest for agriculture-veterinary, geology-mining-metallurgy, graphic arts, chemistry-technology, construction-geodesy and partly the electrical engineering vocations, and a slight increase in interest for the personal services sector, traffic technicians and the forestry-woodworking vocations.

For the Agriculture-veterinary vocation in 4-year secondary schools there are 5 occupations:

1. Veterinary technician; 2. Viticulture-wine technician; 3. Technician for farming; 4. Horticulture Technician; 5. (Agro-management technician)

In recent years Republic of Macedonia has made significant steps to improve the quality of the adult education and to increase the participation of adults in lifelong learning.

In 2005 a Program for the development of education in the Republic of Macedonia 2005 – 2015, in which a chapter is devoted to the development of adult education in the context of lifelong learning, was adopted. In January 2008 the Law on Adult Education was accepted. As a result of the Law, in November 2008 the Government of the Republic Macedonia founded the Centre for Adult Education (CAE). In order to complete the legal framework, several by-laws of the Law on Adult Education was adopted:

-Regulation for the content, form and procedure of signing a an agreement for monitoring the program for the adult education;

- Regulation for standards for space, equipment of facilities and institutions for adult education;

- Regulation for the title, content and form of the certificate of knowledge, skills, abilities and competencies acquired by special programs for adult education;

- Regulation for the content and form of the documentation and records run by the institutions and institutions for adult education;
- Regulation on the form, content and manner of keeping the central registry and the registry of municipal institutions and institutions that implement publicly recognized educational programs for adults;
- Regulation for the manner for verification of special programs for adult education;
- Regulation for the manner for verification of facilities and institutions for adult education.

In 2010 the Council for Adult Education prepared a Strategy for adult education 2010 – 2015, which was approved by the Minister of Education and Science. This document set the priorities for adult education until 2015.

In January 2012, Centre for Adult Education – Skopje started the process of verification of special programs for adult education (programs for non-formal education for adults). The purpose of establishing a system for verification of such programs is to raise the quality of the adult education, especially at the part of the non-formal education. Parts of the verified programs are within the Operational Plan for active measures and programs, the training for meeting the demanded occupations in the labour market. The adult participants, through such programs, for a short period of a few months will be able to gain a specific qualification and thus become competitive in the labour market. After the completion of the training, they will receive a state recognized certificate of completion, which guarantees a certain expertise of participants.

In order to guarantee the quality of these programs, we have developed In order to guarantee the quality of these programs, we have developed a tool for monitoring and evaluation. CAE monitors the service providers that have a verified program for adult education through the PI Centre for Adult Education and who implement training for adult education. The centre forms a commission to carry out the monitoring, visits that service providers in the premises where the training is performed. During the monitoring, the documentation and records are reviewed and carried out by the service providers and if there are some shortcomings, the service providers are told to make corrections.

The implemented program is verified, i.e. whether everything provided with the verification program is implemented during the training. If during the duration of the monitoring training is implemented among the service providers, the representatives attend training in order to see how the training for adult education is implemented, and to consult with participants who attend the training. After the monitoring, the commission shall prepare a Report on the facts and send it to the service providers.

As example, several programs are designed and implemented for the adult education according to an analysis of the labour market in the past couple of years:

- Installer of water and sanitary installation, Netting School - Tetovo
- Renovation of traditional dwellings, civil engineering secondary school Zdravko Cvetkovski Skopje;
- Care for the elderly, Humanost Skopje;
- Service of sewing machines, Poly Project Engineering - Stip
- Training of trainers working with adults, FON University - Skopje
- Wine Councillor, Sato Kamnik – Skopje

On the last available list (2015) of the verified programs there are 61 verified programs, with 27 verified training providers. Out of which only 2 are from the Agricultural-veterinary occupation (Milker of dairy cows and Wine Councillor) provided by two training providers.

The real development of organic production in Macedonia began in 2003-2004, when the first 13 organic producers were certified by Balkan Biocert Plovdiv. Activities were performed within the project supported by the State Secretariat for Economic Affairs (SECO)- Switzerland and Research Institute for Organic Agriculture (FiBL)- Switzerland.

Soon afterward, in April 2004, the first Law on Organic Agricultural Production was adopted by the Parliament. One of the requirements of this law was the certification bodies who intend to apply for authorization to perform this activity, must register their headquarters in Macedonia. At the same time, the interest for organic certification among the producers increased. As a result of these two factors, the office of Balkan Biocert Skopje was opened in 2005.

Thus, the process has been completed and conditions for further development of organic production were created.

As a result of the efforts of the Government for the development of organic production, with sustainable financial support through state subsidies, in the next few years (2006-2011) there was a steady rise in the number of organic producers, as well as the area under organic production.

What should be noted is that in 2008 and 2010, there is a significant increase in the number of certified organic operators. Namely, in the 2008 there was a dramatic increase in subsidies for organic beekeepers and in 2010 the subsidies for livestock production (up to 95% compared to the conventional production subsidies). Consequently, the number of certified beekeepers or livestock producers increased. On the other hand, the reduction of subsidies for organic production in 2012 and 2013, immediately led to a decline in the number of organic producers. This shows nothing but that the organic production in Macedonia is based, unfortunately, only on state subsidies.

What are the reasons?

- For a long time, measures are undertaken to support only the side of the production / supply. Trainings for producers were organized; associations of producers were formed etc. No parallel activities on the consumption side were undertaken. Consumers were not educated on organic production, benefits of the production and consumption of organic products, the justification for the difference in the price of organic and conventional products. As a result, there was no development of the domestic market for organic products.
- As for exports, demand for Macedonian organic products on foreign markets exist, however, Macedonian organic producers are mostly with small capacities and cannot provide export volumes. On the other hand, the associations of organic farmers have not produced the desired results.

Current situation in organic production in Macedonia

There are many reasons that lead to the conclusion that the state of organic production in Macedonia will improve in the near future.

1. The existence of favourable agro-ecological conditions. Macedonia has got excellent agronomic conditions for organic production and has got a wide range of products that could be very interesting to sell on the international market.
2. Significant increase in the Government's interest in organic production and the reason for the decline in organic production. Several meetings were organized by the Ministry of Agriculture, Forestry and Water Economy (MAFWE) with representatives of the producers, processors, traders, certification bodies, State Agricultural Inspectorate and other interested parties. The purpose of these meetings was to obtain information, views and opinions from all stakeholders, as could take effective measures to ameliorate and improve the situation with organic production.
3. Organic farmers are supported by higher subsidies for 2015. There are increased subsidies for organic production in almost every segment (production of cereals, vegetable, fruit, livestock, beekeeping, etc).
4. Increasing awareness among consumers and increasing demand for organic products will inevitably contribute to increasing the supply of organic products.
5. There is an evident interest of foreign companies and individuals to invest in organic production in Macedonia.
6. Recognized certificates issued by Balkan Biocert Skopje. Since March 2012, Balkan Biocert Skopje is accredited by IOAS. What is the most important is the fact that from February 2013, Balkan Biocert Skopje is on the list of control bodies and control authorities competent to carry out controls and issue certificates in third countries for the purpose of equivalence. For organic producers and traders, this means that for very affordable prices, they receive a certificate that is recognized in the EU.
7. Start of the great campaign for healthy and organic food, funded by the Government of the RM. In order to create domestic supply and demand of organic products, it is essential to have continuous information and rising of consumers' awareness by means of proper campaigns, promotions and other information tools.
8. Government will support the opening of specialized stores for organic products in several cities in different regions Macedonia. The measure would at the same time support producers, enabling easier way to place their products on the market, and consumers, by making the organic products more visible and accessible.

Law on organic agriculture production

Law on Organic Agricultural Production harmonized with the provisions of the EU Council Regulation 834/2007 and the Commission Regulation 889/2008 came in force on and has been applied since 1 January 2010. In addition to the Law on Organic Agricultural Production, a large number of bylaws were also adopted in 2010 to regulate production, processing, labelling organic products, authorization and certification, as well as control systems.

Much of the secondary legislation was translated from the Lists contained in the Commission Regulation 889/2008 including a list of fertilizers and products for soil improvement, a list of plant protection products, a list of non-organic ingredients, a list of cleaning and disinfecting products, a list of fodder raw materials, a list of animal feed supplements and other products used for animal feed and a list of products and substances allowed for use in the process of production of organic processed food.

For more efficient application, in order to provide opportunities for certain irregularities to be corrected through education of entities and modifications to the penalty policy, the Law on Organic Agricultural Production was modified and amended (Official Gazette 53/2011).

For the purpose of strengthening MAFWE capacities, the first Twinning Project in the area of agriculture on institutional strengthening for implementation of the new legal framework on organic production was implemented in 2013-2014, as part of the EU pre-accession assistance for 2009, first component of IPA-TAIB. During the project, the experts from Macedonia, supported by their Italian colleagues, worked on the existing Law on OP and its modification was announced for 2015.

All organic operators in Macedonia are certified according the Macedonian Law on Organic Agriculture production. In addition, Balkan Biocert Skopje, performs inspection and certification according to the ACB EU Organic Production and Processing Standard for third counties, equivalent to EU REG 834/2007 and 889/2008.

CHAPTER 3 – DATA ON REQUIREMENTS FOR CERTIFICATION OF ORGANIC PRODUCTION*Application*

The inspection and certification procedures are administrated to all the applicants and suppliers without any discrimination. Access to the certification process is not conditional upon the size of the supplier, nationality, membership of any association or group or number of certificates already issued.

Upon receiving a written or oral request for using Balkan Biocert Skopje services, the supplier receives a detailed explanation of the conditions and in case of a particular interest, an additional information package. The supplier submits the completed application form to Balkan Biocert Skopje including any additional information he considers important for the certification process. On the basis of the submitted information Balkan Biocert Skopje will evaluate the situation and the offer and the Contract for Inspection and Certification are sent to the supplier. After receiving of the signed offer and contract, an inspector is assigned.

Inspection

The inspections (physical control) meet the minimum control requirements, as described in ACB EU Organic Production and Processing Standard for third countries, equivalent to EU REG 834/2007 and 889/2008 and/or the Macedonian Law on Organic Agriculture and the respective by- laws. The inspection comprises a number of procedures, whose sequence is being determined during the opening meeting between the inspector and the supplier:

- a) Preliminary discussion with the Manager
- b) Check-in of the present primary documentation, e.g. drawings, assortment list, questionnaires, registers, reception-books, etc. and their possible supplementation
- c) Inspection of the farm/company (e.g. fields and premises)
- d) Sampling (obligatory only in suspicious circumstances or as part of random checks).
- e) Conformation of the documentation and detailed inspection of other related documents, e.g. suppliers' list, recipes, list of farm activities, of packaging, of storage, etc.
- f) Inspection of the book keeping. Check of vouchers, purchase/sale documents in order to check the product turnover of the farm.
- g) Filling in the inspectors report, fact recording. This report must also be signed by the Manager of the farm/company.

- h) Conclusive discussion with the Manager on the determined current status of the farm/company and the possible improvements.
- i) Possible contact with local organizations and institutions

Certification

The functions of inspection and certification are clearly divided. Personnel responsible for certification, is not involved in physical inspections of suppliers. Balkan Biocert Skopje performs all certification activities respecting the principle of impartiality and shall not allow commercial, financial or other pressures to compromise impartiality. The certification decision will be based on the inspection report which states the findings of the inspection.

The total time from the inspection of the supplier until the certification decision for his farm/enterprise is taken and the certificate is issued, should not exceed 4 months. This time frame includes the finalization and completion of all inspection documents by the inspector, the time for reviewing and processing of the documents from the inspection, the elaboration of certification proposal by the certification officer and the final decision of the Manager of Balkan Biocert Skopje. The total time of 4 months could be exceeded only if all documents necessary to complete the certification decision are not submitted by the supplier within those 4 months.

The supplier will receive a certificate, inspection report and a special certification letter stating the results of the inspection, potential conditions and sanctions, and indicating the deadlines for removal of the found nonconformities.

The main certification prerequisites can be summarized as follows:

1. A signed contract for inspection and certification
2. Positive report for conformity with the requirements of ACB EU Organic Production and Processing Standard for third countries, equivalent to EU REG 834/2007 and 889/2008 and Macedonian Law on Organic Agriculture (promulgated in the Official Gazette of Macedonia No 146/07.12.2009) and the respective by- laws.
3. Final decision taken by the Manager of Balkan Biocert Skopje
4. Covered due sums/fees

The certificate can be used only within the scope it refers to. The scope can be extended or reduced in case of changes in the production. Such extension can also happen if certification according to additional standard is required.

The supplier is obliged to notify Balkan Biocert Skopje if he is planning changes which can affect the scope of already issued certificate at least one month before the implementation of these changes takes place.

Data on existing organic producers (Farmers/ Companies) as a base for recruitment of work-mentors

Total certified area in Macedonia in 2014 was 2,359 ha. Most of the certified land is under cereals (896 ha) and the smallest part is under vineyards (53 ha).

The total number of certified operators in Macedonia was 344, of which 150 operators (44%) are certified by Balkan Biocert Skopje.

The structure of those 150 operators is as follows:

Beekeeping	34
Plant production	58
Livestock	48
Processing	10

For the purpose of the project, as future mentors, we would suggest the following operators:

1. DTU LIPA DOOEL vill.Mustafino, Sveti Nikole

First certification of this farm was in June 2006. In 2014 they had 54.35 ha of cereals, vine yard, orchards and garden crops. The Manager has attended numerous trainings related to organic production. The operator is member of Agricultural Cooperative "Demetra".

2. BIOVITAL DOOEL Skopje, Str.Bogomilski Pohod No. 14, Skopje.

First certification of this processor was in 2008. He produces different kinds of bread. The Manager has attended numerous trainings related to organic production.

3. PCELARSTVO STOJANOSKI DOOEL, Str. Aleksandar Gusho No.34, Ohrid.

First certification of this beekeeper was in 2008. A total number of 469 beehives were certified in 2014.

4. Stefan Petrov, str. Kocho Racin br. 53, Sveti Nikole.

First certification of this beekeeper was in 2005. A total number of 95 beehives were certified in 2014.

5. BILJINO BRDO DOOEL , vill. Petralica, municipality Rankovce.

First certification of this farm was in .2007. A total area of 40 ha cultivated land, 100 ha of pastures and 538 sheep were certified in 2014. The Manager has attended numerous trainings related to

organic production. The certification of the dairy production is planned after the construction of the processing unit is finished.

6. IZ Stojan Uzunov, vill. Smolare, municipality Novo Selo.

This is a kiwi producer, with 2.22 ha certified land. First certification was in 2005.

7. IZ Agro Sonje Bobi Stojanovski, vill. Dolno Sonje, municipality Sopiste.

Producer of different fruits (cheery, plum, peach etc.), with the total area of 11.20 ha. First certification of the farm was in 2009.

8. IZ Vasil Sazdov, str. Pitu Guli No. 83/7, Sveti Nikole.

Crops and animal productions, with 10.71 ha cultivated land, plus pastures, and 119 certified sheep. First certification was in 2010.

9. Antoni Minevski, str. Banica No. 14, Skopje.

Fruit (walnut) producer, with the total area of 1.0 ha. First certification was in 2010.

10. Slobodan Denkovski, str. Neveska No. 4/4-3, Skopje.

First certification of this beekeeper was in 2008. A total number of 106 beehives were certified in 2014.

CHAPTER 4 – INVENTORY OF EDUCATION MATERIALS AND OF THE TRAINING NEEDS OF BOTH THE STUDENTS AND THE FARMING COMMUNITY

In the last period, the development of the education material for organic production in Macedonia, was provided through certain projects for development of the organic production financially supported by the international funds and the Ministry of Agriculture, Forestry and Water Economy (MAFWE).

The Ministry of Agriculture, Forestry and Water Economy delivered around twenty guidelines (manuals) for organic production (attached in the appendix 1). This literature is available on line, but hard copies are difficult to find. The guidelines provide some theoretical information on the production of the certain cultures (tomato, cabbage, paprika, plum...)

These guidelines provide very little practical techniques of organic production of certain cultures, livestock types' production and some of the technologically advanced organic production is neglected. No developed techniques of organic production are created. In the preparation of the manuals (90 arguments for organic farming, File Quality and safety of organic products, How to understand the organic production ...), Swiss Agency for Development and Cooperation (SDC), and consulting company Probio participate in the preparation of the manuals along with the MAFWE . These guidelines are designed for all categories of stakeholders. The contents are not sufficiently accessible and understandable (comprehensible) for the organic producers without a technical or advisory support.

Regarding the available literature in the agricultural schools, a Guideline for organic agricultural production is offered, adapted (modified) to the curriculum for the optional subject (facultative subject) realized in the fourth year of the agricultural - veterinary schools. The guide is adapted according to the manual for organic produce used in secondary agricultural schools in Switzerland and has been developed by FiBL and provides sufficient theoretical information on organic crop and livestock production and the principles of organic production. In cooperation with the Centre for Vocational Education and Training, a curriculum for organic production (as elective subject) is introduced in the agricultural and veterinary schools. There is no literature for this curriculum and teachers use the above mentioned Manual (Guide) or other kind of similar literature.

Most of the schools within the Project for organic agriculture received small grants to organize organic produce and develop brochures on production (manufacturing bio humus, organic production in protected areas, organic livestock production ...). These brochures are short and with insufficiently developed technologies.

It is necessary to exert (utilize) effort in developing materials that will settled technologies for organic production in detail and enable acquisition of more practical skills.

Inventory of the training needs of students and the farming community

In order to determine the training needs of students, teachers and the farming community realized the following activities:

- Research of the student's training needs for organic farming through focus group method
- Surveying teachers through questionnaire
- Discussions with potential and certified organic farmers

Inventory of the students' needs

In order to determine the training needs of the students for organic farming were organized two focus groups. From the work of focus groups emerged following training needs:

- Organic Gardening
- Principles, certification and control in organic production
- Organic Fruit production
- Organic crop production (feed, industrial and production of cereals)
- Organic cattle, sheep and beekeeping
- Placement and sales of organic products

Inventory of the teachers

In order to determine the needs of the teachers, the selected teachers who realized or have been teaching organic production are surveyed. The survey resulted in the following:

- The teachers are unfamiliar with the modular educational concept and they do not practice it in the teaching process, because the teaching has to be done in accordance with the proposed curricula by the MoES.
- The concept of competence is completely unknown.
- The working program concept is also not enough understandable. The teachers are familiar with the prospect to verify programs for training through the Centre for adult education.
- One of the teachers was involved in curricula development including the program for the optional subject Organic Agricultural Production. The teaching curriculum is a framework which includes the goals that need to be achieved with realization of the teaching process for the individual subjects.

- Teachers are not completely familiar with the EQF and ECVET models.

Inventory of the farming community

Based on the questionnaire received by FACE, Balkan Biocert Skopje conducted a survey among the certified farmers.

Conclusions from the survey are the following:

1. The operators consider organic production in Macedonia has a future, especially in the area of wild-collected herbs and fruits, processed products, vegetable production etc.
2. Part of the operators are familiar with the national plan and consider that the national plan is only “a paper, a document which is never fully implemented in practice”. The majority of the operators are not familiar with the national plan.
3. Organic agriculture education should be a 3 year general training with options for specification. The most needed specification would be:
 - Principles of organic production
 - Plant production including wild collection
 - Animal husbandry including beekeeping
 - Crop protection in organic agriculture
 - Processing
 - Trade / Export-import of organic products
 - Control and Certification (regulations, requirements etc.)
4. The role of farmers is very important in education and especially in the training of future farmers. Farmers are facing the real problems of the organic production and participate on a daily basis in their solving.
5. Farmers are generally familiar with modular education and they consider that the outcome of the project should be a course consisting of few modules, based on the needs mentioned in No.3 (see above).
6. They are not familiar with EQF and we did not elaborate it.

Conclusions from School in Sveti Nikole regarding the farming community survey: In order to determine the training needs of the farming community, several meetings were organized with

representatives of the certified organic producers and potential producers. It must be emphasized that training needs are different in the two groups: a) For the already certified organic Producers and b) for potential organic producers.

a) Following training needs are defined for certified agricultural organic producers:

- ✓ Placement and sale of the organic products
- ✓ Protection in the organic production
- ✓ New technologies in the organic production

b) Following training needs are defined for potential agricultural organic producers:

- Principles in organic production
- Certification and control in organic production
- Organic Fruit production
- Organic Horticulture
- Organic Beekeeping
- Organic Livestock

Inventory of the stakeholders

The questionnaires were delivered to the 8 stakeholders (including authorities, ministries, specialised organisation, public and private organisations dealing with education and agriculture, with focus on organic production). In the research representatives from the following institutions takes part: Ministry of agriculture, forestry and water economy (MAFWE), Centre for vocational education and training (CVET), University of St. Cyril and Methodius in Skopje, Faculty for Agriculture and food, IME project – Swisscontact, ProBio – consulting company in the field of organic production)

We received 5 replies (see Annex 1) and according to the responses.

CHAPTER 5 – REQUIREMENTS FOR VERIFICATION OF A TRAINING PROGRAM AND TRAINING PROVIDERS FOR ADULTS

Three main institutions involved in the process of verification of an educational program that is not considered as a formal education are:

- Centre for vocational education and training (VETC)
- Centre for adult education or Adult Education Centre (CAE)
- Ministry of education and science (MoES)

The VETC - Mission of the VET Centre – is to provide quality and modern vocational education according to the needs of labour. Also, the mission is to harmonize and integrate the needs of all stakeholders by modernizing the system of vocational education and training.

VET Centre performs the following functions:

- Research and development of vocational education
- Development of educational concepts
- Participate in research on labour market
- Creation of vocational standards and educational programs
- Advisory and consultative work with mentor teachers
- Cooperation with international institutions and organizations in the field of vocational education

In the field of agriculture, so far, the VETC create two vocational (occupational) standards – a) Producer of vegetables and b) Producer of flower crops.

The CAE - The mission of the Adult Education Centre is to promote a system of adult education that will be functional, modern and in line with EU standards, a system that will provide high-quality learning opportunities for gaining qualifications in accordance with the needs of the population, will increase employment and develop entrepreneurship, will meet the needs of the labour market and contribute to economic, social and personal development. Adult Education Centre is responsible for verification of special programs for adult education (programs for non-formal adult education). The verification aims at increased quality of adult education, in particular in the area of non-formal education.

So far, two specialized program in the field of agriculture are verified: a) Program for Milker of dairy cows, and b) Program for Wine Councillor.

MoES – The Ministry for education and science is the main authority for verification of facilities and institutions that implements programs for adult education. MoES form a special Commission. The Commission for licensing institutions for adult education, involves four members (one from the

Ministry of Education and Science, one of the Centre for Adult Education and the State Education Inspectorate, and the fourth member is selected depending on the type of special program (profession, profile, occupation) from the ranks of the Vocational Education and Training, Bureau for Development of Education, local government if the founder of the institution's local government, university, social partners and experts whose qualifications provide expert review of the submitted documentation for licensing. President of the Commission is a member of the Ministry of Education and Science.

In short, there are three steps in this verification process: the Centre for Adult Education (CAE) checks that the provider meets the administrative requirements, then the VET Centre – with the help of the CAE – checks that the content of the programme is relevant to the occupations that the training is aiming at, and finally the Ministry of Education organises an inspection visit to check the learning material, the teaching force and all the components related to the pedagogy. At the end of this process, the Ministry of Education awards an accreditation number to the provider for each accredited programme.

Procedure for verification of the Training Program

There are four key stages in the process of verification, including:

- Application for verification;
- Evaluation of the special program;
- Adopting a solution for verification of a special education program for adults; and
- Monitoring.

Upon receipt of the documentation for verification of a special program the Centre for Adult Education shall review the submitted documents and check whether they are complete, whether the forms used by the Centre for Adult Education for verification of special programs. On that basis CAE makes the decision whether the documents will be given to the Commission for verification and will be returned to the provider of training for adult education. If the documents are not complete or not complete, CAE inform the Training Provider for adult education to submit additional documentation needed.

Within 8 days the training provider needs to complete the documents and send them to the Centre for Adult Education.

Within 30 days of the receipt of the completed documentation to the Centre, CAE performs review and evaluation of the submitted a special program for adult education.

Upon receipt of the documents and initial review by the Centre for Adult Education documents are handed over to the Commission for verification, which according to the rulebook on verification of special educational programs for adults, comprise at least three members: one member of the CAE, a

member of the Centre for Vocational Education and Training, school, university and an expert in the field of the topic of the submitted program. President of the Commission is the member of the Centre for Adult Education. Within 30 days after the submission of all required documents the Commission shall review and evaluate the submitted program.

Based on the evaluation of the specific program and checking other documentation Chairman of the verification Commission report to the Director of the Centre to suggest a decision on the request for verification of a special program that can:

- be fully accepting the request and submitted program;
- be fully reject the request and the submitted program.

A Decision on the request for verification of the special program is provided by the Director of the Centre for Adult Education.

The Decision for verification of the special education program for adults is issued for a period of 3 (three) years.

After receiving the Decision of the special program verification the training provider can start the procedure for licensing of the facility / institution for adult education and obtaining the license from the Ministry of Education and Science acquires the right to register the participants and start realizing the program.

The Decision for verification of the special education program for adult the Centre for Adult Education submits to the Ministry of Education and Science.

The institution (Training provider) for adult education whose request for verification of special programs was rejected, the Centre for Adult Education provide more detailed explanation of the reasons for the refusal of verification of the special program.

Special programs have been assessed are recorded in the Register of adopted programs for adult education, who runs the Centre for Adult Education.

Register adopted programs for adult education are published on the official website of the Centre. <http://www.cov.gov.mk/portal/index.php/directory/registerprograms>

After getting the Decision for verified program for adult education institution / organization can publicly informed that the program is verified in accordance with the regulations and standards of the Ministry of Education, Centre for Adult Education and the Centre for Vocational Education and Training.

Procedure for verification of institutions for adult education (training providers)

The training providers/Institutions for adult education who want to offer special programs for adult education leading to professional qualifications, should apply at the Ministry of Education and Science and to submit the following documents:

- Licensing Application form;
- Document for registered activity, issued by the Central Registry of the Republic of Macedonia;
- Statute of the institution / organization for adult education;
- Elaborate with the description of the vision and mission of the Institution, capacities, Personnel, Facilities, Equipment, Contracts with Partners, etc.;
- Information for the facilities and equipment: evidence of ownership / rental, evidence of urban conditions and the structure of the facilities;
- Prove for the payment of compensation for the licensing of establishments and institutions for adult education to the Ministry of Education and Science.
- The Decision for verification of the special program for adult education. This document is submitted by the Centre for Adult Education to the Ministry of Education and Science, not the training provider/Institution for adult education.

The date when the documentation is officially accepted by the Ministry of Education and Science is the date from which it starts to count time period of 60 days, which is provided for issuing a license of the institution / institutions for adult education by the Ministry of Education and Science of the Republic of Macedonia.

After reviewing the documentation, the President of the Commission (established for this purposes) within eight days submit a report to the Minister of Education and Science about the fulfilment of standards and requirements for licensing and opinion that contains the following elements:

- Analysis and assessment of compliance with the standards and requirements of the work of the institution / institutions for adult education;
- Shortages in terms of compliance with the standards and requirements for the operation of the facility / institution for adult education;
- Suggestions for improving the working conditions of the institution / institutions for adult education.

Based on the report submitted by the Commission for licensing institutions for adult education, Minister of Education shall issue to the training provider Licence for doing business in the field of adult education. The Licence to perform activities in adult education are issued for a period of 5 (five) years. Licensed training providers are registered in the Register of institutions for adult education

run by the Ministry of Education and Science and the Municipal Register institutions for adult education that implement publicly recognized educational programs for adults.

The survey and subsequent discussions of the outcome in the 1st partners meeting and stakeholders meeting [Skopje, April 2015] and the Macedonian partners meeting [Skopje, 15/09/2015] and the 2nd partners meeting [Hveragerđi, IS, October 2015] have led to the following list of courses to be presented to the Macedonian farmers and agricultural workers.

We look at these as subjects in 4 groups:

A. Basics

- A1 Organic production principals
- A2 Organic Standards and Certification
- A3 Conversion #

B. Production

- B1a Organic livestock production
- B1b* Organic fodder production
- B2 Organic vegetable crops
- B3* Conversion to organic production
- B4* Organic beekeeping

C. Sales

- C1 Processing organic products
- C2 Marketing Organic produce

D. Management

- D1 Business management
- D2 Legislation, finance and other subsidies [by Macedonian regulation]
- D3* Supporting on Farm Events (on-site workshops and field days)

The Courses marked with * are optional.

#/ The course **Conversion to organic production** is labeled optional only because this was not a need directly identified by the survey. When preparing these courses and looking at the ‘full picture’ we found that it should be in the program, at least as an optional course. There are very good reasons also to present this particular course after A1 and A2. Farmers will like to zoom in on their own farm after being taught Principles, Standards and Certification. [Furthermore, this proposed organization is rather academic and does not necessarily present a sequence in time.]

The courses defined in EQF format are in the following pages:

Overview of GreenPOP courses, times and competences

No	Hrs	Hrs*	Modules	Competences
A1	16		Organic Principles	Understand the governing principles of modern organic production and key principles as identified by IFOAM; Know how organic produce is differentiated from other produce.
A2	30		Organic Standards & Certification	Understand organic certification schemes as operated within EU Know the specific organic standards applied by a Sector Body Apply the standards to an organic production system Know what is involved in conversion to organic production and understand the financial implications
B1a	30		Organic livestock production	Understand the organic standards as related to livestock; Manage animal health within the specific requirements of organic standards; Apply the standards to the housing and feeding regime of livestock; Select and establish appropriate fodder crops and manage them.
B1a*		30	Organic fodder production	Understand the importance of and contribution of fodder crops Select and establish appropriate fodder crops Manage fodder crop
B2	30		Organic vegetable crops	Select appropriate crops for a particular situation Managing organic crops Harvesting organic crops Storage of organic crops
B3*		60	Conversion to organic production	Set objectives and plan a suitable rotation and cropping programme for a farm / holding Identify strengths and weaknesses of the existing business Plan a realistic timetable for the conversion Assess likely problems in implementation of new techniques
B4*		30	Organic beekeeping	The student can give reasons for beekeeping on an organic farm The student can describe the life cycle of bees and a bee colony The student can perform regular inspections of the hive(s) The student can assist with all related jobs including honey collection, storing and packing.
C1			Processing organic products	<i>To be defined if there is a need for this module.</i> The student can define food quality and quality systems in agriculture and food industry discuss principles of organic food production (agriculture, processing) according to EEC

				2092/91) discuss and evaluate food processing techniques and quality assessment methods
C2	40		Marketing Organic produce	Develop and implement marketing plan for an individual bio-product and conduct a simple marketing survey; Delivering market performance.
D1	60		Business planning	Know the business environment Understand the roles and responsibilities of people in business Understand the selection and utilisation of employees Be able to use financial and physical record keeping systems.
D2	40		Legislation, finance and other subsidies	Identify the specific “verifiable standards” impacting on the business and recognize the range of legislation impacting on the business, adding to requirements of “cross compliance” and organic standards; Sourcing technical and financial support for the business.
D3*		10	Supporting Farm Events	Organize and run an educational event outside the classroom environment
	246	130		

CHARTER 7 – CONCLUSIONS

The conclusions from the Survey can be classified as follows:

- There is a future for organic production in Macedonia, especially in the area of vegetable and fruit production, vine and grapes, livestock and beekeeping.
- There is a plan (2013-2020) for organic production which is to certain distance realistic, but with some obstacles (to be implemented need some conditions, but it is not specify what kind of conditions). Many actions are defined, but no ways how to reach targets, no budget.
- A 3 year general training with options for specification is more realistic option, than a 3 year general training in organic production. Remark: However the discussions with the stakeholders indicate that a 4 year program is more likely to be selected by the students (university)
- An apprenticeship course supporting working on a farm is highly recommended.
- Since the national curriculum is covering it is not necessarily farm management needs to be a specialisation.
- The role for farmers in the training and education of learners to become future farmers is crucial, especially in the connection to transfer the knowledge, skills and competencies in real life (on the farm) settings, connecting theory and practice.
- The need for organic agriculture courses directed at farmers is confirmed, with the several subjects recommended: (4 groups of subject for the GreenPOP courses. Presented in Chapter 6)
- The participants in the survey were partly informed and knowledgeable about the modular structure of the courses, but in general they are in favour of modular concept, except from one opinion (see Comment #2 in Annex 1)
- The same apply for the EQF stands for European Qualification Framework. The GreenPOP project should develop a program in line with EQF , with remark from one participant (See Comment #3 in the Annex 1).
- This conclusions was confirmed on workshop with stakeholders in April 2015 in Skopje
- The conclusions listed above validate the GREENpop PROJECT objectives and outcomes.

GREENPOP PARTNERS

The GreenPOP project is a partnership between the following partners:

	Fondacija Agro Centar za Edukacija, FACE	www.ace.org.mk
	Stichting International Foundation for Sustainable Agriculture Training, IFSAT	www.ifsat.eu
	Verkmenntaskólinn á Akureyri, VMA	www.vma.is
	Nevaras Institute of Agrarian Entrepreneurs, INEA	www.inea.org
	SOU Koco Racin Sveti Nikole	
	Balkan Biocert Skopje	www.balkanbiocert.mk
	SUGS Brakja Miladinovci Skopje	http://sugsbrakjamiladinovci.page.tl

ABOUT GreenPOP

The market for organic agricultural products is the fastest growing segment of the European agriculture products market, even in times of economic crisis. Because of the growing environmental consciousness of European consumers this trend is set to continue in the foreseeable future. The European Union has chosen to promote organic agriculture because of its recognized environmental (biodiversity, climate, animal welfare) and social (rural development) benefits. The lack of organic agriculture vocational training in many countries, including Macedonia, is one of the major obstacles in realizing this aim and therefore in enabling agriculture producers in these countries to benefit from this global growth trend.

The goal of the GreenPOP Project on the one hand is to enable VET Providers in Macedonia to deliver innovative training programs and courses for sustainable (organic) agriculture with focus on practical (on-farm) training [through capacity building of the teachers/trainers and potential work-mentors/organic farmers using innovative model of work placements for the learners] and on the other hand the project will enable delivery of agriculture courses to the farming community.



Erasmus+

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ANNEX 1 – RESULTS FROM THE SURVEY FOR THE STAKEHOLDERS

Question	Stakeholder 1 Swisscontact	Stakeholder 2 University	Stakeholder 3 Branko VET Centre
In the views of your institution, is there a future for organic agriculture production in Macedonia?	YES	<u>YES</u>	YES
<ul style="list-style-type: none"> In which areas of production do you expect these to be most successful? 	Vegetables and fruits	Vegetables and fruits for fresh consumption	crop production, Vegetables and grape, livestock, etc.
Are you familiar with the National Plan for Organic Production 2013 – 2020?	YES	<u>YES</u>	YES
<ul style="list-style-type: none"> If so, do you think this is realistic or ambitious? 	Realistic	Conditionally realistic. For the realisation of the goals it will need to be fulfilled certain conditions.	Realistic with certain : moderately ambitious
What should organic agriculture education at vocational level look like:			<u>See Comment #1</u>
<ul style="list-style-type: none"> A 3 year general training in organic production 	YES	<u>YES</u>	NO
<ul style="list-style-type: none"> A 3 year general training with options for specification <ul style="list-style-type: none"> If so, which specification would be most needed? 	YES	NO	YES
<ul style="list-style-type: none"> If so, which specification would be most needed? 	General		It will be determined by interest
<ul style="list-style-type: none"> An apprenticeship course supporting working on a farm? 	YES		YES
<ul style="list-style-type: none"> Should farm management be a specialisation? 	NO		NO
If yes, WHY?			
Do you see a role for farmers in the training and education of learners to become future farmers?	YES	<u>YES</u>	YES
<ul style="list-style-type: none"> If so, how do you perceive this role(s)? 	Peer education	Dissemination of the knowledge and practice in working environment	To transfer the knowl and competencies in r conditions on the farm connecting theory and according to the labor needs.
Can you identify a need for organic agriculture courses directed at farmers?	YES	<u>YES</u>	YES
<ul style="list-style-type: none"> If so, could you mention any subjects for such courses? 	Marketing, management, value chain	Selection and breeding of seeds, selection and treatment of soil, fertilizer and protection - suitable for organic farming, crop rotation.	Definition and import organic farming; Principles of organic p Terms and conditions production; Certification of organi production.
Are you familiar with modular education?	NO	<u>YES</u>	YES
<ul style="list-style-type: none"> If so, can you mention an advantage of modular structure? 		Allow specialization in the area of interest	Easier mobility - hori vertical transition; Easier recognition of and informal qualifica

				obtained; Programming education to educational outcomes.	
○	Should the GreenPOP project outcome be designed in a modular structure?	YES	<u>YES</u> Trainers may be invited to hold the entire or parts of lectures in module	NO <u>See Comment #2</u>	I am
	EQF stands for European Qualification Framework. Do you think that the GreenPOP project should develop a program in line with EQF?	YES	<u>YES</u>	NO <u>See Comment #3</u>	YES

Comment # 1 - in addition to conventional production methods, in all educational content must be studied and organic production, constantly emphasize the benefits of organic production, organic production is organized in school economies of practical training students to perform for farmers organic production and continuous awareness among young people about organic production.

Comment # 2 - I think that the first should be done to reform the formal vocational educational material to the modular system, and then start modularization of formal education.

Comment # 3 - Since in October 2014 the Law on Macedonian qualifications framework was adopted, that means each qualification should be developed within the framework of our (Macedonian) qualifications and will be comparable to the European Qualifications Framework. GrinPOP project should develop a program that is in accordance with the Macedonian framework of qualifications, rather than directly with the European Qualifications Framework. However, indirectly the program will be comparable to the European Qualifications Framework.