Project : "Farmers' access to education and training activities"

Comparative study

"Access to professional training for persons engaged in agriculture"

Project carried out with the financial support from the EU

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

Contents

Introduction

By its Common Agricultural Policy, the European Union places agriculture at the core of the European policies, as it has enjoyed by far the largest funding from 2007 through 2013. The reason is intuitive and is related to food security. Nevertheless, the structure of the national agricultural policies of the member states differ and so do the structures of the agricultural sector, the workforce structure and the ability to improve productivity in the agricultural sector in general.

The enlargement of EU in 2004 and 2007 substantially changed the agricultural map of the Union. Agriculture represents 2% of GDP in the old member states, 3% in the new ones and over 10% in Romania and Bulgaria. In the new member states, the workforce in agriculture is three times larger (12%) than in the old member states (4%) and much larger in Romania and Bulgaria.[1]
Considering these circumstances, the European agricultural policy has undergone successive reforms. The workforce in agriculture becomes the target of these reforms, as there is an obvious need for farmers to adapt to the dynamics of global market, to the technological advancement and, in the recent years, to the global economic crisis.

This report analyzes the agricultural sector in five European countries, focusing on farmers' access to professional training. The goal is to identify the dynamics of the agricultural sector in Bulgaria, France, Germany, Italy and Romania from the perspective of mutual influences between the extent to which farmers benefit from professional training and the performance of the agricultural sector as a whole.

Furthermore, this report is the outcome of the project "Farmers' access to education and training activities" financed by the European Commission through the DG for Employment, Social Affairs and Inclusion. The project will be implemented over a period of 11 months, from October 01, 2012, to August 31, 2013, by Agrostar Federation, as promoter, in partnership with the European Federation of Food, Agriculture and Tourism Trade Unions **EFFAT**, Industriegewerkschaft Bauen-Agrar-Umwelt (**IG BAU**) from Germany, Associazione Lavoratori Produttori Agroalimentari (**ALPA**) from Italy, the Federation of Independent Agriculture Trade Unions (**FNSZ/FITUA**) from Bulgaria and **CFE CGC Agro** (France).

The general objective of this project is to improve the ability of the agricultural trade unions to adapt the social dialog to the developments in the employment area by promoting the benefit and importance of investments in human resources in the agricultural sector.

Method and definition of concepts

This paper investigates the extent to which the access of the persons engaged in agriculture to educational and training programs results in an increase in productivity in agriculture. We start from a natural assumption: the more farmers know about agriculture (i.e. specific technological and scientific knowledge relevant for the type of farming they practice, but also management, human resources or business knowledge), the higher the probability that they produce more and better,

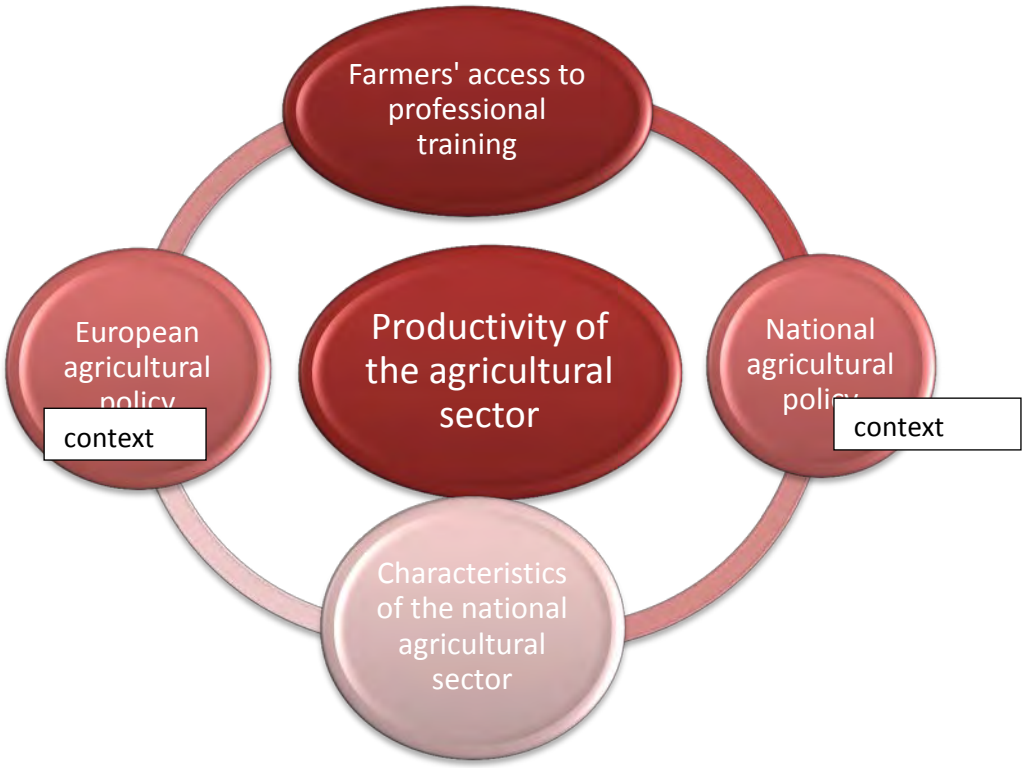
[1] Council Decision of 20 February 2006 on Community strategic guidelines for rural development (programming period 2007 to 2013), (2006/144/CE), available at http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006D0144:RO:HTML last accessed on 10.03.2013
last accessed on 10.03.2013

consequently obtaining higher prices. On the other hand, the role of governments and of the European Union in supporting the agricultural sector and farmers is also relevant. Last, but not least, the characteristics of the agricultural sector play a major role in defining the productivity of the sector. This chapter overviews the research design and concept used, the operationalization of concepts, the analysis methods and the data collection methods.

Research design

The central concept of the research design is the productivity of agricultural sector. The other four identified variables - farmers' access to training, national and European agricultural policies and the characteristics of the agricultural sector - also play a major role in determining the productivity of the agricultural sector. The relations between the five concepts are not necessarily causal, but rather represent correlations or impact of the four variables on the productivity of agriculture. At the same time, the four variables are independent from each other: the national and European policies have a strong impact on the access to training and have had an impact on the characteristics of the agricultural sector in each country. The figure below shows the research diagram. We have the productivity of agriculture as dependent variable and the access of farmers to professional training as primary independent variable. There are two context variables related to the implementation of public policies in agriculture on European and national level. The fourth variable, related to agricultural structures and tradition, is the organization of agriculture on national level, i.e. the characteristics of the sector.

Figure 1. Research design - concepts



As shown in Figure 1, the study analyzes the agricultural sector based on four complex variables: CAP, national agricultural policies, characteristics of the national agricultural sector and farmers' access to training.

Definition and operationalization of concepts

Productivity of the agricultural sector

The productivity of the agricultural sector is, at least intuitively, a matter of production volume, a quantitative concept, if we consider only one type of product. In a global approach, productivity is a notion that means more than just a quantitative measurement. If we consider the "investments" in agriculture - workforce used, various technical tools used to improve productivity, soil productivity, etc. - the productivity of the agricultural sector becomes a complex calculation that aggregates multiple types of measurements. The productivity of the agricultural sector is actually defined by the ratio of the initial investment in agriculture and the final outcome. A common approach is to measure productivity in terms of money, as the value of the entire agricultural output minus the value of intermediate investments in the sector[2]. There are many ways of calculating productivity in agriculture. Productivity in agriculture is a dependent variable. The quantitative indicators used to measure this variable include:

- The share of agriculture in GDP - measuring the net contribution of agriculture to the GDP of a country. It is measured by the "value added by agriculture as a percentage of GDP" and represents the net output of the agricultural sector after aggregating all outputs and subtracting the inputs (invested value)
- Production value at base price - an indicator calculated as absolute value, showing the actual value of the agricultural production. For the data available from Eurostat, the value of the agricultural output is calculated in million Euros.

European and national public policies

With regard to these policies, the study will focus, on one hand, on the general strategies used by EU and the member states analyzed here to improve the productivity of the agricultural sector. On the other hand, considering that EU's policy is not variable, but is a constant in relation to the national policies, we will look at the extent to which the national policies reinforce certain European lines of action concerning productivity. The analysis of CAP also examines the evolution of Europe's agricultural production objectives over time.

Although treated as context variables, it is important to mention that the agricultural policies can cause major differences in point of agricultural productivity, as well as in point of farmers' access to specific professional training.

In identifying the lines of action that generate differences in farmers' access to education, we shall consider the public policy documents (either national or European) that answer to the following questions: What are the governments' main instruments of intervention in the agricultural sector? Are there any specific measures directed at the education of farmers and of the persons engaged in agriculture? Are there any employment policies in place aimed at supporting the adaptation of employees to the changes of labor market in agriculture? Is the available professional training correlated to the changes/know-how needs of the agricultural labor market?

[2] Zepeda, Lydia, editor - *Agricultural Investment and Productivity in Developing Countries,* FAO Economic and Social Development Paper, 2001, available at http://www.fao.org/docrep/003/x9447e/x9447e00.htm, last accessed 7.03.2013, p. 4

Characteristics of the national agricultural sector

This variable is defined in terms of structures. With regard to agricultural productivity, we shall analyze the extent to which the specific differences between agricultural structures result in different national approaches to agriculture. Whether a country has an agriculture based on large farms, with high outputs and using technology is directly related to the types of government interventions in the sector. On the other hand, a country whose agricultural sector has a structure of small farms will require other types of investments.

In point of indicators, when we discuss the characteristics of the national agricultural sector, we consider the types of agricultural entities existing in a country, the type of management of such entities, the average size of the entities, the types of products of the agricultural entities, the national output value, the size of the farmland used, the number of employees in the agricultural sector, the workforce structure, the labor relations in agriculture, the extent of clandestine work and the wage structure in the agricultural sector. The following quantitative indicators will be analyzed:

- Share of agricultural land as percentage of the total area of the country.
- Number and structure of farms
- Share of the agricultural land used
- Share of employees in agriculture (% of the total number of employees in the country)
- Share of female employees in agriculture (% of the total number of female employees in the country)
- Share of male employees in agriculture (% of the total number of male employees in the country)

Farmers' access to professional training

The access of farmers to professional training programs is defined from two perspectives: the existence of private organization/association forms (trade unions, employers' organizations, farmers' organizations) that have the potential and, desirably, the ability to focus the educational interests of farmers and agricultural employees; and the educational instruments subsidized in a way or another by the government and/or the European Union.

The study will examine the associational structures in point of representation (members, organization, categories that are rather unrepresented in these structures, percentage of trade-union members in agriculture, collective negotiation models, etc.) and of available educational services (do the trade unions and employers' organization play any role in defining the educational offer or in accessing funds for training?).

Another aspect considered in analyzing farmers' access to training is the funding of educational costs. Thus, we shall identify the funding opportunities for the training of the persons working in agriculture on a European, national or local level. Then, we shall identify the entities that can access these funding opportunities and see the extent to which the government finances such professional training activities.

Finally, we shall examine the providers of professional training to identify, on one hand, their interest in delivering up-to-date knowledge and skills and, on the other hand, the methods used to draw the target group (Who receives professional training? How is selection made? Is the training free? Are the training providers public, or private entities?).

For an in-depth analysis the access of the persons engaged in agriculture to training, we shall further review aspects concerning the curricula, too (Who defines the curricula? On what grounds? etc.), as well as aspects concerning the actual access to training: access differences depending on types of employers, levels of initial education or membership in a trade union.

The following quantitative indicators will be used:

- Persons enrolled in agricultural tertiary education (% of total students)
- Graduates of agricultural studies (% of total university graduates)
- Farmers with basic or extensive agricultural education (% of total farmers)

Analysis method

This is a comparative study and the units of analysis are five countries: Bulgaria, France, Germany, Italy and Romania. We shall consider, where appropriate, global data for the 27 EU member states, taking these mean values as reference.

The qualitative analysis - the analysis of public policies - focuses on the agricultural policy, but pays special attention to the educational policy (life-long learning included) and employment policies. The analysis method consists in the content analysis of strategic documents and in identifying those strategic directions that are likely to affect the variables considered here, i.e. productivity in agriculture and farmers' access to professional training.

The quantitative analysis also includes the content analysis of the data sheets filled in by the project partners in the surveyed countries.

The quantitative analysis will be based on the internationally-used traditional indicators, as described above in the section on the definition and operationalization of variables.

Descriptive analysis will be used in the qualitative analysis of public policies and of the national aspects requiring content explanation. Where statistical indicators are necessary, frequency analysis and contingency tables will be used as data aggregation methods.

Data collection

The relevant data for each country was collected through the project partners. The collected data will be analyzed qualitatively and descriptively. The statistical data is taken from official statistics for each country offered by Eurostat or the World Bank. The data source will be specified for each chart.

Common Agricultural Policy and farmer's access to training

The Common Agricultural Policy (PAC) is one of the oldest European policies, as the first efforts to identify common directions in the development of agriculture were initiated as early as in the 1950-s as a consequence of the post-WWII economic situation. The six founding members of the European Coal and Steel Community and, later, of the European Economic Community (Belgium, France, Germany, Italy, Luxembourg and the Netherlands) had a major interest in improving the productivity of the agricultural sector, which played a significant role in the economy[3]. The initial objectives of the policy dealt with two aspects: the food security of Europe and the security of farmers' income. Obviously, these premises let to protectionist national policies in most European countries[4].

[3] Zobbe, Henrik - *The Economic and Historical Foundation of the Common Agricultural Policy in Europe*, Unit of Economics Working Papers 2001/12, Fourth European Historical Economics Society Conference,

September 2001. Merton College, Oxford, U.K., available at http://ageconsearch.umn.edu/bitstream/24212/1/ew010012.pdf, last accessed on 2.03.2013

[4] Hofreither, Markus F. - The "Treaties of Rome" and the development of the Common Agricultural Policy, Diskussionspapier, DP-23-2007, Institut für nachhaltige Wirtschaftsentwicklung, July 2007, available at: http://www.boku.ac.at/wpr/wpr_dp/DP-23-2007.pdf , last accessed on 2.03.2013

Considering these historical constraints, CAP is one of the most controversial European policies and has undergone many changes in point of both objectives and implementation tools. This Chapter describes CAP from 1962 to date, emphasizing the human resources development objectives from 1007 to 2013.

CAP – evolution from 1962 to 2007

The initial objectives of the Common Agricultural Policy were to improve productivity in agriculture, to ensure a fair living standard to farmers, to stabilize markets and to assure availability of supplies within the Union at affordable prices for consumers. PAC was established in 1957, as part of the Treaty of Rome, and the first European-level decisions were adopted in 1962. These decisions referred to the organization of six common agricultural markets (grains, pork, eggs, poultry meat, fruit and vegetables and wine); introduction of competition rules; the establishment of protectionist measures for the intra-community trade and the creation of the European Agricultural Guidance and Guarantee Fund - the first funding instrument of the Common Agricultural Policy.

In the 1970-s, the objectives of CAP focused on initiating policies able to speed up the structural adjustment of farms. Farmers' need for professional training was included in the Commission's agenda at that time, too. The document "Reform of agriculture: practical proposals for the Commission"[5] from 1970 proposed the following subjects for Council directives:

- Modernization of farms
- Incentives to farmers to withdraw from farming and encouraging the redeployment of land to improve agricultural structures
- Farming qualifications/training and the provision of social and economic information for farmers and farm workers
- Reduction of farmed areas
- Regulation of farmers' association

However, part of these proposals were denied and only three of them remained in the **1972 agenda**: **modernization of farms, the professional training of farmers and incentives to stimulate the withdrawal of ageing population from farming**[6].

Nevertheless, that period saw an increase in the structural surplus[7] for certain categories of agricultural products and a widening of the income gaps within the agricultural sector, but especially between agriculture and other sectors. As a result, **in the 1980-s** CAP focused on mitigating the impact of these issues and on reducing expenditure in the agricultural sector. The general terms of CAP are rediscussed in 1985 and the new directions are documented in a "Green Paper – Perspectives for the Common Agricultural Policy"[8]. After consultations on the Green Paper, the Commission identified by the end of 1985 several priorities for CAP:

- To gradually reduce production in the sectors which are in surplus

---

[5] "*Reform of agriculture: practical proposals for the Commission*", April 1970, available at http://ec.europa.eu/agriculture/cap-history/crisis-years-1970s/proposals-1970_en.pdf, last accessed 07.03.2013;
[6] "*A new common agricultural policy? Social and structural reform in agriculture*", July 1972, available at http://ec.europa.eu/agriculture/cap-history/crisis-years-1970s/social-and-structural-reform-1972_en.pdf, last accessed 09.03.2013;
[7] "*Agriculture and the problem of surpluses*", March 1980, available at http://ec.europa.eu/agriculture/cap-history/crisis-years-1980s/surpluses_en.pdf, last accessed 09.03.2013;
[8] "*Perspectives for the common agricultural policy"(Green paper),*July 1985, available at http://ec.europa.eu/agriculture/cap-history/crisis-years-1980s/com85-333_en.pdf, last accessed 10.03.2013;

- To increase the diversity and improve the quality of production (by reference to the internal and external markets and the desires of consumers)
- To deal more effectively and systematically with the income problems of small family farms
- To support agriculture in areas where it is essential for land use planning, maintenance of the social balance and protection of the environment and the landscape
- To make farmers more aware of environmental issues
- To contribute to the development in the Community of industries that process agricultural produce, and thus involve agriculture in the profound technological changes which are taking place[9].

The 1990-s are relevant for major changes in CAP. Known as the "MacSharry Reform"[10], the reform of the European agricultural policy involved a shift of vision with regard to the assistance granted to farmers, from a price-oriented support to support for higher income. Thus, a new plan for the development of CAP was devised in 1991[11]. The document submitted by the Commission to the Council, which described this reform,[12] argued that CAP needed to be revised in order to adapt it to the current situation in which the food deficit had been overcome and the interventions in agriculture, as implemented to that date, had generated a very small increase in the individual purchasing power of farmers and agricultural workers. The new proposals were intended to a participatory rural development able to maintain a sufficient number of farmers in rural areas, so that to preserve the traditional environment and activities. In this approach, farmers have two major roles: to produce and to protect the environment. The idea of non-farming activities and of rural development outside the primary production sector appears. The control of production in order to balance the markets and the organization of markets to reduce surplus and to improve the sustainability of agriculture become key objectives of CAP. The competitiveness and efficiency of the European agricultural sector have to be integrated with the current policies and the initial principles (a common market, community preferences and financial solidarity) must be implemented.

Thus, new directions of PAC are identified after this document: improving competitiveness, stabilizing the agricultural markets, diversifying production, environment protection and the EU budget for agriculture, which becomes an instrument of financial solidarity among the member states.

Although no specific reference is made during this period to the training of human resources in agriculture, the proposed objectives hint at policies of this kind (in particular, those concerning the improvement of competitiveness and environment protection).

Agenda 2000

The years 2000 came with a need for new policies and a financial framework able to prepare the EU for eastward enlargement. Thus, Agenda 2000 was adopted as an action program that reformed both the CAP and the regional policy and that had three major objectives: updating the European agricultural model, reducing the economic differences between the regions of Europe and dealing with all priorities, even at the expense of a lower budget increase.

---

[9] "*A future for Community agriculture - Commission guidelines following the consultations in connection with the Green Paper*", December 1985, available at http://ec.europa.eu/agriculture/cap-history/crisis-years-1980s/index_en.htm , last accessed 12.03.2013

[10] Raymond "Ray" MacSharry was European Commissioner for Agriculture and Rural Development from 1989 to 1993.

[11] "The Development and Future of the CAP. Reflections Paper of the Commission", February 1991, available at http://ec.europa.eu/agriculture/cap-history/1992-reform/com91-100_en.pdf last accessed 14.03.2013

[12] Ibid. 11

Rural development became a pillar of the agricultural policy, which encouraged local initiatives and contributed to the diversification of small agricultural businesses.

The priorities for CAP in Agenda 2000 included[13]:

- Improving competitiveness and market orientation
- Stabilizing agricultural income
- Integrating the environment issues with the agricultural policy
- Developing and improving the dynamics of rural areas
- Simplification and decentralization

With Agenda 2000, the access of farmers to professional training programs becomes part of the rural development pillar and the key measures in this respect included the introduction of subsidies for young farmers and farmer groups.

The CAP reform of 2003 involves major changes, both operational and in point of farmers' responsibilities. Thus, direct aid is granted to farmers based on a single payment scheme and the farmers receiving such aid have a clear legal obligation to have a sustainable farm management system. This condition directly connects the payments to farmers to their care for the environment and to other local or European requirements.

The reform of 2003 divided CAP into two pillars, one focusing on agricultural production and agriculture as an economic sector and the other concerning the rural development.

The second pillar is relevant for the access of farmers to professional training as part of the reform of CAP in 2003. The impact of the reform of 2003 on rural development can be seen in the programming of the structural funds for agriculture in the programming period 2007-2013.

CAP 2007 – 2013

The enlargement of the European Union in 2004 and 2007 led to the diversification of rural areas and farms and to an increase in the number of farmers. As a result, the allocation of funds for the period 2007-2013 needed to be reconfigured. To respond to this challenge, a single fund (the European Agricultural Fund for Rural Development) was created exclusively for the second pillar of CAP.
In addition to this funding framework, strategic guidelines were defined for the European rural development, based on four axes:

- Axis 1: improving the competitiveness of agriculture and forestry;
- Axis 2: improving the environment and the countryside;
- Axis 3: improving the quality of life in rural areas and encouraging diversification of economic activity;
- Axis 4 - LEADER: helping local communities to generate employment opportunities and diversify activities;

The programming criteria impose certain conditions on the member states, e.g. integrated approach or complementarity of financial instruments.

The Council Decision of February 2006 on Community strategic guidelines for rural development (programming period 2007 to 2013) stipulates that "The future rural development policy focuses on three key areas: the agrifood economy, the environment and the broader rural economy and population. The new generation of rural development strategies and programs will be built around four axes, namely: axis 1, on improving the competitiveness of the agricultural and forestry sector; axis 2, on improving the environment and the countryside; axis 3, on the quality of life in rural areas

[13] "*Agenda 2000. For a stronger and wider Union*", July 1997, available at http://ec.europa.eu/agriculture/cap-history/agenda-2000/com97-2000_en.pdf, last accessed 12.03.2013

and diversification of the rural economy; and axis 4, on Leader.

Under axis 1, **a range of measures will target human and physical capital in the agriculture, food and forestry sectors (promoting knowledge transfer and innovation)** and quality production. Axis 2 provides measures to protect and enhance natural resources, as well as preserving high nature value farming and forestry systems and cultural landscapes in Europe's rural areas. Axis 3 helps to **develop local infrastructure and human capital in rural areas to improve the conditions for growth and job creation in all sectors** and the diversification of economic activities. Axis 4, based on the Leader experience, introduces possibilities for innovative governance through **locally based, bottom-up approaches to rural development**."[14]

The document states that the programming period 2007 to 2013 "provides a unique opportunity to refocus support from the new EAFRD on growth, jobs and sustainability. In this respect, it is fully in line with the Declaration on the Guiding Principles for Sustainable Development (2) and the renewed Lisbon Action Program which seeks to target resources at making Europe a more attractive place in which to invest and work, promoting knowledge and innovation for growth and creating more and better jobs."[15]

In point of farmers' access to professional training, axes 1 and 3 clearly state the need for investments in human resources in the rural areas. Axis 4 could also integrate the training of human resources with innovative local approaches. Thus, the importance of farmers' access to professional training becomes obvious, as it is an intersectoral component with a long-term impact on the level of achievement of the development objectives in agriculture. The same document refers to the **high importance of investment in the key resource of human capital**, which will allow rural areas and the agrifood sector to look to the future with confidence**.** The labor market in rural areas is a priority for Europe.

This document mentions a number of specific key actions related to the investments in the human capital and to the access of persons in rural areas to professional training, but only as recommendations for the national planning.

For Axis 1, most of the recommended key actions include elements of professional training:

- Restructuring and modernization of the agriculture sector, which continue to play an important role in the development of many rural areas, particularly in the new Member States. Successful agricultural adjustment can be the key to improving the competitiveness and environmental sustainability of the agricultural sector and boosting jobs and growth in related areas of the economy. This includes **promoting the anticipation of change within the agricultural sector** in the context of restructuring and modernization and developing **a proactive approach to training and retraining farmers**, particularly as regards transferable skills;
- Encouraging the take-up and diffusion of information and communications technologies (ICT). The agrifood sector as a whole has been identified as lagging behind in the take-up of ICT technologies. This is particularly the case for smaller businesses. Adoption of e-business applications is still at a low level outside of large multinationals and their larger suppliers. Rural development funds should complement future Commission initiatives such as i2010 in the fields of e-business (particularly in relation to small and medium-sized enterprises), **e-skills and e-learning**;

[14] Council Decision of 20 February 2006 on Community strategic guidelines for rural development (programming period 2007 to 2013), (2006/144/CE), available at http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006D0144:RO:HTML last accessed 10.03.2013

[15] Ibid. 14

- Fostering **dynamic entrepreneurship**. The recent reforms have created a market-oriented environment for European farming. This brings new opportunities for farm businesses. But the realization of this economic potential will depend on the **development of strategic and organizational skills**. Encouraging the entry of young farmers into the profession can play an important role in this respect;
- Developing new outlets for agricultural and forestry products. New outlets can offer higher value added, in particular for quality products. **Support for investment and training in the field of non-food production** under rural development can complement measures taken under the first pillar by creating innovative new outlets for production or helping the development of renewable energy materials, biofuels and processing capacity;

The key actions for **Axis 3** that incorporate and rely on the access to professional training include:

- Raising economic activity and **employment rates in the wider rural economy**. Diversification is necessary for growth, employment and sustainable development in rural areas, and thereby contributes to a better territorial balance in both economic and social terms. Tourism, crafts and the provision of rural amenities are growth sectors in many regions and offer opportunities both for on-farm diversification outside agriculture and the development of micro-businesses in the broader rural economy;
- **Encouraging the entry of women into the labor market.** In many rural areas inadequate childcare provision creates specific barriers. Local initiatives to develop childcare facilities can facilitate access to the labor market. This can include the development of childcare infrastructure, potentially in combination with initiatives to encourage the creation of small businesses related to rural activities and local services;
- Developing micro-business and crafts, which can build on **traditional skills or introduce new competencies**, particularly when combined with purchase of equipment, **training and coaching**, thus helping to promote entrepreneurship and develop the economic fabric;
- **Training young people in skills needed for the diversification of the local economy**, which can tap into demand for tourism, recreation, environmental services, traditional rural practices and quality products;

The LEADER axis should contribute to the priorities of the other axes, but also play an important role in the horizontal priority of improving governance and mobilizing the endogenous development potential of rural areas. The local development strategies are play an essential role in this respect, to the extent that they truly respond to the local needs. Such key actions with an impact on the training of farmers could include:

- Building local partnership capacity, animation and **promoting skills acquisition, which can help mobilize local potential**;
- Promoting **private-public partnership**. In particular, Leader will continue to play an important role in encouraging innovative approaches to rural development and bringing the private and public sectors together;
- Promoting cooperation and innovation. Local initiatives such as Leader and support for diversification can play an essential role in **connecting people to new ideas and approaches, encouraging innovation and entrepreneurship, and can promote inclusiveness and the provision of local services**. On-line communities can help in the dissemination of knowledge, the exchange of good practices and innovation in rural products and services;

The European programming documents emphasize the importance of professional training in many instances. Obviously, the economic growth objectives cannot be achieved without human resources able to permanently adapt to the changes and evolutions in the global markets. The programming

document on EAFRD recommends integrated approaches to professional training, which conform to another European strategy, i.e. the employment strategy:

*"As regards the **development of human capital**, support under rural development would target farmers **and the economic actors involved in the diversification of the rural economy.** The population of rural areas could receive support as part of an integrated, bottom-up approach. Actions in these fields should be implemented in full compliance with the objectives of the European Employment Strategy, as set out in the Integrated Guidelines for Growth and Jobs, and coherent with the actions taken under the national reform programs in the framework of the Lisbon process. The Education and Training 2010 work program seeks to achieve the education and the training side of the Lisbon goals. **Lifelong learning is at the heart of this program and applies to all levels and types of education and training, including the agricultural, forestry and agrifood sectors.**"*[16]

The conclusion of this section is that the European policies and CAP in particular, in the period 2007 to 2013, have shown a general interest in and emphasized the importance of the professional training of farmers. The following chapter will analyze the extent to which the European recommendations have been incorporated in the national policies.

CAP post-2013

New CAP reforms are planned for the programming period 2014 to 2020. As the purpose of this policy is to respond to the global changes by measures intended to improve the development of the agricultural sector, while taking into account the agricultural diversity in the 27 EU Member States, the debates over the new proposals for CAP started as early as in 2010. A new reform is necessary to counteract the recent challenges: the global economic crisis, the environmental challenges and the territorial challenges (a great diversity of farms and the dynamics of rural areas).
The reform objectives are built around three topics:

- Viable food production - with an emphasis on limiting the variability of farmers' income, improving competitiveness and compensations for areas affected by natural constraints.
- Sustainable management of the natural resources - focusing on securing the supply of public goods, environmentally-friendly growth by innovation and by limitation of and adaptation to climate changes.
- Balanced territorial development - stressing the dynamisms of rural areas and employment, diversification and social and structural diversity in rural areas.

A document of the European Commission that examines the potential impact of CAP from 2013 to 2020 in the field of rural development proposes the following priorities:

- Knowledge transfer
- Competitiveness and viability of farms
- Food chain organization and risk management
- Preservation and strengthening of the ecosystems that depend on agriculture and forestry
- Economy based on low carbon emissions and the efficient use of resources
- Potential for job creation and growth in rural areas.

Therefore, at least two of the rural development priorities for 2014 to 2020 refer to improving the access of farmers and, in a wider sense, of rural population to professional training programs. The

[16] Ibid. 14

transfer of knowledge and information and the use of the human potential in rural areas can only be achieved by consistent training programs and policies.

Another important strategic document that also defines the professional training priorities is Europe 2020 - A European strategy for smart, sustainable and inclusive growth[17]. The strategy involves actions to help Europe to emerge stronger from the economic and financial crisis and to turn the European Union into a smart, sustainable and inclusive economy, with high levels of employment, productivity and social cohesion. Europe 2020 proposes three priorities:

- smart growth: developing an economy based on knowledge and innovation;
- sustainable growth: promoting a more resource efficient, greener and more competitive economy;
- inclusive growth: fostering a high-employment economy
- delivering social and territorial cohesion.

These priorities set the framework for the development of human resources in all sectors. Particularly in the agricultural sector, the social inclusion goals can be achieved by training programs, especially for vulnerable groups.

European legal framework concerning farmers' access to professional training

There are several European regulations that specifically apply to the professional training of farmers and agricultural workers. Council Regulation (EC) No 1698/2005 of 20 September 2005 on support for rural development by the European Agricultural Fund for Rural Development (EAFRD) is relevant in this respect[18]. This regulation contains specific provisions regarding the importance of training for the objectives of CAP, as well as for the general development objectives of the European Union.

Article 15 of the Regulation stipulates that: "As regards training, information and diffusion of knowledge, the evolution and specialization of agriculture and forestry require an appropriate level of technical and economic training, including expertise in new information technologies, as well as adequate awareness in the fields of product quality, results of research and sustainable management of natural resources, including cross-compliance requirements and the application of production practices compatible with the maintenance and enhancement of the landscape and the protection of the environment. It is therefore necessary to broaden the scope of training, information and diffusion of knowledge activities to all adult persons dealing with agricultural, food and forestry matters. These activities cover issues under both the agricultural and forestry competitiveness and the land management and environment objectives."

Article 46 speaks of "a need to accompany changes in rural areas by helping them to diversify farming activities towards nonagricultural activities and develop non-agricultural sectors, promote employment, improve basic services, including local access to Information and Communication Technologies (ICTs) and carry out investments making rural areas more attractive in order to reverse trends towards economic and social decline and depopulation of the countryside. **An effort to enhance the human potential in this respect is also necessary.**"[19].

[17] "Europe 2020 - A European strategy for smart, sustainable and inclusive growth", available at http://ec.europa.eu/archives/growthandjobs_2009/pdf/complet_en.pdf, last accessed 22.03.2013

[18] Regulation (CE) 1698/2005 of the Council of September 20, 2005, available at http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=DD:03:66:32005R1698:RO:PDF, last accessed 18.03.2013

[19] Ibid.

The same document defines measures to support rural development by improving the competitiveness of agriculture and forestry, including measures aimed at promoting knowledge and improving human potential through vocational training and information actions, including diffusion of scientific knowledge and innovative practices, for persons engaged in the agricultural, food and forestry sectors.

There are many European regulations and policies[20] indicating that professional training in general and specifically the professional training of farmers should be regarded as European and national priorities, considering the economic growth and development objectives of the European Union. As a result, the evolution of industry and technology should be supported by adequate professional training and conversion measures. Moreover, the professional inclusion in the labor market is not possible without an initial training and life-long learning framework.

The role of the European trade unions is to structurally improve the proposals of the European Union concerning, among other things the professional training of employees. EFFAT (the European Federation of Trade Unions in the Food, Agriculture and Tourism) develops various actions meant to influence the European policies in the agricultural sector so that to promote adequate professional training for farmers. In this respect, the actions of EFFAT focused on the reallocation of funds to include employment investments in farms, innovation and professional training (2012), the establishment of a European Sector Skills Council in agriculture to have a positive impact on job creation and improving competitiveness in the agricultural sector (2012)[21], the creation of an Agripass curriculum vitae template and of a register of jobs in agriculture (2007).

National policies and practices concerning the training in agriculture

The national agricultural policies, although influenced by the European policies, practices and implementation instruments, have different objectives. This chapter will analyze each of the agricultural policies of the five surveyed countries, focusing on the period 2007 to 2011. Thus, we shall review the main measures included in the national agricultural policies, with an emphasis on training measures for farmers and proactive employment measures. Then, we shall identify the basic characteristics of the labor market in the agricultural sector in each country and examine the structure of the trade unions in agriculture.

National measures for agriculture

According to the new *acquis* on the European Union Cohesion Policy, each Member State develops a **National Strategic Reference Frameworks (NSRF)** as a reference document for programming the Structural and Cohesion Funds. Thus, the national agricultural policies are related, on one hand, to the European policy in the sector and, on the other hand, to the national objectives in agriculture.

In **Bulgaria**, the national policy is aimed at developing a competitive agriculture and improving the viability of rural areas, implementing a sustainable management of natural resources and applying high quality standards for the agricultural produce. The strategy documents include the implementation of CAP in the Program for the development of rural areas for 2007 to 2013. The government's program for 2009 to 2013 fosters the development of agriculture as a major component of the economic development. There are also specific policies for fishing and the development of organic farms.

[20] Vocational education and training policy (which promotes life-long learning), instruments like EURES (the European job mobility and training portal), Europe 2000 Strategy

[21] Source: http://www.effat.eu/files/f44103c87136f665bea3b156168721c4_1348236113.pdf

In **Germania**, the national agricultural policy is defined by framework documents. e.g. "Improvement of Agricultural Structures and Coastal Protection 2012-2015" and a national strategic plan for rural development as CAP implementation plan.

In **Romania**, the NSRF defines the allocation priorities of the Structural and Cohesion Funds for the reference period. The NSFR connects the national development priorities established by the National Development Plan, 2007-2013, to the European priorities - the Community Strategic Guidelines (CSG) on Cohesion, 2007-2013, and EU's Integrated Guidelines for Growth and Jobs, 2005-2008. This strategic document for the medium-term planning of the Structural and Cohesion Funds is based on the National Development Plan, 2007-2013, approved by the Government of Romania in December 2005. The National Strategic Plan provides the basis for implementation of the National Program for Rural Development, 2007-2013.

In Italy, the common strategy is defined by a National Strategic Plan and locally organized depending on the regional characteristics of the sector, while in **France** a law from 2006 defines the agricultural policy.

The next section overviews the main measures established by the national policies referred to above and analyzes the extent to which the professional training of farmers is regarded as a national priority.

Main measures defined by the national policies

The measures defined by the national policies suggest the approach of national governments to the professional training in agriculture. Although the professional training is not an objective per se, in most cases, it is an essential instrument for achieving the objectives.

In Bulgaria, the national agricultural policy largely follows the European policies in this sector:

- Providing national and European funding to support the revitalization of the Bulgarian agriculture and managing the European funds in an efficient and transparent manner, based on an adequate project evaluation and monitoring system.
- Using the state aid as an instrument to address the existing problems and prioritizing the agricultural policy actions.
- Using the market mechanisms to create competitive and sustainable agricultural entities.
- Sustainable markets for the agricultural produce.
- Creating support conditions for small and medium-sized producers.
- Sustainable development of fishery and water resources.
- Improving the management ability of the sector.
- Improving the efficiency of the advice/consulting system in agriculture and using the scientific research by improving the relationship between research and consulting in agriculture and agribusiness.
- Regulating and protecting the traditional agricultural production and products of Bulgaria.
- Optimizing the irrigation infrastructure for an efficient use of water resources.
- Rural development policies focusing on the revitalization of tradition in rural areas, taking into account the local potential and encouraging local initiatives.
- Improving the quality of life, developing the infrastructure and basic services for the companies and population in rural areas.
- Encouraging farmers to use the support opportunities for green farming and compensation payments under Natura 2000 program.

The measures proposed in Bulgaria do not specifically refer to the professional training of farmers, although some measures can be seen as encompassing this activity (e.g. counseling, revitalization of

traditions, local initiatives, use of scientific research in agriculture, improving the management ability of the sector, etc.).

The agricultural policy of Germany includes four measures but, like in Bulgaria's case, the professional training of farmers is rather intrinsic. Thus, we can assume that the improvement of production also includes the improvement of the ability of human resources to manage a more productive process, while the measure concerning the improvement of the market structure requires the professional training of the farmers involved.

1. Measures to improve production and working conditions in agriculture and forestry:
   - Rationalization of agricultural and forestry companies
   - Land management adapted to market and location
   - Balancing the location disadvantages
   - Other measures relevant for agriculture and forestry, mainly targeted at small family businesses
2. Measures to reorganize rural land by improving the agricultural structures and securing a strong and sustainable ecosystem
3. Water management and structural cultural measures
4. Measures to improve the market structure in agriculture, forestry and fishery by promoting the grouping of producers and by providing incentives to producers in order to boost sales.

In France, the agricultural policy has the following objectives:

- Promoting entrepreneurship to generate benefits for the labor market and improving the quality of life for the persons engaged in agriculture.
- Promoting social benefits and proper working conditions.
- Consolidating the income and activities in the sector
- Adequate response to the needs of citizens and consumers
- Simplifying and modernizing agriculture

In general, improving the quality of life of the persons engaged in agriculture involves a training process in order to obtain a sustainable measure. Furthermore, the entrepreneurship and the modernization of agriculture also require action targeting the human resources, including the transfer of specific management knowledge, as well as technological knowledge.

In Romania, the National Strategic Plan is built around three key elements:

1. Facilitating the conversion and modernization of the dual structure of agriculture and forestry, as well as of the related processing industries, in order to make them more competitive and to contribute to the economic growth and convergence of income in rural areas (where possible), while securing proper living conditions and environment protection in these areas.

2. Preserving and improving the environment quality in the rural areas of Romania by fostering a sustainable management of farmland and forests.

3. Managing and facilitating the transition of workforce from agriculture to other sectors able to offer proper social and economic living conditions.

The emphasis of the third measure on transition from agriculture to other economic sectors suggests the idea of professional conversion. Like in the other countries, the Romanian agricultural policy focusing on the transformation and modernization of the agricultural sector can include professional training as a means to improve the efficiency of the agricultural workforce.

In Italy, the agricultural policy is aimed at expanding the quality food production system, focusing on traditional products and sustainability. Like in the other cases, the professional training is an implicit dimension of the agricultural policy.

The analysis of the main aspects of the national policies in the five countries leads to the conclusion that they largely follow the European policy and the major objectives set by CAP. The professional training is not an objective in itself, but can be an implicit instrument for accomplishing the proposed goals.

Specific measures concerning farmers' access to professional training

Although the objectives of the national policies do not lay an emphasis on the professional training of farmers as an essential element of implementation of the agricultural policy, there are many measures that see the professional training as an explicit means used in developing and implementing the policies. This section describes these measures.

In **Bulgaria**, the Rural Development Program, 2007 - 2013, includes a measure dedicated to professional training and to information and dissemination of scientific knowledge to farmers. This measure is targeted at the farmers registered according to the national regulations, to the managers and employees registered as farmers in registered agricultural entities, individual owners of forests, managers or employees of agricultural entities that own forests and persons receiving assistance for farming and environment protection under other measures.

In **Germany**, the social partners have a substantial right to participate in the development (by the Professional Training Regulations), regulation (by the Professional Training Committees) and implementation (examination) of the professional training, mainly based on the legal framework provided by the Professional Training Law. The social partners are consulted as part of the process of revising the laws and regulations relevant for the sector. Additionally, they are involved in various ways in the development and regulation of the training models, e.g. by participation in the consultative committees of vocational schools.

In **France,** there is a national collective agreement for professional training in agriculture, which provides the access of farmers to professional training. The National Agreement of 2/06/2004 on professional training in agriculture includes the following provisions:

- Access to professional training for workers and individual right to education adapted to the agricultural sector.
- In order to improve the access of young people to training and education, a period is provided during which they have specific employment contracts for on-the-job training.
- The participation of social partners in the development of professional training and education is secured on national level in all sectors of agriculture.
- Assuring the development and stimulation of workers by skill assessment tests.

In Romania, the three key aspects of the national policy deal only to a limited extent with the professional training. However, due to the European funds allocated for professional training, professional training opportunities are available to farmers.

- The approach to the first key element primarily considered the manner of responding to and mitigating the structural disadvantages affecting agriculture and forestry with a view to modernization, strengthening and restructuring so that to achieve a high level of competitiveness and sustainability in point of environment protection. This will provide a sound mechanism for preserving rural life, widening the range of viable farming and other jobs, thus contributing to the achievement of the income convergence objective, while maintaining the social fabric. Another aim is to support the grouping of farmers in order to avoid the excessive concentration of the capital and high fixed costs, while enabling the use of scale economies and the efficient use of scarce capital resources and of the funds granted by the European Union.
- In approaching the third key aspect, the NSP seeks to improve the balance between the economic development of rural areas and the sustainable use of natural resources by

maintaining and improving the attractiveness of rural areas as essential elements for the diversification of farms and for identifying alternative economic activities. To this end, the program includes measures like supporting the continuation of agricultural activities in disadvantaged areas, thus approaching the problem of land abandonment; furthermore, farmers will be supported to implement/continue to use farming methods that are not harmful to the environment or to change the destination of land from farming to forestry. Special attention will be paid to help the farmers and forest owners to reduce the specific disadvantages and to comply with the obligations resulting from the implementation of the network of protected areas under Natura 2000.

- The third key aspect refers to the fact that the NSP focuses on the needs of two categories of population in rural areas: the population above the retirement age and the active population working part-time or unemployed. In this respect, the strategic guidelines are aimed at facilitating the transfer of land between generations and the diversification of non-farming rural economy.

Another type of relevant measures can be found in Axis 3 of the National Program for Rural Development: quality of life in rural areas and diversification of rural economy. The first priority (strategic objective) in the implementation of Axis 3 consists in maintaining and developing the economic activities considering the existing context in Romania and is targeted at the creation of new jobs. The development and diversification of the economic activities in rural areas and the growth of employment by the development of companies and creation of new jobs is a key factor in preserving the rural population and securing its welfare. One of the essential challenges confronting rural economy is the impact of the restructuring process and the implied need for diversification and growth of the non-farming sector in rural economy. The diversification of farms and other companies by shifting to the non-farming sector is not just a reasonable response to the ever-changing demands of the market, but will contribute to absorbing the workforce surplus in agriculture. In order to be accomplished, this objective needs to be correlated with the support granted through the professional training and education activities under the Sectoral Operational Program "Human Resources Development". It is necessary to promote non-farming activities, which can result in increasing the rural income, creating new jobs and reducing the gap between rural and urban areas, fostering and supporting the diversification of rural activities, by acquiring entrepreneurial abilities and new skills and by widening the range of services available to rural population.

The specific measure included in the **Italian national policy** concerning education is Measure 111 - professional training and information campaigns, organized in many regions of Italy. This measure contributes to the achievement of the specific objective of expanding the professionalization of farmers and of all the persons engaged in farming and forestry, by providing a proper level of technological and economic knowledge, combining information, training and consulting in a single knowledge system.

The measure includes two distinct actions:

1) Training and information for forestry and farming: contributions granted by province level announcements for participation in information events and/or training activities selected from the Green Catalog.

The beneficiaries of this action include: Farm owners, contractors, employees, young people la employed in their first job, either individually or as members of various associations.

2) Actions to support the knowledge system: data funds by regional contests, to improve, integrate and supplement the offer of information and training for the employees in forestry and agriculture. The beneficiaries of these actions include vocational education institutions and training providers.

The national policies of the three countries differ, but each individual national policy includes, in a form or another, objectives and funding programs related to the professional training of farmers. The national policies incorporate more or less the European ideas on agriculture. There is a major gap between the policies of the new Member States and those of the old ones. Thus, Romania and Bulgaria include almost all the provisions of CAP in their national policies, while Italy, France and Germany are more concerned with adapting the national policy to the national context and demands.

Proactive national employment policies and their impact on the labor market in the agricultural sector

The agricultural policy alone cannot address all the challenges confronting the rural population. Thus, the employment policy is equally relevant for farmers and for their position in the labor market. This section overviews the main employment policies and the way they affect the labor market in the agricultural sector.

In Bulgaria, the National Action Plan for Employment is aimed at raising the employment rate and inclusion in the labor market of vulnerable groups as a priority for the areas greatly affected by the economic crisis. The proactive employment policies implemented in the labor market partly impact the acceleration of economic recovery, to the extent that they are able to directly affect the workforce supply (both quantitatively and qualitatively) and a rapid and quality transition in the labor market.

At the same time, the provision of professional training and the subsidizing of employment for vulnerable groups also mean social welfare and social inclusion, providing income and welfare to beneficiaries and taxes and social welfare contributions to the government. Unfortunately, according to the Bulgarian project partners, the programs implemented by the employment agencies rather offer poorly paid and low quality jobs. As much as 45% to 53% of the jobs offered during the last five years by these agencies were for unskilled workers. This practice results in a partial short-term improvement of the current situation of the labor market, but generates strategic planning risks and challenges. The creation of quality new jobs is associated with investments in the economy, agriculture included, but such investments are limited. The operational program "Human Resources Development" does not focus on a specific policy to strengthen the labor market, based on mobilizing the necessary skills for a sustainable and competitive development of the economy, but a policy of this kind is much needed, more than anywhere else, in the agricultural sector Many employees in agriculture are excluded from the proactive measures implemented through this human resources development program or from the programs of the employment agencies.

In Germania, there is a learning support trade union, the Association for Promoting Farming and Forestry, Workers' Association (VLF), which contribute to the life-long learning and, consequently to employment.

PROVEA is a program implemented in France by the social partners. The program has survey and research objectives aimed at promoting jobs and employment in agriculture. The program is financed by a contribution of 0.2% of the labor costs. The contribution is paid to the organizations implementing the program by employers (75%) and employees (25%).

The creation of new jobs in **Romania**, in the non-agricultural sector, both in and outside farms, will contribute to the improvement of the structure of farms and rural economy, as well as to creating new jobs. The actions that generate new jobs are correlated with the training and skill improvement programs, as a key condition for the development of the human capital and for adaptation to the specific requirements of the new economic activities. The employment policies mainly focus on non-

farming activities. Moreover, like in Bulgaria, farmers risk to be left outside the programs of employment agencies, as they are considered to be engaged in agriculture.

Italy has several proactive employment policies, which are part of the employment stabilization objective. There are professional training programs, as well as programs aimed at the inclusion in the labor market of some specific categories, e.g. women, young people, chronically unemployed, non-EU citizens, etc. Another method to improve employment consists in combined employment contracts, which balance professional experience and training periods. Each Italian region has a specific system of employment public services. If we look at the employment rates in Italy, we notice that the unemployment rate is high, especially among young people, and that there are many differences between regions. Underemployment is also present, as the demand often exceeds the supply, resulting in the expansion of economic insecurity. The unemployment costs in Italy ate lower than in other sectors of social expenditure.

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

Trade unions in agriculture

There are two major trade unions in Bulgaria having a representative status at national level: the Confederation of Independent Trade Unions in Bulgaria (CITUB) and the Confederation of Labor Podkrepa. CITUB has 28 member organizations. In the agricultural sector, the trade unions are represented by the Federation of Independent Trade Unions in Agriculture, through FNSZ and NFZGS.

The Federation of Independent Trade Unions in Agriculture (FNSZ) represents and promotes the interests of 5,500 employees in agriculture, including farmers and employees in veterinary services, irrigation, agricultural sciences, grains and seeds production, storm and damage protection and cattle breeding and selection. It has 5,500 members (9.6% workers in agriculture) from 118 trade unions organized into guilds and local associations. All the organizational activities of the federation are aimed at defending and protecting the trade union interests and rights of the workers in this sector and to counteract the negative processes related to the restructuring of the sector using the available legal means, including collective negotiation and social dialog.

PODKREPA has 90,000 members. The agricultural federation has around 1,000 members. Non-trade union members include employees of small and medium-sized farms and agricultural facilities, seasonal workers and family farm workers.

In Germany, the number of unionized workers is slightly declining and the level of unionization in agriculture is around 10%. In horticulture, the companies are smaller, which results in a level of unionization below 10%, while in forestry it exceeds 50%. Over 80 workers' councils (mostly members of IG BAU), especially in large companies, represent the trade union locally, thus directly representing around 20% of the employees in agriculture.

In France, there are three major trade unions that represent the agricultural sector: CFDT, CGT, CFE CGC (representing technicians and managers).

In Romania, the trade unions relevant for agriculture include Agrostar Federation (Federaţia Naţională a Sindicatelor din Agricultură, Alimentaţie, Tutun, Domenii şi Servicii Conexe „AGROSTAR") and

CERES (Centrala Nationala a Sindicatelor Lucratorilor din Agricultura, Industrie Alimentara, Turism si Activitati Conexe "CERES"). They operate as trade union federations or trade unions and are represented at national and local level.

The trade union members include: employees of agricultural companies, research institutes and facilities, food and tobacco companies, farmers, as well as independent professionals, from all sectors of agriculture (land cultivation, poultry breeding, viticulture, horticulture, trade unions of producers and farmers). Unionized persons represent 20% of the total number of employees and individual workers in agriculture.

The main trade unions in Italy include FAI – CISL Federazione Agricola Alimentare Ambientale Industriale; FLAI-CGIL (Federazione Lavoratori dell´AgroIndustria; INAS-CISL Instituto Nazionale Assistenza Sociale CISL; UGC-CISL (Unione Generale Coltivatori); UILA-UIL (Regionale Unione Italiana Lavoratori Agroalimentare). These organizations include all workers in the food industry. Therefore, the agricultural sector is present only in part. The agricultural workers represent 40% of the workers. Seasonal and temporary workers are the least represented categories.

Employers

There are four national confederations of employers in Bulgaria, recognized as representative based on the criteria defined by the Labor Code (until the last census of 2012):

- Bulgarian Industrial Chamber
- Industrial Capital Association
- Bulgarian Chamber of Commerce and Industry
- Confederation of Employers and Industrialists of Bulgaria

In Germany, the employers in agriculture are grouped in the Federation of Employers in Agriculture and Forestry, which represents agricultural and forestry companies.

In France, the largest organization of employers is the National Federation of Agricultural Holders' Unions - FNSEA. The federation includes both employers' and professional organizations. All the members of FNSEA are employers in the agricultural sector.

In Romania, the representative employers' organizations are the National Federation of Romanian Agricultural Producers, the League of Agricultural Producers' Associations in Romania (LAPAR), the Federation of Agricultural Employers in Romania (FPAR), ProAgro Confederation, the National Federation of Employers in Agriculture and Food Industry (FNPAIA) and the Confederation of Employers in Industry, Agriculture, Construction and Services in Romania (CONPIROM). The members include employers' associations of agricultural producers.

In Italy, the most important employers' organizations are COLDIRETTI, CIA, CONFAGRICOLTURA. They represent various types of agricultural employers, small, as well as larger farms.

The role of trade unions and employers' organizations in providing professional training services for the employees in the agricultural sector

In Bulgaria, the professional training is regulated by the Labor Code and is included in the collective employment agreement. The regulatory changes concerning the professional training introduced approaches that refer to the mutual obligations of employees and employers in solving this major issue. The specific details of these obligations are defined by the law. These changes immediately resulted in a modernization of the collective employment agreement. The employer is responsible for the professional development of the employees. At the same time, the trade unions offer short

training courses for their active members on topics ranging from changes in the labor regulations to European regulations, communication and negotiation, as well as other subjects of interest for trade union members. This informal training form plays an important role in the career advancement of workers and promote successful social dialogs.

In Germany, there is a political demand for the allocation of funds for professional training. The trade unions and employers' associations participate in defining the training content and the employers may implement professional training programs in their companies.

In France, the social partners are represented in the boards of directors of OPCA (Joint Commission for Collective Training). OPCA is officially authorized by the government.

In Romania, the employers' organizations and trade unions promote professional training activities, considering the demands related to the improvement of competitiveness, diversification of agricultural production and activities,

restructuring and modernization of the agricultural sector, encouragement of market-oriented

business and the need for a wide range of business and management skills.

In Italy, the trade unions and employers agreed on establishing a joint management system for the professional training of workers in the agricultural sector and the professional training is implemented by the social partners.

The analysis of the five cases leads to the conclusion that the trade unions and employers' organizations play an important role in the professional training, either by participating in the development of curricula or by implementing professional training programs. Therefore, these entities can directly influence the policies on professional training in agriculture, at least nationally. In Romania and Bulgaria, where the trade unions and employers' organizations can only implement professional training services, the curricula are rather determined by the funding programs accessed for providing training to farmers.

Characteristics of the agricultural sectors - a comparative analysis

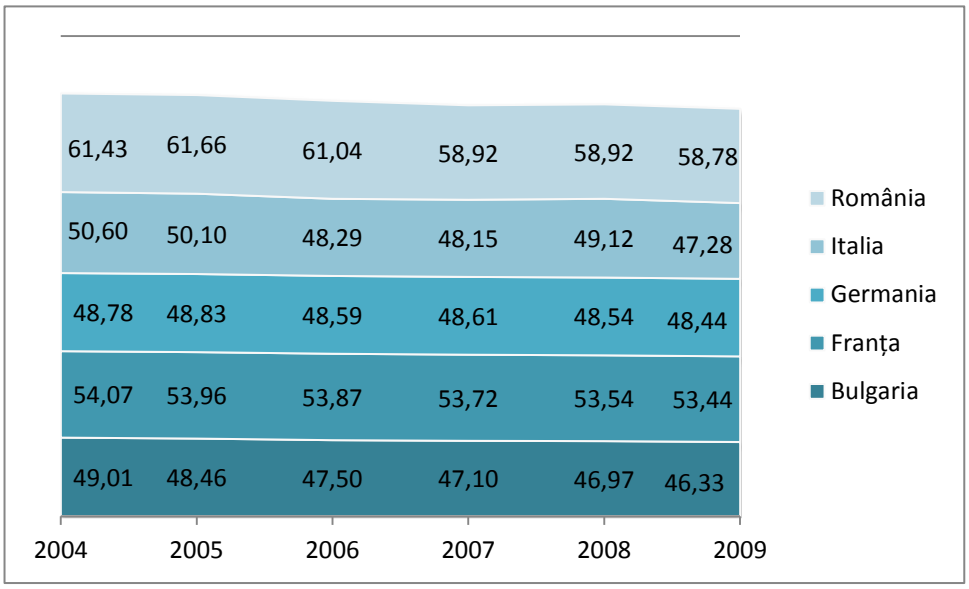
This chapter reviews the main indicators of the agricultural sector, which describe, on one hand, the structure of the sector in physical terms (farmland area, farm size, number of farms, types of farms, etc.) and, on the other hand, the workforce structure (percentage of persons engaged in agriculture) and the differences between the small-scale agriculture (subsistence and semi-subsistence farming) and large-scale agriculture.

Share of agricultural land as percentage of the total area of the country

This indicator describes the agriculture growth potential of a country. The agricultural land is defined as part of the total area, including: arable land, permanent cropland and pasture land. Arable land is defined by the Food and Agriculture Organization of the United Nations (FAO) as the land under temporary agricultural crops, temporary meadows for mowing or pasture and land under market and kitchen gardens. Permanent cropland is the land cultivated with long-term crops which do not have to be replanted for several years. This category includes land under trees and shrubs producing flowers, fruit trees, walnut trees and vineyards, except those for forest trees. Permanent pasture land is the land used permanently (five years or more) to grow herbaceous forage crops, either

cultivated or growing wild[22]. We mention that the indicator also measures the unused agricultural land, as it does not quantify the actual use of the agricultural land, but the agricultural potential.
The chart below shows the changes in the share of agricultural land as percentage of the total area of the country in 2004 to 2009.

Chart 1. hare of agricultural land as percentage of the total area of the country (2004-2009)[23]



As we can see in the chart above, the five countries analyzed here do not differ substantially in point of agricultural potential. All the analyzed countries experienced a decrease in the share of agricultural land by up to 3% from 2004 to 2009. Romania has the largest agricultural land area, followed by France, Germany, Italy and Bulgaria. The greatest differences are between Romania and Bulgaria - over 10%. In point of agricultural potential, it is worth mentioning that, in general, the countries with a larger total area tend to have a higher agricultural potential, too. However, Romania has a smaller area than the three countries in Western Europe. A possible explanation is the rural/urban ratio: Romania has the highest percentage of rural population of the five countries (45%, compared to 33% in Italy, 30% in Bulgaria, 24% in France and 12% in Germany)[24]. Thus, the large agricultural area of Romania can be also seen as an indicator of lower urbanization, i.e. of less built-on area.

Number and structure of farms

Agricultural holding is an economic unit of agricultural production under single management, which conducts agricultural activities by using agricultural land and/or by livestock breeding or activities for maintaining agricultural land in proper farming and environment conditions, either as core business or as a secondary activity.

There are two types of agricultural holdings: unincorporated (individual farms, subsistence farms, individual or family enterprises) and incorporated (agricultural companies, trading companies, autonomous corporations controlled by the government, cooperatives, etc.)

[22] World Bank's definition of the indicator taken from World Development Indicators (WDI), available at http://data.worldbank.org/indicator
[23] Data from World Development Indicators (WDI), available at http://data.worldbank.org/indicator, last accessed 12.03.2013
[24] Data from 2003, taken from http://www.nationmaster.com/graph/peo_per_liv_in_rur_are-people-percentage-living-rural-areas last accessed 17.03.2013.

U**nincorporated agricultural holding** is an economically-independent economic unit comprising one or more persons, generally members of the same family, who work together, under common current management, to generate agricultural production, irrespective of size or purpose.

Incorporated agricultural holding is any technically and economically independent unit that operates under a single current management, irrespective of ownership, size or production destination, which, during the reference period, had agriculture as core business or conducted agricultural secondary activities in addition to its non-agricultural core business.

In **France,** there are almost 500,000 farms or similar agricultural entities. In point of physical structure, around 25% of them have less than 6 hectares, while other 25% have over 82 hectares. The number of farms has decreased by 26% over the last ten years, but the number of large farms remained constant. In point of production type, 150,000 of the French farms are cattle farms, while 310,000 cultivate crops. A relevant fact is that 6% of the farms (the 6% largest farms of more than 200 hectares) physically cover 25% of the agricultural land.

Like France, **Italy** has experienced a decrease in the number of farms in the recent years and the average farm area expanded. Small family farms prevail, but the emergence of new, more flexible types of agricultural entities caused an increase in the number of employees in agriculture. The professionalization of agriculture has already begun, as suggests the fact that smaller farms (below 30 hectares) disappear, while the large farms increase in number. In 96% of cases, the farms are small family businesses, but there is an increasing diversity of farm owners. The number of agricultural companies increased compared to 2000, although they own 3.6% of the total farms and use 17.7% of the agricultural land in Italy.

In **Germany,** there are almost 300,000 farms of an average area around 55 hectares, and 371,000 in **Bulgaria,** which have an average area of 10 hectares**.**

There are around 3.8 million agricultural holdings in **Romania**. According to the European Agricultural Census of 2010, this is 32% of the total number of agricultural holdings in the European Union[25].

The following table shows the number of agricultural holdings in the five countries, in relation to the agricultural land used and the average size of holdings.

Table 1. Number of farms and area used[26]

Country	Number of farms in 2010 - thousands	Percentage in total EU27, number of farms, 2010	Agricultural area used, 1000 hectares	Percentage in total EU27, agricultural area used	Average area/farm, in hectares
Bulgaria	371.1	3.1 %	3,621.0	2.1 %	9.8
France	514.8	4.3 %	27,090.0	15.9 %	52.6
Germany	299.1	2.5 %	16,704.0	9.8 %	55.8
Italy	1,630.0	13.5%	12,885.3	7.6 %	7.9
Romania	3,856.3	32.0 %	13,298.2	7.8 %	3.4
EU 27	**12,053.8**	**100%**	**170,027.3**	**100%**	**14.1**

[25] EU-Agricultural census 2010 - The number of agricultural holdings in the EU27 fell by 20% between 2003 and 2010. While the agricultural area decreased by only 2% - October 2011, available at http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/5-11102011-AP/EN/5-11102011-AP-EN.PDF last accessed 23.02.2013

[26] Data from EU-Agricultural census 2010 October 2011, available at http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/5-11102011-AP/EN/5-11102011-AP-EN.PDF last accessed 23.02.2013

The table above shows that the countries with the greatest number of farms are also the countries with the smallest per-farm area (Romania, with 3.4 hectares, and Italy, with 7.9). Bulgaria remains below the European mean, while Germany and France are obviously countries with rather large and professional farms. If we consider the European mean of 14 hectares, we can assume that Bulgaria, Italy and Romania have a small-scale agriculture compared to Germany and France. We also note that France and Germany have the highest agricultural land use, although Romania has a larger usable agricultural area (see Chart 1).

The data presented above already define certain categories that describe the professionalization of agriculture and the extent to which small-scale agriculture (subsistence and semi-subsistence farming) prevail in the agricultural sector. Obviously, of the five countries, only Germany and France can be considered as countries with a developed agriculture. Romania has one third of the farms in Europe and uses about 8% of the total European agricultural area used. Comparatively, France has 4.3% of the European farms and uses 16% of the total agricultural land in Europe.

Employees in the agricultural sector

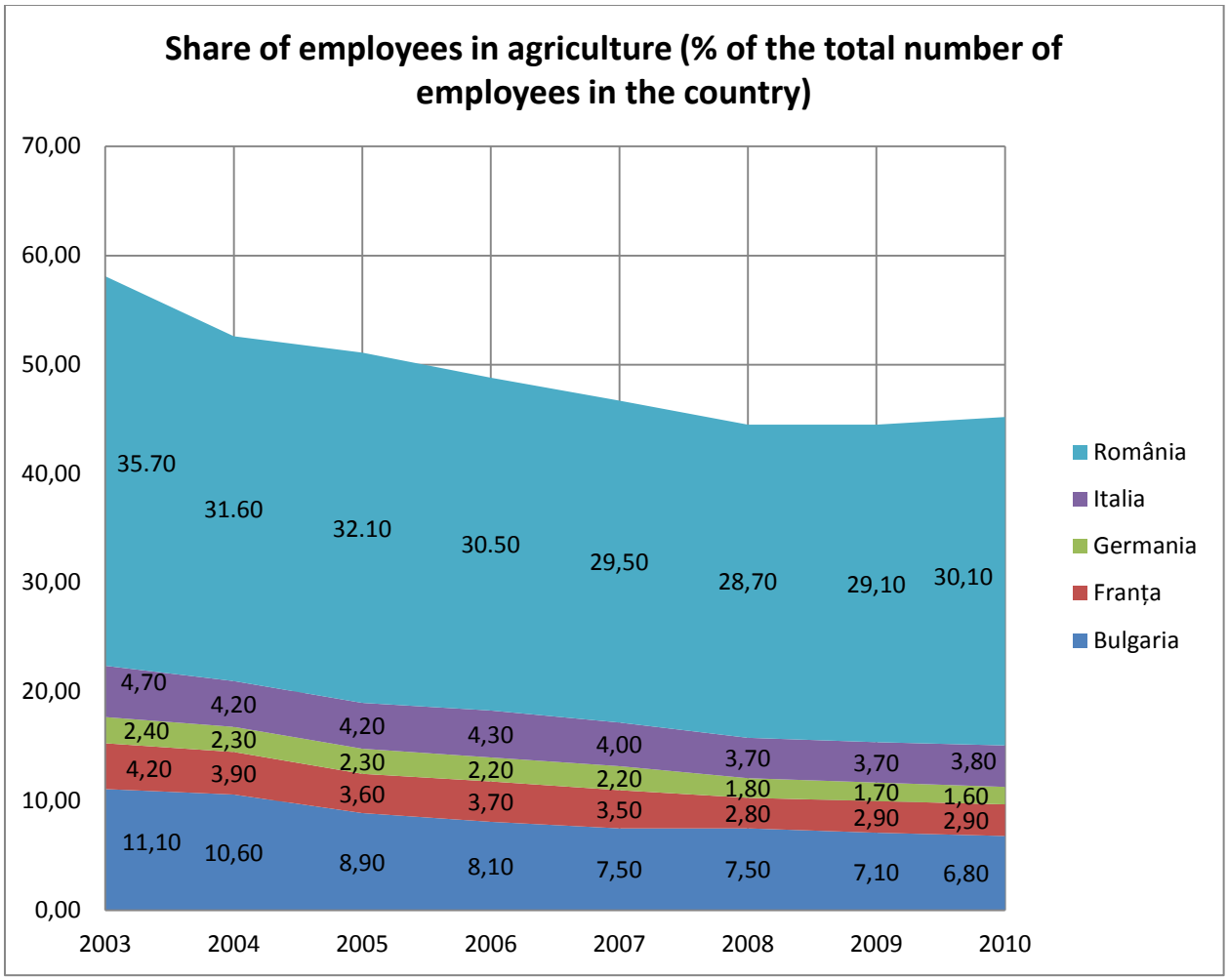
As we have already pointed out, of the five countries analyzed, two can be classified as having a developed agriculture, while in the other three (Bulgaria, Italy and Romania) the development of agriculture is limited in point of size of the agricultural holdings. Obviously, the size of farms also gives an idea of their technological level. For an in-depth analysis of the development differences in the agricultural sector between the three countries, this chapter will focus on the workforce in agriculture. The first assumption is that a great number of farms means a great number of employees. The second assumption is that a great number of employees in the agricultural sector means a higher need for access to professional training.

This section analyzes two types of indicators: percentage of employees in the agricultural sector and gender differences in the employment in agriculture. While the former indicator describes a situation that can be correlated with the need for professional training, the latter also points at the gender category with the greatest training needs.

A methodological element that should be emphasized is the use of the concept of employees in agriculture. Although the World Bank defines employees as persons working for a public or private employer and receiving remuneration in money or in kind in consideration of their work, the data are based on the available national statistics. According to the data sheets used in this project, all the five countries report the existence of clandestine work, especially among the disadvantaged categories (persons with low income or immigrants). In Italy, for instance, clandestine work in agriculture amounted to 37% of the total persons working in the agricultural sector in 2011. In Romania, the National Institute of Statistics uses the concept of person engaged in subsistence agriculture for all owners of agricultural land, regardless whether they are employed or not.

Chart 2. Share of employees in agriculture (% of the total number of employees in the country)[27]

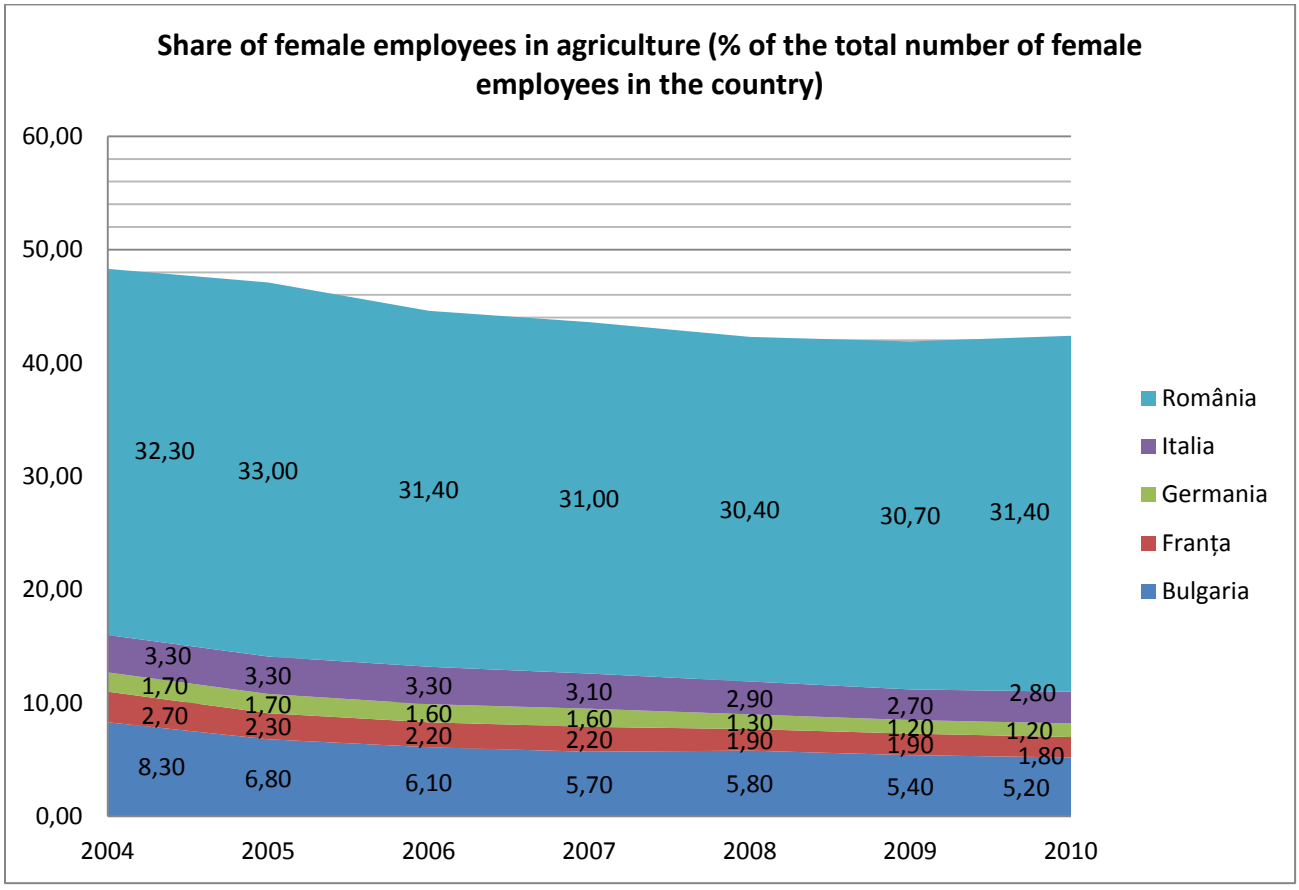
[27] Data from World Development Indicators (WDI), available at http://data.worldbank.org/indicator/SL.AGR.EMPL.ZS, last accessed 12.03.2013



The lowest percentages of employees in the agricultural sector are in Germany and France, the only countries with a developed agriculture (1.6% and 2.9%, respectively). This is explained by the higher use of technology and machinery in agriculture, which reduces the employment needs, in spite of the large size of farms. On the other hand, the need for specific professional training (in the use of the technological infrastructure in agriculture) is likely very high in these countries, compared to the countries with prevailing small-scale agricultures. Italy has a small number of employees in this sector, in spite of the relatively great number of farms and of the mean per-farm area. Half of the Italian farmers are employed while the other half work in their own farms. In Bulgaria, the number is relatively great compared to the other three countries. Here, more than 90% of the persons employed in agriculture are family farm workers. Romania is a particular case. Although the percentage increase trend is most obvious in this case, it is important to mention that, like in Bulgaria, over 90% of the persons engaged in agriculture are actually persons who own and cultivate a plot of land, without being actually employed and without being evident that their work generates income.

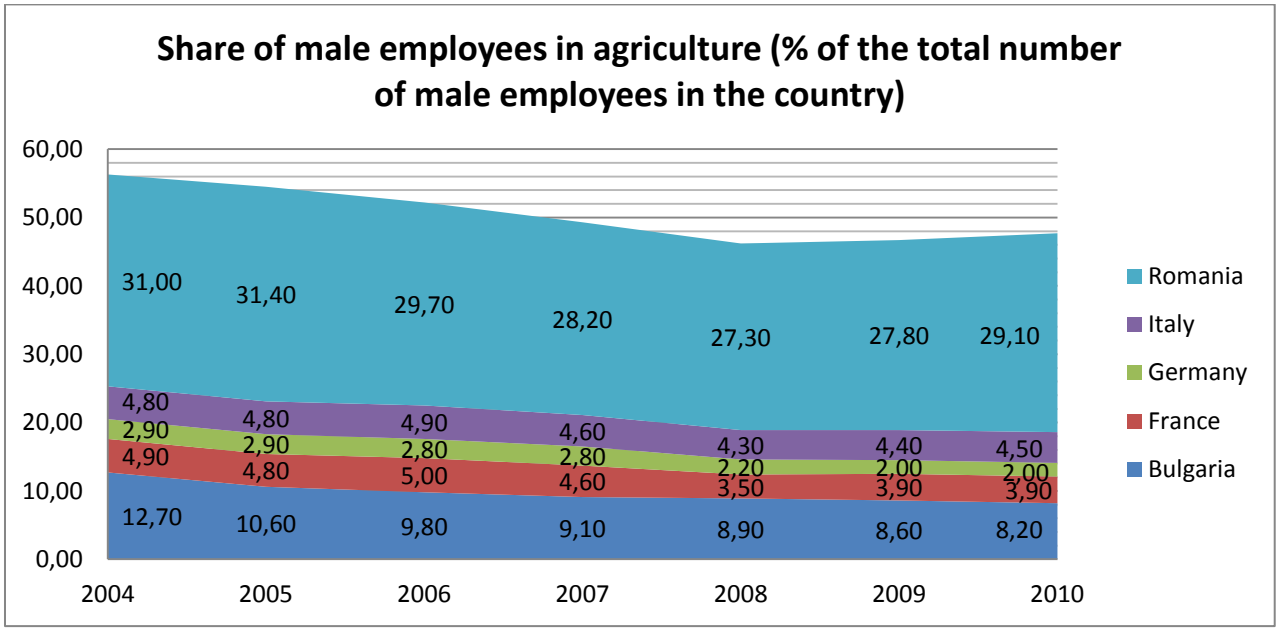
The following chart shows the percentage of women working in agriculture of the total number of women active in the labor market. While, in general, the tendencies identified with regard to the employees in agriculture remain unchanged, we note in Romania a slight increase in the percentage of women working in agriculture.

Chart 3. Share of female employees in agriculture (% of the total number of female employees in the country)[28]



The next chart, concerning the percentage of men working in agriculture, shows the same tendencies as in the case of women. We note that in four cases out of five the percentage of men working in agriculture in lower than that of women. Romania is again a particular case.

Chart 4. Share of male employees in agriculture (% of the total number of male employees in the country)[29]



[28] Ibid.
[29] Ibid. 16

The data regarding the workforce in agriculture are relevant indicators for the access of agricultural workers to professional training. Thus, the more persons are engaged in agriculture in a country, the higher should be the need for access to professional training in the sector. Theoretically, a significant part of these employees should be trained, just like in any other field. In an unstable economic context and considering the technological developments and industrial evolution, the professional training of farmers should be a priority.

Analyzing these data from the perspective of the two types of agriculture previously identified, i.e. large-scale agriculture (in France and Germany) and subsistence and semi-subsistence agriculture (in Italy, Bulgaria and Romania), the approaches to the professional training of farmers should take into account the types of knowledge and skills that farmers need. Thus, in France and Germany technical training would be more likely required. The countries with a small-scale agriculture should consider the types of agricultural holdings, the great number of farmers who perform several functions at the same time (manager, worker, entrepreneur, etc.) and the training needs so that they be able to perform better once trained.

Productivity of the agricultural sector and farmer's access to training

This section analyzes the relationship between productivity in the agricultural sector in terms of percentage of GDP and indicators relevant for the access of farmers to professional training. The share of GDP generated by agriculture in the European Union is less than 3%; however, the agricultural sector is a source of income for about 20% of EU's population, i.e. people living mostly in rural areas and for whom the agricultural sector is of maximum relevance[30].

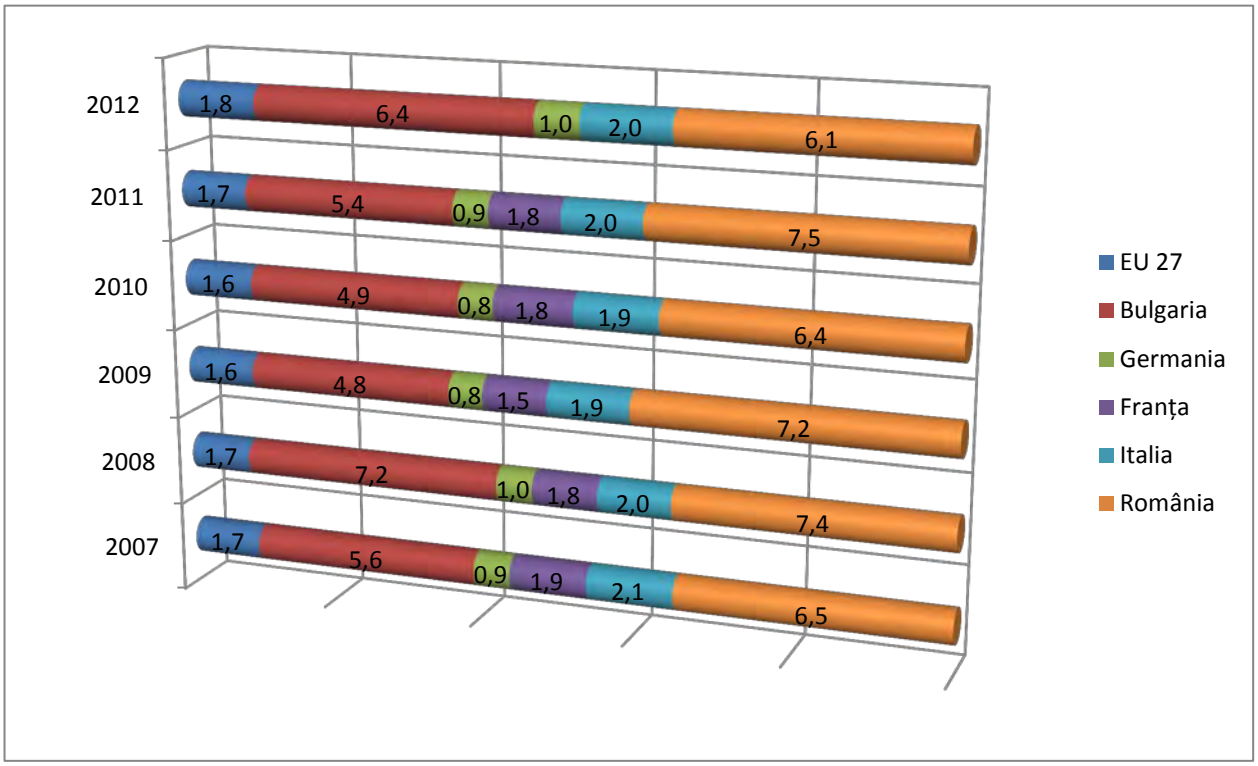
Productivity of the agricultural sector

Productivity in the agricultural sector can be measured by various indicators. As we have already mentioned in the description of the method, we shall use two traditional indicators. The first one - the percentage of agriculture in GDP - shows the importance of agriculture in a country and the contribution of the sector to the total domestic product of the country. It is a percentage that indicates how much of the country's economy is represented by agriculture. The second indicator rather measures performance. The value of production shows, in absolute (financial) terms, what is the value of agricultural production in a country. We use these two indicators for methodological reasons, considering that both of them are relevant for analyzing the productivity of the agricultural sector. While for the former comparisons show how much more relevant is the agricultural sector for a country compared to the others, the latter indicates the way countries perform, allowing for the absolute results (in million Euros) to be compared.

The share of agriculture in GDP is the agriculture value added as a percentage of GDP (considering the base price) and represents the net output of the agricultural sector after aggregating all outputs and subtracting the inputs (invested value). The chart below shows the percentage of GDP represented by agriculture in the period from 2007 to 2012, according to Eurostat data. We mention that no 2012 data is available for France.

[30] Access to European Union – online version available at http://www.europedia.moussis.eu/books/Book_2/ last accessed 20.03.2013.

Chart 4. Agricultural value added as percentage of GDP, 2007 - 2012[31]



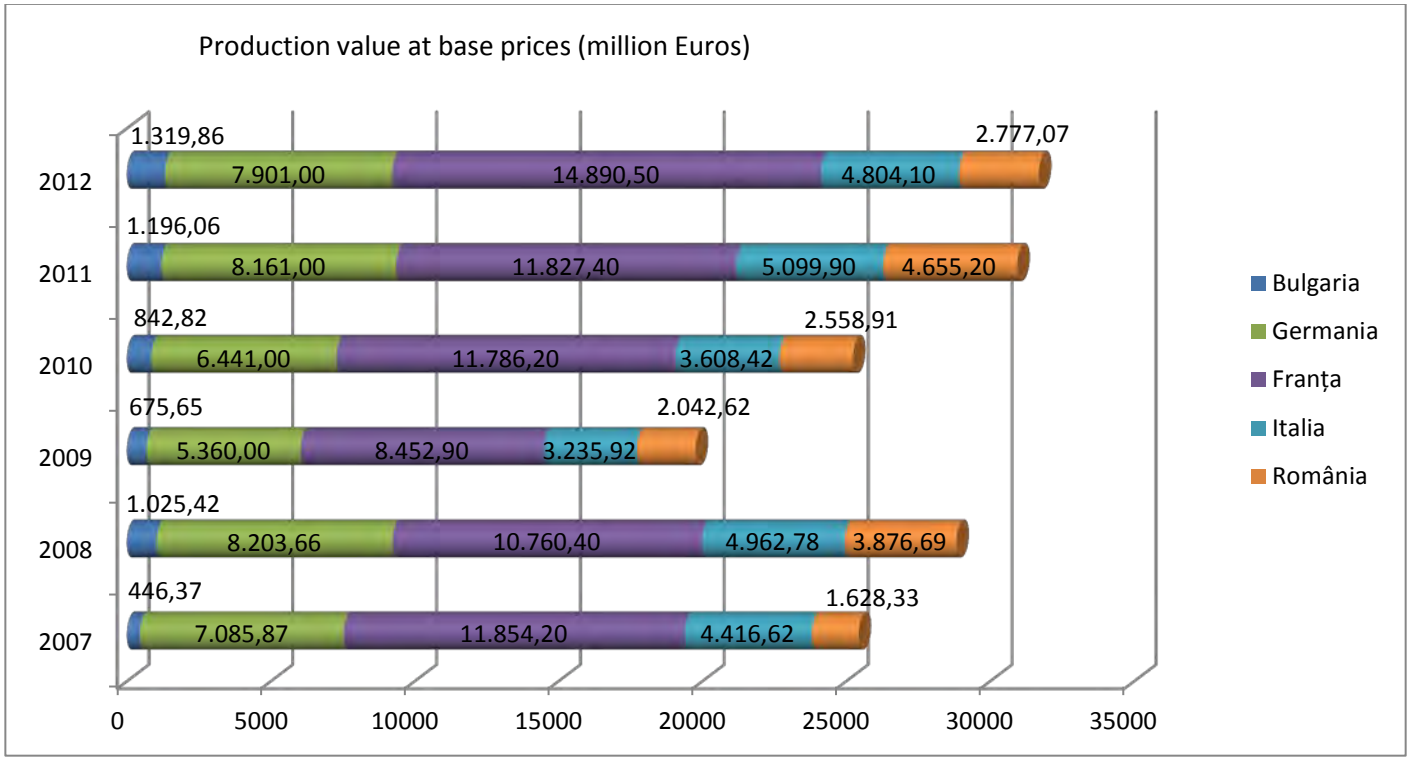
The agriculture percentage of GDP in the five countries analyzed here indicate a clear tendency. The countries with a high agricultural potential and developed agricultures have a low agriculture percentage of GDP. The same tendency is also visible in the European mean, which is almost identical to the figures in France and Germany. Italy has the same tendency in point of agriculture value added, although the characteristics of its agricultural sector bring it closer to Romania and Bulgaria in terms of types of agricultural holdings and average farm size (see Table 1). The values for Bulgaria and Romania are around 7%.

The chart above clearly shows that agriculture is an important sector in the economy of Romania and Bulgaria, with a percentage of GDP much higher than in the other countries and than the European mean. The economical importance of agriculture is more limited in Italy, France and Germany.

The following indicator examined actually shows the significance of the agriculture percentage of GDP, i.e. how much is Romania's and Bulgaria's approximately 7% compared to France's 2%. The chart below displays the values for each country, in million Euros, in the period from 2007 to 2012.

[31] Eurostat data, available at http://appsso.eurostat.ec.europa.eu/nui/show.do last accessed 18.03.2013

Chart 5. Production value at base prices, 2007-2012[32]



The countries with sound agriculture have a higher value of agricultural production. France has the highest production value, followed by Germany. Italy is again at the middle, while Romania and Bulgaria have low production values. A decrease of this value in all countries is visible in 2009.

The chart shows that, although agriculture does not generate a significant percentage of GDP in Germany and France, the agricultural profit in absolute figures in these countries is higher than in the countries where agriculture is a net contributor to GDP. In fact, the agricultural revenues of Romania and Bulgaria are low. If we examine these results in relation to the percentage of employees in agriculture, we can conclude that the countries with low production (in economic terms), but for which the sector is significant as a revenue source, also have the greater number of employees in agriculture.

This section reinforces the conclusions of the previous section concerning the characteristics of the agricultural sector. At this point, we have two groups of countries: Germany and France (with a developed agricultural sector, large farms, less employees and a relatively high production value, which represents, however, a low percentage of GDP) and Romania and Bulgaria (with small farms, many employees and a low production value representing a higher percentage of GDP). Italy cannot be clearly included in either of these categories, but it is rather close to France and Germany (small farms, few employees, average production value representing a low percentage of GDP).

Farmers' access to professional training

As already emphasized in the previous chapters, the access of farmers to professional training is a key factor in the implementation of the European and national policies. In order to accomplish the development objectives set by the European and national programming documents, a workforce adapted to the current economic context, skilled and productive is required. The improvement of

[32] Eurostat data, available at http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=aact_eaa01&lang=en, last accessed 23.03.2013

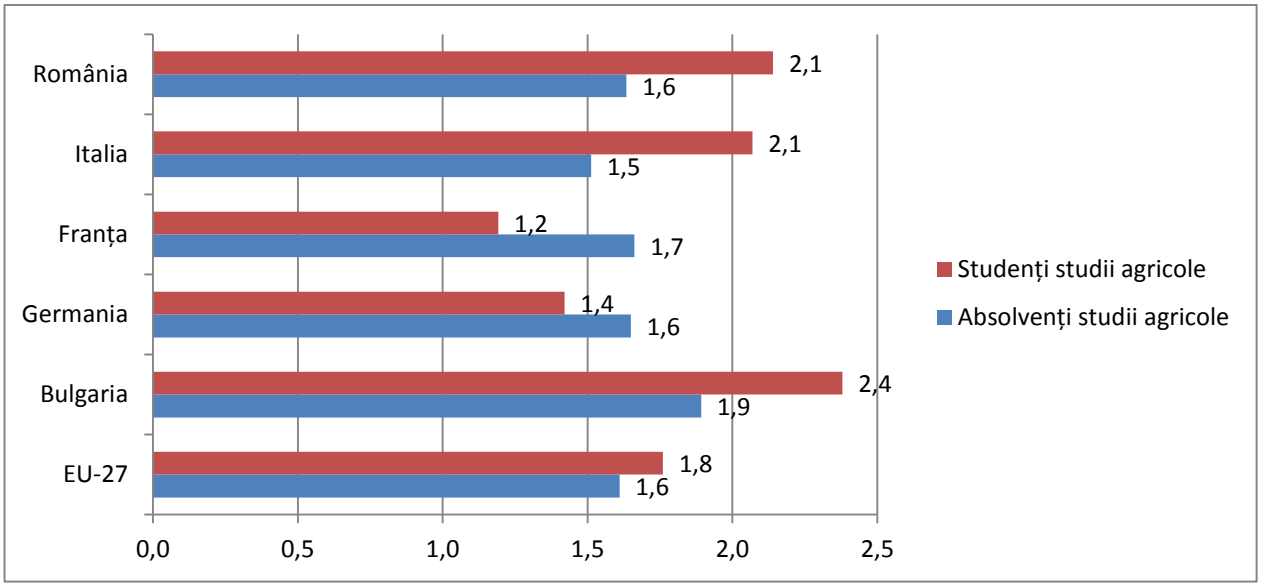
farmers' management, technical or technological skills requires proper initial training, as well as life-long learning provided by intensive training programs.

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

This section presents the indicators concerning the access of farmers to professional training. The indicators used show, on one hand, the percentage of people benefiting from agricultural higher education. The indicator is symmetrical to the one concerning the agriculture percentage of GDP, showing the importance of the agricultural sector from an educational perspective. The second indicator used is the percentage of farmers with basic or extensive education in agriculture. It shows the degree of professionalization of work in agriculture.

The chart below describes the share of persons enrolled in agricultural tertiary education (% of total students) and graduates of agricultural studies (% of total university graduates).

Chart. 6. Share of graduates of agricultural studies in the total number of persons enrolled in or graduates of tertiary education, 2010[33].



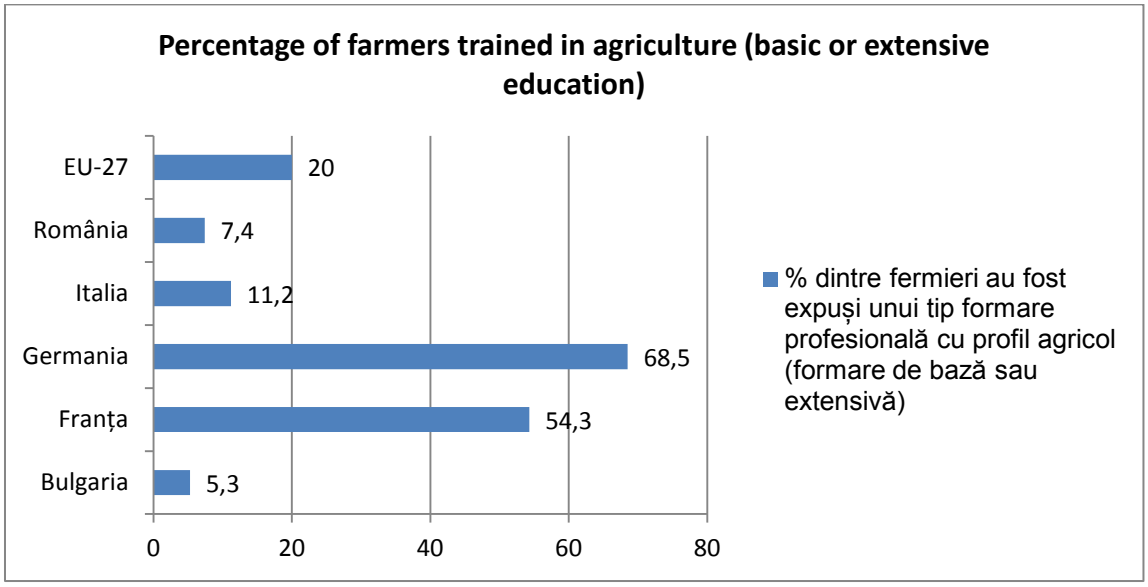
All the analyzed countries follow the European tendencies, with percentages of students or graduates of agricultural universities oscillating around the same mean values of 1.6% and 1.8%, respectively. The indicator does not suggest significant differences among the five countries, which means that the agricultural higher education does not generate major differences in point of performance of the agricultural sector.

The next indicator describes the percentage of farmers/agriculture workers with basic or higher education in agriculture. According to a Report of the European Commission's Directorate-General for Agriculture and Rural Development, the last year for which such data are available is 2005. Methodologically, the indicator only refers to farm managers, irrespective of the farm type or size.

[33] Eurostat data, available at http://epp.eurostat.ec.europa.eu/tgm/bookmark.do?tab=table&plugin=1&language=en&pcode=tps00062# last accessed 17.02.2013

Agricultural education has three dimensions: only practical experience (actual work in a farm), basic education (any course completed in a college or other specialized institution; apprenticeship in agriculture is considered as basic education) or extensive education (any course taken after the completion of compulsory education and equivalent to a two-year educational cycle, completed in a college, university or other higher education institution).

Chart 7. Percentage of farmers trained in agriculture (basic or extensive education), 2005[34]

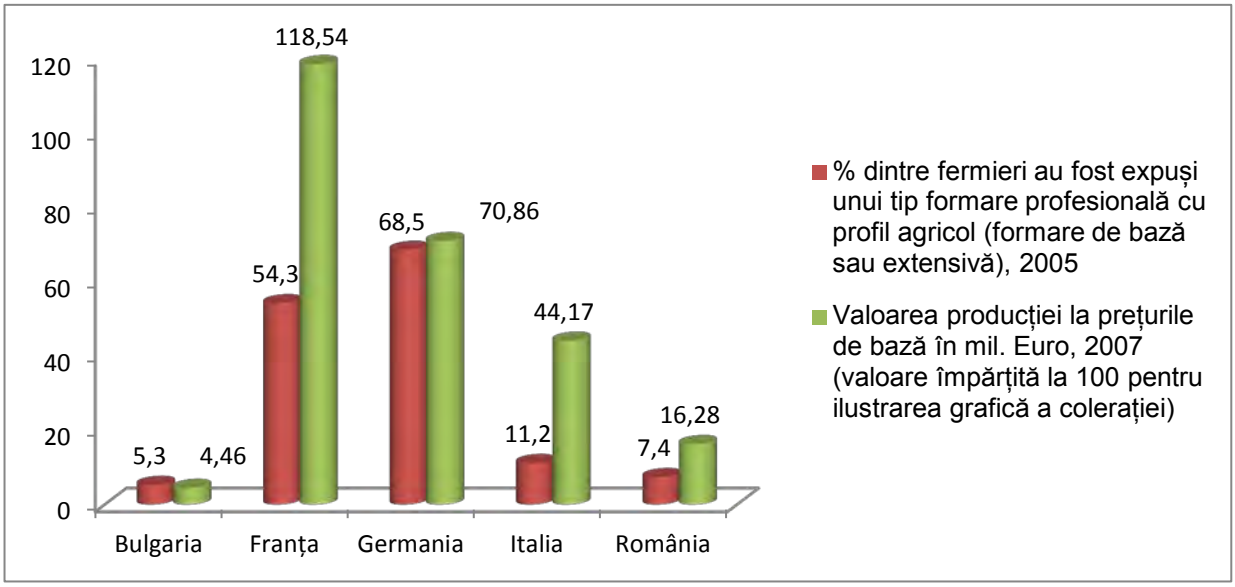


Germany and France are countries with a level of farmer education much above the European mean. While in general only 20% of the managers of farms and agricultural holdings in the European Union have at least basic education in agriculture, in Germany and France most of the persons managing an agricultural holding have this type of training. Italy is below the European mean, while in Bulgaria and Romania agriculture seems to be a field in which learning is based almost exclusively on practical experience. The data are based on the clusters identified in the previous sections of the study. Germany and France, with a professionalized and high-performance agricultural sector, have farms that are managed, in most cases, by persons with at least basic agricultural education. Romania, Bulgaria and, in this case, Italy, too, with fragmented agricultural sectors, have subsistence and semi-subsistence farms managed by farmers who, in around 90% of cases, did not receive any form of professional training.

Obviously, it is difficult to identify a direct causal connection between the performance of the agricultural sector and the extent to which farmers received specialized professional training. It is equally obvious, however, that there is a positive correlation between the two variables. For the indicators "percentage of farmers with basic or extensive education" and "value of agricultural production at base price", the correlation coefficient is 0.82. **This coefficient actually indicates that the performance of the agricultural sector is higher in countries where more farmers received professional training**. The chart below illustrates the variation of the two indicators in the five countries analyzed here. In order to simplify and keep the proportions of the chart, the initial agricultural production value has been divided by 100 (the correlation coefficient remains unchanged, as variation does not change). As the figures for farmers' education are from 2005, we used for the agricultural production value only the data from 2007.

[34] "*Rural Development in European Union. Statistical and Economic Information. Report 2011*", p. 106, available at http://ec.europa.eu/agriculture/statistics/rural-development/2011/full-text_en.pdf last accessed 20.03.2013

Chart 8. The correlation between the "percentage of farmers with basic or extensive education" and the "value of agricultural production at base price".



Existence of funding programs for agricultural training

This section reviews the funding programs that the social partners and agricultural companies can access for the training of farmers. The analysis is qualitative and is based on information provided by the partners in the five countries included in this project.

The formal agricultural education system in **Bulgaria** was established 120 years ago. However, there is a clear lack of analysis with regard to the connection between the sector's labor market and the need for new skills required for the new jobs. Moreover, the educational programs should be updated, considering the new techniques and technologies used in agriculture. According to the project partners, no employer will be willing to invest in the education and training of the human resources under the current conditions, in the absence of available training programs.

The analysis performed by the trade unions in Bulgaria identify as a possible solution the development of sector funds for professional training and of sector schemes for financing life-long learning and training courses. Such mechanisms, i.e. funds and schemes, could contribute to accomplishing the objectives of the European initiative "*New Skills for New Jobs*[35]" and also facilitate the absorption of the funds for vocational education and professional training, considering the current economic situation. These mechanisms could help to promote on-the-job training, which would be a good solution for seasonal workers, unskilled workers, for employees receiving the minimum wage or for those under the threat of unemployment. This process requires the involvement of certain social partners and of the government and, above all, the political will for implementing long-term solutions in this sector.

Although Bulgaria has a Rural development Program that includes financing for the professional training of farmers, the funds are limited and do not always respond to the actual training needs of farmers.

The Bulgarian government does not finance professional training programs in agriculture and the only source of financing is the EU funds. As regards the Rural development Program (M111), the main entities eligible to apply for financing as providers of professional training include: educational

[35] New Skills For New Jobs: http://ec.europa.eu/social/main.jsp?catId=568

institutions authorized in accordance with the applicable laws; high schools providing training in: agriculture, plant protection, veterinary medicine, agricultural equipment and technology, forestry, environment protection and preservation; nonprofit legal entities; and scientific research institutes.

The final beneficiaries include:

- Farmers registered in accordance with the national regulations, i.e. Ordinance No. 3/1999
- Directors or persons employed based on an employment contract by legal entities registered as farmers in accordance with Ordinance No. 3/1999 on creating and maintaining a register of farmers
- Natural persons who are owners/co-owners or leaseholders of forests and/or land associated to forests 1999
- Directors or persons employed based on an employment contract by legal entities that are owners/co-owners or leaseholders of forests and/or land associated to forests
- Persons benefiting from social welfare in accordance with Ordinance No. 11/2009, subject to the terms and conditions of the procedure for application of Measure 214 - "Payments for agriculture and environment protection" under the Rural Development Program, 2007-2013.

Professional training providers

In this section, we shall see how the trade unions in agriculture involve farmers in training programs, whether they analyze the training needs and whether they train only their members or have an inclusive approach. Then, we shall identify the nature of professional training providers (public or private) and the training costs in the agricultural training market.

In Bulgaria, the trade unions are included in consultative or working groups on employment and vocational training. However, they have neither the ability nor the legal obligation to assess the training needs of the trade union members. Nevertheless, the trade unions have a rather inclusive approach and admit non-trade union members to their training courses.

The professional training providers are mostly public institutions, as private providers only hold 20% of the professional training market in the agricultural sector. The training costs are paid either by trainees or by training funds if the training is part of an externally-financed program.

In accordance with the legal framework for formal education and with the VET regulations, the professional training is divided into various qualification levels - 1 to 5 in the European Qualifications Framework.

In France, OPCA (Joint Commission for Collective Training), a regional council and the Employment Agency offer professional training opportunities to the unemployed. They can attend free training courses.

Various types of professional training opportunities are available:

- CIF: the employee can enroll in a long-term educational program (up to one year; the course is free for the employee and the employee receives part of his/her salary over the training period)

- DIF: the right of each employee to take up to 20 fully-paid hours of training a year (up to 120 hours after 6 years).
- Professionalization contract: the employee can work part-time during a professional training program.

As regards the funding of training programs, both trade unions and employers are entitled to apply for financing. Each individual case is then evaluated and a decision is made depending on the acceptance/rejection of the individual project. Most professional training projects are accepted. The government does not finance training programs, but it can impose on the agricultural sector to finance training programs for employees through OPCA for specific reasons (e.g. training in the adequate use of pesticides).

The mission of trade union representatives is to inform the trade union members and the employees with regard to professional training opportunities. The trade unions have created a special body called "Job Observer". Its role is to identify the specific needs of each job in agriculture and the skills and availability of workers.

The training programs are free for employees. Each employee is paid by the employer or the costs are covered by OPCA. The trade unions organize training courses for economic and social reasons, but mainly for the benefit of their representatives/members. The training providers are either public or private. The employer is free to choose to cooperate with a public or private provider.

The structure of the professional training market is established by CPNE (Joint National Commission for Employment). CPNE defines guidelines for the training programs considering the specific needs of each job. OPCA subsequently publishes a detailed description of the requested training programs. The professional training providers respond to the calls and submit price offers.

Italy has an institutional system for providing professional training through the regional institutions, which often uses EU funds, and a professional training system organized and managed by the social partners . The main training financing mechanism in the agricultural sector in Italy is RSP, through which the regions introduced a specific measure, 111 - "Vocational Training and Information Campaigns", aimed at training the employees in the private sector. The general objective is to foster the dissemination of scientific and technical knowledge in order to improve competitiveness and efficiency. The training courses debate topics like: sustainable management of the natural and agricultural resources to protect and efficiently use the land or the dissemination of innovative production processes and the improvement of product quality.

Each region decides with regard to the eligible entities for this type of financing. There are regional programs that use government funds for the training of human resources in agriculture. Depending on the local characteristics and on workers' needs, the trade unions propose free local training programs for all the interested workers. Both public and private training providers are available.

In Romania, multiple financing sources are available for the professional training of workers in agriculture, the most important of them being the European Social Fund (ESF). Both national and European financing sources are available. The trade unions and employers' organizations support the training in professions like plant cultivation, green agriculture worker, beekeeping, etc.

The main entities entitled to apply for financing for the training of agricultural workers include nongovernmental organizations and educational institutions. The government has an important contribution to supporting this type of programs, state aid being an example in this respect. Trade unions frequently use questionnaires to identify strengths and weaknesses, the training needs and the ways in which they can be satisfied. Most of the professional training programs are free, but

there are also courses for which the trainees are required to pay a fee. The trade unions equally train members and non-members. The professional training providers in Romania are both private and public.

In Germany, there are many financing opportunities for professional training programs available both locally and at land level. If requested by the social partners and the professional training providers, the government may finance the training of employees in the agricultural sector.

The trade unions agree by social dialog on the content of the initial training, life-long learning and master courses. Most courses are free, but a fee may be charged in certain cases. The training providers are either public, half-public or private.

Curricula and access to training

In Bulgaria, in addition to the specific subjects related to the fields included in the training program, current topics and subjects are considered, e.g.: CAP, labor regulations, working conditions, specific agricultural language, PC operation skills. The program and curricula are established by the provider depending on the needs of the prospective trainees and on the specific subjects considered.

As regards the access to professional training, the project partners in Bulgaria say that the opportunities to access a professional training program are not equal, as the employees of larger farms benefit from more opportunities. In addition to that, the participation to professional training courses is conditional upon a certain level of education, which already excludes the small, subsistence or semi-subsistence farmers.

In France, the subjects included in the training programs largely depend on the type of activity, but the main current topics are the environment, safety, technical know-how, automation and quality. The curriculum must be specific and sustain the ability to offer a quality training program. Sometimes the trainees are required to define the curriculum themselves based on certain references to organize their activities.

As regards the equal access to training, there are regulations concerning the access to training for repeated applications from the same employee: there must be a period of at least two years between two successive training programs attended. After the last reform of the educational system, it became more difficult to obtain financing for professional training courses.

The financing provided by OPCA is equal for both smaller and larger institutions and sometimes there are internal training programs fully funded by the employer. From this point of view, it is easier to attend training courses in large companies.

In Italy, the main subjects in the training curricula include new agronomic techniques for environment sustainability and occupational safety. . In general, the curriculum contains theoretical knowledge, as well as practical activities.

The subjects are usually chosen by trainers based on the information obtained by trade unions and considering the needs communicated by farmers.

In Romania, the professional training programs for farmers consist in induction, specialization, qualification and re-qualification training. The curriculum is established in most cases by the trainer who delivers the course. The trade unions interpret the questionnaires filled in by employees, identify the needs of employees and propose subjects for the training courses. The role of the future

trainees is very important, as the courses and specific subjects are selected taking into account their needs and requirements.

The professional training for a specific job based on long-term curricula is a frequent practice in **Germany.** There are fewer technical training programs. The certified training courses are decided by social partners and schools.

Analyzing the information for each country, we note again differences between Germany, France, and Italy, on one hand, and Romania and Bulgaria, on the other hand. In point of professional training financing opportunities, France, Germany and Italy are less dependent on European funds, resulting in a slightly wider access of farmers to professional training. As regards the curricula, the social partners in all countries are able to influence to some extent the professional training topics.

Conclusion

Education and the access to professional training are considered as long-term investments in the human resources and their returns consist in economic growth driven by a productive workforce. In the recent years, in the context of the global economic crisis, the role of professional training has become central to the agendas of governments in Europe. The economic changes also require an adjustment of employment measures and in order to perform at high levels the workforce in each economic sector needs specific skills to respond to these changes.

The agricultural sector, a key component of the European economy, is permanently changing in point of technology and intervention policies. The need for professional training is obvious, especially after the agricultural map of Europe was redrawn following the EU enlargement in 2004 and 2007.

This report examined the European and national policies in point of farmers' access to professional training and factually analyzed aspects like the characteristics of the agricultural sector, productivity in the agricultural sector and the access of farmers to professional training.

In terms of policies, the professional training of farmers is not an objective or a direction in itself, either for the European Union or for the national governments. There are many instances in which the professional training becomes an instrument or a strategy for the implementation of actions meant to lead to the achievement of the set objectives. This is enough to conclude that the objectives of the European policies and strategies for agriculture inherently require skilled workers able to adapt to the technological or economic changes. The European regulations specifically emphasize the importance of professional training in agriculture.

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

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

The trade unions and employers' organizations play an important role in the professional training, either by participating in the development of curricula or by implementing professional training programs. These entities can directly influence the policies on professional training in agriculture, at least nationally. In Romania and Bulgaria, where the trade unions and employers' organizations can only implement professional training services, the curricula are rather determined by the funding programs accessed for providing training to farmers.
In point of professional training financing opportunities, France, Germany and Italy are less dependent on European funds.

The quantitative analysis describes clear facts. The five countries analyzed can be split in two categories. The first category, which includes Germany and France, is characterized by larger and rather professionalized farms, a low agriculture percentage of GDP, but high agricultural production value, and a small percentage of employees in the agricultural sector. It can be defined as the category of countries with developed agricultures. In spite of having rather small farms, with areas below the European average, Italy matches this category according to all the other indicators. Comparatively, Romania and Bulgaria have underdeveloped agricultures. They have small farms, a great number of employees in the agricultural sector, a higher agriculture percentage of GDP, but a low production value in absolute terms.
Correlating these data with the percentage of farmers who received (at least basic) professional training, we note that the results are consistent with the previously defined categories. While in general only 20% of the managers of farms and agricultural holdings in the European Union have at least basic education in agriculture, in Germany and France most of the persons managing an agricultural holding have this type of training. Italy is below the European mean, while in Bulgaria and Romania agriculture seems to be a field in which learning is based almost exclusively on practical experience. The data are based on the clusters identified in the previous sections of the study. Germany and France, with a professionalized and high-performance agricultural sector, have farms that are managed, in most cases, by persons with at least basic agricultural education. Romania, Bulgaria and, in this case, Italy, too, with fragmented agricultural sectors, have subsistence and semi-subsistence farms managed by farmers who, in around 90% of cases, did not receive any form of professional training.

It is difficult to identify a direct causal connection between the performance of the agricultural sector and the extent to which farmers received specialized professional training. It is equally obvious, however, that there is a positive correlation between the two variables. For the indicators "percentage of farmers with basic or extensive education in agriculture" and "value of agricultural production at base price", the correlation coefficient is 0.82. **This coefficient actually indicates that the performance of the agricultural sector is higher in countries where more farmers received professional training.**

This correlation points at clear recommendations for Romania, Bulgaria and Italy. Considering that the development of the agricultural sector is an objective of major interest, the investment in the human resources in agriculture is a key factor that will lead to the achievement of the objective.

The access of farmers to professional training emerges as an essential national need, at least for Romania and Bulgaria. Obviously, the other country cannot avoid implementing actions in this respect either, especially considering the competitiveness objectives set by the European Union. Although the European and national policies include, in all cases, at least minimal measures concerning the access of farmers to professional training, their implementation will make a difference between the countries with developed and high-performance agricultural sectors and those with underdeveloped agricultures.

References

Council Decision of 20 February 2006 on Community strategic guidelines for rural development (programming period 2007 to 2013), (2006/144/CE), available at http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006D0144:RO:HTML

Zepeda, Lydia, editor - *Agricultural Investment and Productivity in Developing Countries,* FAO Economic and Social Development Paper, 2001, available at http://www.fao.org/docrep/003/x9447e/x9447e00.htm, last accessed on 7.03.2013, p. 4

Zobbe, Henrik - *The Economic and Historical Foundation of the Common Agricultural Policy in Europe*, Unit of Economics Working Papers 2001/12, Fourth European Historical Economics Society Conference, September 2001. Merton College, Oxford, U.K., available at http://ageconsearch.umn.edu/bitstream/24212/1/ew010012.pdf, last accessed on 2.03.2013

Hofreither, Markus F. - *The "Treaties of Rome" and the development of the Common Agricultural Policy, Diskussionspapier*, DP-23-2007, Institut für nachhaltige Wirtschaftsentwicklung, July 2007, available at: http://www.boku.ac.at/wpr/wpr_dp/DP-23-2007.pdf , last accessed on 2.03.2013

"*Reform of agriculture: practical proposals for the Commission*", April 1970, available at http://ec.europa.eu/agriculture/cap-history/crisis-years-1970s/proposals-1970_en.pdf, last accessed on 07.03.2013;

"*A new common agricultural policy? Social and structural reform in agriculture*", July 1972, available at http://ec.europa.eu/agriculture/cap-history/crisis-years-1970s/social-and-structural-reform-1972_en.pdf, last accessed on 09.03.2013;

"*Agriculture and the problem of surpluses*", March 1980, available at http://ec.europa.eu/agriculture/cap-history/crisis-years-1980s/surpluses_en.pdf, last accessed on 09.03.2013;

"*Perspectives for the common agricultural policy" (Green paper),* July 1985, available at http://ec.europa.eu/agriculture/cap-history/crisis-years-1980s/com85-333_en.pdf , last accessed on 10.03.2013;

"*A future for Community agriculture - Commission guidelines following the consultations in connection with the Green Paper*", December 1985, available at http://ec.europa.eu/agriculture/cap-history/crisis-years-1980s/index_en.htm , last accessed on 12.03.2013

"*The Development and Future of the CAP. Reflections Paper of the Commission*", February 1991, available at http://ec.europa.eu/agriculture/cap-history/1992-reform/com91-100_en.pdf last accessed on 14.03.2013

"*Agenda 2000. For a stronger and wider Union*", July 1997, available at http://ec.europa.eu/agriculture/cap-history/agenda-2000/com97-2000_en.pdf, last accessed on 12.03.2013

Council Decision of 20 February 2006 on Community strategic guidelines for rural development (programming period 2007 to 2013), (2006/144/CE), available at http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006D0144:RO:HTML last accessed on 10.03.2013

"Europa 2020 - O strategie europeană pentru o creştere inteligentă, ecologică şi favorabilă incluziunii", disponibilă la http://ec.europa.eu/archives/growthandjobs_2009/pdf/complet_ro.pdf, last accessed on 22.03.2013

Regulation (CE) 1698/2005 of the Council of September 20, 2005, available at http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=DD:03:66:32005R1698:RO:PDF, last accessed on 18.03.2013

"EU-Agricultural census 2010 - The number of agricultural holdings in the EU27 fell by 20% between 2003 and 2010. While the agricultural area decreased by only 2% " - October 2011, available at

http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/5-11102011-AP/EN/5-11102011-AP-EN.PDF last accessed on 23.02.2013
EU-Agricultural census 2010 October 2011, available at http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/5-11102011-AP/EN/5-11102011-AP-EN.PDF last accessed on 23.02.2013
Access to European Union – online version available at http://www.europedia.moussis.eu/books/Book_2/ last accessed on 20.03.2013.
"*Rural Development in European Union. Statistical and Economic Information. Report 2011*", p. 106, available at http://ec.europa.eu/agriculture/statistics/rural-development/2011/full-text_en.pdf last accessed on 20.03.2013

Statistics:

World Development Indicators (WDI), available at http://data.worldbank.org/indicator, last accessed on 12.03.2013
Eurostat, available at http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home, last accessed on 26.03.2013
NationaMaster.com, available at http://www.nationmaster.com/graph/peo_per_liv_in_rur_are-people-percentage-living-rural-areas last accessed on 17.03.2013.

Annexes

Annex 1 – National data collection sheet

Country:	
Structure and characteristics of the agricultural sector Briefly describe the agricultural sector in your country in 2007 to 2011. Provide statistical data where appropriate.	
Describe the farms' and agricultural holdings' structure – how many types of agricultural entities are there (small farms, big companies, family farms, producers' associations etc.). How does each of them work – the management structure, average number of employees/workers ?	
Agricultural entities structure (in terms of land fragmentation) – what is the average size of each of the types identified before.	
Agricultural entities' structure (in terms of what they produce/agricultural sectors) – what is the main product for each of the types identified before.	

The value of annual production/sector – national level indicator	
Utilized agricultural area - the total arable land, permanent grassland, land used for permanent crops and kitchen gardens. The UAA excludes unutilised agricultural land, woodland and land occupied by buildings, farmyards, tracks, ponds, etc. (percent from total land and number of hectares)	
Number of employees in agriculture (compared to the total employment rate)	
Describe the agricultural labour force: how many man, how many women, how many migrants etc.	
Describe the categories of agricultural workers: employees, self employed, family workers etc. If there are statistics at national level on these categories, please provide the numbers for 2007-2011.	
Describe the unregistered work phenomena (or even black agricultural labour market, if the case)	
Agricultural wages structure: basic wage, productivity-based wage, other added payments to the wage (bonuses, quotas etc.), the percent of the social contributions from the salary	
Work relations in agriculture: permanent employees/temporary employees/seasonal workers/other types of contracts.	

Share of agriculture in the GDP (%)	
Share of agriculture in the total gross fixed capital formation (%)	
National agricultural policy	
What is the strategic document defining the national agricultural policy, within 2007 and 2011?	
What are the main measures on agriculture, defined in the policy?	
What are the specific measures related to the access of agricultural workers to training and education programmes?	
What are the main active employment policies that could help agricultural workers adapt easily to agricultural labour market changes? How do these active measures work?	
Is there any predictability of labour market changes in terms of skills? Is there coordination between what kind of trainings are delivered and what kind of skills are needed on the labour market? How does the government monitor changes in agricultural labour market and how does it assess future needs?	
Trade unions in agriculture	
What are the most representative agricultural workers' unions in your country? Who are the members? How are they organized? What is the percent of unionized agricultural workers out of the total agricultural workers? What categories are	

rather not belonging to unions?	
What are the most representative agricultural employers in your country/unions of employers in agriculture? Who are the members? How are they organized?	
Describe the collective bargaining process and how does it meet the needs of agricultural workers. What effects does it have?	
Describe the role of unions and employers' unions in delivering training and education for agricultural workers.	
Funding of professional training for farmers	
Are there any opportunities for financing training agricultural workers? Are they local, regional, national or European? Please describe the main opportunities and the type of trainings they support.	
What are the main entities able to apply for funding for training for agricultural workers (agricultural holdings, unions, NGOs etc.)?	
Does the state finance specific training programmes for agricultural workers?	
Professional training providers	
How do unions outreach and involve agricultural workers in training activities? Does any worker have the chance of being trained? How do unions assess the training needs in agriculture? Are the trainings mostly free or do the trainees have to pay for them? Do unions train people outside	

the unions?	
Are there rather public or private training providers? How is the training for agricultural workers sector divided?	
Professional training curricula	
What are the main topics of available training programmes for agricultural workers?	
How are the curricula established? What is the role of unions in defining training topics? What is the role of the future trainees in defining the curricula?	
Farmers' access to professional training	
To what extent do agricultural workers have access to training? Is there a difference in accessing training for employees of big holdings as compared to small/semi-subsistence/ family farms? Is union membership a condition for better access to training? Is a particular level of education a condition for better access to training?	
Best practice examples	
Please provide a best practice example from your country regarding training for agricultural workers. Who initiated the training? How was it financed? What topics did the curriculum covered? Who was trained? How were they selected? What was the short term result? What changes did occur after the training? How do you see the long term results of the training? *Please feel free to describe any other stakeholder involved and the effects over them or any other facts not covered in these questions.	

Romanian

Accesul la formare profesională pentru persoanele ocupate în agricultură

- Rezumat studiu comparativ -

Introducere

Prin Politica Agricolă Comună, Uniunea Europeană plasează agricultura în rândul celor mai importante politici europene, fiind de departe sectorul cel mai bine finanţat la nivel european, în perioada 2007 – 2013. Extinderea UE din 2004 şi 2007 a modificat substanţial harta agricolă a Uniunii. Agricultura reprezintă 2 % din PIB în vechile state membre, 3 % în noile state membre şi peste 10 % în România şi Bulgaria. În noile state membre procentul forţei de muncă din sectorul agricol este de trei ori mai mare (12 %) decât în vechile state membre (4 %), în vreme ce în Bulgaria şi România procentul forţei de muncă în sectorul agricol atinge cote mult mai mari.[36]

Raportul de faţă analizează sectorul agricol în cinci ţări europene, cu accent pe accesul agricultorilor la formare profesională. Scopul demersului este de a identifica dinamica sectorului agricol în Bulgaria, Franţa, Germania, Italia şi România din perspectiva influenţelor reciproce între măsura în care agricultorii beneficiază de formare profesională şi performanţa sectorului agricol în general.

Metodologie şi definirea conceptelor

Investigăm aici măsura în care accesul persoanelor ocupate în agricultură la programe de formare şi training duce la o creştere a productivităţii în agricultură. Ipoteza de la care plecăm este una naturală: cu cât fermierii deţin mai multe cunoştinţe de agricultură (cunoştinţe tehnologice şi ştiinţifice specifice tipului de agricultură pe care îl desfăşoară, dar şi cunoştinţe de management, resurse umane sau business), cu atât este mai probabil ca fermele lor să producă mai mult, produsele să aibă o calitate mai bună şi preţul lor să fie, aşadar, mai mare. Pe de altă parte, este relevant rolul statului şi al Uniunii Europene în susţinerea sectorului agricol şi, implicit, în susţinerea fermierilor. Nu în ultimul rând, caracteristicile sectorului agricol au de asemenea o importanţă majoră în definirea productivităţii sectorului.

Operaţionalizarea conceptelor - indicatori

Productivitatea sectorului agricol

- Ponderea agriculturii în PIB - valoare care măsoară contribuţia netă a agriculturii la PIB-ul unei ţări. Se măsoară prin indicatorul "valoarea adăugată a agriculturii ca procent din PIB" şi reprezintă rezultatul net al sectorului agricol, după ce se adaugă toate rezultatele şi se scad "input-urile" (valoarea investită).
- Valoarea producţiei la preţurile de bază – este un indicator calculat în valori absolute şi arată cât valorează efectiv producţia agricolă. Pentru datele disponibile la Eurostat, valoarea producţiei se calculează în milioane de Euro.

Caracteristicile sectorului agricol naţional

- Ponderea terenurilor agricole ca procent din totalul suprafeţei ţării.
- Numărul şi structura fermelor agricole

[36] Decizia Consiliului din 20 februarie 2006 privind orientările strategice ale Comunităţii pentru dezvoltare rurală (perioada de programare 2007-2013), (2006/144/CE), disponibilă la http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006D0144:RO:HTML ultima dată accesat la 10.03.2013

- Ponderea terenului agricol utilizat
- Ponderea angajaţilor în agricultură (% din numărul total de angajaţi la nivel naţional)
- Ponderea angajaţilor femei în agricultură (% din numărul total de angajate femei la nivel naţional)
- Ponderea angajaţilor bărbaţi în agricultură (% din numărul total de angajaţi bărbaţi la nivel naţional)

Accesul fermierilor la formare profesională

- Persoane care studiază arii cu profil agricol la nivel terţiar (% din totalul studenţilor)
- Absolvenţi de studii cu profil agricol (% din totalul absolvenţilor de universitate)
- Fermieri/agricultori cu educaţie de bază sau extensivă în agricultură (% din totalul fermierilor)

Metode de analiză

Studiul de faţă este unul comparativ, cantitativ, unităţile de analiză fiind cinci ţări: Bulgaria, Franţa, Germania, Italia şi România. Ne vom raporta, acolo unde este cazul, la datele globale la nivelul celor 27 de state membre UE, utilizând aceste medii ca puncte de referinţă.

Partea de analiză calitativă – analiza de politici publice – pune accentul pe politica agricolă, însă cu o atenţie sporită pentru politica educaţională (inclusiv life long learning) şi politicile de ocupare. Metoda de analiză este analiza de conţinut a documentelor strategice şi identificarea acelor direcţii strategice care pot afecta variabilele analizate aici – productivitatea în agricultură şi accesul fermierilor la formare profesională.

Politica Agricolă Comună şi accesul agricultorilor la formare

Politica Agricolă Comună (PAC) este una dintre cele mai vechi politici de nivel la european, primele eforturi de identificare a unor direcţii comune în dezvoltarea agriculturii apărând în anii '50, ca rezultat al situaţiei economice de după cel de-al doilea război mondial.

PAC 2007 – 2013

Extinderea Uniunii din 2004 şi 2007 a contribuit la creşterea diversităţii zonelor rurale, a exploataţiilor agricole şi a numărului de fermieri. Astfel, a fost necesară reconfigurarea alocărilor financiare pentru perioada 2007-2013. Drept răspuns acestor provocări, a fost creat un fond unic destinat celui de al doilea pilon al PAC, FEADER (Fondul European Agricol pentru Dezvoltare Rurală).

Pe lângă acest cadru financiar, au fost stabilite orientări strategice pentru dezvoltare rurală la nivel european, pe patru axe:

- Axa 1: ameliorarea competitivităţii sectoarelor agricol şi forestier;
- Ana 2: ameliorarea mediului înconjurător şi a peisajului;
- Axa 3: ameliorarea calităţii vieţii în zonele rurale şi încurajarea diversificării economiei rurale;
- Axa 4 - LEADER: constituirea de capacităţi locale pentru ocuparea forţei de muncă şi diversificare;

Criteriile de programare impun statelor membre condiţii precum abordare integrată a priorităţilor sau complementaritate între instrumentele financiare.

Politicile şi practicile naţionale privind formarea în agricultură

În **Bulgaria**, politica naţională urmăreşte dezvoltarea agriculturii competitive şi viabilitatea zonelor rurale, un management sustenabil al resurselor naturale şi aplicarea unor standarde de calitate înalte privind produsele agricole. Documentele strategice vizează inclusiv implementarea PAC, prin Programul de dezvoltare a regiunilor rurale pentru 2007-2013.

În **Germania**, politica naţională privind agricultura este definită de documente cadru precum ”Îmbunătăţirea structurilor agricole şi protecţiei costale 2012-2015” şi un plan naţionale strategic care vizează dezvoltarea rurală, ca plan de implementare a PAC.

În **România**, prin CSNR se stabilesc priorităţile de intervenţie ale Fondurilor Structurale şi de Coeziune în perioada de referinţă. CSNR face legătura între priorităţile naţionale de dezvoltare, stabilite în Planul Naţional de Dezvoltare 2007-2013, şi priorităţile la nivel european. Baza pentru elaborarea acestui document strategic de planificare pe termen mediu a Fondurilor Structurale şi de Coeziune a constituit-o Planul Naţional de Dezvoltare 2007-2013, care reprezintă baza pentru implementarea Programului Naţional de Dezvoltare Rurală pentru perioada 2007-2013.

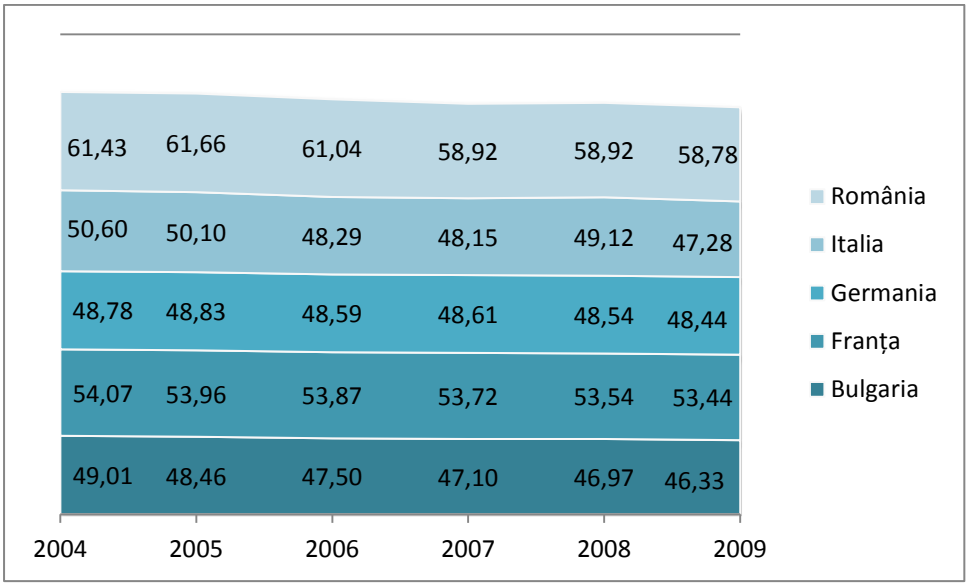
În Italia, strategia comună este definită de un Plan Naţional Strategic şi ulterior structurată la nivel local în raportat la caracteristicile regionale ale sectorului, iar **în Franţa**, o lege din 2006 defineşte politica agricolă, care are ca şi priorităţi antreprenoriatul, condiţii de muncă mai bune, consolidarea veniturilor din agricultură şi modernizaea agriculturii.

Caracteristicile sectorului agricol – analiză comparativă

Ponderea terenurilor agricole ca procent din totalul suprafeţei ţării

Acest indicator descrie potenţialul de dezvoltare agricolă al unei ţări. Terenurile agricole sunt definite ca parte a ariei totale în care intră: terenurile arabil, terenurile cu culturi permanente şi păşunile. Graficul de mai jos prezintă modificările procentuale privind ponderea terenului agricol ca procent din suprafaţat totală a ţării în perioada 2004 – 2009.

Grafic 1. Ponderea terenurilor agricole ca procent din totalul suprafeţei ţării (2004-2009)[37]



Observăm din graficul de mai sus că cele cinci ţări analizate aici nu diferă esenţial din punct de vedere al potenţialului agricol. În toate ţările analizate se observă o reducere a ponderii terenului agricol cu maxim 3% din 2004 până în 2009. România are cea mai mare suprafaţă de teren agricol, urmată de Franţa, Germania, Italia şi Bulgaria. Diferenţele maxime sunt între România şi Bulgaria, mai mari de 10 puncte procentuale. La nivel de potenţial agricol, merită punctat faptul că ţările care au în general o suprafaţă totală mai mare tind să aibă şi cel mai mare potenţial agricol. Pe de altă parte, România are o suprafaţă mai mică decât cele trei ţări din Europa de Vest. O explicaţie poate fi distribuţia pe medii de locuire (rural – urban), în sensul în care România are cel mai mare procent de populaţie rurală, dintre cele cinci ţări (45%

[37] Date preluate din World Development Indicators (WDI), accesibil la http://data.worldbank.org/indicator , ultima data accesat la 12.03.2013

faţă de 33% Italia, 30% Bulgaria, 24% Franţa, 12% Germania)[38]. Astfel, suprafaţa agricolă mare a României poate fi şi un indicator al gradului mai scăzut de urbanizare şi deci, mai puţine suprafeţe construite.

Numărul şi structura exploataţiilor agricole

Exploataţia agricolă este definită ca unitate tehnico-economică de sine stătătoare, cu o gestiune unică şi care desfăşoară activităţi agricole prin utilizarea suprafeţelor agricole şi/ sau creşterea animalelor, sau activităţi de menţinere a suprafeţelor agricole în bune condiţii agricole şi de mediu, fie ca activitate principală, fie ca activitate secundară. Tabelul următor prezintă numărul exploataţiilor agricole din cele cinci ţări analizate, raportate terenul agricol utilizat şi la mărimea medie a unei exploataţii.

Tabel 1. Numărul exploataţiilor agricole şi aria utilizată[39]

Ţara	Număr de ferme în 2010, mii	Procent din totalul EU număr ferme, 2010	Suprafaţa agricolă utilizată, 1000 de hectare	Procent din Totalul EU27, supraf agricolă utilizată	Suprafaţa medie/exploataţie, hectare
Bulgaria	371.1	3.1 %	3 621.0	2.1 %	9.8
Franţa	514.8	4.3 %	27 090.0	15.9 %	52.6
Germania	299.1	2.5 %	16 704.0	9.8 %	55.8
Italia	1 630.0	13.5%	12 885.3	7.6 %	7.9
Romania	3 856.3	32.0 %	13 298.2	7.8 %	3.4
EU 27	**12 053.8**	**100%**	**170 027.3**	**100%**	**14.1**

Tabelul de mai sus arată că ţările cu cel mai mare număr de ferme sunt şi ţările în care aceste ferme au cele mai scăzute suprafeţe (România cu 3.4 hectare şi Italia cu 7.9). Bulgaria rămâne sub media europeană, iar Germania şi Franţa sunt, evident, ţări cu exploataţii agricole mai degrabă mari, profesionalizate. Dacă ne raportăm la media europeană de 14 hectare, putem asuma faptul că Bulgaria, Italia şi România au o agricultură la scară mică, spre deosebire de Germania şi Franţa. Observăm de asemenea că Franţa şi Germania utilizează cea mai mare suprafaţă agricolă, deşi România are o suprafaţă agricolă mai mare de exploatat, în termeni absoluţi (vezi Graficul 1).

Datele prezentate mai sus permit deja formarea unor categorii care descriu profesionalizarea agriculturii şi măsura în care agricultura la scară mică (de subzistenţă şi semi-subzistenţă) domină sau nu peisajul agricol. În mod evident, doar Germania şi Franţa dintre cele cinci ţări pot fi considerate ţări cu o agricultură dezvoltată. În România se găsesc o treime din fermele Europei, utilizând o suprafaţă de aproximativ 8% din aria agricolă utilizată la nivel european. Prin comparaţie, în Franţa sunt 4,3% dintre fermele din Europa pe o suprafaţă de 16% din totalul european.

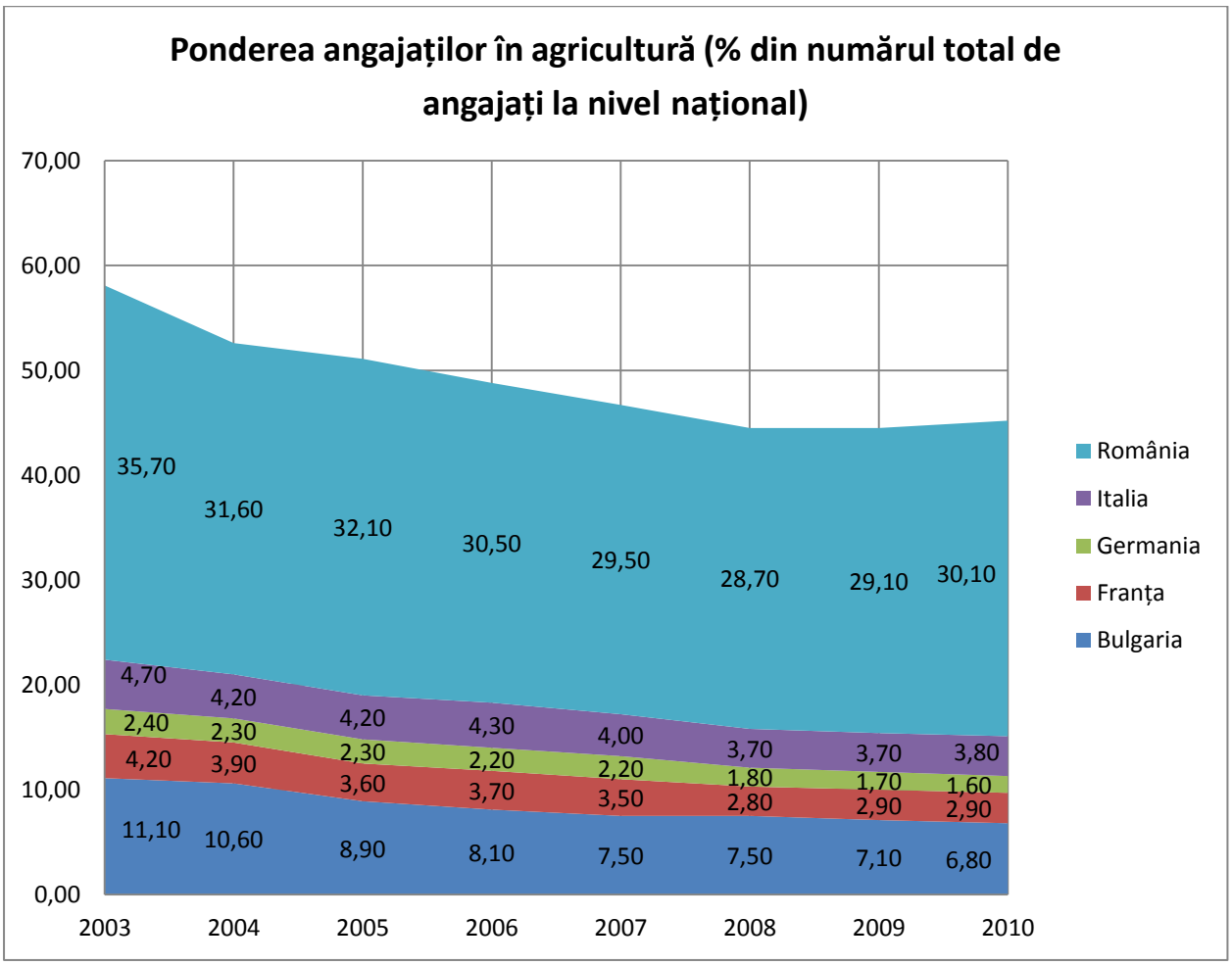
Angajaţii din sectorul agricol

Aşa cum am constatat anterior, dintre cele cinci ţări analizate, două se plasează în categoria celor cu agricultură dezvoltată iar celelalte trei (Bulgaria, Italia, România) au o dezvoltare agricolă redusă din punct de vedere al mărimii exploataţiilor agricole. Evident, mărimea exploataţiilor agricole sugerează şi nivelul de tehnologizare a acestora.

[38] Date din 2003, preluate de la http://www.nationmaster.com/graph/peo_per_liv_in_rur_are-people-percentage-living-rural-areas ultima dată accesat în 17.03.2013.

[39] Date de la EU-Agricultural census 2010 Octombrie 2011, disponibil la http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/5-11102011-AP/EN/5-11102011-AP-EN.PDF ultima dată accesat la 23.02.2013

Grafic 2. Ponderea angajaţilor în agricultură (% din numărul total de angajaţi la nivel naţional)[40]



Cel mai mic procent de angajaţi în sectorul agricol îl au Germania şi Franţa, singurele ţări cu o agricultură dezvoltată (1,6%, respectiv 2,9%). Explicaţia constă în tehnologizarea şi mecanizarea muncii agricole, astfel încât angajarea multor persoane nu mai este necesară,în ciuda mărimii fermelor. Pe de altă parte, relativ la nevoia de training, este probabil ca în aceste ţări nevoia de formare profesională specifică (în domeniul utilizării infrastructurii tehnologice în agricultură) să fie foarte mare, comparativ cu ţările în care agricultura de mică scală este încă dominantă. Italia are puţini angajaţi în sector, în ciuda numărului relativ mare de exploataţii şi a suprafeţei medii a acestor exploataţii. Jumătate dintre fermierii italieni sunt angajaţi şi jumătate sunt pe cont propriu, muncind la propria fermă. În Bulgaria, deşi numărul e relativ mare comparativ cu celelalte trei ţări. Aici, peste 90% dintre persoanele angajate în agricultură sunt lucrători familiali. România este un caz special. Deşi tendinţa de descreştere procentuală se manifestă cel mai mult în acest caz, trebuie menţionat faptul că, la fel ca în Bulgaria, peste 90% dintre persoanele ocupate în agricultură sunt de fapt persoane care deţin un teren agricol pe care îl muncesc, fără să fie efectiv angajaţi şi fără să fie evident că munca lor produce venituri.

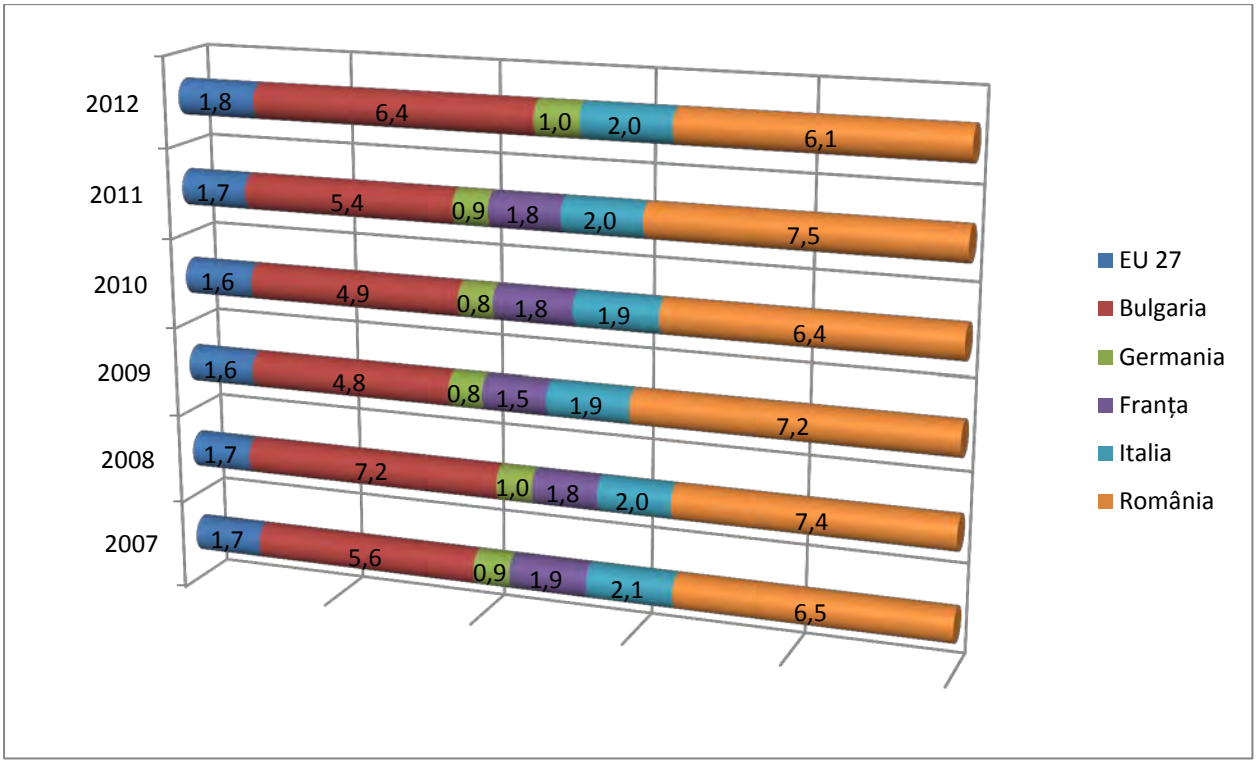
Privind aceste date din perspectiva celor două tipuri de agricultură identificate anterior, agricultură la scară mare (cazurile Franţei şi Germaniei) şi agricultura de subzistenţă şi semi-subzistenţă (Italia, Bulgaria şi România), abordările privind formarea profesională a agricultorilor trebuie să ţină cont de tipurile de cunoştinţe şi abilităţi de care agricultorii au nevoie. Astfel, în cazurile Germaniei sau Franţei necesitatea de formare este, cel mai probabil, în zona tehnică. În cazurile ţărilor cu agricultură la scală mică este nevoie să se ţină cont de tipul exploataţiilor, de numărul mare de agricultori care îndeplinesc mai multe roluri (manager, muncitor, antreprenor etc.) şi de nevoile de formare astfel ca, odată formate, aceste persoane să performeze mai bine.

[40]Date preluate din World Development Indicators (WDI), accesibil la http://data.worldbank.org/indicator/SL.AGR.EMPL.ZS , ultima data accesat la 12.03.2013

Productivitatea sectorului agricol şi accesul agricultorilor la formare

Ponderea agriculturii în PIB este valoarea adăugată a agriculturii ca procent din PIB (raportat la preţul de bază) reprezintă rezultatul net al sectorului agricol,după ce se adaugă toate rezultatele şi se scad ”input-urile” (valoarea investită). Graficul de mai jos arată situaţia ponderii agriculturii în PIB în perioada 2007 – 2012, conform datelor Eurostat. Menţionăm că pentru 2012 lipsesc datele pentru Franţa.

Grafic 4. Valoarea adăugată a agriculturii ca procent din PIB, 2007 - 2012[41]



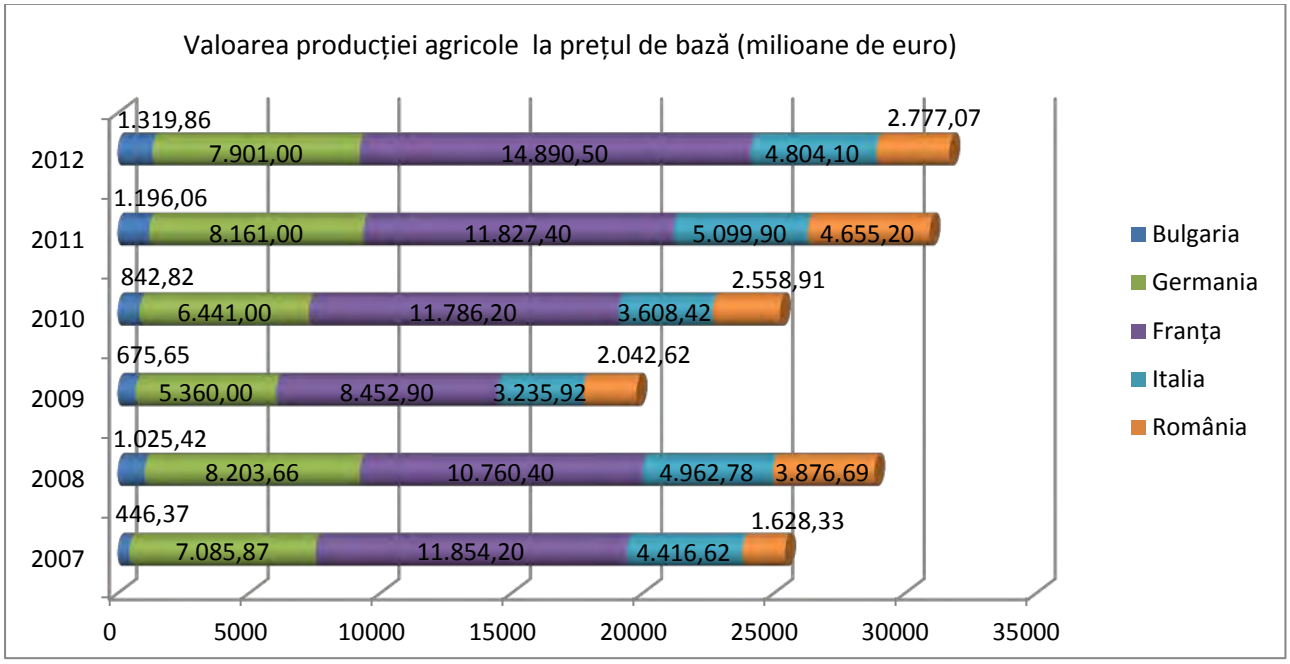
Ponderea agriculturii în PIB, pentru cele cinci ţări analizate aici, arată o tendinţă clară.Ţările cu potenţial agricol mare şi a căror agricultură este dezvoltată, au o pondere foarte mică a agriculturii în PIB. Aceeaşi tendinţă se observă şi la media europeană, care este aproape similară cu cazurile Franţei şi Germaniei. Italia respectă aceeaşi tendinţă rpivind valoarea adăugată a agriculturii, deşi din punct de vedere al caracteristicilor sectorului agricol se afla mai aproape de România şi Bulgaria, atât din perspectiva tipurilor de exploataţii agricole cât şi din punct de vedere al suprafeţei medii a exploataţiilor (vezi Tabel.1). Valorile pentru Bulgaria şi România sunt în jurul a 7 procente.

Graficul de mai sus arată clar că agricultura este un sector important din punct de vedere economic în România şi Bulgaria, cu o pondere din PIB mult mai mare faţă de celelalte ţări şi faţă de media europeană. Importanţa economică a agriculturii este scăzută în Italia, Franţa şi Germania.

Următorul indicator analizat arată de fapt cum se traduce ponderea pe care agricultura o are în PIB, cât înseamnă aproximativ 7% în România sau Bulgaria faţă de 2% în Franţa. Graficul de mai jos arată valorile pentru fiecare ţară, în milioane de euro, pentru perioada 2007 – 2012.

[41] Date Eurostat, disponibile la http://appsso.eurostat.ec.europa.eu/nui/show.do ultima dată accesat la 18.03.2013

Grafic 5. Valoarea producţiei la preţurile de bază, 2007-2012[42]



În cazul valorii producţiei agricole, ţările cu o agricultură puternică au o valoare a producţiei superioară. Franţa are cea mai mare valoare a producţiei, urmată de Germania. Italia este din nou mediana grupului, iar România şi Bulgaria au valori mici ale producţiei. Este vizibilă scăderea acestei valori în toate ţările, în anul 2009.

Graficul de mai sus ne arată că, deşi ca importanţă sectorială agricultura nu are o pondere mare din PIB în Germania şi Franţa, în termeni absoluţi aceste ţări au profituri din agricultură mai mari decât ţările pentru care agricultura este un contributor net la PIB. Practic, Bulgaria şi România au venituri scăzute din agricultură. Dacă analizăm aceste rezultate prin prisma procentelor de angajaţi în sectorul agricol, ajungem la concluzia că ţările cu o producţie scăzută (în termeni economici), dar pentru care sectorul este important ca sursa de venit, au şi cei mai multi angajaţi în sector.

Secţiunea de faţă întăreşte concluziile secţiunii anterioare, privind caracteristicile sectorului agricol. Avem în clipa de faţă două grupe de ţări: Germania şi Franţa (cu un sector agricol dezvoltat, cu exploataţii mari, cu angajaţi mai puţini şi cu o valoarea relativ mare a producţiei, dar această valoarea reprezintă un procent scăzut din PIB) şi România şi Bulgaria (cu ferme mici, cu mulţi angajaţi, cu o valoare scăzută a producţiei dar care reprezintă un procent mai ridicat din PIB). Italia nu are o poziţie clară în aceste două categorii, însă se apropie mai degrabă de Franţa şi Germania (ferme mici, angajaţi puţini, valoare medie a producţiei care înseamnă puţin din PIB).

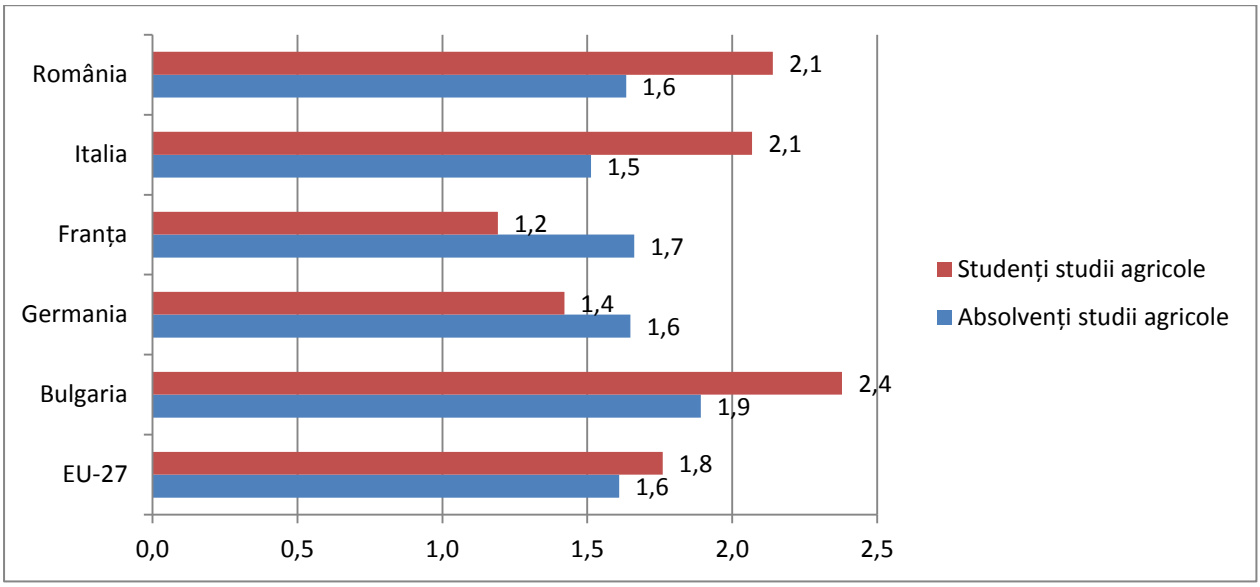
Acces la formare profesională pentru fermieri

Accesul la formare profesională pentru fermieri este, aşa cum s-a văzut în capitolele anterioare, un aspect esenţial al implementării politicilor europene şi naţionale. Pentru a atinge obiective de dezvoltare stabilite prin documentele programatice europene sau naţionale, este necesară o forţă de muncă adaptată contextului economic actual, calificată şi productivă. Pentru a spori abilităţile agricultorilor, fie ele de management, tehnice sau tehnologice, este nevoie atât de formare iniţială corespunzătoare, dar şi de educaţie pe tot parcursul vieţii, prin intermediul programelor intensive de formare profesională.

[42]Date Eurostat, disponibile la http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=aact_eaa01&lang=en, ultima data accesat la 23.03.2013

Graficul de mai jos descrie ponderea persoanelor care studiază agricultura la nivel terţiar (% din totalul studenţilor) şi absolvenţi de studii privind sectorul agricol (% din totalul absolvenţilor de universitate).

Grafic. 6. Ponderea persoanelor cu studii agricole din totalul persoanelor înscrise sau care au absolvit educaţia terţiară, 2010[43].

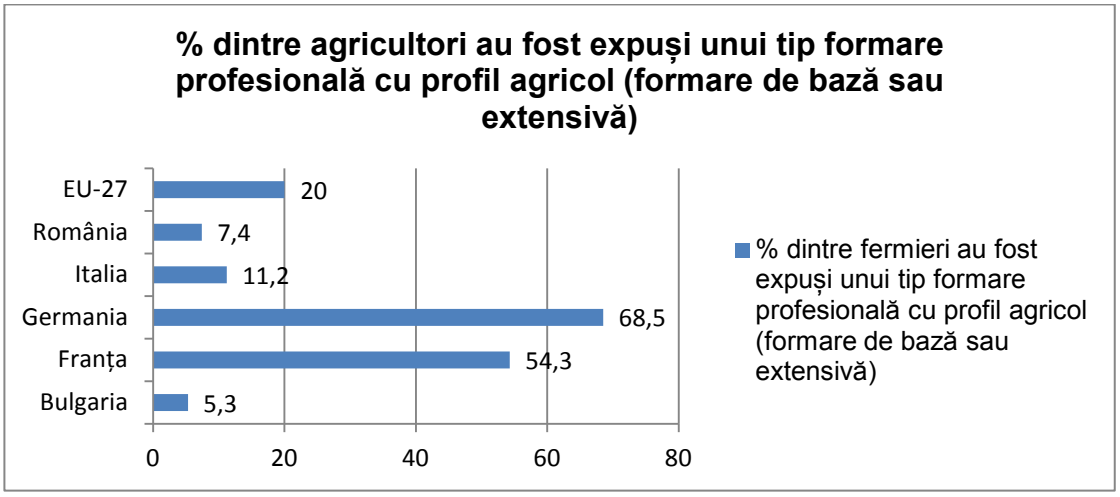


Toate ţările analizate se încadrează în tendinţele europene, valorile procentuale ale studeţilor sau absolvenţilor unor universităţi cu profil agricol fiind în jurul aceleiaşi medii, de 1.6% respectiv 1.8%. Indicatorul nu sugerează diferenţe majore între cele cinci ţări, ceea ce arată că studiile universitare cu profil agricol nu produc diferenţe substanţiale în ceea ce priveşte performanţa sectorului agricol.

Următorul indicator descrie procentul de fermieri/agricultori care au o educaţie de bază sau superioară în agricultură. Conform unui Raport al Directoratului General pentru Agricultură şi Dezvoltare Rurală al Comisiei Europene, ultimul an pentru care aceste date sunt disponibile este 2005. La nivel metodologic, indicatorul se referă doar la manageri de exploataţii agricole, indiferent de natura sau mărimea lor. Educaţia în domeniul agricol are trei dimensiuni: doar experienţă practică (munca efectivă în cadrul unei exploataţii), educaţie de bază (orice curs absolvit la un colegiu sau la alte instituţii specializate; ucenicia în agricultură este considerată educaţie de bază) sau educaţie extensivă (orice curs făcut după absolvirea educaţiei obligatorii şi care are valoarea unui ciclu educaţional de doi ani, absolvit la un colegiu, facultate sau alte instituţii de educaţie superioară).

[43]Date Eurostat, disponibile la http://epp.eurostat.ec.europa.eu/tgm/bookmark.do?tab=table&plugin=1&language=en&pcode=tps00062# ultima dată accesat la 17.02.2013

Grafic 7. Ponderea agricultorilor formaţi în agricultură (educaţie de bază sau extensivă), 2005[44]

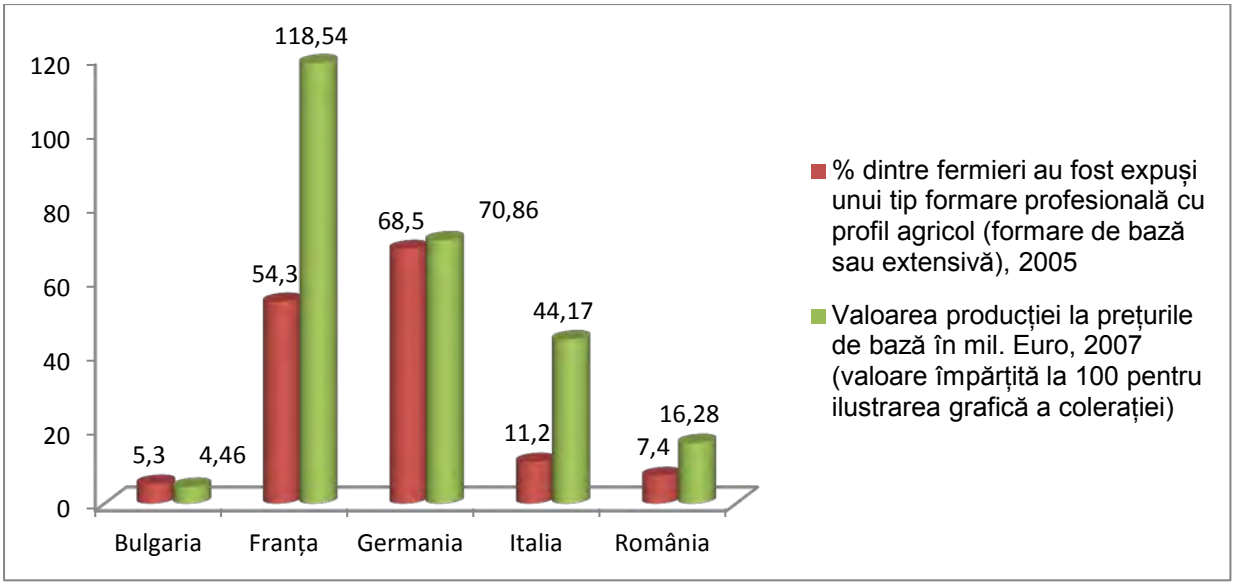


Germania şi Franţa sunt ţările cu un nivel de educaţie a agricultorilor mult peste media europeană. Dacă în general în Uniunea Europeană doar 20% dintre managerii de ferme sau exploataţii agricole au cel puţin educaţie de bază în agricultură, în Germania şi Franţa majoritatea persoanelor care gestionează o exploataţie agricolă au acest tip de training. Italia este sub media europeană, iar în Bulgaria şi România agricultura pare a fi un domeniu care se învaţă aproape doar prin experienţă. Datele respectă ”clusterele” identificare în secţiunile trecute ale studiului. Germania şi Franţa, cu un sector agricol profesionalizat şi performant, au ferme care sunt gestionate, majoritatea, de persoane care au cel puţin educaţie de bază în domeniu. România, Bulgaria şi în acest caz şi Italia, cu un sector fragmentat, au ferme de subzistenţă şi semi-subzistenţă care sunt gestionate de agricultori care, în aproximativ 90% nu au beneficiat de formare profesională.

Este, evident, dificil de stabilit o cauzalitate directă între performanţa sectorului agricol şi măsura în care agricultorii au beneficiat de formare profesională în domeniu. Este însă la fel de evident că există o corelaţie pozitivă între cele două variabile. Pentru indicatorii ”ponderea agricultorilor cu formare de bază sau extensivă” şi ”valoarea producţiei agricole la preţul de bază”, coeficientul de corelaţie este 0.82. **Practic, acest coeficient ne indică faptul că sectorul agricol este performant în ţările în care mai mulţi fermieri au beneficiat de formare profesională**. Graficul de mai jos ilustrează variaţia celor doi indicatori pentru cele cinci ţări analizate. Pentru simplitate grafică şi pentru a păstra proporţiile graficului, valoarea producţiei agricole iniţiale a fost împărţită la 100 (coeficientul de corelaţie nu se schimbă, întrucât variaţia nu se schimbă). Pentru că datele privind educaţia agricultorilor sunt din 2005, am ales pentru valoarea producţiei agricole doar datele din 2007.

[44] ”*Rural Development in European Union. Statistical and Economic Information. Report 2011*”, p. 106, disponibil la http://ec.europa.eu/agriculture/statistics/rural-development/2011/full-text_en.pdf ultima dată accesat la 20.03.2013

Grafic 8. Corelaţie între ”ponderea agricultorilor cu formare de bază sau extensivă” şi ”valoarea producţiei agricole la preţul de bază”.



Concluzii

Educaţia şi accesul la formare profesională sunt considerate investiţii pe termen lung în resursa umană, investiţii care se reîntorc în economie, sub formă de creştere economică datorată unei forţe de muncă productive.

Raportul de faţă a investigat politicile europene şi naţionale cu privire la accesul agricultorilor la formare profesională, analizând apoi factual dimensiuni precum caracteristicile sectorului agricol, productivitatea sectorului agricol şi accesul fermierilor la formare profesională.

La nivel de politici, formarea profesională a agricultorilor nu reprezintă un obiectiv sau o direcţie în sine, nici la nivel European şi nici la nivel national. Există însă numeroase instanţe în care formarea profesională devine instrument sau strategie de implementare a acţiunilor menite să ducă la atingerea obiectivelor propuse. Este suficient încât să concluzionăm că obiectivele politicilor şi strategiilor europene privind agricultura implică inerent muncitori calificaţi, care se pot adapta schimbărilor de ordin tehnologic sau economic. Legislaţia europeană pune accentul pe formare profesională în domeniul agricol, în mod explicit. Politicile naţionale integrează mai mult sau mai puţin ideile europene privind agricultura. Există o discrepanţă între politicile noilor state membre şi cele ale celor vechi. Astfel, România şi Bulgaria includ în politica naţională aproape toate prevederile PAC, în timp ce Italia, Franţa sau Germania adaptează mult mai mult politica naţională la contextul şi nevoile naţionale.

Politicile de ocupare din România şi Bulgaria nu acoperă în totalitate sectorul agricol, făcând diverse oportunităţi de formare profesională inaccesibile pentru fermieri. Cele din Franţa sau Germania par să dea sindicatelor mult mai multă putere de a fi active în domeniul ocupării pe sectorul agricol. Italia are politici de ocupare la nivel regional şi diverse instrumente de creştere a ratei ocupării (contracte mixte, programe speciale pentru grupuri vulnerabile etc.)

Sindicatele şi patronatele au un rol important în activităţile de formare profesională, fie că participă la elaborarea curriculelor, fie că implementează programe de formare profesională. Aceste entităţi pot influenţa direcţia politicilor privind formarea profesională în agricultură, cel puţin la nivel naţional. România şi Bulgaria, unde sindicatele şi patronatele pot doar implementa programe de formare profesională, curriculele sunt dictate mai degrabă de programele de finanţare accesate în vederea organizării cursurilor pentru agricultori.

La nivel de oportunităţi de finanţare a formării profesionale, Franţa, Germania şi Italia nu sunt atât de dependente de fondurile europene pentru a implementa astfel de programe.

Analiza cantitativă descrie realităţi clare. Cele cinci ţări analizate pot fi împărţite în două categorii. Prima categorie, unde intră Germania şi Franţa, este descrisă de ferme cu suprafeţe mari, mai degrabă profesionalizate, cu o pondere scăzută a agriculturii în PIB, dar cu valori mari ale producţiei agricole, cu o pondere scăzută a anagajaţilor în sectorul agricol. Putem denumi această categorie cea a ţărilor cu o agricultură dezvoltată. Italia, deşi are mai degrabă ferme cu o suprafaţă redusă, sub media europeană, corespunde acestei categorii în privinţa tuturor celolalţi indicatori. Bulgaria şi România sunt, prin comparaţie, ţări cu agricultură sub-dezvoltată. Aceastea au ferme de dimensiuni reduse, mulţi angajaţi în sectorul agricol, o pondere mare a agriculturii în PIB dar o valoare redusă a producţiei agricole în termeni absoluţi.
Aceaste categorii identificate mai sus indică recomandări clare pentru România, Bulgaria şi Italia. În condiţiile în care dezvoltarea sectorului agricol este un obiectiv de interes major, unul dintre factorii esenţiali care va conduce la realizarea acestui obiectiv este investiţia în forţa de muncă din agricultură.

Accesul la formare profesională a agricultorilor reiese ca nevoie de bază la nivel naţional, cel puţin în România şi Bulgaria. Desigur, nici celelalte ţări nu vor putea evita măsuri în acest sens, mai ales în contextul obiectivelor de competitivitate impuse de UE. Deşi politicile europene şi naţionale prevăd, în toate cazurile, cel puţin măsuri minimaliste privind accesul agricultorilor la programe de formare profesională, implementarea acestor politici va face diferenţa între ţările cu sectoare agricole dezvoltate şi performante şi cele cu o agricultură sub-dezvoltată.

Bulgarian

Достъп до обучение за лица, работещи в селското стопанство
- Обобщение сравнително изследване -

Въведение

Чрез Общата Селскостопанска Политика, Европейската Общност поставя селското стопанство сред най-важните европейски политики, бидейки най-добре финансирания сектор на европейско равнище за периода 2007-2013 г.. Разширяването на ЕС през 2004 г. и 2007 г. значително промени картата селското стопанство на Съюза. Селското стопанство съставлява 2% от БВП в старите държави-членки и 3% в новите държави-членки и над 10% в Румъния и България. В новите държави-членки делът на заетостта в селското стопанство е три пъти по-висок (12%), в сравнение със старите държави-членки (4%), докато в България и Румъния, делът на заетостта в селското стопанство достига много по-високи нива[45].
Настоящият доклад съдържа анализ на аграрния сектор в пет европейски страни, с акцент върху достъпа на земеделските стопани до професионално обучение. Целта на тази дейност е да се идентифицира динамиката на аграрния сектор в България, Франция, Германия, Италия и Румъния по отношение на взаимните влияния между степента, до която фермерите са бенефициенти на професионално обучение и резултатите на селскостопанския сектор като цяло.

[45] Решение на Съвета от 20 февруари 2006 г. стратегическите насоки на Общността за развитие на селските райони (период на програмата 2007-2013 г.) (2006/144/ЕО), на разположение на http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006D0144:RO:HTML посетен последно на 10.03.2013

Тук ние разследваме степента, до която достъпът на лицата работещи в селското стопанство до програми за образование и обучение води до увеличаване на производителността в селското стопанство. Първоначалната хипотеза е естествена: колкото повече познания за селското стопанство имат фермерите (научни и технологични познания, специфични за вида на селското стопанство което развиват, но и знания за управление, човешки ресурси или бизнес), толкова по-вероятно е фермите да произвеждат повече, продуктите да имат по-добро качество, а цената им, съответно, да е по-висока. От друга страна, е важна ролята на държавата и Европейския съюз в подкрепата на селскостопанския сектор и по този начин за подпомагане на фермерите. Не на последно място, характеристиките на селскостопанския сектор са от решаващо значение при определянето на производителността в сектора.

Операционализация на понятията - индикатори
Производителността на селскостопанския сектор

- Делът на земеделието в БВП - стойност която измерва нетния принос на селското стопанство към БВП на страната. Измерва се чрез показателя "добавена стойност на селското стопанство като процент от БВП" и представлява нетният резултат на селскостопанския сектор, след добавяне на всички резултати и се извадят "приносите" (инвестираната сума).
- Стойността на продукцията по базисни цени - представлява индикатор, изчислен в абсолютни стойности и показва колко струва в действителност селскостопанската продукция. За наличните данни от Евростат, стойността на продукцията се изчислява в милиони евро.

Характеристики на националния селскостопански сектор

- Дял на земеделска земя, като процент от общата площ на страната.
- Броя и структурата на земеделските стопанства
- Дял на ползваните земеделски земи
- Дял на заетите лица в селското стопанство (% от общата заетост в страната)
- Дял на жените, работещи в селското стопанство (% от общия брой на заетите жени в цялата страна)
- Дял на мъжете, работещи в селското стопанство от общия брой на заетите мъже в цялата страна)

Достъп на фермерите до професионално обучение

- Лица, които учат области със селскостопански профил на висше ниво (% от всички студенти)
- Завършилите висше образование в областта на селското стопанство (% от всички висшисти)
- Земеделски стопани/фермери с основно или задълбочено образование в областта на селското стопанство (% от земеделските стопани)

Методи за анализ
Това проучване е сравнително, количествено, единиците за анализ бидейки пет държави: България, Франция, Германия, Италия и Румъния. Ще се отнасяме, когато е уместно, към общите данни от 27-те държави членки на ЕС, използвайки тези средни стойности като база за сравнение.
Раздела за качествен анализ - анализ на обществените политики – акцента е върху селскостопанската политика, но с особено внимание върху образователната политика (включително учене през целия живот) и политиките за заетост. Метода на анализ е анализ на съдържанието на стратегически документи и определянето на стратегическите направления, които могат да повлияят на променливите стойности анализирани тук - селскостопанската производителност и достъпа на фермерите до професионално обучение.

Обща Селскостопанска Политика и достъп на селските стопани до обучение

Общата Селскостопанска Политика (ОСП) е една от най-старите политики на европейско ниво, като първите усилия за идентифициране на общи насоки в развитието на селското стопанство се появяват през 50-те години, в резултат на икономическата ситуация след втората световна война.

ОСП 2007 - 2013

Разширяването на ЕС през 2004 г. и 2007 г. допринасят за увеличаване на разнообразието на селските райони, броят на земеделските стопанства и земеделските производители. Така, става необходимо реконфигурирането на разпределянето на финансовите средства за периода 2007-2013 г.. В отговор на тези предизвикателства бе създаден единен фонд предназначен за втория стълб на ОСП, ЕЗФРСР (Европейски земеделски фонд за развитие на селските райони).

В допълнение към тази финансова рамка бяха установени стратегически насоки за развитие на селските райони на европейско равнище по четири оси:

- Ос 1: Подобряване на конкурентоспособността на селскостопанския и горския сектор;
- Ос 2: Подобряване на околната среда и на пейзажа;
- Ос 3: Подобряване качеството на живот в селските райони и насърчаване на диверсификацията на икономиката в селските райони;
- Ос 4 - ЛИДЕР: Изграждане на местен капацитет за заетост и диверсификация;

Критериите за програмиране изискват от държавите-членки условия като например интегриран подход към приоритетите и взаимно допълване между финансовите инструменти.

Национални политики и практики за обучение в областта на селското стопанство

В **България** националната политика цели да развие конкурентоспособно и устойчиво земеделие в селските райони, устойчивото управление на природните ресурси и прилагане на високи стандарти за качество на селскостопанските продукти. Стратегическите документи са насочени включително към прилагането на Общата селскостопанска политика, чрез програмата за развитие на селските райони за периода 2007-2013 г..

В **Германия** националната селскостопанска политика е дефинирана от рамкови документи като "Подобряване на земеделските структури и защитата на крайбрежието 2012-2015" и един национален стратегически план за развитие на селските райони, като план за изпълнение на Общата селскостопанска политика.

В **Румъния** чрез НСРР се определят приоритетите за намеса на Структурните фондове и Кохезионния фонд за съответния период. НСРР свързва националните приоритети за развитие, определени в Националния план за развитие 2007-2013 г. и приоритетите на европейско равнище. Основа за развитието на този стратегически документ за средносрочно планиране на Структурните и Кохезионни фондове е Националния план за развитие 2007-2013 г., която представлява базата за прилагане на Националната Програмата за Развитие на Селските Райони за периода 2007-2013 г..

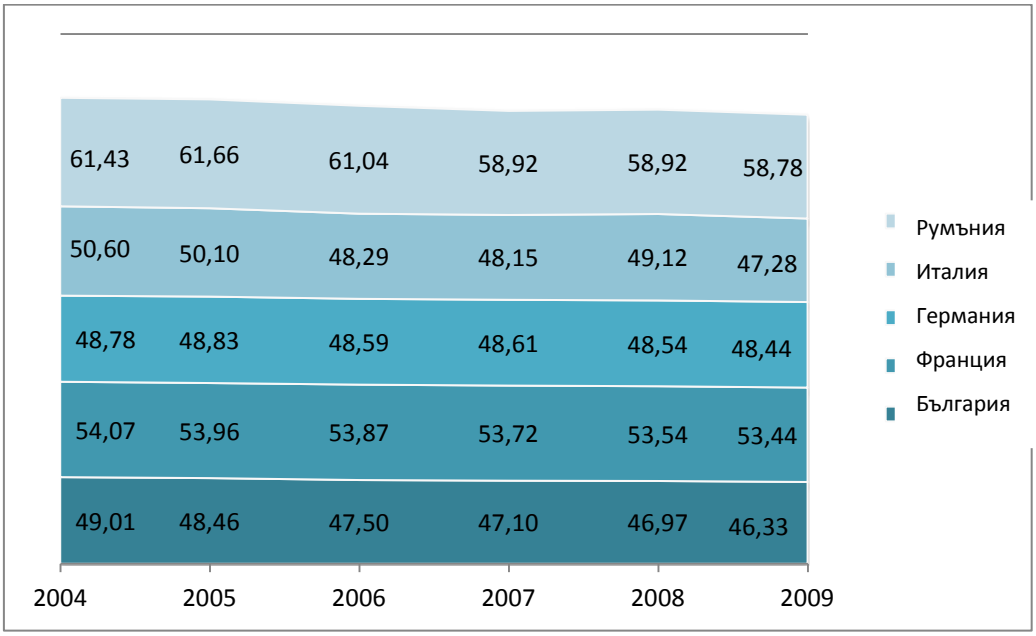
В **Италия** общата стратегия е определена от Националния Стратегически План и впоследствие структурирана на местно ниво в съответствие с регионалните особености на сектора, а **във Франция**, един закон от 2006 г. определя селскостопанската политика, която има за приоритети предприемачеството, по-добри условия на работа, повишаване на доходите от земеделие и модернизиране на селското стопанство.

Характеристики на селското стопанство - сравнителен анализ

Делът на земеделските земи като процент от общата площ на страната

Този индикатор описва потенциала за развитие на селското стопанство на една страна. Земеделските земи се определят като част от общата площ и обхващат: обработваема земя, земя с трайни насаждения и пасища. Графиката по-долу показва процентни промени относно делът на земеделската земя като процент от общата площ на страната през 2004-2009.

Графика 1. Делът на земеделска земя като процент от общата площ на страната (2004-2009 г.)[46]



Ние виждаме от графиката по-горе, че петте изследвани страни не се различават много по отношение на селскостопанския потенциал. Във всички изследвани страни е налице спад в дела на земеделска земя в рамките на 3% 2004-2009. Румъния има най-голяма площ на земеделските земи, следвани от Франция, Германия, Италия и България. Максимални са разликите между Румъния и България, повече от 10 процентни пункта. По отношение на селскостопанския потенциал, трябва да се отбележи, че страните които имат по-висока обща площ имат и най-голям селскостопански потенциал. От друга страна, Румъния има по-малка площ от три от страните от Западна Европа. Едно от обясненията може да бъде разпределението обитавани райони (селски - градски), в смисъл, че Румъния има най-висок процент на населението в селските райони, от петте страни (45% спрямо 33% Италия, 30% България 24% Франция, 12% Германия)[47]. По този начин, голямата земеделска площ на Румъния може да бъде индикатор на по-ниска степен на урбанизация и съответно, по-малко застроени площи.

Броя и структурата на земеделските стопанства

Селскостопанската експлоатация се определя като независима икономическа и техническа единица, с единно управление и която развива селскостопански дейности чрез използването на земеделска земя и/или животни, или дейности за поддържане на земеделската земя в добро земеделско и екологично състояние, или като главна дейност или като вторична дейност. Таблицата по-долу показва броя на земеделските стопанства в петте изследвани страни, сравнени с ползваните земеделски земи и средният размер на едно стопанство.

Таблица 1. Брой стопанства и използваните площи[48]

[46] Данни взети от World Development Indicators (WDI), достъпен на http://data.worldbank.org/indicator, посетен последно на 12.03.2013
[47] Данни от 2003 г. от http://www.nationmaster.com/graph/peo_per_liv_in_rur_are-people-percentage-living-rural-areas, посетен последно на 17.03.2013 г.
[48] Данни от EU-Agricultural census 2010 Октомври 2011 достъпен на http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/5-11102011-AP/EN/5-11102011-AP-EN.PDF за последно посетен на 23.02.2013 г.

Страна	Брой ферми пре 2010 г. Хиляди	Процент от общия EU27, брой ферми, 2010 г.	Ползвана селскостопанска площ, 1000 хектара	Процент от общи EU27, ползвана селскостопанска площ.	Средно площ/екплоатация хектари
България	371.1	3.1 %	3 621.0	2.1 %	9.8
Франция	514.8	4.3 %	27 090.0	15.9 %	52.6
Германия	299.1	2.5 %	16 704.0	9.8 %	55.8
Италия	1 630.0	13.5%	12 885.3	7.6 %	7.9
Румъния	3 856.3	32.0 %	13 298.2	7.8 %	3.4
EU 27	**12 053.8**	**100%**	**170 027.3**	**100%**	**14.1**

Таблицата по-горе показва, че страните с най-голям брой на земеделски стопанства също са страни, в които тези стопанства имат най-малките площи (Румъния с 3,4 хектара и Италия с 7,9). България остава под средната стойност за ЕС, докато Германия и Франция са очевидно страни, с големи селскостопански експлоатации, професионализирани. Ако ние се отнесем до средната стойност за Европа от 14 хектара, можем да предположим, че България, Италия и Румъния имат селско стопанство с нисък мащаб, за разлика от Германия и Франция. Трябва да отбележим също, че Франция и Германия използват най-големите земеделски площи, въпреки че Румъния има по-висока земеделска площ с потенциал за експлоатация в абсолютни стойности (виж таблица 1).

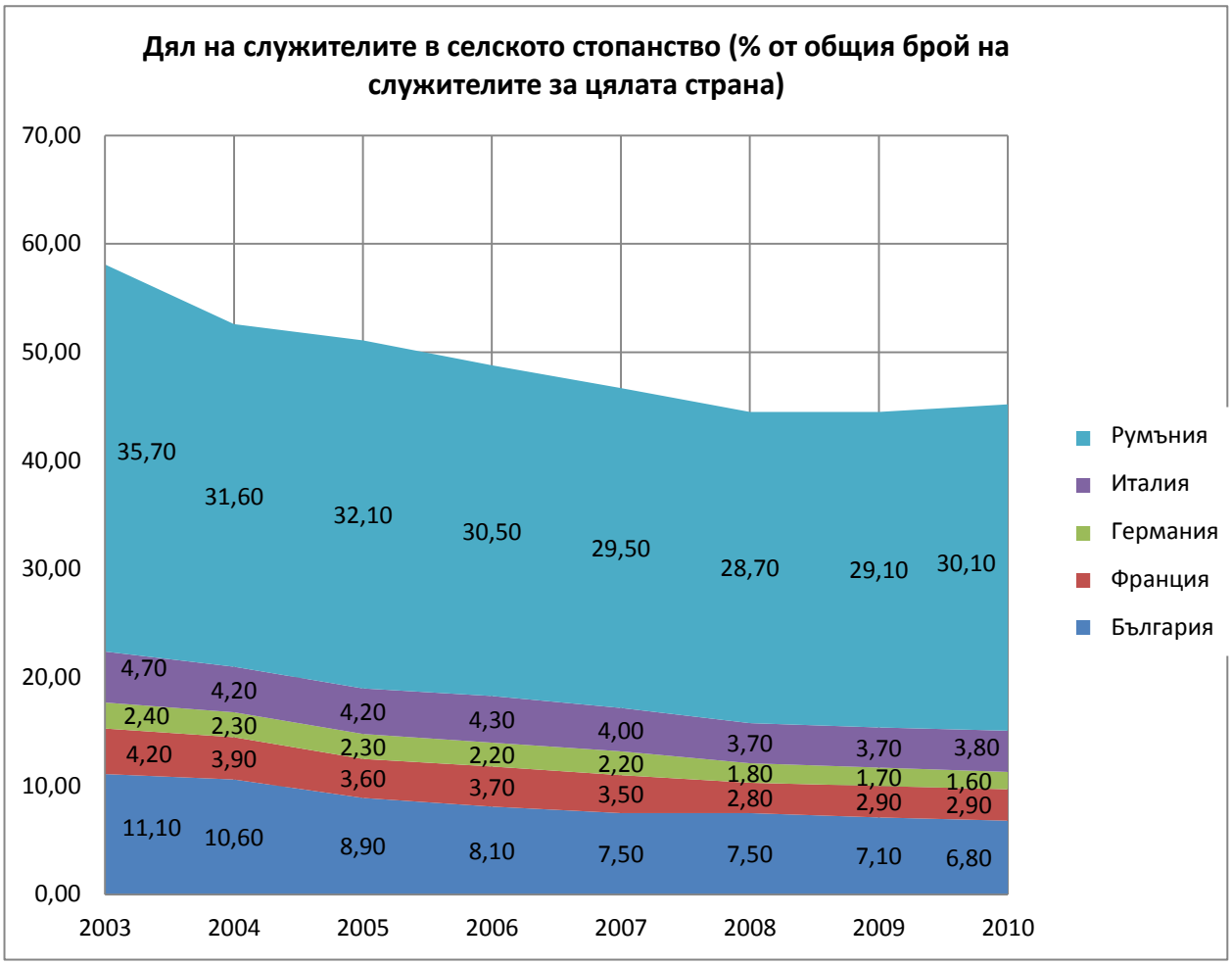
Данните, представени по-горе вече позволяват образуването на категории, които описват професионализацията на селското стопанство и степента, в която дребното селско стопанство (за препитание и полупазарно) е доминиращо в пейзажа или не. Ясно е, че само Германия и Франция от петте страни могат да се считат за страни с развито земеделие. В Румъния се намират една трета от фермите в Европа, ползвайки площ от около 8% от използваната земеделска площ в Европа. За сравнение, във Франция се намират 4,3% от фермите в Европа върху повърхност от 16% от общата за Европа.

Заетите в селскостопанския сектор

Както беше отбелязано по-горе, от петте анализирани страни, две са поставени в категорията на развитото земеделие а останалите три (България, Италия, Румъния) имат намалено развитие на селското стопанство по отношение на размера на стопанството. Очевидно е, че размера на стопанството показва и нивото на тяхната технологизация.

Графика 2. Дял на служителите в селското стопанство (% от общия брой на служителите за цялата страна)[49]

[49] Данни взети от World Development Indicators (WDI), достъпни на http://data.worldbank.org/indicator/SL.AGR.EMPL.ZS, последно посетени на 12.03.2013

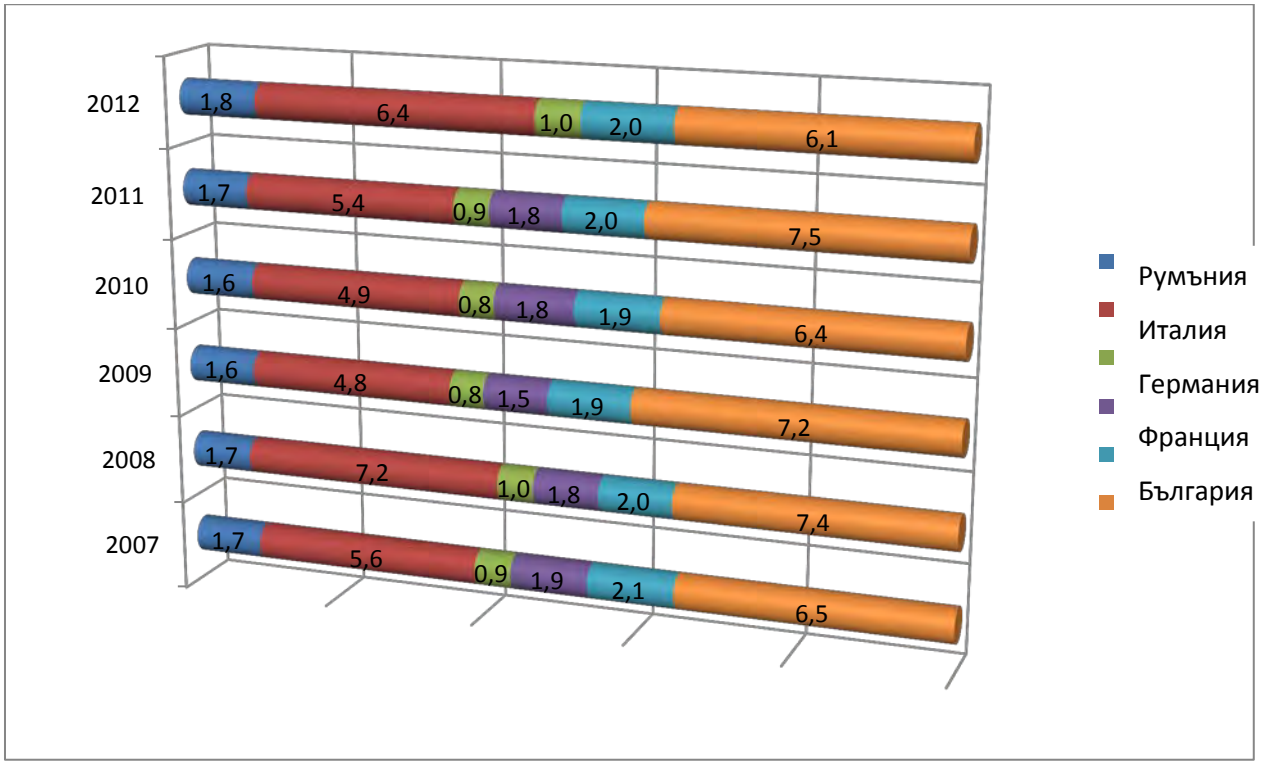


Най-нисък процент на заетите в селскостопанския сектор имаме в Германия и Франция, единствената страна с развито селско стопанство (1,6% и съответно 2,9%). Обяснението се крие във индустриализацията и механизацията на работата в селското стопанство, което води до липсата на необходимост от наемането на повече хора, независимо от размера на стопанствата. От друга страна, по отношение на нуждата от обучение, е вероятно, че в тези страни необходимостта от специално обучение (в областта на използването на технологична инфраструктура в селското стопанство) е много висока в сравнение със страните, където нискомащабното селско стопанство е все още доминантно. Италия има малко служители в сектора, въпреки относително високия брой стопанства и средната площ на земеделските стопанства. Половината от италианските фермери са служители, а другата половина са самостоятелни, работейки в собствената си ферма. В България, въпреки че броя е относително висок в сравнение с останалите три страни, над 90% от заетите в земеделието са семейни работници. Румъния е специален случай. Въпреки че тенденцията е процентът да намалява, трябва да се отбележи факта, че и също както в България, над 90% от хората, работещи в селското стопанство, са всъщност хора, които притежават земя, която обработват, без да са в действителност служители и без да е очевидно, че работата им произвежда доход.

По тези данни, от гледна точка на двата типа селско стопанство, широкомащабното селско стопанство (Франция и Германия) и селското стопанство за препитание и полупазарното (Италия, България и Румъния), подхода за професионално обучение на земеделските производители трябва да вземе предвид видовете знания и умения, от които земеделските стопани се нуждаят. По този начин, в случая на Германия и Франция се нуждата от обучение е вероятно в техническата област. В страните, където дребното селско стопанство е необходимо да се вземе предвид вида на стопанствата, големият брой земеделски производители, които изпълняват множество роли (мениджър, работник, предприемач и др.) и нуждите от обучение, така че веднъж обучени, тези лица да се представят по-добре.

Делът на селското стопанство в БВП е добавената стойност на селското стопанство като процент от БВП (в сравнение с базовата цена) представлява нетният резултат на селскостопанския сектор след добавяне на всички резултати и се премахнат "входове" (инвестираната сума). Графиката по-долу показва делът на селското стопанство в БВП през 2007 г. - 2012 г., според данни на Евростат. Имайте предвид, че за 2012 г. няма данни за Франция.

Графика 4. Добавена стойност като процент от БВП, 2007 г. - 2012 г[50].



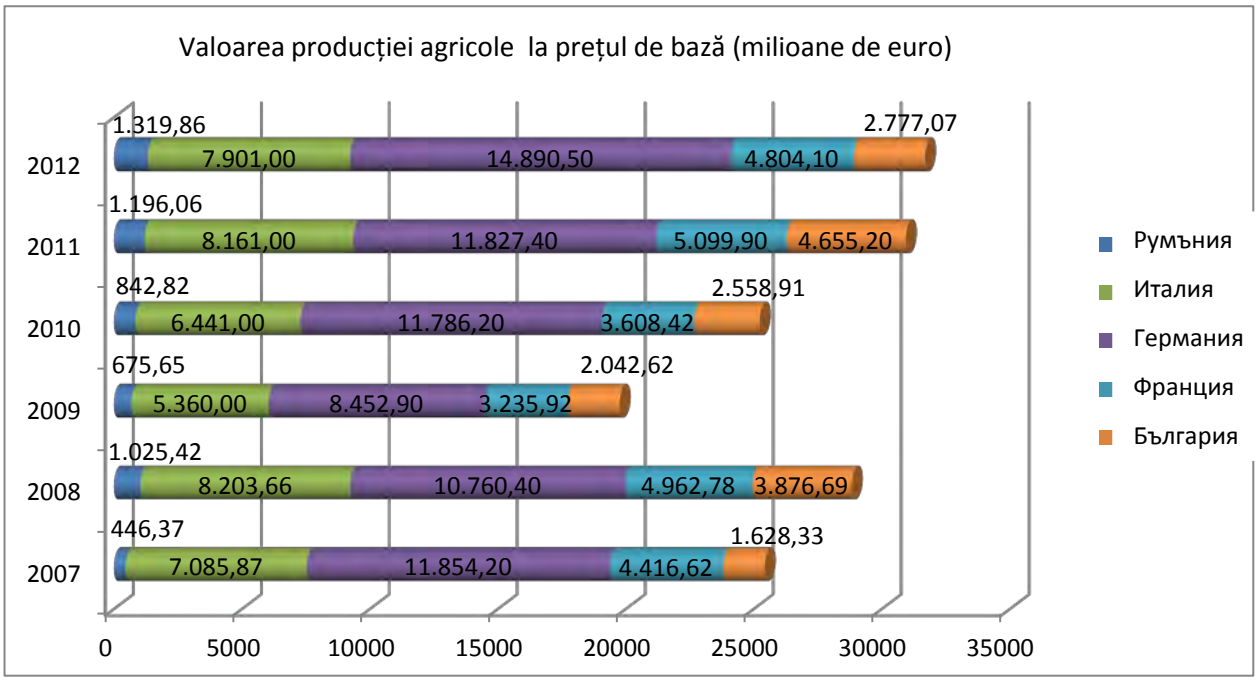
Делът на земеделието в БВП за петте анализирани страни тук показват ясна тенденция. Страните с висок селскостопански потенциал и чието селското стопанство е разработено, имат нисък дял на аграрния сектор в БВП. Същата тенденция се наблюдава и при средната стойност за Европа, която е почти подобна със случаите на Франция и Германия. Италия следват същата тенденция относно добавената стойност, въпреки че от гледна точка на характеристиките на селскостопанския сектор е по-близо до Румъния и България, както по отношение на типа стопанства, така и по отношение на средната площ на стопанствата (вж. таблица. 1). Стойностите за България и Румъния са около 7 процента.

Графиката по-горе ясно показва, че селското стопанство е важен сектор от икономическа гледна точка в България и Румъния, с много по-голям дял от БВП в сравнение с другите страни и средната цифра за Европа. Икономическото значение на селското стопанство е ниско в Италия, Франция и Германия.

Следващият анализиран показател показва в действителност как се интерпретира делът на селското стопанство в БВП, колко означава приблизително 7% в Румъния и България, в сравнение с 2% във Франция. Графиката по-долу показва стойности за всяка страна в млн. евро за периода 2007-2012 г..

Графика 5. Стойност на продукцията по базисни цени, 2007-2012[51]

[50] Данни на Евростат, достъпни на http://appsso.eurostat.ec.europa.eu/nui/show.do последно посетени на 18.03.2013



При стойността на селскостопанската продукция, страните със силно селското стопанство имат по-висока стойност на продукцията. Франция има най-високата стойност на продукцията, следвана от Германия. Италия отново е по средата, докато Румъния и България имат ниска стойност на производство. Има видим спад на тази стойност във всички страни през 2009 г..

Графиката по-горе показва, че въпреки значението на сектора, селското стопанство няма голям дял от БВП в Германия и Франция, в абсолютно изражение тези страни имат по-високи печалби от селското стопанство, отколкото страни, където земеделието е важен фактор в БВП. По принцип, България и Румъния имат ниски доходи от селското стопанство. Ако анализираме тези резултати по отношение на процентите на заетите в селскостопанския сектор, ние заключаваме, че страните с нисък обем на производство (в икономически смисъл), но за които сектора е от значение като източник на доходи, имат и най-много служители в сектора.

Този раздел подкрепя заключенията на предишния раздел, относно характеристиките на селскостопанския сектор. В момента имаме две групи страни: Германия и Франция (с развит селскостопански сектор, с големи стопанства с по-малко служители и сравнително висока стойност на продукцията, но тази стойност е по-нисък процент от БВП) и Румъния и България (с малки ферми, с много служители, с нисък обем на производство, но с по-висок процент от БВП). Италия няма ясна позиция и в двете категории, а по-скоро се доближава до Франция и Германия (малки стопанства, по-малко служители, средна производителност, което означава по-малък дял от БВП).

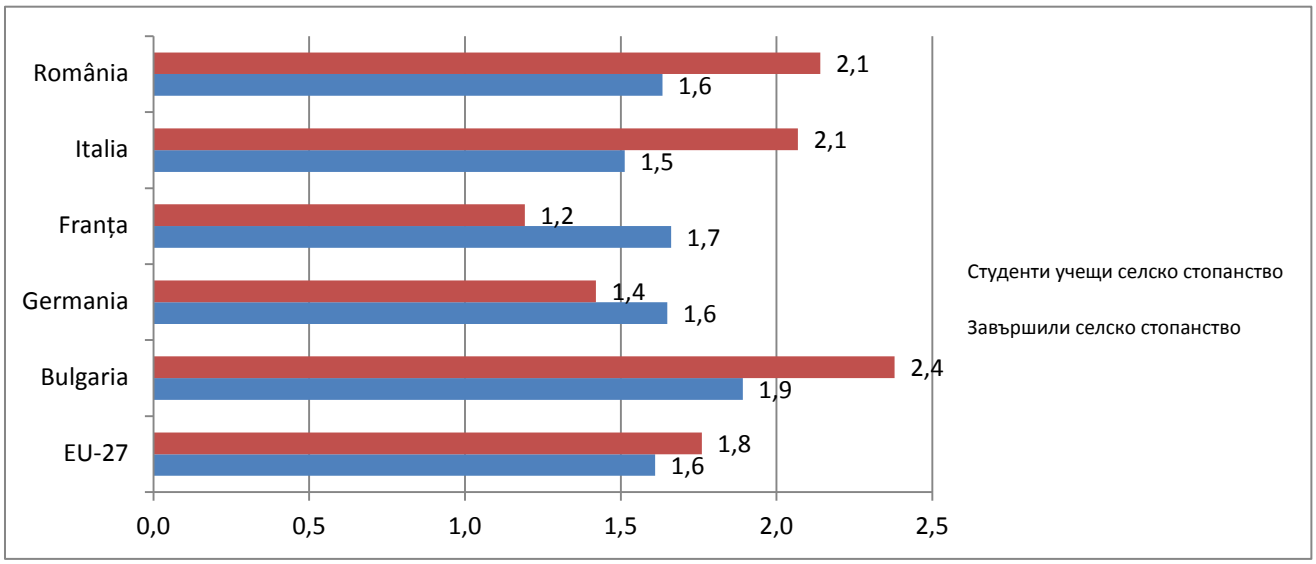
Достъп до професионално обучение за земеделските производители

Достъпа до обучение за земеделските производители е, както се вижда в предишните глави, съществен аспект на прилагането на европейската и националната политика. За постигане на целите за развитие, определени от европейски или национални програмни документи се изисква за настоящата икономическа обстановка адаптирана работна ръка, квалифицирана и продуктивна. За да се повиши квалификацията на земеделските производители, ръководна, техническа или технологична, е нужно освен необходимото първоначално обучение, но и обучение през целия живот чрез интензивни програми за професионално обучение.

Графиката по-долу показва дела на учащите селско стопанство на ниво висше образование (% от всички студенти) и завършилите образование в аграрния сектор (% от всички висшисти).

[51] Данни Евростат достъпни на http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=aact_eaa01&lang=en последно посетени на 23.03.2013

Графика 6. Делът на лицата с образование в аграрния сектор от общата цифра лица, учащи или които са завършили висше образование, 2010[52].



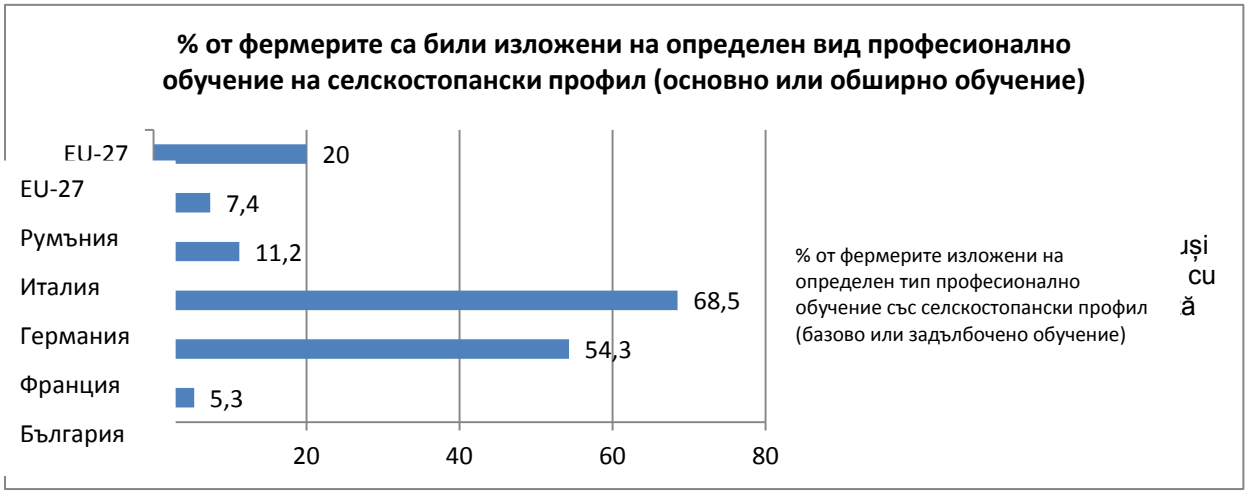
Всички анализирани страни са в рамките на европейските тенденции, процентните стойности на студентите или завършили университети в областта на земеделието, са средно между 1,6% и 1,8%. Индикаторът не показва големи различия между петте страни, което показва, че висшето образование в областта на земеделието не води до значителни разлики в резултатите на аграрния сектор.

Следващият показател описва процентът на земеделските производители/фермери, които имат основно или висше образование в областта на селското стопанство. Според доклад на Генерална дирекция Земеделие и развитие на селските райони на Европейската комисия, последната година, за която има налични данни, е 2005. На методологично ниво, индикатора се отнася само за ръководители на селски стопанства, независимо от тяхното естество или размер. Обучението в областта на селското стопанство има три измерения: само практичен опит (действителната работа в експлоатация), основно образование (всеки курс, завършен в колеж или други специализирани институции, стаж в областта на селското стопанство се счита за основното образование) или задълбочено образование (всеки курс, завършен след края на задължителното образование, и който е еквивалентен на две години образователен цикъл, завършва в колеж, университет или други висши учебни заведения).

Графика 7. Дял на земеделските производители, обучени в областта на селското стопанство (основно или задълбочено образование), 2005 г[53].

[52] Данни на Евростат, достъпни на http://epp.eurostat.ec.europa.eu/tgm/bookmark.do?tab=table&plugin=1&language=en&pcode=tps00062# последно посетени на 17.02.2013

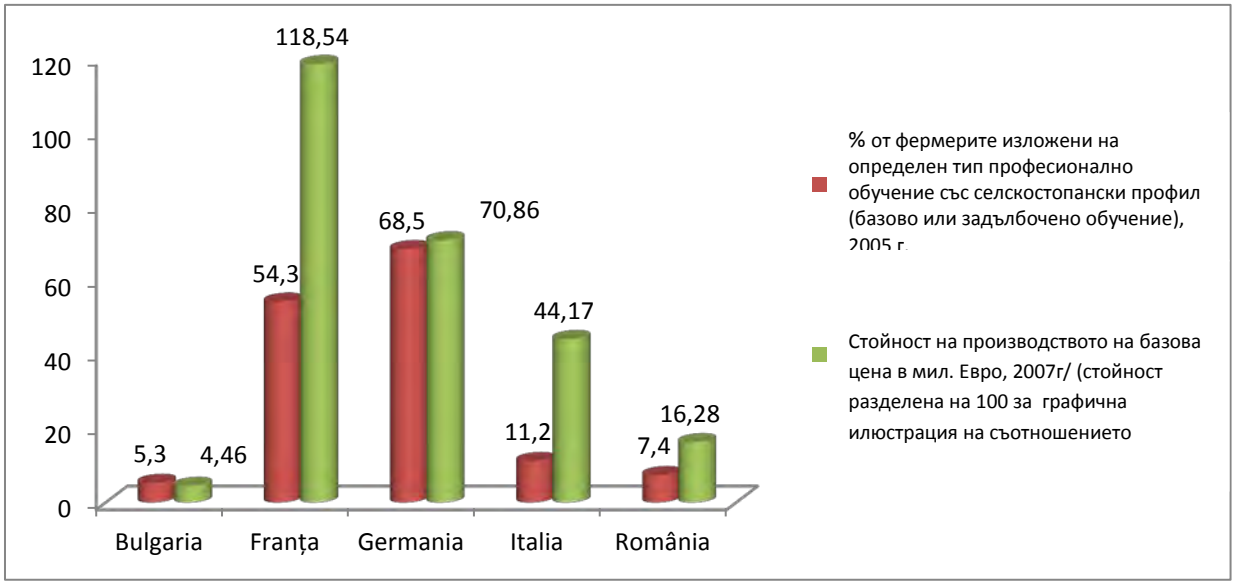
[53] "*Rural Development in European Union. Statistical and Economic Information. Report 2011*", стр. 106, достъпен на http://ec.europa.eu/agriculture/statistics/rural-development/2011/full-text_en.pdf последно посетен на 20.03.2013



Германия и Франция са страните с равнище на образование на земеделските производители над средностатистическото ниво за Европа. Ако в Европейския Съюз като цяло само 20% от мениджърите на ферми или селскостопански експлоатации имат най-малко основно образование в областта на селското стопанство, в Германия и Франция повечето хора, които управляват селскостопански експлоатации имат този тип обучение. Италия е под средното ниво за ЕС, а в България и Румъния селското стопанство изглежда е една област, за която обучението е само чрез опит. Данните следват "клъстерите идентифицирани в последните секции на проучването. Германия и Франция, с професионализиран и ефективен селскостопанския сектор, имат земеделски стопанства, които се управляват в по-голямата част от хора които имат най-малко основно образование в областта. Румъния, България и в този случай Италия, с един фрагментиран сектор, имат силни препитателни и полупазарни стопанства, които се управляват от стопани които, приблизително около 90% не са се възползвали от професионално обучение.

Очевидно е трудно да се установи пряка причинно-следствена връзка между производителността на селскостопанския сектор и степента, до която земеделските стопани са получили обучение в областта. Но също така е ясно, че има положителна корелация между двете променливи. За индикаторите "дял на земеделските производители с основно или задълбочено обучение" и "стойност на селскостопанската продукция по базисни цени", коефициентът на корелация е 0.82. **На практика, този коефициент ни показва, че селскостопанският сектор има по-добри постижения в страни, където много от земеделските стопани са получили обучение.** Графиката по-долу показва изменението на двата показателя за петте анализирани страни. За образна простота и запазване на пропорциите на графиката, първоначалната стойност на земеделската продукция е разделена на 100 (коефициента на корелация не се променя, тъй като вариацията не се променя). Заради факта, яе данните за образованост на земеделските производители са от 2005 г., избираме за стойност на селскостопанската продукция само данните от 2007 г..

Графика 8. Корелация между " дял на земеделските производители с основно или задълбочено обучение " и "стойност на селскостопанската продукция по базисни цени ".



Заключения

Образованието и достъпа до професионално обучение се считат за дългосрочни инвестиции в човешките ресурси, инвестиции които имат възвръщаемост в икономиката, под формата на икономически растеж, дължащ се на продуктивна работна ръка.

Този доклад изследва европейските и националните политики за достъп до обучение на земеделските производители, анализирайки фактическите размери и характеристики на селскостопанския сектор, производителността на селскостопанския сектор и достъпа до обучение на земеделските производители.

На ниво политики, професионалното обучение на земеделските производители не представлява цел или обектив само по себе си, нито на европейско и нито на национално равнище. Все пак има много случаи, където обучението става инструмент или стратегия за прилагане на действия, насочени към постигането на целите. Това е достатъчно за да се заключи, че целите на европейските земеделски политики и стратегии, неизбежно включват квалифицирани работници, които могат да се адаптират към промените от технологично или икономическо естество. Европейското законодателство подчертава значението на обучението в областта на селското стопанство. Националните политики интегрират повече или по-малко европейските идеи за селското стопанство. Налице е несъответствие между политиката на новите и старите държави-членки. По този начин, Румъния и България включват в националната политика почти всички разпоредби на ОСП, докато Италия, Франция и Германия приспособяват в по-високо ниво националната политика към контекста и националните нужди.

Политиките по заетостта в Румъния и България не покриват напълно сектора на селското стопанство, правейки разни възможности за обучение недостъпни за земеделските производители. Тези на Франция и Германия изглежда дават много по-голяма възможност на синдикатите да бъдат активни в сектора на заетостта в селскостопанския сектор. Италия има регионални политики за заетост и различни инструменти, за повишаване нивото на заетост (смесени договори, специални програми за уязвимите групи и др.).

Синдикатите и работодателите имат важна роля в дейностите по професионално обучение, независимо дали те участват в разработването на учебни програми, или изпълняват програми за професионално обучение. Тези организации могат да окажат влияние върху политиките относно професионалното обучение в областта на селското стопанство най-малко на национално ниво. Румъния и България, където синдикатите и работодателите могат да прилагат програми за обучение, учебните програми са продиктувани по-скоро от програмите за финансирана, достъпни за организиране на курсове за земеделски производители.

На ниво възможности за финансиране на професионално обучение, Франция, Германия и Италия не са толкова зависими от европейските фондове за осъществяване на подобни програми.

Количествен анализ ясно описва действителността. Петте анализирани страни могат да бъдат разделени в две категории. В първата категория,, където влизат Германия и Франция, са характерни стопанства с големи площи, по-скоро професионализирани, с нисък дял на аграрния сектор в БВП, но с високи нива на земеделска продукция, с нисък дял на работници в селското стопанство. Ние наричаме тази група страни с развито земеделие. Италия, въпреки че има ферми с малка площ, под средната стойност за Европа, съответства с тази категория по всички останали показатели. България и Румъния са сравнително слабо развити страни в областта на селското стопанство. Те имат малки ферми, много служители в сектора на селското стопанство, голям дял на земеделието в БВП, но ниска стойност на селскостопанската продукция в абсолютно изражение.

Тези категории, посочени по-горе, показват ясни препоръки за Румъния, България и Италия. При условие че развитието на аграрния сектор е ключова цел, един от най-важните фактори, които ще доведат до постигането на тази цел е да се инвестира в работната ръка от земеделието.
Достъпа до професионално обучение на земеделските производители се явява като основна нужда на национално ниво, най-малко в Румъния и България. Разбира се, никоя друга страна няма да бъде в състояние да избегне стъпките в тази насока, особено в контекста на конкурентност, наложен от ЕС. Въпреки че европейските и националните политики предвиждат, във всички случаи, поне минимални мерки за достъп на земеделските стопани до програми за обучение, прилагането на тези политики ще направи разликата между развитите страни, с напреднали селскостопански сектори и тези със слабо земеделие.

German

Zugang zur fachlichen Ausbildung für die in der Landwirtschaft beschäftigten Personen

- Zusammenfassung vergleichende Studie -

Einführung

Über die Gemeinsame Agrarpolitik, zählt die Europäische Union die Landwirtschaft zu den bedeutendsten europäischen Politiken, welcher auch der am besten finanzierte Sektor auf europäischer Ebene in der Zeitspanne 2007 – 2013 war. Die EU-Erweiterung von 2004 und 2007 hat die Karte der Landwirtschaft der Union wesentlich verändert. Die Landwirtschaft stellt 2 % des BIP in den alten Staaten, 3 % in den neuen Mitgliedsstaaten und über 10 % in Rumänien und Bulgarien dar. In den neuen Mitgliedsstaaten beträgt der Anteil der Arbeitskraft aus dem Landwirtschaftssektor drei Mal so viel (12 %) im Vergleich zu den alten Mitgliedsstaaten (4 %), wo in Bulgarien und Rumänien der Anteil an Arbeitskräften in der Landwirtschaft viel höhere Prozentsätze beträgt.[54]
Der vorliegende Bericht analysiert den Landwirtschaftssektor in fünf europäischen Ländern, mit Schwerpunkt auf dem Zugang der in der Landwirtschaft Beschäftige zu fachlicher Aus- und Fortbildung. Verfolgt wird die Identifizierung der Dynamik des Landwirtschaftssektors in Bulgarien, Frankreich, Deutschland, Italien und Rumänien aus der Perspektive der gegenseitigen Einflüsse zwischen dem

54 Beschluss des Rates vom 20 Februar 2006 bezüglich der Strategischen Orientierungen der Gemeinschaft für landwirtschaftliche Entwicklung (Programmzeitspanne 2007-2013), (2006/144/CE), abrufbar unter http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006D0144:RO:HTML, zuletzt zugegriffen am 10.03.2013

Ausmaß zu welchem die Landwirte fachliche Ausbildung genießen und der Leistung des Landwirtschaftssektors im Allgemeinen.

Methodologie und Definition der Konzepte

Wir untersuchen hier in welcher Art und Weise der Zugang der in der Landwirtschaft beschäftigen Personen zu Ausbildungs- und Trainingsprogrammen zu einer Steigerung der Produktivität in der Landwirtschaft führt. Die Hypothese von der wir ausgehen, ist eine natürliche: Um so mehr landwirtschaftliche Kenntnisse die Farmer besitzen (Wissen über Technologien und Wissenschaft, spezifisch dem Landwirtschaftstyp, den sie durchführen, aber auch Kenntnisse im Bereich Management, Personalverwaltung und Business), um so mehr ist es wahrscheinlich, dass die Farmen mehr produzieren, ihre Produkte eine bessere Qualität haben und ihr Preis somit größer ist. Anderseits ist auch die Rolle des Staates und der Europäischen Union in der Unterstützung des Landwirtschaftssektors und, implizit, in der Unterstützung der Farmer wichtig. Nicht an letzter Stelle, haben desgleichen auch die Charakteristika des Landwirtschaftssektors eine große Bedeutung bei der Definition der Produktivität des Sektors.

Umsetzung der Konzepte - Indikatoren

Produktivität des Landwirtschaftssektors

- Der Anteil der Landwirtschaft im BIP – Wert, welcher den Nettobeitrag der Landwirtschaft zum BIP eines Landes misst, wird über den Indikator ”Mehrwert der Landwirtschaft als Prozentsatz aus dem BIP” gemessen und stellt das Nettoergebnis des Landwirtschaftssektors dar, nachdem alle Ergebnisse beigefügt und die „Inputs“ abgezogen wurden (investierter Wert).
- Der Produktionswert bei Grundpreisen – ist ein Indikator, der in absoluten Werten berechnet wird, und welcher anzeigt, wie viel die Landwirtschaftsproduktion Wert ist. Für die bei Eurostat zur Verfügung stehenden Daten wird der Produktionswert in Millionen Euro berechnet.

Eigenschaft des Landwirtschaftssektors national

- Anteil der landwirtschaftlichen Grundstücke als Prozent der Gesamtfläche des Landes.
- Anzahl und Struktur der landwirtschaftlichen Farmen
- Anteil der landwirtschaftlichen Nutzfläche
- Anteil der Arbeitnehmer in der Landwirtschaft (% der Anzahl der gesamt Beschäftigten auf nationaler Ebene)
- Anteil der beschäftigten Frauen in der Landwirtschaft (% der Anzahl der gesamt beschäftigten Frauen auf nationaler Ebene)
- Anteil der beschäftigten Männer in der Landwirtschaft (% der Anzahl der gesamt beschäftigten Männer auf nationaler Ebene)

Zugang der Farmer zur fachlichen Ausbildung

- Personen welche Bereiche mit landwirtschaftlichem Profil als Hochschulstudium studieren (% der Gesamtanzahl der Studenten)
- Studienabsolventen mit landwirtschaftlichem Profil (% der gesamten Anzahl an Hochschulabsolventen)
- Farmer/Landwirte mit Grundausbildung oder extensiver Ausbildung in Landwirtschaft (% der Gesamtanzahl an Farmer)

Analysemethoden

Vorliegende Studie ist eine vergleichende, quantitative, Studie, dabei werden fünf Staaten untersucht: Bulgarien, Frankreich, Deutschland, Italien und Rumänien. Wir werden uns dort, wo es der Fall ist, auf

die globalen Daten auf Ebene der 27 EU-Mitgliedsstaaten beziehen, um diese Durchschnittswerte als Referenzpunkte zu nutzen.
Der Teil der qualitativen Analyse – Analyse der öffentlichen Politiken – setzt den Akzent auf die Agrarpolitik, jedoch mit einer größeren Aufmerksamkeit auf die Bildungspolitik (inklusive Lebenslanges Lernen) und die Beschäftigungspolitiken. Die Analysemethode ist die Analyse des Inhalts der strategischen Dokumente und die Identifikation derjenigen strategischen Richtungen, welche die hier analysierten Variablen beeinträchtigen könnten – Produktivität in der Landwirtschaft und Zugang der Farmer zu fachlicher Ausbildung.

Gemeinsame Agrarpolitik und Zugang der Farmer zur Ausbildung

Die Gemeinsame Agrarpolitik (GAP) ist eine der ältesten Politiken auf europäischer Ebene, die ersten Bemühungen zur Identifikation von gemeinsamen Richtungen zur Entwicklung der Landwirtschaft sind in den '50 Jahren erschienen, als Ergebnis der Wirtschaftslage nach dem Zweiten Weltkrieg.

GAP 2007 – 2013

Die Erweiterung der Union 2004 und 2007 hat zur Steigerung der Vielfalt der ländlichen Gebiete, der landwirtschaftlichen Wirtschaften und der Anzahl an Farmern beigetragen. Somit wurde eine Neuordnung der finanziellen Zuschüsse für die Zeitspanne 2007-2013 notwendig. Als Erwiderung auf diese Herausforderungen wurde ein individueller Fond für die zweite GAP-Säule geschaffen, ELER (Europäischer Landwirtschaftsfonds für die Entwicklung des ländlichen Raums).
Neben diesem finanziellen Rahmen, wurden strategische Richtungen zur ländlichen Entwicklung auf europäischer Ebene im Rahmen von vier Achsen festgelegt:

- Achse 1: Verbesserung der Wettbewerbsfähigkeit des land- und forstwirtschaftlichen Sektors ;
- Achse 2: Verbesserung der Umwelt und Kulturlandschaft;
- Achse 3: Verbesserung der Lebensqualität in ländlichen Gebieten und Förderung der Diversifizierung der ländlichen Wirtschaft;
- Achse 4 - LEADER: Gründung von lokalen Kapazitäten zur Arbeitsbeschäftigung und Diversifizierung;

Die Programmkriterien stellen den Staaten Bedingungen, wie integrierte Handhabung von Prioritäten oder Komplementarität zwischen den Finanzinstrumenten.

Nationale Politiken und Praktiken bezüglich der Ausbildung in der Landwirtschaft

In **Bulgarien** verfolgt die nationale Politik die Entwicklung einer wettbewerbsfähigen Landwirtschaft und die der Tragfähigkeit der ländlichen Regionen, ein nachhaltiges Management der natürlichen Ressourcen und die Anwendung von hohen Qualitätsstandards bezüglich der landwirtschaftlichen Produkte. Die strategischen Dokumente verfolgen inklusiv die Umsetzung der GAP über das Programm zur Entwicklung der ländlichen Regionen für 2007-2013.

In **Deutschland** wird die nationale Landwirtschaftspolitik über Rahmendokumente definiert, wie ”Verbesserung der Agrarstruktur und des Küstenschutzes 2012-2015”, und einem nationalen Strategieplan für ländliche Entwicklung, als Umsetzungsplan der GAP.

In **Rumänien** werden die Prioritäten für Eingriffe über die Struktur- und Kohäsionsfonds für die Referenzzeit von der CSNR (Nationaler Strategischer Referenzrahmen) festgelegt. CSNR stellt die Verbindung zwischen den nationalen Entwicklungsprioritäten, die im Nationalen Entwicklungsplan 2007-2013 festgelegt wurden, und den Prioritäten auf europäischer Ebene her. Die Basis zur Erstellung dieses strategischen Planungsdokuments auf mittelfristige Sicht der Struktur- und Kohäsionsfonds

stellte der Nationale Entwicklungsplan 2007-2013 dar, welcher die Grundlage zur Umsetzung des Nationalen Plans für Ländliche Entwicklung für die Zeitspanne 2007-2013 war.

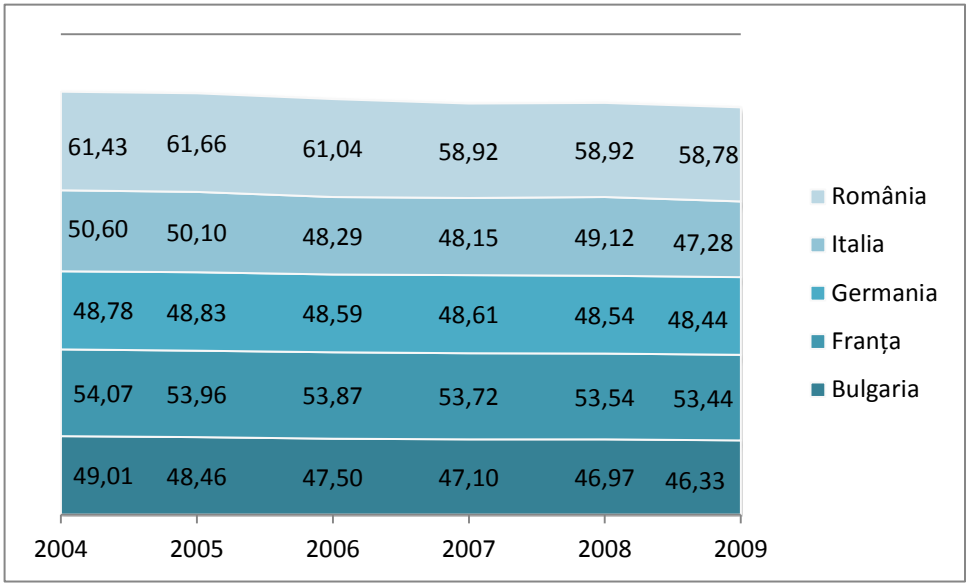
In Italien wird die gemeinsame Strategie von einem Nationalen Strategieplan definiert und wird anschließend auf lokaler Ebene anhand der regionalen Eigenschaften des Sektors strukturiert, und i**n Frankreich** definiert ein Gesetz von 2006 die Agrarpolitik, welcher das Unternehmertum, gute Arbeitsbedingungen, Konsolidierung der Einkünfte aus der Landwirtschaft und die Modernisierung der Landwirtschaft als Prioritäten hat.

Charakteristika des Landwirtschaftssektors – Vergleichende Analyse

Anteil der landwirtschaftlichen Flächen als Prozentsatz der gesamten Flächen

Dieser Indikator beschreibt das landwirtschaftliche Entwicklungspotential eines Landes. Die landwirtschaftlichen Flächen werden als Teil der gesamten Fläche definiert, welche folgendes umfassen: Ackergrund, Flächen mit Dauerkulturen und Weiden. Die folgende Grafik stellt die prozentualen Änderungen bezüglich des Anteils der landwirtschaftlichen Grundstücke als Prozentsatz der Gesamtfläche des Landes in der Zeitspanne 2004 – 2009.

Grafik 1. Anteil der landwirtschaftlichen Grundstücke als Prozentsatz der Gesamtfläche des Landes in der Zeitspanne 2004 – 2009[55]



Wir erkennen aus der oberen Grafik, dass die fünf untersuchten Länder bezüglich des landwirtschaftlichen Potentials sich nicht wesentlich unterscheiden. In allen Ländern ist eine Reduzierung des Anteils der landwirtschaftlichen Grundstücke um maximal 3% von 2004 bis 2009 festzustellen. Rumänien hat die größte landwirtschaftliche Fläche, gefolgt von Frankreich, Deutschland, Italien und Bulgarien. Die maximalen Unterschiede bestehen zwischen Rumänien und Bulgarien mit mehr als 10 Prozent. Die Tendenz ist herauszuheben, dass, auf Ebene des landwirtschaftlichen Potentials, die großflächigen Länder, auch das größte landwirtschaftliche Potential besitzen. Anderseits hat Rumänien eine kleinere Fläche als die drei westeuropäischen Staaten. Eine Erklärung könnte der Urbanisierungsgrad (Verteilung der Bevölkerung Land – Stadt)

55 Daten übernommen von World Development Indicators (WDI), abrufbar bei http://data.worldbank.org/indicator , letzter Zugriff am 12.03.2013

darstellen, wobei Rumänien von den fünf Staaten den größten Bevölkerungsanteil auf dem Land hat (45% gegenüber von 33% Italien, 30% Bulgarien, 24% Frankreich, 12% Deutschland)[56]. Somit könnte die große landwirtschaftliche Fläche Rumäniens einen Indikator für den niedrigen Urbanisierungsgrad sein, dementsprechend gib es weniger bebaute Flächen.

Anzahl und Struktur der landwirtschaftlichen Wirtschaften

Die landwirtschaftliche Wirtschaft (Farm) wird als eigenständige technisch-wirtschaftliche Einheit definiert, mit individueller Verwaltung und welche landwirtschaftliche Tätigkeiten durch Nutzung der landwirtschaftlichen Flächen und/oder Viehzucht, oder Tätigkeiten des Erhalts der landwirtschaftlichen Flächen unter guten landwirtschaftlichen und Umweltbedingungen ausführt, entweder als Haupt- oder als Nebentätigkeit. Folgende Tabelle stellt die Anzahl an Farmen aus den fünf untersuchten Staaten dar, im Verhältnis landwirtschaftliche Nutzfläche und mittlere Größe einer Farm.

Tabelle 1. Anzahl der Farmen und Nutzfläche[57]

Land	Anzahl an Farmen in 2010, tausend	Prozent aus gesamt EU27, Anzahl Farmen, 2010	Landwirtschaftliche, Nutzfläche 1000 Hektar	Prozent aus gesamt EU27, andwirtschaftliche Nutzfläche	Fläche Mittel/Nutzung, in Hektar
Bulgarien	371.1	3.1 %	3 621.0	2.1 %	9.8
Frankreich	514.8	4.3 %	27 090.0	15.9 %	52.6
Deutschland	299.1	2.5 %	16 704.0	9.8 %	55.8
Italien	1 630.0	13.5%	12 885.3	7.6 %	7.9
Rumänien	3 856.3	32.0 %	13 298.2	7.8 %	3.4
EU 27	**12 053.8**	**100%**	**170 027.3**	**100%**	**14.1**

Die vorliegende Tabelle zeigt, dass die Staaten mit der größten Anzahl an Farmen auch die Staaten sind, wo diese Farmen die geringsten Flächen haben (Rumänien mit 3.4 Hektar und Italien mit 7.9). Bulgarien bleibt unter dem europäischen Durchschnitt, und Deutschland und Frankreich sind, natürlich, Staaten mit eher landwirtschaftlichen, professionalisierten, Großfarmen. Wenn wir uns auf den europäischen Durchschnitt von 14 Hektar beziehen, können wir behaupten, dass Bulgarien, Italien und Rumänien kleinbäuerliche Landwirtschaft betreiben, im Unterschied zu Deutschland und Frankreich. Wir bemerken desgleichen, dass Frankreich und Deutschland die größte landwirtschaftliche Fläche benutzen, obwohl Rumänien eine größere landwirtschaftliche Nutzfläche in absoluten Zahlen zur Verfügung hat (siehe Grafik 1).

56 Daten von 2003, übernommen von http://www.nationmaster.com/graph/peo_per_liv_in_rur_are-people-percentage-living-rural-areas letzter Zugriff am 17.03.2013.

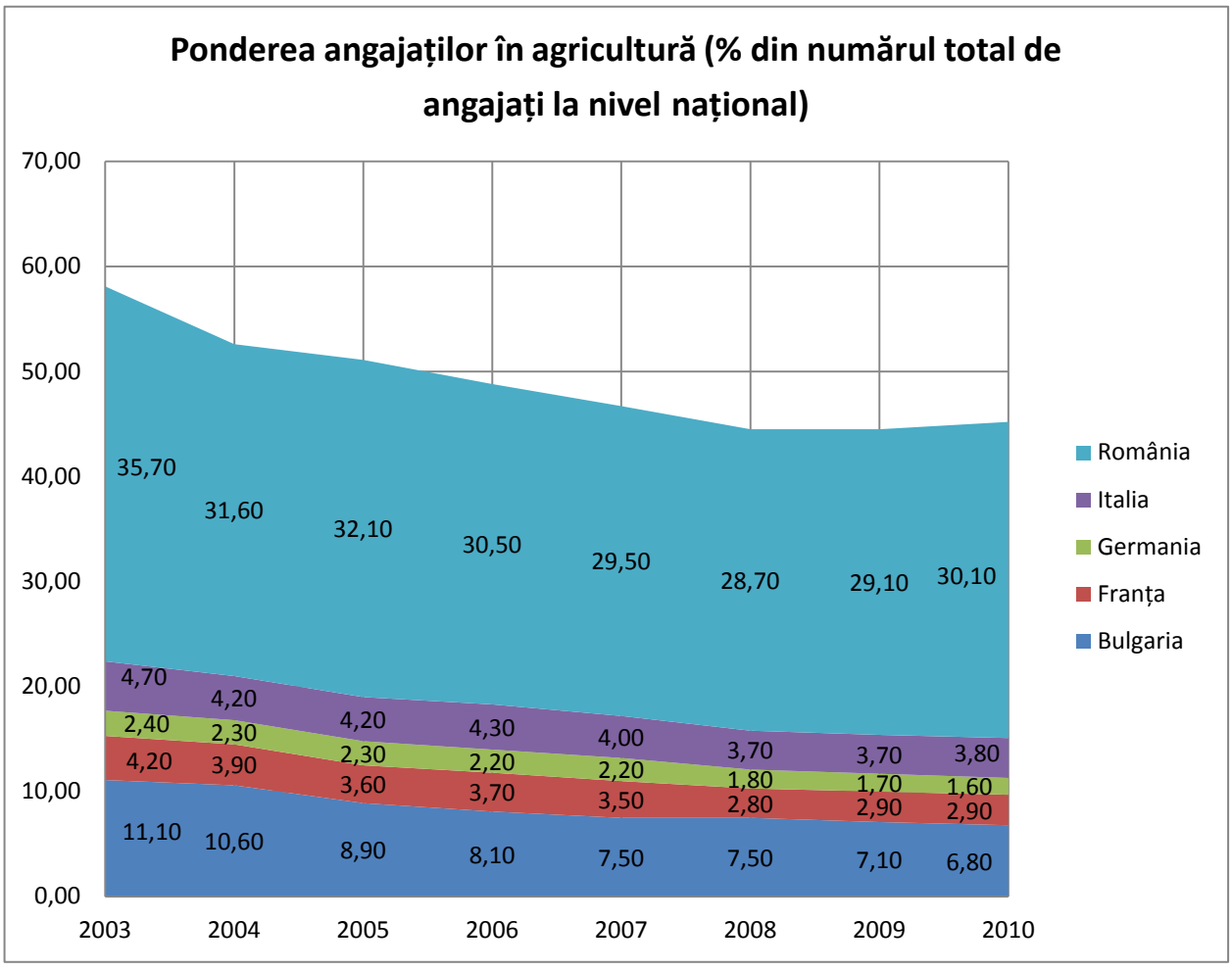
57 Daten von EU-Agricultural census 2010 Oktober 2011, verfügbar unter http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/5-11102011-AP/EN/5-11102011-AP-EN.PDF letzter Zugriff am 23.02.2013

Die oben dargestellten Angaben erlauben schon jetzt die Bildung einiger Kategorien, welche die Professionalisierung der Landwirtschaft beschreiben, wie auch, in welchem Maß die Landwirtschaft auf niedrigerer Stufe (Subsistenz und Halbsubsistenzwirtschaft) die Agrarlandschaft beherrscht oder eben nicht. Es ist eindeutig, dass nur Deutschland und Frankreich unter den fünf Ländern als Staaten mit einer entwickelten Landwirtschaft betrachtet werden können. In Rumänien befinden sich ein Drittel der Farmen Europas, welche ungefähr 8% der gesamten europäischen Agrarfläche benutzen. Vergleichend haben wir in Frankreich 4,3% der Farmen **Europas, die 16% der europäischen Fläche besetzen.**

Arbeitnehmer aus dem Landwirtschaftssektor

So wie wir vorher festgestellt haben, gehören zwei von den fünf untersuchten Staaten zur Kategorie der Länder mit entwickelter Landwirtschaft und die anderen drei (Bulgarien, Italien, Rumänien) haben eine reduzierte Landwirtschaft, wenn man die Größe der Farmen in Betracht zieht. Natürlich deutet die Größe der Farmen auch auf den Technologisierungsgrad der Farmen hin.

Grafik 2. Anteil der Arbeitnehmer in der Landwirtschaft (% der Gesamtanzahl der Angestellten auf Landesebene)[58]



Den kleinsten Anteil an Arbeitnehmern im Landwirtschaftssektor haben Deutschland und Frankreich, die einzigen Länder mit einer entwickelten Landwirtschaft (1,6%, beziehungsweise 2,9%). Unsere

58 Daten übernommen aus World Development Indicators (WDI), abrufbar unter http://data.worldbank.org/indicator/SL.AGR.EMPL.ZS , letzter Zugriff am 12.03.2013

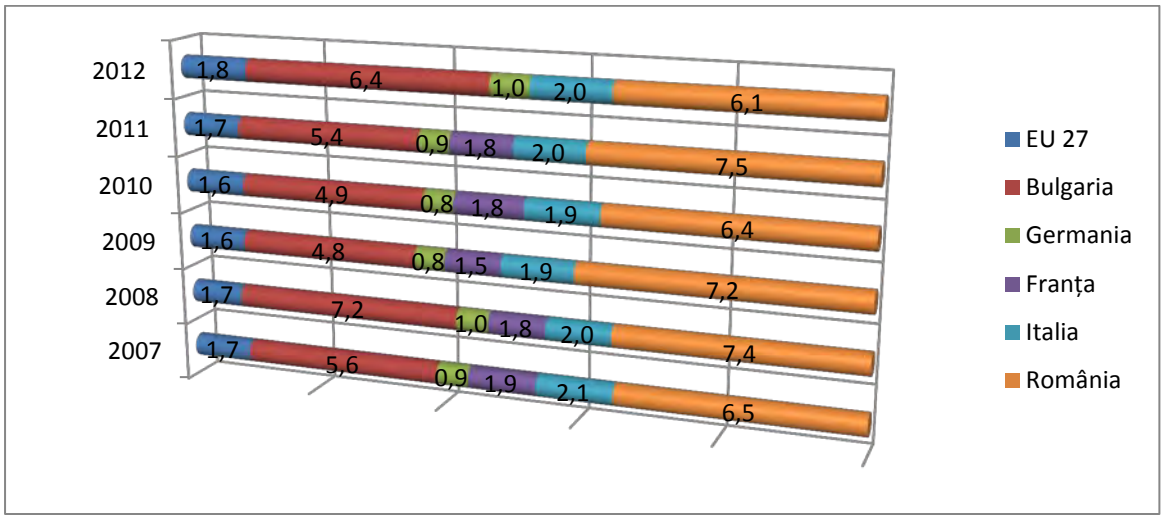
Erklärung besteht in der Technologisierung und Mechanisierung der landwirtschaftlichen Arbeit, so dass die Anstellung vieler Personen trotz Größe der Farmen nicht mehr notwendig ist. Anderseits, bezogen auf das Bedürfnis nach Training, ist es wahrscheinlich, dass in diesen Ländern das Bedürfnis nach spezifischer fachlicher Ausbildung (im Bereich der Nutzung der technologischen Infrastruktur in der Landwirtschaft) sehr groß ist, im Vergleich zu den Ländern, wo die kleinbäuerliche Landwirtschaft noch vorwiegend ist. Italien hat wenige Arbeitnehmer in der Landwirtschaft, trotz relativ großer Anzahl an Betrieben und deren durchschnittlichen Größe. Die Hälfte der italienischen Farmer ist angestellt und die Hälfte ist eigenständig und arbeitet auf der eigenen Farm. In Bulgarien sind, obwohl die Zahl relativ groß im Vergleich zu den anderen drei Staaten ist, über 90% der in der Landwirtschaft angestellten Personen Familienangehörige. Rumänien stellt einen Spezialfall dar. Obwohl die Tendenz zur prozentualen Abnahme sich in diesem Fall am besten offenbart, muss angemerkt werden, dass, genau wie im Fall von Bulgarien, über 90% der in der Landwirtschaft beschäftigen Personen, eigentlich Personen sind, welche Agrarland besitzen und bearbeiten, ohne effektiv angestellt zu sein und ohne das man sieht, dass ihre Arbeit Einkommen generiert.

Bei Betrachtung dieser Daten aus der Perspektive der beiden Landwirtschaftstypen, die vorher identifiziert wurden, Großlandwirtschaft (Fall von Frankreich und Deutschland) und Subsistenz- und Halbsubsistenzlandwirtschaft (Italien, Bulgarien und Rumänien), müssen die Ansätze bezüglich der fachlichen Ausbildung der Landwirte die Kenntnisarten und Fertigkeiten, welche die Landwirte benötigen, in Betracht ziehen. Somit befindet sich das Bedürfnis zur Ausbildung in Falle von Deutschland oder von Frankreich höchstwahrscheinlich im Bereich der Technik. Im Falle der Länder mit kleinbäuerlicher Landwirtschaft muss man den Typ der Wirtschaften, die große Anzahl an Landwirten, welche mehrere Rollen erfüllen (Manager, Arbeiter, Unternehmer usw.) und die Ausbildungsbedürfnisse so in Betracht ziehen, dass einmal ausgebildet, diese Personen eine bessere Leistung erbringen.

Die Produktivität des Landwirtschaftssektors und der Zugang der Landwirte zur Ausbildung

Der Anteil der Landwirtschaft im BIP ist der Mehrwert der Landwirtschaft als Prozentsatz des BIP (bezogen auf den Grundpreis) und stellt das Nettoergebnis des Landwirtschaftssektors dar, nachdem alle Ergebnisse hinzugefügt und die „Inputs“ abgezogen werden (investierter Wert). Die folgende Grafik zeigt die Lage des Anteils der Landwirtschaft im BIP in der Zeitspanne 2007 – 2012, laut Angaben von Eurostat. Für 2012 fehlen die Daten für Frankreich.

Grafik 4. Mehrwert der Landwirtschaft als Prozentsatz im BIP, 2007 - 2012[59]



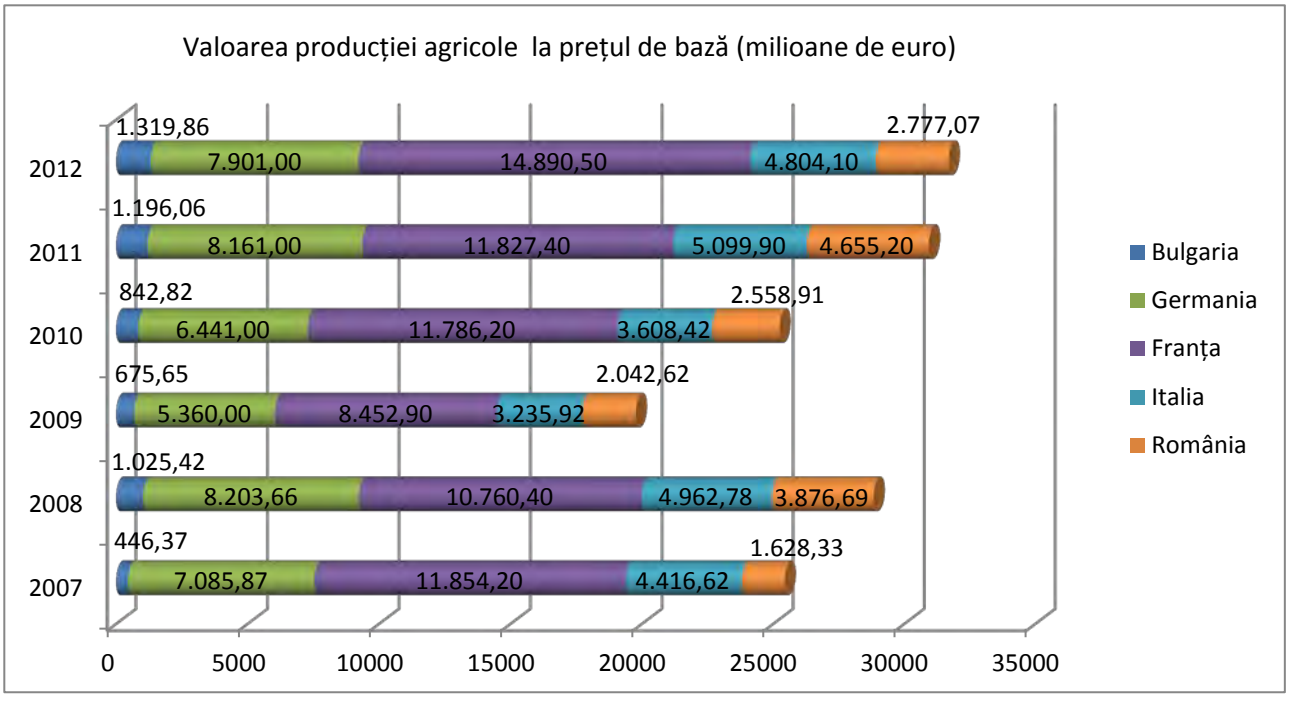
59 Date Eurostat, verfügbar bei http://appsso.eurostat.ec.europa.eu/nui/show.do letzter Zugriff am 18.03.2013

Der Anteil der Landwirtschaft im BIP, für die hier untersuchten Länder, zeigt eine klare Tendenz. Bei den Ländern mit einem großen landwirtschaftlichem Potential und deren Landwirtschaft entwickelt ist, ist der Anteil der Landwirtschaft am BIP sehr gering. Dieselbe Tendenz kann auch am europäischen Durchschnitt bemerkt werden, welcher fast mit den Fällen in Deutschland und Frankreich übereinstimmt. Italien hält bezüglich des Mehrwertes der Landwirtschaft dieselbe Tendenz ein, obwohl vom Standpunkt der Charakteristika des Landwirtschaftssektors her, es sich näher an Rumänien und Bulgarien befindet, sowohl aus der Perspektive der landwirtschaftlichen Wirtschaften wie auch von der durchschnittlichen Größe der Farmen her betrachtet (siehe Tabelle 1). Die Werte für Bulgarien und Rumänien betragen ungefähr 7 Prozente.

Die vorherige Grafik zeigt eindeutig, dass die Landwirtschaft aus wirtschaftlicher Sicht in Rumänien und in Bulgarien eine bedeutende Rolle spielt, mit einem BIP-Anteil der viel größer ist als bei den anderen Ländern oder gegenüber dem europäischen Durchschnitt. Die wirtschaftliche Bedeutung der Landwirtschaft ist in Italien, Frankreich und Deutschland niedrig.

Folgender analysierter Indikator zeigt eigentlich, wie sich der BIP-Anteil der Landwirtschaft übersetzen lässt, wie viel ungefähr 7% in Rumänien oder Bulgarien gegenüber von 2% in Frankreich bedeuten. Die folgende Grafik zeigt die Werte für jedes Land, in Millionen Euro, für die Zeitspanne 2007 – 2012.

Grafik 5. Wert der Produktion bei Grundpreisen, 2007-2012[60]



Bezüglich des Agrarproduktionswerts, haben die Länder mit einer starken Landwirtschaft einen höheren Produktionswert. Frankreich hat den höchsten Produktionswert, gefolgt von Deutschland. Italien ist wieder der Mittelwert der Gruppe, und Rumänien und Bulgarien besitzen kleine Produktionswerte. Im Jahr 2009 ist die Verringerung dieses Wertes bei allen Ländern bemerkbar.

60 Daten Eurostat, verfügbar bei http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=aact_eaa01&lang=en, letzter Zugriff am 23.03.2013

Die vorherige Grafik zeigt dass, obwohl als sektorale Bedeutung die Landwirtschaft in Deutschland und in Frankreich keinen großen Anteil am BIP hat, in absoluten Zahlen, diese Länder aus der Landwirtschaft höhere Profite als die Länder, wo die Landwirtschaft netto zum BIP beiträgt, erzielen. Praktisch erzielen Bulgarien und Rumänien geringe Einkünfte aus der Landwirtschaft. Bei der Analyse der Ergebnisse durch das Prisma des Prozentanteils der Angestellten im Landwirtschaftssektor, gelangen wir zur Schlussfolgerung, dass die Länder mit einer niedrigen Produktion (wirtschaftlich betrachtet), aber für welche dieser Sektor als Einkommen wichtig ist, auch die meisten Angestellten im Sektor haben.

Dieser Abschnitt stärkt die Schlussfolgerungen des vorherigen Abschnitts bezüglich der Charakteristika des Landwirtschaftssektors. Wir haben zurzeit zwei Ländergruppen: Deutschland und Frankreich (mit einem entwickelten Agrarsektor, mit großen Nutzflächen, mit weniger Angestellten und einem relativ höheren Produktionswert, jedoch stellt dieser Wert einen geringen Prozentanteil im BIP dar) und Rumänien und Bulgarien (mit kleinen Farmen, mit vielen Angestellten, mit einem geringen Produktionswert, aber welcher einen bedeutenderen Prozentsatz im BIP einnimmt). Italien hat keinen klaren Stellenwert in diesen beiden Kategorien, nähert sich allerdings mehr Frankreich und Deutschland an (kleine Farmen, wenig Angestellte, durchschnittlicher Produktionswert, welcher wenig im BIP ausmacht).

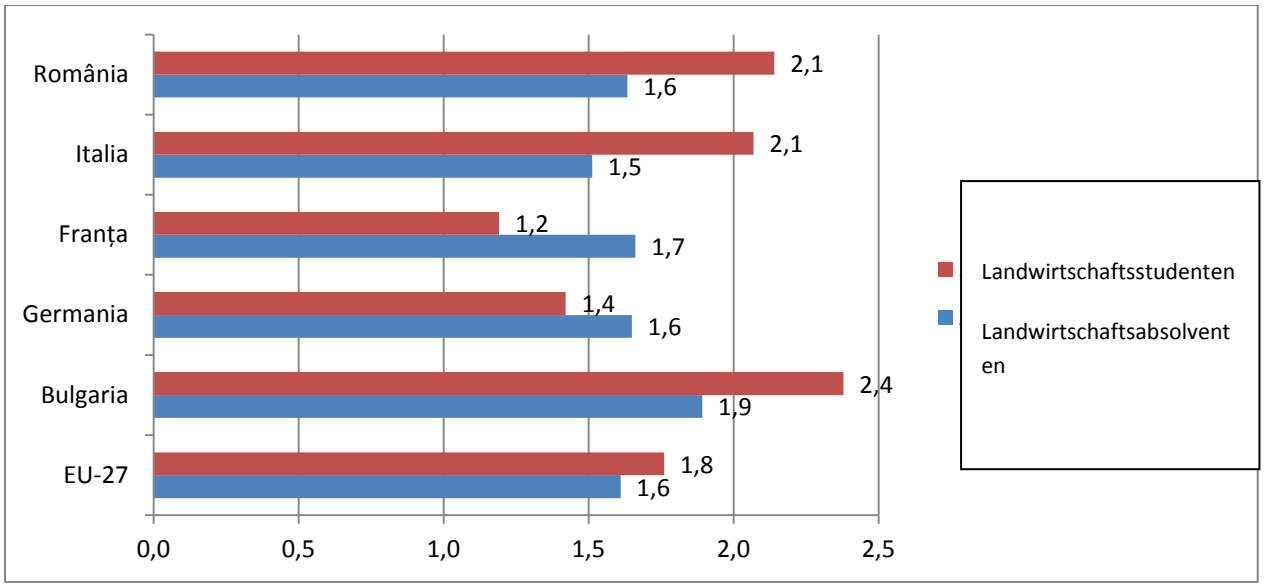
Zugang zur fachlichen Ausbildung für Farmer

Der Zugang zur fachlichen Ausbildung für Farmer ist, so wie in den vorherigen Kapiteln festgehalten wurde, ein wesentlicher Aspekt der europäischen und nationalen Politiken. Um die über europäische oder nationale Richtlinien festgelegten Entwicklungsziele zu erreichen, ist eine am heutigen wirtschaftlichen Kontext angepasste Arbeitskraft notwendig, die ausgebildet und produktiv ist. Zwecks Steigerung der Fertigkeiten der Landwirte ist eine entsprechende Erstausbildung, im Management, in der Technik oder der Technologie notwendig, und auch ein lebenslanges Lernen durch die Intensivprogramme für fachliche Ausbildung.

Die folgende Grafik beschreibt den Anteil an Personen, welche Landwirtschaft auf Hochschulniveau studieren (% aller Studenten) und die Studienabsolventen im Landwirtschaftssektor (% der gesamten Studenten mit Universitätsabschluss).

Grafik. 6. Anteil der Personen mit landwirtschaftlichen Studien von der gesamt eingeschriebenen Personenanzahl oder welche eine Hochschulausbildung genossen haben, 2010[61].

61 Daten Eurostat, verfügbar bei http://epp.eurostat.ec.europa.eu/tgm/bookmark.do?tab=table&plugin=1&language=en&pcode=tps00062# letzter Zugriff am 17.02.2013

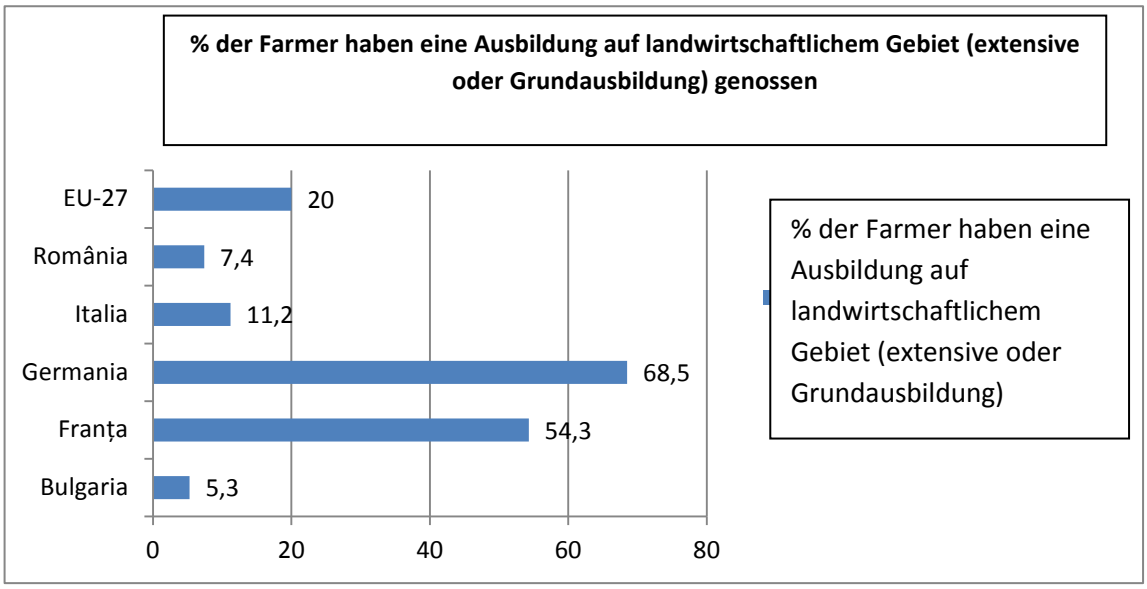


Sämtliche analysierten Länder reihen sich in die europäischen Tendenzen ein, die prozentualen Werte der Studenten oder Absolventen von Universitäten mit Landwirtschaftsprofil drehen sich um denselben Durchschnitt von 1.6%, beziehungsweise 1.8%. Der Indikator deutet nicht auf bedeutende Unterschiede zwischen den fünf Ländern hin, was auch zeigt, dass die Hochschulstudien mit landwirtschaftlichem Profil keine bedeutenden Unterschiede, was die Leistung des Landwirtschaftssektors angeht, hervorrufen.

Folgender Indikator beschreibt den Prozentanteil an Farmern/Landwirten, welche eine Grund- oder höhere Ausbildung in Landwirtschaft haben. Laut Bericht der Generaldirektion für Landwirtschaft und Ländliche Entwicklung der Europäischen Kommission ist 2005, das letzte Jahr für welches diese Angaben verfügbar sind. Auf methodologischer Ebene, bezieht sich der Indikator nur auf Manager von landwirtschaftlichen Betrieben, unabhängig von der Art oder Größe. Die Bildung im landwirtschaftlichen Bereich hat drei Gebiete: Nur praktische Erfahrung (effektive Arbeit im Rahmen eines Betriebes), Grundausbildung (jeder abgeschlossene Lehrgang in einer Schule oder anderen Facheinrichtungen; Lehre im Bereich Landwirtschaft wird als Grundausbildung betrachtet) oder extensive Bildung (jeder Lehrgang nach Abschluss der Pflichtschule mit dem Wert eines Ausbildungszyklus von zwei Jahren, in einem College , einer Hochschule oder einer anderen Hochschuleinrichtung).

Grafik 7. Anteil der in Landwirtschaft ausgebildeten Landwirte (extensive oder Grundausbildung), 2005[62]

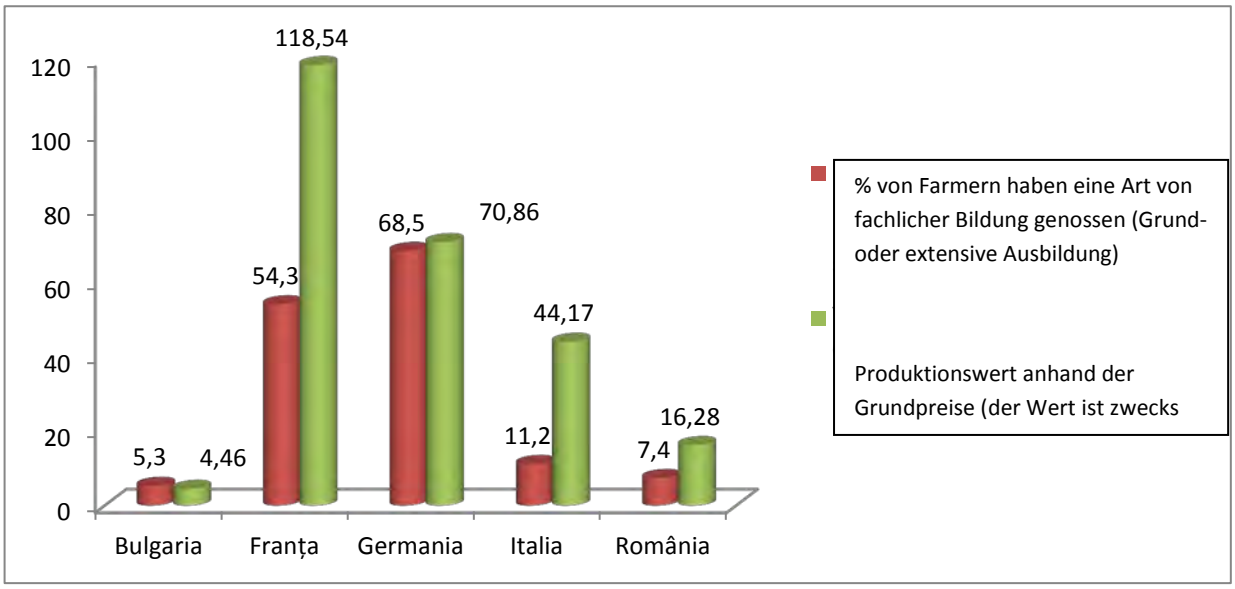
62 "*Rural Development in European Union. Statistical and Economic Information. Report 2011*", p. 106, verfügbar unter http://ec.europa.eu/agriculture/statistics/rural-development/2011/full-text_en.pdf letzter Zugriff am 20.03.2013



Deutschland und Frankreich sind Länder in denen das Bildungsniveau der Landwirte über dem europäischen Durchschnitt liegt. Wenn im Allgemeinen in der Europäischen Union nur 20% der Manager von Farmen oder landwirtschaftlichen Betrieben mindestens eine Grundausbildung in Landwirtschaft aufweisen, haben in Deutschland und in Frankreich die meisten Personen, welche einen landwirtschaftlichen Betrieb verwalten, diesen Typ von Training absolviert. Italien befindet sich unter dem europäischen Durchschnitt, und in Bulgarien und in Rumänien scheint die Landwirtschaft ein Bereich zu sein, wo nur aus Erfahrung gelernt wird. Die Daten halten die ”Cluster” ein, die in den vorherigen Abschnitten der Studie identifiziert wurden. Deutschland und Frankreich, mit einem professionalisierten landwirtschaftlichen und leistungsstarken Sektor, haben Farmen die von Personen verwaltet werden, welche mindestens über eine Grundausbildung im Bereich verfügen. Rumänien, Bulgarien und in diesem Fall auch Italien, mit einem zerstückelten Sektor, haben Subsistenz- und Halbsubsistenzfarmen, welche von Landwirten verwaltet werden, die in ungefähr 90% der Fälle keine fachliche Ausbildung genossen haben.

Eine direkte Kausalität zwischen der Leistung des Landwirtschaftssektors und dem Ausmaß an fachlicher Ausbildung der Landwirte ist natürlich schwer zu bestimmen. Es ist aber genauso eindeutig, dass es eine positive Korrelation zwischen den beiden Variablen gibt. Für die Indikatoren ”Anteil der Landwirte mit extensiver oder mit Grundausbildung” und ”Wert der landwirtschaftlichen Produktion anhand des Grundpreises” beträgt der Korrelationskoeffizient 0.82. **Praktisch zeigt uns dieser Koeffizient, dass der landwirtschaftliche Sektor in denjenigen Ländern leistungsstark ist, in denen mehr Farmer eine fachliche Ausbildung genossen haben**. Die folgende Grafik zeigt die Abwandlung der beiden Indikatoren für die fünf analysierten Länder. Für die Vereinfachung der Grafik und um die Proportionen der Grafik beizubehalten wurde der Wert der landwirtschaftlichen Erstproduktion durch 100 geteilt (der Korrelationskoeffizient ändert sich nicht, zumal sich auch die Abwandlung nicht ändert). Aufgrund der Tatsache, dass die Daten bezüglich der Ausbildung der Landwirte aus dem Jahr 2005 sind, haben wir für den landwirtschaftlichen Produktionswert nur die Daten von 2007 ausgewählt.

Grafik 8. Korrelation zwischen ”Anteil der Landwirte mit Grund- oder extensiver Ausbildung” und ”landwirtschaftlicher Produktionswert anhand des Grundpreises”.



Schlussfolgerungen

Bildung und Zugang zur fachlichen Ausbildung werden als Langzeitinvestitionen in Humanressourcen angesehen, Investitionen, welche in die Wirtschaft in Form von Wirtschaftswachstum, aufgrund einer produktiven Arbeitskraft, zurückfließen.

Vorliegender Bericht hat die europäischen und nationalen Politiken bezüglich des Zugangs der Landwirte zur fachlichen Ausbildung untersucht, wobei dann sachlich Größen wie Charakteristika des Landwirtschaftssektors, Produktivität des Landwirtschaftssektors und Zugang der Farmer zur fachlichen Ausbildung analysiert wurden.

Auf der Ebene von Politiken stellt die fachliche Ausbildung der Landwirte kein Ziel oder eine Richtung für sich dar, sowohl auf europäischer als auch auf nationaler Ebene. Es gibt zahlreiche Beispiele in denen die fachliche Ausbildung zum Instrument oder zur Umsetzungsstrategie der Handlungen wird, welche zum Zweck haben, die vorgesehenen Ziele zu erreichen. Dies reicht aus, um zu schlussfolgern, dass die Ziele der europäischen Politiken und Strategien für die Landwirtschaft implizit qualifizierte Arbeiter beinhalten, welche sich den technologischen oder wirtschaftlichen Änderungen anpassen können. Die europäische Gesetzgebung setzt explizit den Akzent auf fachliche Ausbildung im landwirtschaftlichen Bereich. Die nationalen Politiken integrieren mehr oder weniger die europäischen Gedanken betreffend Landwirtschaft. Es gibt einen Unterschied zwischen den Politiken der neuen Mitgliedsstaaten und der alten Staaten. Somit umfassen Rumänien und Bulgarien in ihre nationale Politik alle GAP-Vorschriften, während Italien, Frankreich oder Deutschland ihre nationale Politik mehr an den nationalen Kontext und die nationalen Bedürfnisse anpassen.

Die Beschäftigungspolitiken aus Rumänien und Bulgarien decken nicht gänzlich den Landwirtschaftssektor, und führen dazu, dass verschiedene Möglichkeiten der fachlichen Ausbildung für Farmer unzugänglich werden. Diejenigen aus Frankreich oder Deutschland scheinen den Gewerkschaften mehr Kraft zu verleihen, um im Bereich der Beschäftigung im Landwirtschaftssektor aktiv zu werden. Italien hat Beschäftigungspolitiken auf regionaler Ebene und verfügt über unterschiedliche Instrumente für die Steigerung der Beschäftigungsrate (Mischverträge, Spezialprogramme für benachteiligte Gruppen usw.).

Die Gewerkschaften und die Arbeitgeberverbände spielen eine bedeutende Rolle im Rahmen der Tätigkeiten für fachliche Ausbildung, ob nun bei der Erarbeitung der Lehrprogramme, oder bei der

Umsetzung der fachlichen Ausbildungsprogramme. Diese Institutionen können die Richtungen bezüglich der fachlichen Ausbildung in der Landwirtschaft, mindestens auf nationaler Ebene, beeinflussen. In Rumänien und Bulgarien können Gewerkschaften und Arbeitgeberverbände fachliche Ausbildungsprogramme lediglich implementieren, die Kurrikula werden eher von den verwendeten Finanzierungsprogrammen für die Durchführung von Kursen für Landwirte bestimmt.
Im Bereich Finanzierungsmöglichkeiten für fachliche Fortbildung sind Frankreich, Deutschland und Italien nicht so stark abhängig von den europäischen Mitteln, um solche Programme zu implementieren.

Die Mengenanalyse beschreibt eindeutige Sachverhältnisse. Die fünf Länder können in zwei Kategorien eingeteilt werden. Die erste Kategorie, in der sich Deutschland und Frankreich einstufen lassen, umfasst Farmen mit großen Flächen, eher professionalisiert, mit einem geringen Anteil am BIP, aber mit hohen Werten bei der landwirtschaftlichen Produktion, mit einem geringen Prozentanteil von Arbeitnehmern im Landwirtschaftssektor. Diese Kategorie kann, als die der Länder mit einer entwickelten Landwirtschaft, benannt werden. Italien, obwohl es Farmen mit eher kleinen Flächen hat, unter dem europäischen Durchschnitt, entspricht dieser Kategorie bei allen anderen Indikatoren. Bulgarien und Rumänien sind im Vergleich dazu, Länder mit einer unterentwickelten Landwirtschaft. Diese haben Farmen von geringer Größe, viele Angestellte im Landwirtschaftssektor, einen hohen Anteil der Landwirtschaft im BIP, aber mit einem geringen Wert bei der landwirtschaftlichen Produktion in absoluten Zahlen.
Die bisher identifizierten Kategorien zeigen klare Empfehlungen für Rumänien, Bulgarien und Italien. Unter den Bedingungen bei denen die Entwicklung des Landwirtschaftssektors ein Ziel von großem Interesse ist, stellt die Investition in die Arbeitskräfte der Landwirtschaft eine der wesentlichen Faktoren, welcher zur Erfüllung dieses Ziels führen wird, dar.

Der Zugang zur fachlichen Fortbildung der Landwirte ist ein Grundbedürfnis auf nationaler Ebene, zumindest in Rumänien und in Bulgarien. Sicherlich werden auch die anderen Länder Maßnahmen in diesem Sinne nicht vermeiden können, vor allem im Kontext der Wettbewerbsziele, die von der EU gefordert werden. Obwohl die europäischen und nationalen Politiken in allen Fällen zumindest minimale Maßnahmen bezüglich des Zugangs der Landwirte zu Programmen für fachliche Ausbildung vorsehen, wird die Umsetzung dieser Politiken den Unterschied zwischen den Ländern mit entwickelten und leistungsstarken landwirtschaftlichen Bereichen und den Ländern mit einer unterentwickelten Landwirtschaft ausmachen.

French

Accès à la formation professionnelle des personnes occupées dans l'agriculture

- Résumé de l'étude comparative -

Introduction

Par la Politique Agricole Commune, l'Union Européenne place l'agriculture parmi les plus importantes politiques européennes, étant loin du secteur le mieux financé au niveau européen, pendant la période 2007 – 2013. L'extension de l'UE de 2004 et 2007 a substantiellement modifié la carte agricole de l'Union. L'agriculture représente 2 % du PIB dans les vieux Etats Membres, 3 % dans les nouveaux Etats Membres et plus de 10 % en Roumanie et Bulgarie. Dans les nouveaux Etats Membres le pourcentage de la force de travail du secteur agricole est trois fois plus grand (12 %) que dans les vieux Etats Membres (4 %), alors qu'en Bulgarie et en Roumanie le pourcentage de la force de travail dans le secteur agricole atteint des niveaux beaucoup plus grands.[63]

[63] La décision du Conseil du 20 février 2006 concernant les orientations stratégiques de la Communauté pour le développement rural (période de programmation 2007-2013), (2006/144/CE), disponible à l'adresse http://eur-

Ce rapport analyse le secteur agricole de cinq pays européens, en mettant l'accent sur l'accès des agriculteurs à la formation professionnelle. Le but d'une telle démarche est d'identifier la dynamique du secteur agricole en Bulgarie, France, Allemagne, Italie et Roumanie de la perspective des influences réciproques entre la mesure dans laquelle les agriculteurs bénéficient de formation professionnelle et la performance du secteur agricole en général.

Méthodologie et définition des concepts

Nous investiguons ici la mesure dans laquelle l'accès des personnes occupées en agriculture à des programmes de formation et training mène à une augmentation de la productivité en agriculture. L'hypothèse dont nous partons est naturelle: plus les connaissances des fermiers en ce qui concerne l'agriculture (connaissances technologiques et scientifiques spécifiques au type d'agriculture qu'ils déroulent, mais aussi des connaissances de management, de ressources humaines ou de business) sont grandes, plus il est probable que leurs fermes produisent plus, que leurs produits soient d'une meilleure qualité et que leur prix soit, par conséquent, plus grand. D'autre part, le rôle de l'Etat et de l'Union Européenne dans le soutien accordé au secteur agricole et, implicitement, aux fermiers, est significatif. Non pas en dernière place, les caractéristiques du secteur agricole ont aussi une importance majeure dans la définition de la productivité du secteur.

Opérationnalisation des concepts - indicateurs

Productivité du secteur agricole

- Le poids de l'agriculture dans le PIB – valeur qui mesure la contribution nette de l'agriculture au PIB d'un pays. Il se mesure par l'indicateur la « valeur ajoutée de l'agriculture comme pourcentage dans le PIB » et représente le résultat net du secteur agricole, après avoir ajouté tous les résultats et soustrait les « apports » (la valeur investie).
- La valeur de la production aux prix de base– est un indicateur calculé dans des valeurs absolues et montre quelle est la valeur effective de la production agricole. Pour les données disponibles auprès d'Eurostat, la valeur de la production est calculée en millions Euro.

Caractéristiques du secteur agricole national

- Poids des terrains agricoles comme pourcentage du total de la surface du pays.
- Nombre et structure des fermes agricoles
- Poids du terrain agricole utilisé
- Poids des employés en agriculture (% du nombre total d'employés au niveau national)
- Poids des femmes employées en agriculture (% du nombre total des femmes employées au niveau national)
- Poids des hommes employés en agriculture (%du nombre total des hommes employés au niveau national)

Accès des fermiers à la formation professionnelle

- Personnes qui étudient des aires à profil agricole au tertiaire (% du total des étudiants)
- Diplômés d'études à profil agricole (% du total des diplômés d'études universitaires)
- Fermiers/agriculteurs à éducation de base ou extensive en agriculture (% du total des fermiers)

Méthodes d'analyse

Cette étude est une étude comparative, quantitative, les unités d'analyse étant représentées par cinq pays: Bulgarie, France, Allemagne, Italie et Roumanie. Nous nous rapporterons, là où c'est le cas, aux données globales au niveau des 27 Etats Membres de l'UE, utilisant ces milieux comme points de référence.

lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006D0144:RO:HTML consultée la dernière fois le 10.03.2013

La partie d'analyse qualitative – analyse de politiques publiques – met l'accent sur la politique agricole, mais avec une attention accrue pour la politique éducationnelle (y compris l'éducation permanente) et les politiques d'occupation. La méthode d'analyse est l'analyse de contenu des documents stratégiques et l'identification des directions stratégiques qui peuvent affecter les variables analysées ici – la productivité en agriculture et l'accès des fermiers à la formation professionnelle.

Politique Agricole Commune et l'accès des agriculteurs à la formation

La Politique Agricole Commune (PAC) est l'une des plus anciennes politiques de niveau européen, les premiers efforts d'identification de directions communes dans le développement de l'agriculture apparaissant dans les années '50, comme résultat de la situation économique d'après la seconde Guerre mondiale.

PAC 2007 – 2013

L'extension de l'Union de 2004 et de 2007 a contribué à l'augmentation de la diversité des zones rurales, des exploitations agricoles et du nombre de fermiers. De la sorte, il a fallu reconfigurer les allocations financières pour la période 2007-2013. Comme réponse à ces provocations, on a créé un fond unique destiné au second pilon de PAC, FEADER (Fond Européen Agricole pour le Développement Rural).

A part ce cadre financier, on a aussi établi des orientations stratégiques pour le développement rural au niveau européen, sur quatre axes:

- Axe 1: amélioration de la compétitivité des secteurs agricole et forestier;
- Axe 2: amélioration de l'environnement et du paysage;
- Axe 3: amélioration de la qualité de la vie dans les zones rurales et l'encouragement de la diversification de l'économie rurale;
- Axe 4 - LEADER: constitution de la capacité locale pour l'occupation de la force de travail et diversification;

Les critères de programmation imposent aux Etats membres des conditions telles l'approche intégrée des priorités ou complémentarité entre les instruments financiers.

Politiques et pratiques nationales concernant la formation en agriculture

En **Bulgarie**, la politique nationale vise le développement de l'agriculture compétitive et la viabilité des zones rurales, une gestion durable des ressources naturelles et l'application de hauts standards de qualité concernant les produits agricoles. Les documents stratégiques visent y compris l'implémentation de PAC, par le Programme de développement des régions rurales pour 2007-2013.

En Allemagne, la politique nationale concernant l'agriculture est définie par des documents cadres tels « L'Amélioration des structures agricoles et de la protection costale 2012-2015" et un plan national stratégique qui vise le développement rural, comme plan d'implémentation du PAC.

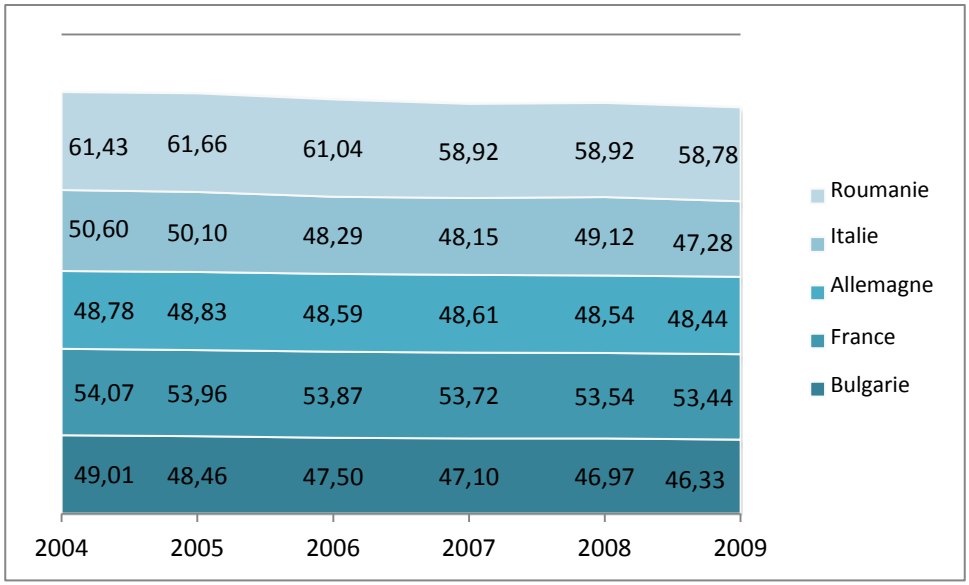
En Roumanie, par le CSNR on établit les priorités d'intervention des Fonds Structuraux et de Cohésion dans la période de référence. Le CSNR fait la liaison entre les priorités nationales de développement, établies dans le Plan National de Développement 2007-2013, et des priorités au niveau européen. La base pour l'élaboration de ce document stratégique de planification à moyen terme des Fonds Structuraux et de Cohésion a été constituée par le Plan National de Développement 2007-2013, qui représente la base pour l'implémentation du Programme National de Développement Rural pour la période 2007-2013.

En Italie, la stratégie commune est définie par un Plan National Stratégique et ultérieurement structurée au niveau local par rapport aux caractéristiques régionales du secteur, et **en France**, une loi de 2006 définit la politique agricole, qui a comme priorités l'entrepreneuriat, meilleures conditions de travail, la consolidation des revenus de l'agriculture et la modernisation de l'agriculture.

Poids des terrains agricoles comme pourcentage de la surface totale du pays

Cet indicateur décrit le potentiel de développement agricole d'un pays. Les terrains agricoles sont définis comme partie de l'aire totale dans laquelle entraient: les terrains arables, les terrains à cultures permanentes et pâturages. La figure ci-dessous présente les modifications des pourcentages du terrain agricole de la surface totale du pays pendant la période 2004 – 2009.

Figure 1. Poids des terrains agricoles comme pourcentage du total de la surface du pays (2004-2009)[64]



Nous observons dans la figure ci-dessus que les cinq pays analysés ici n'étaient pas essentiellement différentes du point de vue du potentiel agricole. Dans tous les pays analysés, on observe une réduction du poids du terrain agricole à maximum 3% de 2004 jusqu'en 2009. La Roumanie a la plus grande surface de terrain agricole, suivie par la France, l'Allemagne, l'Italie et la Bulgaries. Les différences maximales entre la Roumanie et la Bulgarie dépassent 10 points de pourcentage. Au niveau du potentiel agricole, il faut souligner que les pays ayant en général une surface totale plus grande tendent à avoir aussi le plus grand potentiel agricole. D'autre part, la Roumanie a une moindre surface par rapport aux trois pays de l'Europe de l'Ouest. Une explication peut être la distribution selon les environnements d'habitat (rural – urbain), dans le sens où la Roumanie a le plus grand pourcentage de population des cinq pays (45% par rapport à 33% l'Italie, 30% la Bulgarie, 24% la France, 12% l'Allemagne)[65]. De la sorte, la surface agricole grande de la Roumanie peut aussi être un indicateur du plus bas degré d'urbanisation et donc, des moindres surfaces construites.

Nombre et structura des exploitations agricoles

L'exploitation agricole est définie comme unité technique - économique indépendante, avec une gestion unique et qui déroule des activités agricoles par l'utilisation des surfaces agricoles et / ou l'élevage du bétail, ou des activités de maintenance des surfaces agricoles en bonne conditions agricoles et d'environnement, soit comme activité principale, soit comme activité secondaire. Le tableau suivant

[64] Données reprises de World Development Indicators (WDI), accessible à l'adresse http://data.worldbank.org/indicator , consultée la dernière fois le 12.03.2013

[65] Données de 2003, reprise de http://www.nationmaster.com/graph/peo_per_liv_in_rur_are-people-percentage-living-rural-areas consultée la dernière fois le 17.03.2013.

présente le nombre des exploitations agricoles des cinq pays analysés, par rapport au terrain agricole utilisé et à la dimension moyenne d'une exploitation.

Tableau 1. Nombre des exploitations agricoles et surface utilisée[66]

Pays	Nombre des fermes en 2010, milliers	Pourcentage du total EU27, nombre des fermes, 2010	Surface agricole utilisée, 1000 hectares	Pourcentage du total EU27, surface agricole utilisée	Surface moyenne /exploitation, en hectares
Bulgarie	371.1	3.1 %	3 621.0	2.1 %	9.8
France	514.8	4.3 %	27 090.0	15.9 %	52.6
Allemagne	299.1	2.5 %	16 704.0	9.8 %	55.8
Italie	1 630.0	13.5%	12 885.3	7.6 %	7.9
Roumanie	3 856.3	32.0 %	13 298.2	7.8 %	3.4
EU 27	**12 053.8**	**100%**	**170 027.3**	**100%**	**14.1**

Le tableau ci-dessus montre que les pays au plus haut nombre de fermes sont aussi les pays où ces fermes ont les plus petites surfaces (la Roumanie à 3.4 hectares et l'Italie à 7.9). La Bulgarie reste sous la moyenne européenne, et l'Allemagne et la France sont, évidemment, les pays à exploitations agricoles plutôt grandes, professionnalisées. Si nous nous rapportons à la moyenne européenne de 14 hectares, nous pouvons assumer le fait que la Bulgarie, l'Italie et la Roumanie ont une agriculture à petite échelle, à la différence de l'Allemagne et de la France. Nous observons aussi que la France et l'Allemagne utilisent la plus grande surface agricole, bien que la Roumanie ait une plus grande surface agricole à exploiter, en termes absolus (voir la Figure 1).

Les données présentées ci-dessus permettent déjà de constituer des catégories qui décrivent la professionnalisation de l'agriculture et d'établir la mesure dans laquelle l'agriculture à petite échelle (de subsistance et semi-subsistance) domine, ou ne domine pas, le paysage agricole. Evidemment, seules l'Allemagne et la France des cinq pays peuvent être considérées des pays à agriculture développée. En Roumanie on retrouve un tiers des fermes de l'Europe, utilisant une surface d'approximativement 8% de l'aire agricole utilisée au niveau européen. Par comparaison, en France il y a 4,3% de fermes de l'Europe à travers une surface de 16% du total européen.

Les employés du secteur agricole

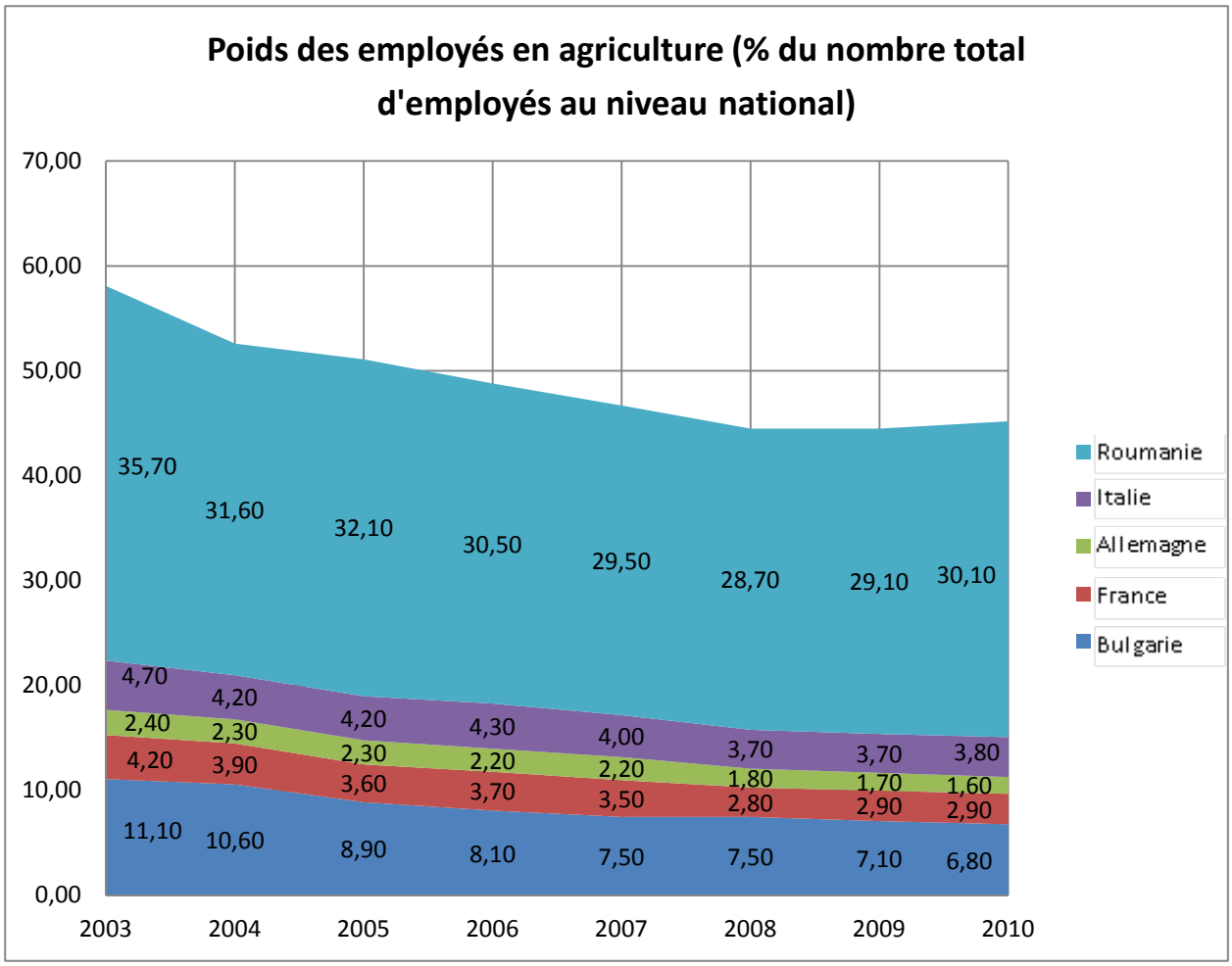
Tel que nous l'avons antérieurement constaté, des cinq pays analysés, deux sont placés dans la catégorie des pays à agriculture développée et les trois autres (la Bulgarie, l'Italie, la Roumanie) ont un développement agricole limité du point de vue des dimensions des exploitations agricoles. Evidemment, la dimension des exploitations agricoles suggère aussi le niveau de technologisation de celles-ci.

Figure 2. Poids des employés en agriculture (% du nombre total d'employés au niveau national)[67]

[66] Données d'EU-Agricultural census 2010 octobre 2011, disponible à l'adresse

http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/5-11102011-AP/EN/5-11102011-AP-EN.PDF consultée la dernière fois le 23.02.2013

[67]Données reprises de World Development Indicators (WDI), accessible le http://data.worldbank.org/indicator/SL.AGR.EMPL.ZS , consultée la dernière fois le 12.03.2013



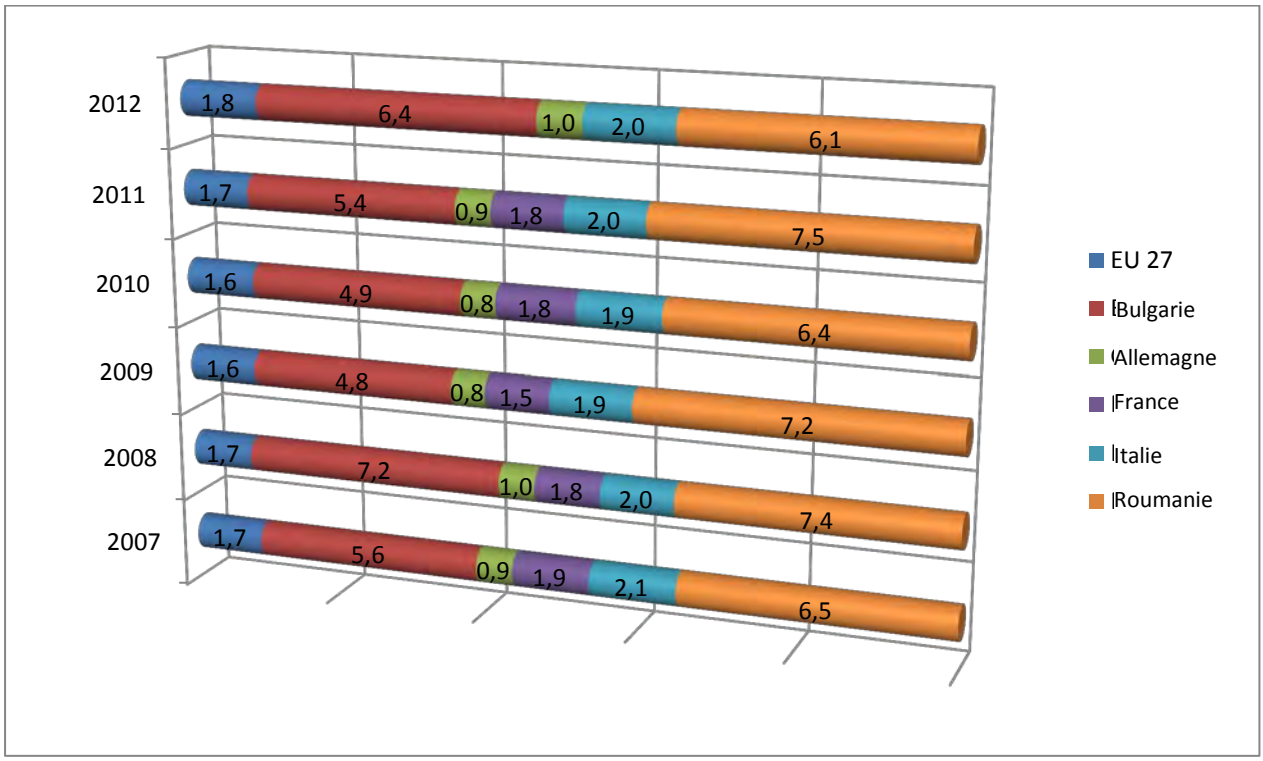
Le moindre pourcentage d'employés dans le secteur agricole se retrouve en Allemagne et en France, les seuls pays à une agriculture développée (1,6%, respectivement 2,9%). L'explication réside dans la technologisation et la mécanisation des travaux agricoles, de sorte que l'emploi de beaucoup de personnes n'est plus nécessaire, malgré les dimensions des fermes. D'autre part, en ce qui concerne le besoin de training, il est probable que dans ces pays le besoin de formation professionnelle spécifique (dans le domaine de l'utilisation de l'infrastructure technologique dans l'agriculture) soit très grand, par comparaison aux pays où l'agriculture de petite échelle est encore dominante. L'Italie a peu d'employés dans le secteur, malgré le nombre relativement grand d'exploitations et la surface moyenne de ces exploitations. Moitié des fermiers italiens sont employés et moitié sont indépendants, travaillant dans leur propre ferme. En Bulgarie, bien que le nombre soit relativement grand comparé à celui des trois pays, plus de 90% des personnes employées en agriculture sont des laboureurs familiaux. La Roumanie est un cas à part. Bien que la tendance de diminution des pourcents soit la plus évidente en ce cas, il faut mentionner que, tout comme en Bulgarie, plus de 90% des personnes occupées en agriculture sont, en fait, des personnes qui détiennent un terrain agricole qu'elles labourent, sans qu'elles soient effectivement employés et sans que ce soit évident que leur travail produit des revenus.

Considérant ces données de la perspective des deux types d'agriculture antérieurement identifiés, l'agriculture à grande échelle (les cas de la France et de l'Allemagne) et l'agriculture de subsistance et semi-subsistance (l'Italie, la Bulgarie et la Roumanie), les approches concernant la formation professionnelle des agriculteurs doivent tenir compte des types de connaissances et habilités dont les agriculteurs ont besoin. De la sorte, dans les cas de l'Allemagne ou de la France, la nécessité de formation est, le plus probablement, dans la zone technique. Dans les cas des pays à agriculture à petite échelle il est nécessaire de tenir compte du type des exploitations, du grand nombre des agriculteurs remplissant plusieurs rôles (manager, laboureur, entrepreneur etc.) et des besoins de formation, de sorte qu'une fois formées, ces personnes agissent mieux.

Productivité du secteur agricole et l'accès des agriculteurs à la formation

Le poids de l'agriculture dans le PIB est la valeur ajoutée de l'agriculture comme pourcentage du PIB (par rapport au prix de base) représente le résultat net du secteur agricole, après avoir ajouté tous les résultats et soustrait les « apports » (la valeur investie). La figure ci-dessous montrait la situation du poids de l'agriculture dans le PIB pendant la période 2007 – 2012, conformément aux données d'Eurostat. Nous mentionnons que pour 2012 les données pour la France ne sont pas disponibles.

Figure 4. Valeur ajoutée de l'agriculture comme pourcentage du PIB, 2007 - 2012[68]



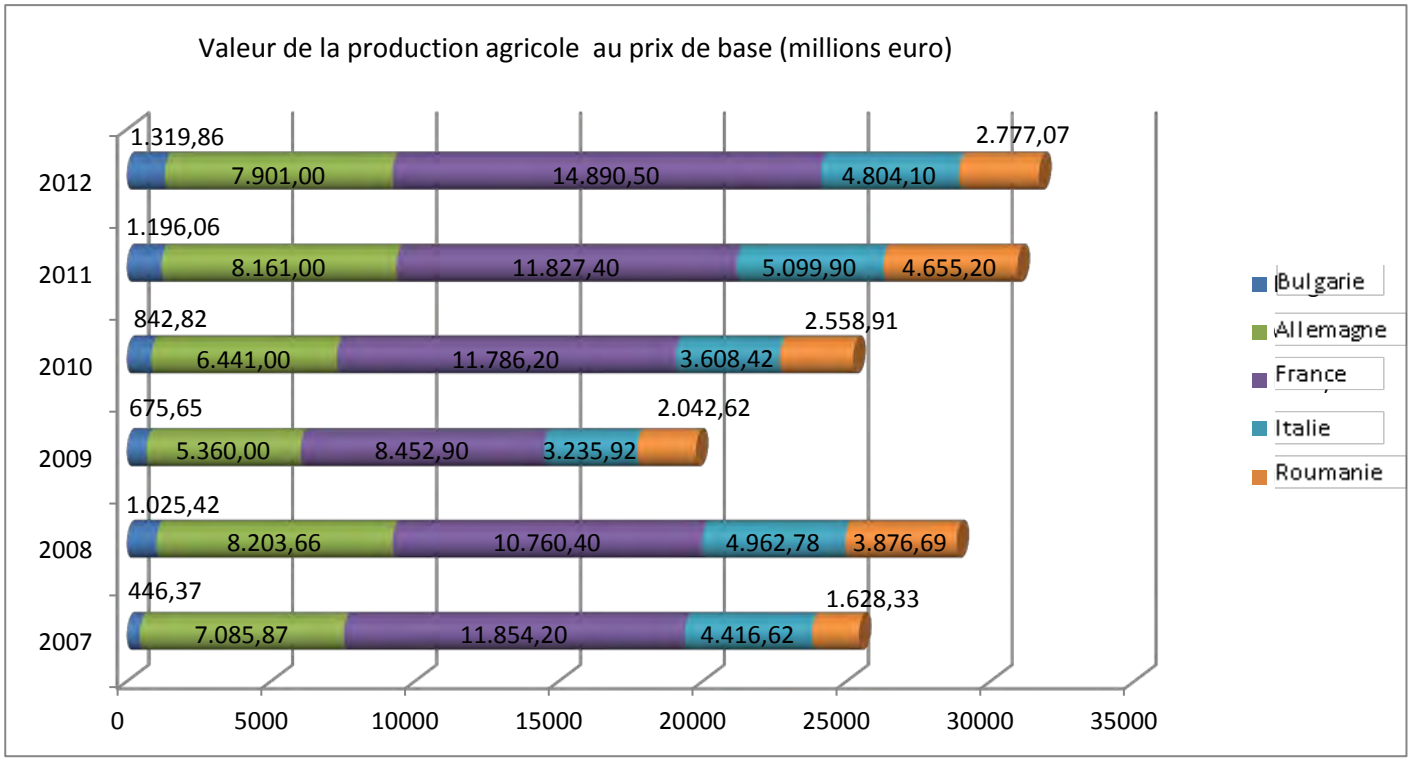
Le poids de l'agriculture dans le PIB, pour les cinq pays analysés ici, montre une tendance nette. Les pays à potentiel agricole grand et à agriculture développée ont un poids très bas de l'agriculture dans le PIB. La même tendance est aussi observée à la moyenne européenne, qui est quasi-similaire avec les cas care de la France et de l'Allemagne. L'Italie respecte la même tendance concernant la valeur ajoutée de l'agriculture, bien que du point de vue des caractéristiques du secteur agricole elle se trouve plus près de la Roumanie et de la Bulgarie, aussi bien de la perspective des types d'exploitations agricoles que du point de vue de la surface moyenne des exploitations (voir Tableau.1). Les valeurs pour la Bulgarie et la Roumanie sont aux alentours de 7 pourcents.

La figure ci-dessus montre nettement que l'agriculture est un secteur important du point de vue économique en Roumanie et en Bulgarie, avec un poids dans le PIB beaucoup plus grand par rapport aux autres pays et par rapport à la moyenne européenne. L'importance économique de l'agriculture est basse en Italie, en France et en Allemagne.

Le suivant indicateur analysé montre, en fait, comment on traduit le poids que l'agriculture a dans le PIB, combien vaut les approximatifs 7% en Roumanie ou en Bulgarie par rapport à de 2% en France. La figure ci-dessous montre les valeurs pour chaque pays, en millions euro, pour la période 2007 – 2012.

[68] Données Eurostat, disponibles à l'adresse http://appsso.eurostat.ec.europa.eu/nui/show.do consultée la dernière fois le 18.03.2013

Figure 5. Valeur de la production aux prix de base, 2007-2012[69]



Dans le cas de la valeur de la production agricole, les pays à agriculture forte ont une valeur de la production supérieure. La France a la plus grande valeur de la production, suivie par l'Allemagne. L'Italie est de nouveau la médiane du groupe, et la Roumanie et la Bulgarie ont des valeurs petites de la production. En 2009, la diminution de cette valeur est visible en tous les pays.

La figure ci-dessus nous montre que, bien que l'importance sectorielle de l'agriculture n'ait pas un poids grands dans le PIB en Allemagne et en France, en termes absolus ces pays ont des profits de l'agriculture plus grands que les pays pour qui l'agriculture est un contributeur net au PIB. Pratiquement, la Bulgarie et la Roumanie ont des revenus bas de l'agriculture. Si nous analysons ces résultats par le prisme des pourcentages des employés dans le secteur agricole, nous arrivons à la conclusion que les pays à une production basse (en termes économiques), mais pour qui le secteur est important comme source de revenu, ont aussi le plus grand nombre d'employés dans le secteur.

Cette section consolide les conclusions de la section antérieure, concernant les caractéristiques du secteur agricole. Nous avons à présent deux groupes de pays: l'Allemagne et la France (à un secteur agricole développé, à grandes exploitations, à moins d'employés et à une valeur relativement grande de la production, mais cette valeur représente un pourcent bas dans le PIB) et la Roumanie et la Bulgarie (à fermes petites, à beaucoup d'employés, à valeur basse de la production, laquelle représente un pourcent plus haut dans le PIB). L'Italie n'a pas une position nette dans ces deux catégories, mais elle est plutôt proche de la France et de l'Allemagne (fermes petites, peu d'employés, valeur moyenne de la production qui représente peu dans le PIB).

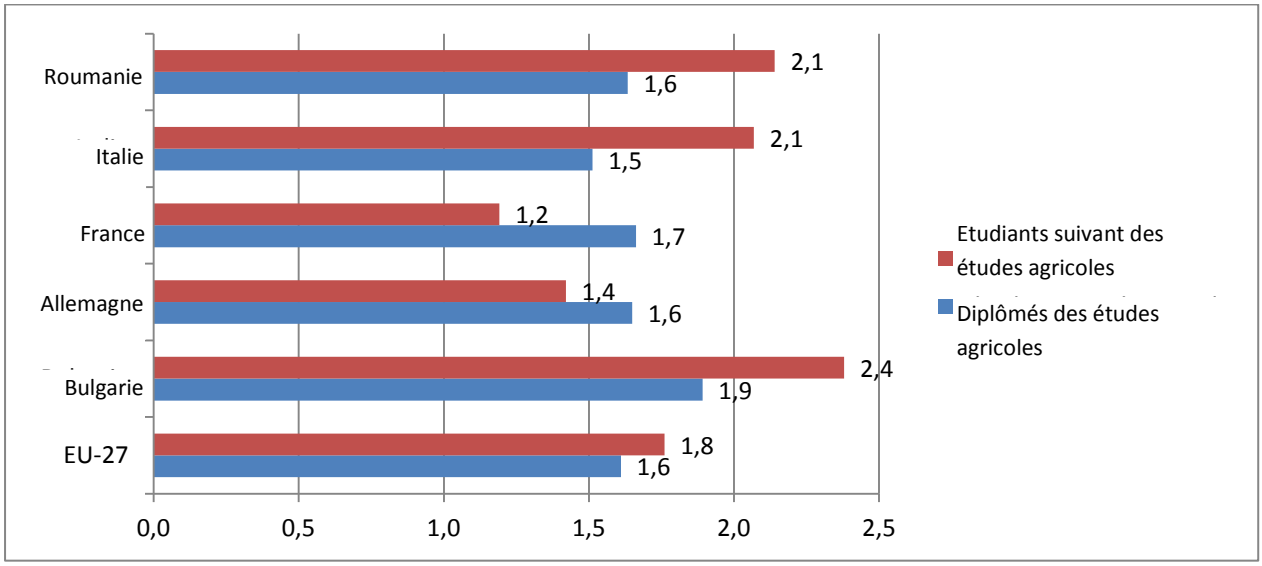
[69]Données Eurostat, disponibles à l'adresse http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=aact_eaa01&lang=en, consultée la dernière fois le 23.03.2013

Accès à la formation professionnelle pour les fermiers

L'accès à la formation professionnelle pour les fermiers est, comme nous l'avons indiqué dans les chapitres antérieurs, un aspect essentiel de l'implémentation des politiques européennes et nationales. Pour atteindre des objectifs de développement établis par des documents programmatiques européens ou nationaux, une force de travail adaptée au contexte économique actuel, qualifiée et productive est nécessaire. Pour augmenter les habilités des agriculteurs, qu'elles soient de management, techniques ou technologiques, il est besoin aussi bien de formation initiale adéquate, que d'éducation permanente, par l'intermède des programmes intensifs de formation professionnelle.

La figure ci-dessous décrit le poids des personnes qui étudient l'agriculture au niveau tertiaire (% du total des étudiants) et diplômés ayant suivi des études concernant le secteur agricole (% du total des diplômés des études universitaires).

Figure 6. Poids des personnes à études agricoles du total des personnes inscrites ou ayant obtenu un diplôme d'éducation tertiaire, 2010[70].

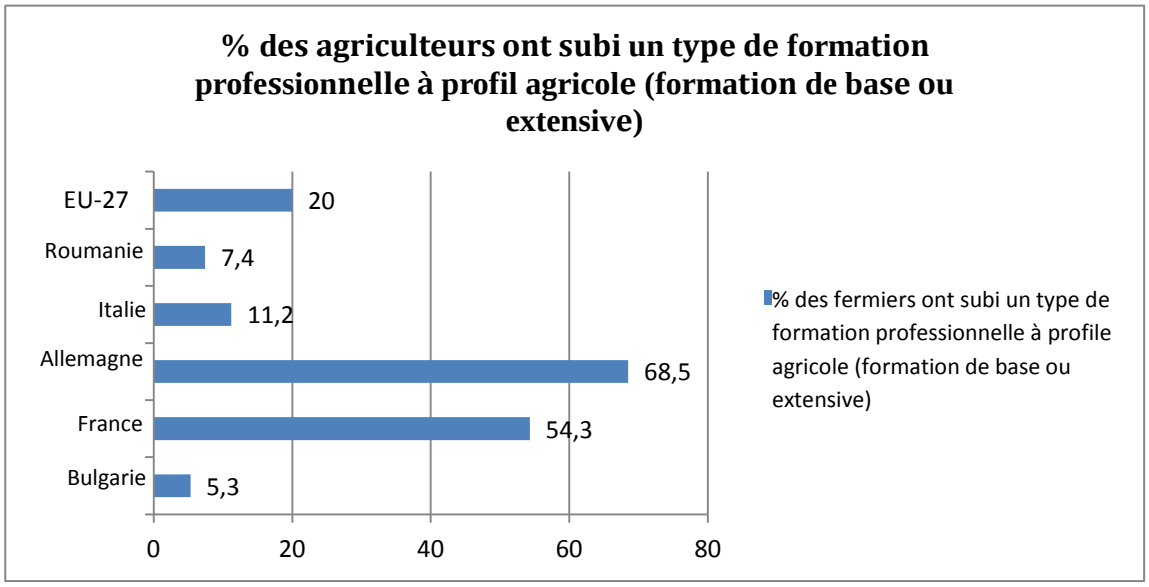


Tous les pays analysés s'encadrent dans les tendances européennes, les valeurs des pourcents des étudiants ou diplômés d'universités à profile agricole étant aux alentours de la même moyenne, de 1.6% respectivement 1.8%. L'indicateur ne suggère pas de différences majeures entre les cinq pays, ce qui montre que les études universitaires à profil agricole ne produisent pas de différences substantielles en ce qui concerne la performance du secteur agricole.

L'indicateur suivant décrit le pourcentage de fermiers/agriculteurs qui ont une éducation de base ou supérieure en agriculture. Conformément à un Rapport du Directorat Général pour l'Agriculture et le Développement Rural de la Commission Européenne, le dernier an pour lequel de telles données sont disponibles est 2005. Au niveau méthodologique, l'indicateur se réfère seulement aux managers d'exploitations agricoles, quelle qu'en soient la nature ou les dimensions. L'éducation dans le domaine agricole a trois dimensions: seulement l'expérience pratique (le travail effectif dans le cadre d'une exploitation), éducation de base (tout cours suivi dans un collège ou d'autres institutions spécialisées; l'apprentissage en agriculture est considérée éducation de base) ou éducation extensive (tout cours suivi après avoir fini l'éducation obligatoire et qui a la valeur d'un cycle éducationnel de deux ans, suivi dans un collège, faculté ou d'autres institutions d'enseignement supérieur).

[70]Données Eurostat, disponibles à l'adresse http://epp.eurostat.ec.europa.eu/tgm/bookmark.do?tab=table&plugin=1&language=en&pcode=tps00062# consultée la dernière fois le 17.02.2013

Figure 7. Poids des agriculteurs formés en agriculture (éducation de base ou extensive), 2005[71]

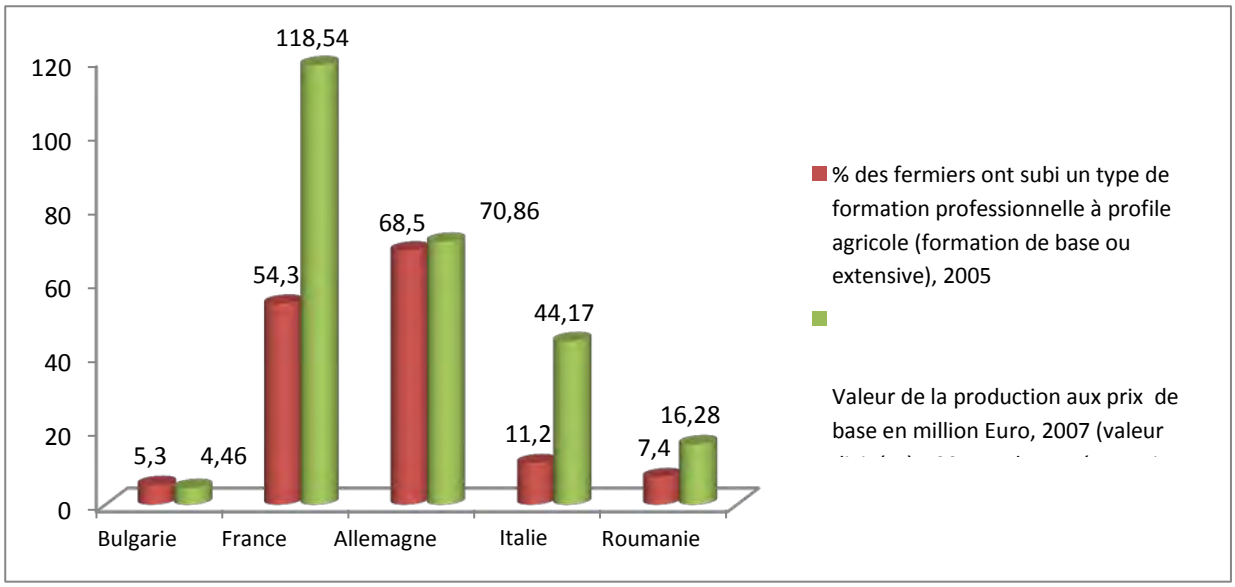


L'Allemagne et la France sont les pays à un niveau d'éducation des agriculteurs beaucoup au-dessus de la moyenne européenne. Si, en général dans l'Union Européenne seulement 20% des managers de fermes ou exploitations agricoles ont au moins une éducation de base en agriculture, en Allemagne et en France la majorité des personnes qui gèrent une exploitation agricole ont ce type de training. L'Italie est sous la moyenne européenne, et en Bulgarie et en Roumanie l'agriculture semble un domaine qui s'apprend seulement par expérience. Les données respectent les « clusters » identifiés dans les sections antérieures de l'étude. L'Allemagne et la France, à un secteur agricole professionnalisé et performant, ont des fermes qui sont gérées, pour la plupart, par des personnes ayant au moins une éducation de base dans le domaine. La Roumanie, la Bulgarie et, en ce cas l'Italie aussi, à un secteur fragmenté, ont des fermes de subsistance et semi-subsistance qui sont gérées par des agriculteurs qui, dans un pourcentage d'approximativement 90%, n'ont pas bénéficié de formation professionnelle.

Evidemment, il est difficile à établir une causalité directe entre la performance du secteur agricole et la mesure dans laquelle les agriculteurs ont bénéficié de formation professionnelle dans le domaine. Il est pourtant tout aussi évident qu'il existe une corrélation entre les deux variables. Pour les indicateurs "poids des agriculteurs à formation de base ou extensive » et « valeur de la production agricole au prix de base », le coefficient de corrélation est 0.82. **Pratiquement, ce coefficient nous indique le fait que le secteur agricole est performant dans les pays où un nombre plus grand de fermiers ont bénéficié de formation professionnelle**. La figure ci-dessous illustre la variation des deux indicateurs pour les cinq pays analysés. Pour la simplicité graphique et pour garder les proportions de la représentation, la valeur de la production agricole initiale a été divisée à 100 (le coefficient de corrélation ne change pas, parce que la variation ne change pas). Parce que les données concernant l'éducation des agriculteurs datent de 2005, nous avons choisi pour la valeur de la production agricole seulement les données de 2007.

Figure 8. Corrélation entre le « poids des agriculteurs à formation de base ou extensive » et la « valeur de la production agricole au prix de base ».

[71] "*Rural Development in European Union. Statistical and Economic Information. Report 2011*", p. 106, disponible à l'aresse http://ec.europa.eu/agriculture/statistics/rural-development/2011/full-text_en.pdf consultée la dernière fois le 20.03.2013



Conclusions

L'éducation et l'accès à la formation professionnelle sont considérés des investissements à long terme dans la ressource humaine, investissement qui reviennent dans l'économie, sous la forme d'augmentation économique due à une force de travail productive.

Le présent rapport a investigué les politiques européennes et nationales concernant l'accès des agriculteurs à la formation professionnelle, analysant puis du point de vue factuel des dimensions telles les caractéristiques du secteur agricole, la productivité du secteur agricole et l'accès des fermiers à la formation professionnelle.

Au niveau des politiques, la formation professionnelle des agriculteurs ne représente pas un objectif ou une direction en soi, ni au niveau européen ni au niveau national. Il existe encore de nombreuses instances où la formation professionnelle devient un instrument ou une stratégie d'implémentation des actions censées mener à l'atteinte des objectifs proposés. Il suffit pour conclure que les objectifs des politiques et des stratégies européennes concernant l'agriculture impliquent d'une manière inhérente des travailleurs qualifiés, qui peuvent s'adapter aux changements d'ordre technologique ou économique. La législation européenne met l'accent sur la formation professionnelle dans le domaine agricole, explicitement. Les politiques nationales intègrent plus ou moins les idées européennes concernant l'agriculture. Il existe une discrépance entre les politiques des nouveaux Etats Membres et ceux des vieux Etats Membres. De la sorte, la Roumanie et la Bulgarie incluent dans la politique nationale quasiment toutes les provisions du PAC, alors que l'Italie, la France ou l'Allemagne adaptent beaucoup plus la politique nationale au contexte et aux besoins nationaux.

Les politiques d'occupation de Roumanie et de Bulgarie ne couvrent pas totalement le secteur agricole, diverses opportunités de formation professionnelle étant inaccessibles pour les fermiers. Les politiques d'occupation de France ou d'Allemagne semblent donner aux par syndicats beaucoup plus de puissance d'être actifs dans le domaine de l'occupation dans le secteur agricole. L'Italie a des politiques d'occupation au niveau régional et divers instruments d'augmentation du taux d'occupation (contrats mixtes, programmes spéciaux pour les groupes vulnérables etc.)

Les syndicats et les patronats ont un rôle important dans les activités de formation professionnelle, soit qu'ils participent à l'élaboration des curricula, soit qu'ils implémentent des programmes de formation professionnelle. Ces entités peuvent influencer la direction des politiques concernant la formation professionnelle en agriculture, au moins au niveau national. La Roumanie et la Bulgarie, où les syndicats et les patronats peuvent seulement implémenter des programmes de formation professionnelle, les curricula

sont dictés surtout par les programmes de financement accessés en vue de l'organisation des cours pour les agriculteurs.
Au niveau des opportunités de financement de la formation professionnelle, la France, l'Allemagne et l'Italie ne sont pas aussi dépendantes des fonds européens pour implémenter de tels programmes.

L'analyse quantitative décrit des réalités claires. Les cinq pays analysés peuvent être groupés en deux catégories. La première catégorie, comprenant l'Allemagne et la France, est décrite par des fermes à grandes surfaces, plutôt professionnalisées, à un poids bas de l'agriculture dans le PIB, mais à grandes valeurs de la production agricole, à un poids bas des employés dans le secteur agricole. Nous pouvons dénommer cette catégorie comme étant celle des pays à o agriculture développée. L'Italie, bien qu'elle ait plutôt des fermes à surface réduite, sous la moyenne européenne, correspond à cette catégorie en ce qui concerne tous les autres indicateurs. La Bulgarie et la Roumanie sont, par comparaison, des pays à agriculture sous-développée. Elles ont des fermes de petites dimensions, beaucoup d'employés dans le secteur agricole, un poids considérable de l'agriculture dans le PIB mais une basse valeur de la production agricole en termes absolus.

Ces catégories identifiées ci-dessus indiquent les recommandations claires pour la Roumanie, la Bulgarie et l'Italie. Dans les conditions où le développement du secteur agricole est un objectif d'intérêt majeur, l'un des facteurs essentiels qui mènera à l'achèvement de cet objectif est l'investissement dans la force de travail de l'agriculture.
L'accès à la formation professionnelle des agriculteurs résulte comme besoin de base du niveau national, au moins en Roumanie et en Bulgarie. Certes, ni les autres pays ne pourront éviter des mesures en ce sens, surtout dans le contexte des objectifs de compétitivité imposés par l'UE. Bien que les politiques européennes et nationales prévoient, en tous les cas, au moins des mesures minimalistes concernant l'accès des agriculteurs à des programmes de formation professionnelle, l'implémentation de ces politiques fera la différence entre les pays à secteurs agricoles développés et performants et ceux à agriculture sous-développée.

Italian

L'accesso alla formazione professionale per le persone occupate nell'agricoltura

- Riassunto studio comparativo -

Premessa

Con la Politica Agricola Comune, l'Unione Europea colloca l'agricoltura tra le politiche europee più importanti, essendo da lontano il settore più finanziato a livello europeo, nel periodo 2007 – 2013. L'estensione dell'UE del 2004 e del 2007 ha modificato sostanzialmente la cartina agricola dell'Unione. L'agricoltura rappresenta il 2 % del PIL nei vecchi Stati membri, il 3 % nei nuovi Stati membri ed oltre il 10 % in Romania e Bulgaria. Nei nuovi Stati membri la percentuale della forza lavoro nel settore agricolo è tre volte superiore (12 %) rispetto ai vecchi Stati membri (4 %), mentre in Bulgaria ed in Romania la percentuale della forza lavoro nel settore agricolo raggiunge quote molto più alte.[72]
L'attuale rapporto analizza il settore agricolo in cinque Paesi europei, con accento sull'accesso degli agricoltori alla formazione professionale. La finalità dell'iniziativa è quella di identiifcare la dinamica

[72] La Decisione del Cosniglio del 20 febbraio 2006 riguardante gli orientamenti strategici della Comunità per lo sviluppo rurale (ciclo di programmazione 2007-2013), (2006/144/CE), disponibile sul sito http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006D0144:RO:HTML cui si è acceduti il 10.03.2013

del settore agricolo in Bulgaria, Francia, Germania, Italia e Romania dalla prospettiva delle influenze reciproche tra la misura in cui gli agricoltori usufruiscono di formazione professionale e la performance del settore agricolo in genere.

Metodologia e definizione dei concetti

Stiamo indagango la misura in cui l'accesso delle persone occupate nell'agricoltura ai programmi formativi e di training comporta la crescita della produttività nell'agricoltura. L'ipotesi da cui partiamo è una naturale: più gli agricoltori possiedono maggiori conoscenze in materia di agricoltura (conoscenze tecnologiche e scientifiche specifiche al tipo di agricoltura che svolgono, nonché conoscenze di management, risorse umane o business), più è possibile che le loro aziende agricole producano di più, che i loro prodotti acquistino una qualità migliore e che il loro prezzo sia, dunque, superiore. D'altra parte, è rilevante il ruolo dello Stato e dell'Unione Europea nel supporto al settore agricolo, e, implicitamente, nel supporto agli agricoltori. Non ultimamente, le caratteristiche del settore agricolo hanno inoltre un'importanza maggiore nella definizione della produttività del settore.

L'operatività dei concetti - indicatori

La produttività del settore agricolo

- Il peso dell'agricoltura sul PIL - valore che misura il contributo netto dell'agricoltura al PIL di un Paese. Si misura con l'indicatore "il valore aggiunto dell'agricoltura come percentuale del PIL" e rappresenta il risultato netto del settore agricolo, una volta aggiunti tutti i risultati e detratti gli "gli input" (il valore investito).
- Il valore della produzione ai prezzi di base – è un'indicatore calcolato in valori assoluti e mostra quanto vale effettivamente la produzione agricola. Per i dati disponibili in Eurostat, il valore della produzione si calcola in milioni di Euro.

Le caratteristiche del settore agricolo nazionale

- Il peso dei terreni agricoli come percentuale sul totale della superficie del Paese.
- Il numero e la struttura delle aziende agricole
- Il peso del terreno agricolo utilizzato
- Il peso dei dipendenti nell'agricoltura (% sul numero totale di dipendenti a livello nazionale)
- Il peso dei dipendenti dell'azienda nell'agricoltura (% sul numero totale di dipendenti dell'azienda a livello nazionale)
- Il peso dei dipendenti uomini nell'agricoltura (%ul numero totale di dipendenti uomini a livello nazionale)

L'accesso degli agricoltori alla formazione professionale

- Le persone che studiano le aree con indirizzo agricolo livello terziario (% sul totale degli studenti)
- I laureati di scuole con indirizzo agricolo (% sul totale dei laureati universitari)
- Gli agricoltori con istruzone di base o estensiva nell'agricoltura (% sul totale degli agricoltori)

Metodi di analisi

L'attuale studio è uno comparativo, quantitativo, le unità di analisi essendo cinque Paesi: Bulgaria, Francia, Germania, Italia e Romania. Ci rapporteremo, laddove è il caso, ai dati glibali dei 27 Stati membri dell'UE, utilizzando queste medie come punti di riferimento.

La parte di analisi qualitativa – analisi delle politiche pubbliche – mette l'accento sulla politica agricola, però con un'attenzione maggiore alla politiva educativa (incluso il long learning) e le politiche dell'occupazione. Il metodo di analisi è l'analisi di contenuto dei documenti strategici e l'identificazione di quelle direzioni strategiche che possono influenzare le variabili qui analizzate – la produttività nell'agricoltura e l'accesso degli agricoltori alla formazione professionale.

La Politica Agricola Comune e l'accesso degli agricoltori alla formazione

La Politica Agricola Comune (PAC) è una delle più vecchie politiche a livello europeo, i primi sforzi di identificazione di direzioni comuni nello sviluppo dell'agricoltura risalgono agli anni '50, come risultato della situazione economica ulteriore alla seconda querra mondiale.

PAC 2007 – 2013

L'estensione dell'Unione del 2004 e del 2007 ha contribuito alla crescita della diversità della zona rurale, delle proprietà agricole e del numero di agricoltori. Perciò, è stata necessaria la riconfigurazione degli stanziamenti finanziari per il periodo 2007-2013. In riscontro a queste sfide, è stato creato un fondo unico destinato al secondo pilastro del PAC, FEADER (Fondo Europeo Agricolo per lo Sviluppo Rurale).

Oltre a questo quadro finanziario, sono stati stabiliti gli orientamenti strategici per lo sviluppo rurale a livello europeo, su quattro assi:

- Asse 1: il miglioramento della competitività dei settori agricolo e forestale;
- Asse 2: il miglioramento dell'ambiente circostante e del paesaggio;
- Asse 3: il miglioramento della qualità della vita nelle zone rurali e l'incorraggiamento della diversificazione dell'econlocali omia rurale;
- Asse 4 - LEADER: la costituzione di capacità locali per l'occupazione e la diversificazione;

I criteri di programmazione richiedono agli Stati membri condizioni del tipo approccio integrato alle priorità o complementarità tra gli strumenti finanziari.

Le politiche e le prassi nazionali riguardanti la formazione nell'agricoltura

In **Bulgaria**, la politica nazionale segue lo sviluppo dell'agricoltura competitiva e la viabilità nelle zone rurali, un management sostenibile delle risorse naturali e l'applicazione di standard qualitativi alti in materia di prodotti agricoli. I documenti strategici riguardano anche l'implementazione del PAC, tramite il Programma di sviluppo delle regioni rurali per il 2007-2013.

In **Germania**, la politica nazionale riguardante l'agricoltura è definita da documenti quadro del tipo"Il miglioramento delle strutture agricole e della protezione costale 2012-2015" ed un piano nazionale strategico che riguarda lo sviluppo rurale, come piano di implementazione del PAC.

In **Romania**, tramite CSNR sono definite le priorità di intervento dei Fondi Strutturali e di Coesione nel periodo di riferimento. CSNR fa il collegamento tra le proprietà nazionali di sviluppo, stabilite nel Piano Nazionale di Sviluppo 2007-2013, e le priorità a livello europeo. La base per l'elaborazione di questo documento strategico di pianificazione a medio termine dei Fondi Strutturali e di Coesione è costituita dal Piano Nazionale di Sviluppo 2007-2013, il quale rappresenta la base per l'implementazione del Programma Nazionale di Sviluppo Rurale per il periodo 2007-2013.

In Italia, la strategia comune è definita da un Piano Nazionale Strategico e successivamente strutturata a livello locale rispetto alle caratteristiche regionali del settore, mentre in **Francia**, una legge del 2006 definisce la politica agricola, che ha come priorità l'imprenditoria, le condizioni di lavoro migliori, il consolidamento dei redditi dell'agricoltura e la modernizzazione dell'agricoltura.

Le caratteristiche del settore agricolo – analisi comparativa

Il peso dei terreni agricoli come percentuale sulla superficie totale del Paese

Questo indicatore descrive il potenziale di sviluppo agricolo di un paese. I terreni agricoli sono definiti come parte dell'area totale in cui rientrano: i terreni arrabili, i terreni con coltivazioni perenni e i pascoli. Il grafico di seguito riportato illustra le modifiche percentuali riguardanti il peso del terreno agricolo come percentuale della superficie totale del Paese nel periodo 2004 – 2009.

Grafico 1. Il peso dei terreni agricoli come percentuale sulla superficie totale del Paese (2004-2009)[73]

Si osserva dal grafico summenzionato che i cinque Paesi qui analizzati non differiscono essenzialmente dal punto di vista del potenziale agricolo. In tutti i Paesi analizzati si osserva una riduzione del peso del terreno agricolo del massimo 3% dal 2004 fino al 2009. La Romania ha la più grande superficie di terreno agricolo, seguita dalla Francia, dall'Italia e dalla Bulgaria. Le differenze massime ci sono tra la Romania e la Bulgaria, superiori a 10 punti percentuali. Dal punto di vista del potenziale agricolo, vale la pena sottolineare che Paesi che hanno in genere una superficie totale maggiore tendono ad avere anche il maggiore potenziale agricolo. D'altra parte, la Romania ha una superficie inferiore a quelle dei tre Paesi dell'Europa Occidentale. Una spiegazione potrebbe essere la distribuzione per ambienti abitativi (rurale – urbano), nel senso che la Romania registra la più alta percentuale di popolazione rurale, dei cinque Paesi (45% rispetto al 33% Italia, 30% Bulgaria, 24% Francia, 12% Germania)[74]. Perciò, la superficie agricola estesa della Romania può rappresentare anche un indicatore del grado più basso di urbanizzazione e dunque, meno superfici costruite.

Il numero e la struttura delle proprietà agricole

La proprietà agricola è definita come un'unità tecnico – economica assestante, con una gestione unica e che svolge attività agricole attraverso l'utilizzo di superfici agricoli e/o allevamento degli animali, o attività di mantenimento delle superfici agricole in buone condizioni agricole ed ambientali, o come attività principale, o come attività secondaria. La tabella successiva illustra il numero di proprietà agricole dei cinque Paesi analizzati, rapportati al terreno agricolo utilizzato ed alla dimensione media di una proprietà agricola.

[73] Dati acquisiti da World Development Indicators (WDI), accessibile all'indirizzo http://data.worldbank.org/indicator , cui si è acceduto l'ultima volta il 12.03.2013

[74] Dati del 2003, acquisiti da http://www.nationmaster.com/graph/peo_per_liv_in_rur_are-people-percentage-living-rural-areas l'ultima data di accesso 17.03.2013.

Tabella 1. Il numero di proprietà agricole e l'area utilizzata[75]

Paese	Numero di aziende agricole nel 2010, mila	Percentuale sul totale e EU2 numero Aziende agricole, 2010	Superficie agricola utilizzata, 1000 ettari	Percentuale sul Tota EU27, superficie agricola utilizzata	Superficie media/sfruttam in ettari
Bulgaria	371.1	3.1 %	3 621.0	2.1 %	9.8
Francia	514.8	4.3 %	27 090.0	15.9 %	52.6
Germania	299.1	2.5 %	16 704.0	9.8 %	55.8
Italia	1 630.0	13.5%	12 885.3	7.6 %	7.9
Romania	3 856.3	32.0 %	13 298.2	7.8 %	3.4
EU 27	**12 053.8**	**100%**	**170 027.3**	**100%**	**14.1**

La tabella summenzionata illustra che i Paesi con il numero più alto di aziende agricole sono anche i Paesi in cui queste aziende hanno le superfici più basse (La Romania di 3.4 ettari e l' Italia di 7.9). La Bulgaria resta sotto la media europea, mentre la Germania e la Francia sono, ovviamente, Paesi con proprietà agricole piuttosto grandi, professionalizzati. Se ci rapportiamo alla media europea di 14 ettari, possiamo assumere il fatto che la Bulgaria, l'Italia e la Romania hanno un'agricoltura a piccola scala, a differenza della Germania e della Francia. Osserviamo inoltre che la Francia e la Germania utilizza la superficie agricola più grande, nonostante la Romania abbia una superficie agricola superiore da sfruttare, in termini assoluti (vedere Il Grafico 1).

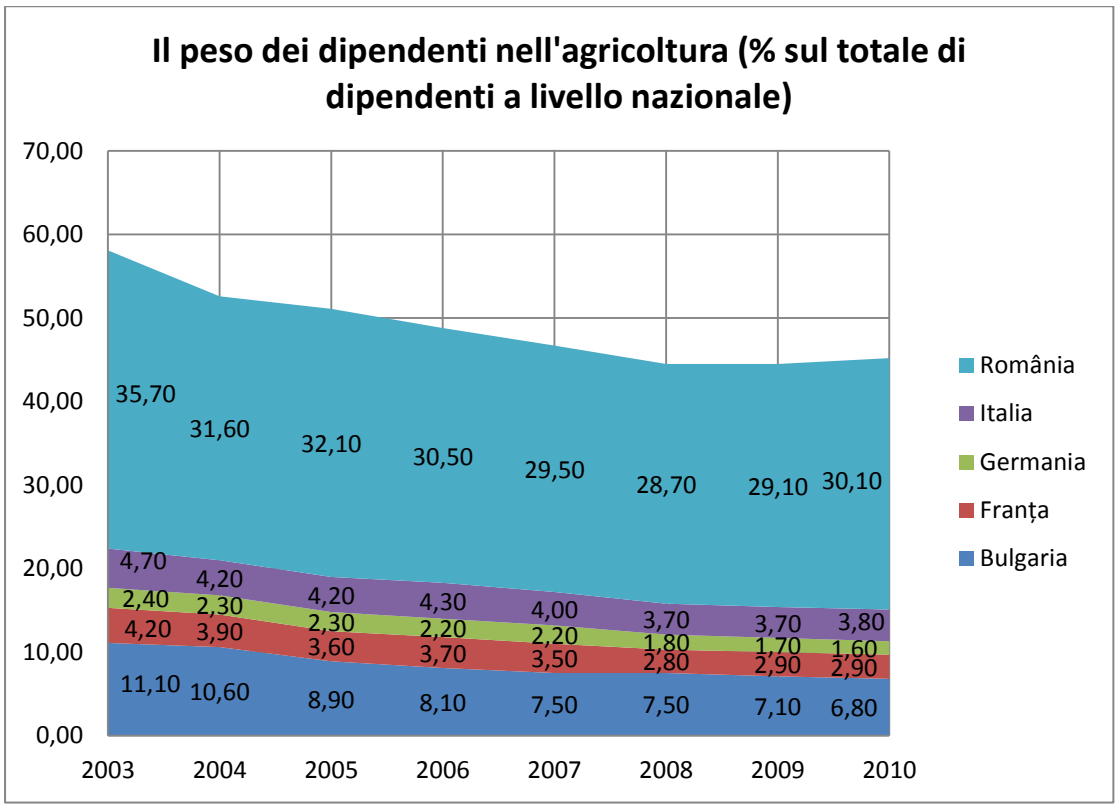
I dati di cui sopra permettono già la creazione di categorie che descrivono la professionalizzazione dell'agricoltura e la misura in cui l' agricoltura a piccola scala (di sussistenza e semi-sussistenza) domina o no il paesaggio agricolo. Evidentemente, soltanto la Germania e la Francia dei cinque Paesi possono essere considerati Paesi con un'agricoltura sviluppata. In Romania si trova un terzo delle aziende agricole dell'Europa, utilizzando una superficie del circa 8% dell'area agricola utilizzata a livello europeo. Per confronto, in Francia ci sono 4,3% delle aziende agricole dell'Europa su una superficie del 16% sul totale europeo.

I dipendenti del settore agricolo

Come già constatato prima, dei tre Paesi oggetto di analisi, due si iscrivono nella categoria dei Paesi con agricoltura sviluppata e gli altri tre (Bulgaria, Italia, Romania) hanno uno sviluppo agricolo ridotto dal punto di vista delle dimensioni delle proprietà agricole. Evidentemente, la dimensione delle proprietà agricole suggerisce anche il livello di tecnologizzazione degli stessi.

[75] I dati da EU-Agricultural census 2010 Ottobre 2011, disponibili su http://epp.eurostat.ec.europa.eu/cache/ITY_PUBLIC/5-11102011-AP/EN/5-11102011-AP-EN.PDF ultima data di accesso 23.02.2013

Grafico 2. Il peso dei dipendenti nell'agricoltura (% del numero totale di dipendenti a livello nazionale)[76]



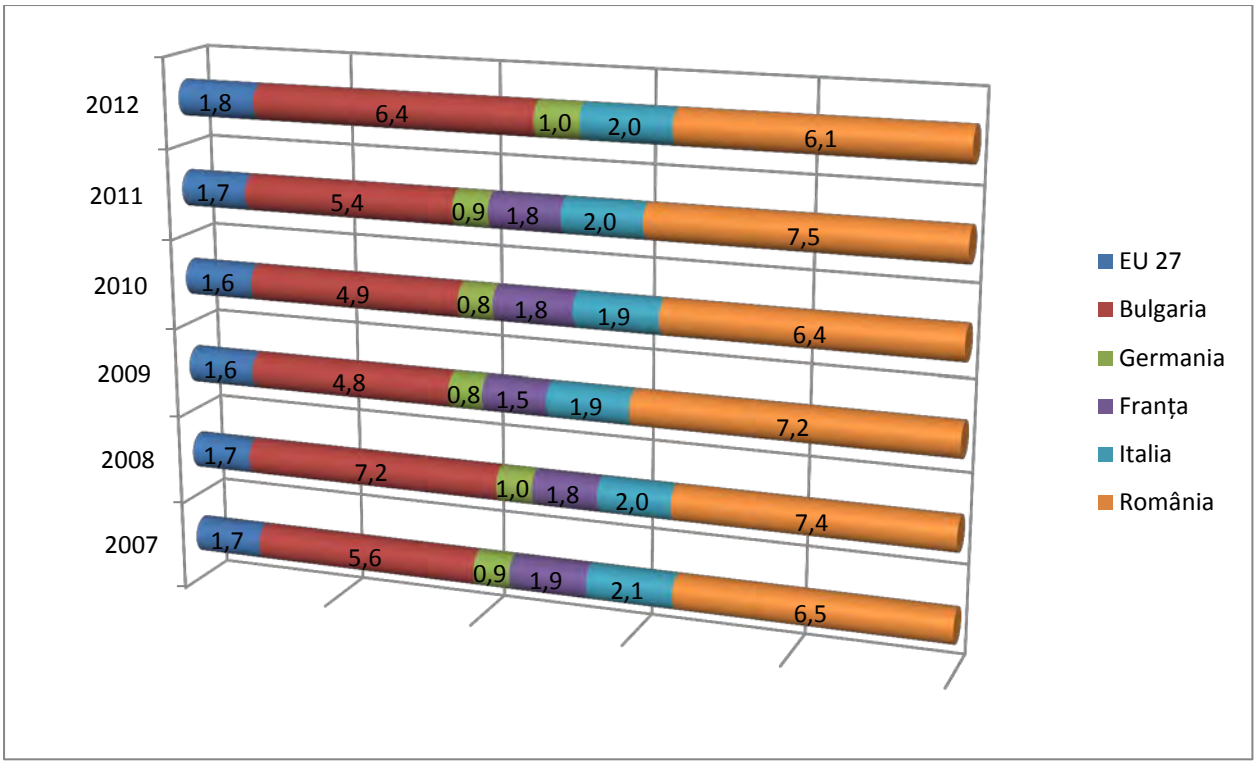
La percentuale più bassa di dipendenti nel settore agricolo appartiene alla Germania ed alla Francia, gli unici Paesi con un'agricoltura sviluppata (1,6%, rispettivamente 2,9%). La spiegazione consiste nella tecnoliogizzazione e meccanizzazione del lavoro agricolo, di modo che l'assunzione di più persone non è più necessaria, nonostante la grandezza delle aziende agricole. D'altra parte, relativamente al fabbisogno di training, è probabile che in questi Paesi il fabbisogno di formazione professionale specifica (nel campo dell'utilizzo dell'infrastruttura tecnologica nell'agricoltura) sia superiore, rispetto ai Paesi in cui l'agricoltura di piccola scala è tuttora dominante. L'Italia ha pochi dipendenti nel settore, il numero relativamente alto di proprietà agricolee della superficie media di questi sfruttamenti. La metà degli agricoltori italiani sono dipendenti e meà sono per conto proprio, e lavorano nella propria azienda. In Bulgaria, nonostante il numero sia relativamente alto rispetto agli altri Paesi. Qui, oltre il 90% delle persone assunte nell'agricoltura sono lavoratori famigliari. La Romania è un caso speciale. Nonostante la tendenza di decrescita percentuale sia più presente/frequente in questp caso, bisogna precisare che, come in Bulgaria, oltre il 90% delle persone occupate nell'agricoltura sono in realtà persone che possiedono terreno agricolo che lavorano, senza che siano effettivamente dipendenti e senza che sia evidente che il loro lavoro produce dei redditi.

In riferimento a questi dati dalla prospettiva dei due tipi di agricoltura precedentemente identificati, agricoltura su larga scala (i casi della Francia e della Germania) e l'agricoltura di sussistenza e semi-sussistenza (Italia, Bulgaria e Romania), gli approcci in materia di formazione professionale degli agricoltori devono considerare i tipi di conoscenze e di abilità di cui gli agricoltori hanno bisogno. Perciò, nei casi della Germania o della Francia la necessità di formazione è, il più probabile, nella zona tecnica. Nei casi dei Paesi con agricoltura su piccola scala è necessario considerare il tipo di sfruttamenti, il numero alto di agricoltori che ricoprono più ruoli (manager, operaio, imprenditore ecc.) ed il fabbisogno di formazione di modo che, una volta formate, queste persone raggiungano performance migliori.

[76]Dati acquisiti da World Development Indicators (WDI), accessibile sul sito http://data.worldbank.org/indicator/SL.AGR.EMPL.ZS , ultima data di accesso 12.03.2013

Il peso dell'agricoltura nel PIL è un valore aggiunto dell'agricoltura come percentuale del PIL (rispetto al prezzo di base) rappresenta il risultato netto del settore agricolo, una volta aggiunti tutti i risultati e detratti gli "input" (il valore investito). Il grafico di seguito illustrato presenta la situazione del peso dell'agricoltura nel PIL nel periodo 2007 – 2012, in conformità ai dati Eurostat. Precisiamo che per il 2012 mancano i dati per la Francia.

Grafico 4. Il valore aggiunto dell'agricoltura come percentuale del PIL, 2007 - 2012[77]



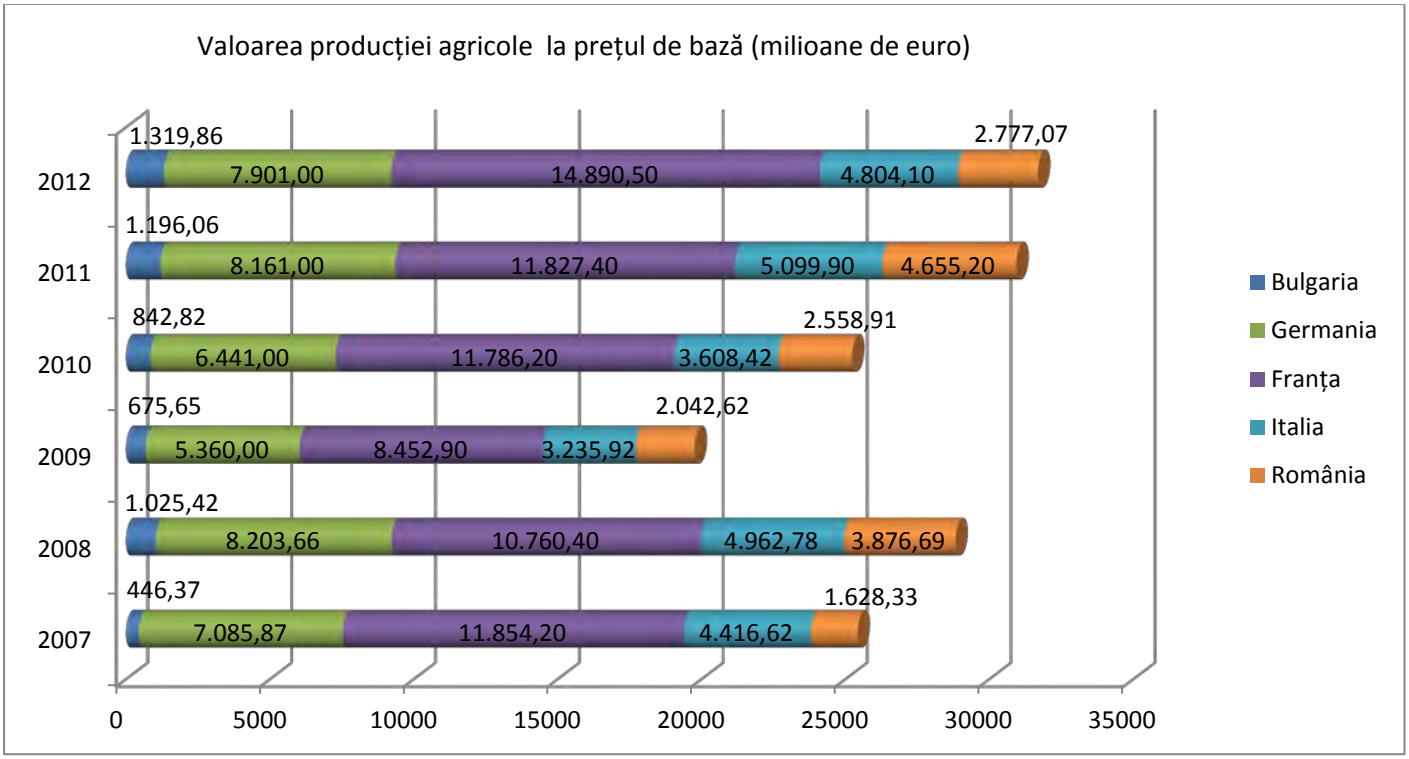
Il peso dell'agricoltura nel PIL, per i cinque Paesi qui analizzati, dimostra una tendenza chiara.i Paesi con potenziale agricolo forte e la cui agricoltura è sviluppata, hanno un peso molto piccolo dell'agricoltura nel PIL. La stessa tendenza si nota anche sulla media europea, che è quasi simile ai casi della Francia e della Germania. L'Italia rispetta la stessa tendenza in materia di valore aggiunto dell'agricoltura, nonostante dal punto di vista delle caratteristiche del settore agricolo sia più vicina alla Romania ed alla Bulgaria, sia dalla prospettiva dei tipi di proprietà agricole che dal punto di vista della superficie media delle proprietà agricole (vedi Tabella 1). I valori per la Bulgaria e la Romania sono intorno a circa 7 percentuali.

Il grafico di cui sopra illustra chiaramente che l'agricoltura è un settore importante dal punto di vista economico in Romania ed in Bulgaria, con un peso del PIL molto superiore rispetto agli altri Paesi e rispetto alla media europea. L'importanza economica dell'agricoltura è inferiore in Italia, Francia e Germania.

L'indicatore successivo analizzato dimostra in realtà come si traduce il peso che l' agricoltura ha nel PIL, quanto significa il 7% all'incirca in Romania o in Bulgaria rispetto al 2% in Francia. Il grafico di seguito riportato illustra i valori per i singoli Paesi, in milioni di Euro, per il periodo 2007 – 2012.

[77] Dati Eurostat, disponibili su http://appsso.eurostat.ec.europa.eu/nui/show.do ultima data di accesso 18.03.2013

Grafico 5. Il valore della produzione ai prezzi di base, 2007-2012[78]



Nel caso del valore della produzione agricola, i Paesi con un'agricoltura forte hanno un valore della produzione superiore. La Francia ha il valore più alto della produzione, seguita dalla Germania. L'Italia è nuovamente la mediana del gruppo, mentre la Romania e la Bulgaria registrano valori inferiori della produzione. È visibile l'abbassamento di questo valore in tutti i Paesi, nell'anno 2009.

Il grafico summenzionato ci dimostra che, nonostante come importanza settoriale l'agricoltura non abbia un peso grande del PIL in Germania ed in Francia, in termini assoluti questi Paesi registrano utili maggiori dall'agricoltura rispetto ai Paesi per i quali l'agricoltura è un contribuente netto al PIL. In pratica, la Bulgaria e la Romania registrano redditi bassi dall'agricoltura. Se analizziamo questi risultati dal punto di vista delle percentuali di dipendenti nel settore agricolo, giungiamo alla conclusione che i Paesi con una produzione bassa (in termini economici), ma per i quali il settore è importante come fonte di reddito, hanno anche il numero più alto di dipendenti nel settore.

L'attuale sezione rafforza le conclusioni delle sezione precedente, relativamente alle caratteristiche del settore agricolo. Abbiamo ad oggi due gruppi di Paesi: la Germania e la Francia (con un settore agricolo sviluppato, con proprietà agricole estese, con meno dipendenti e con un valore relativamente alto della produzione, ma detto valore rappresenta una percentuale bassa del PIL) e la Romania e la Bulgaria (con aziende agricole piccole, con tanti dipendenti, con un valore basso della produzione ma che rappresebnta una percentule più alta del PIL). L'Italia non ha una posizione chiara in queste due categorie, però è piuttosto vicina alla Francia ed alla Germania (aziende agricole piccole, pochi dipendenti, valore medio della produzione che significa poco del PIL).

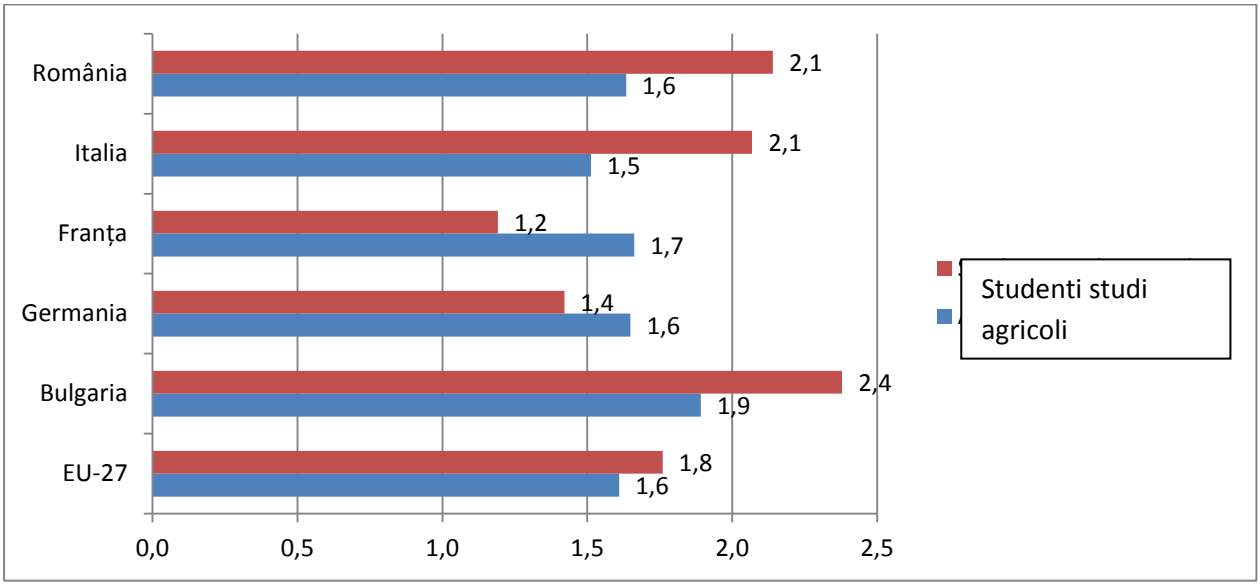
[78]Dati Eurostat, disponibili su http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=aact_eaa01&lang=en, ultima data accesso 23.03.2013

L'accesso alla formazione professionale per gli agricoltori

L'accesso alla formazione professionale per gli agricoltori è, come ai è viato nei capitoli precedenti, un aspetto essenziale dell'implementazione delle politiche europee e nazionali. Per il raggiungimento degli obiettivi di sviluppo stabiliti con i documenti di programmazione europei o nazionali, è necessaria una forza lavoro idonea al contesto economico attuale, qualificata e produttiva. Per aumentare le abilità degli agricoltori, siano esse di management, tecniche o tecnologiche, è necessaria sia la formazione iniziale idonea, che il lifelong learning (istruzione durante tutto l'arco della vita), attraverso i programmi intensivi di formazione professionale.

Il grafico di seguito riportato descrive il peso delle persone che studiano l'agricoltura a livello terziario (% sul totale studenti) ed i laureati nel settore agricolo (% sul totale dei laureati universitari).

Grafico. 6. Il peso delle persone con studi agricoli sul numero totale di persone iscritte o che hanno concluso l'istruzione terziaria, 2010[79].

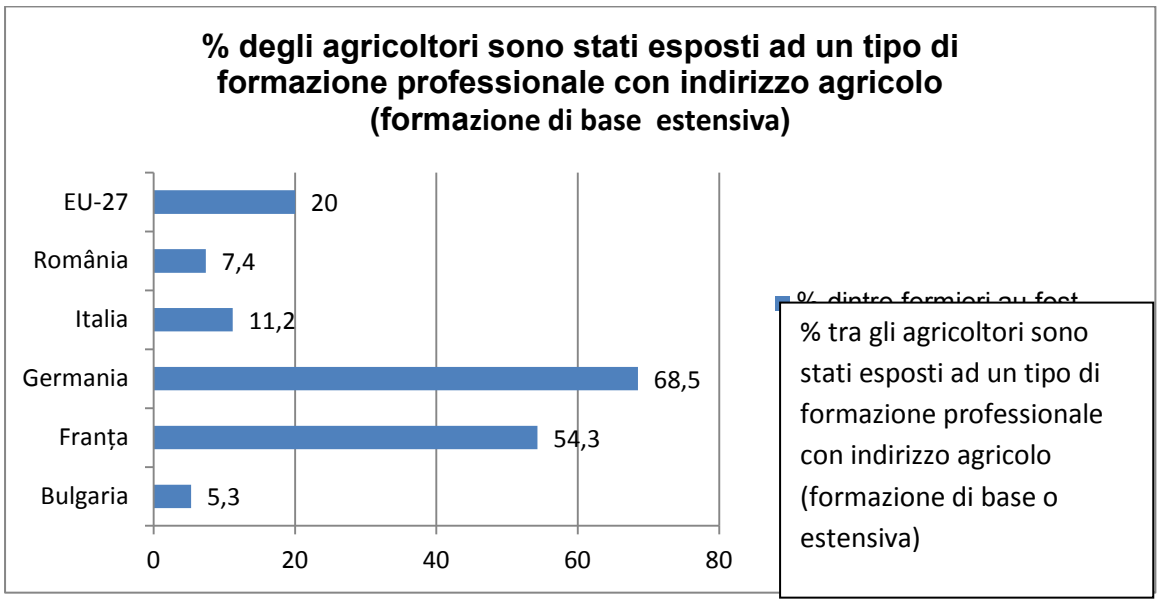


Tutti i Paesi analizzati si iscrivono nelle tendenze europee, i valori percentuali degli studenti e dei laureati delle università con indirizzo agricolo essendo intorno alla stessa media, dell' 1.6% rispettivamente dell'1.8%. l'indicatore non suggerisce delle differenze maggiori tra i cinque Paesi, fatto che dimostra che gli studi universitari con indirizzo agricolo non producono delle differenze sostanziali in ciò che riguarda la performance del settore agricolo.

Il seguente indicatore descrive la procentuale di agricoltori che hanno un'istruzione di base o superiore nell'agricoltura. In conformità ad un Report della Direzione Generale per l'Agricoltura e lo Sviluppo Rurale della Commissione Europea, l'ultimo anno per il quale questi dati sono disponibili è il 2005. A livello tecnologico, l'indicatore fa riferimento soltanto ai manager delle proprietà agricole, a prescindere dalla loro natura o grandezza. L'istruzione nel campo agricolo ha tre dimensioni: soltanto esperienza pratica (lavoro effettivo all'interno di una proprietà agricola), istruzione di base (ogni corso promosso presso un colleggio o presso altre istituzioni specializzate; il tirocinio nell'agricoltura è considerato istruzione di base) o istruzione estensiva (ogni corso successivo alla scuola obbligatoria e che ha il valore di un ciclo educativo di due anni, conseguito presso un colleggio, facoltà o altra istituzione di istruzione superiore).

[79]Dati Eurostat, disponibili sul sito http://epp.eurostat.ec.europa.eu/tgm/bookmark.do?tab=table&plugin=1&language=en&pcode=tps00062# ultima data di accesso 17.02.2013

Grafico 7. Il peso degli agricoltori formati nell'agricoltura (istruzione di base o estensiva), 2005[80]

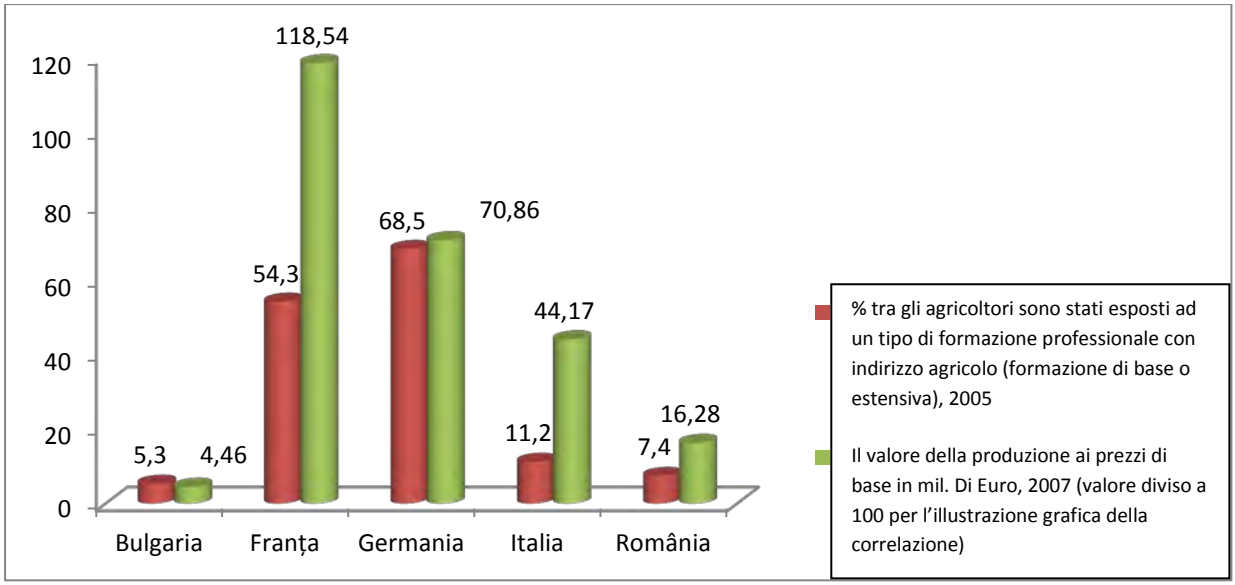


La Germania e la Francia sono i Paesi con un livello educativo degli agricoltori molto superiore alla media europea. Se in genere nell'Unione Europea soltanto il 20% tra manager di aziende agricole o di proprietà agricole hanno almeno un'istruzione di base nell'agricoltura, in Germani o in Francia la maggior parte delle persone che gestiscono una proprietà agricola hanno questo tipo di. L'Italia è sotto la media europea, mentre in Bulgaria ed in Romania l'agricoltura sembra essere un campo che si impara solo dall'esperienza. I dati rispettano i "cluster" identificati nelle sezioni precedenti dello studio. La Germania e la Francia, con un settore agricolo professionalizzato e performante, hanno aziende agricole che sono gestite, nella maggior parte, da persone che hanno almeno l'istruzione di base nel campo. La Romania, la Bulgaria ed in questo caso anche l'Italia, con un settore frammentato, hanno aziende agricole di sussistenza e semi-sussistenza che sono gestite da agricoltori di cui,il 90% all'incirca, non hanno usufruito di formazione professionale.

È, ovviamente, difficile da stabilire una causalità diretta tra la performance del settore agricolo e la misura in cui gli agricoltori hanno usufruito di formazione professionale nel settore. È invece altrettanto evidente che esiste una correlazione positiva tra le due variabili. Per gli indicatori "il peso degli agricoltori con formazione di base o estensiva" ed il"valore della produzione agricola al prezzo di base", il coefficiente di correlazione è di 0.82. **In pratica, questo coefficiente ci indica il datto che il settore agricolo è performante nei Paesi in cui più agricoltori hanno usufruito di formazione professionale**. Il grafico di seguito riportato illustra la variazione dei due indicatori per i cinque Paesi analizzati. Per semplicità grafica e per conservare le proporzioni del grafico, il valore della produzione agricola iniziale è stata divisa per 100 (il coefficiente di correlazione non cambia, in quanto la variazione non cambia). Visto che i dati riguardanti l'istruzione degli agricoltori risalgono al 2005, abbiamo scelto per il valore della produzione agricola soltanto i dati del 2007.

[80] "*Rural Development in European Union. Statistical and Economic Information. Report 2011*", p. 106, disponibile sul sito http://ec.europa.eu/agriculture/statistics/rural-development/2011/full-text_en.pdf l'ultima data di accesso 20.03.2013

Grafico 8. Correlazione tra il"peso degli agricoltori con istruzione di base o estensiva" ed il"valore della produzione agricola al prezzo di base".



Conclusioni

L'istruzione e l'accesso alla formazione professionale sono consuderate investimento a lungo termine nella risorsa umana, investimenti che ritornano nell'economia, sotto forma di crescita economica dovuta ad una forza lavoro produttiva.

L'attuale report ha indagato sulle politiche europee e nazionali riguardanti l'accesso degli agricoltori alla formazione professionale, analizzando poi delle dimensioni tipo le caratteristiche del settore agricolo, la produttività del settore agricolo e l'accesso degli agricoltori alla formazione professionale.

A livello di politiche, la formazione professionale degli agricoltori non rappresenta un obiettivo o una direzione in sé, né a livello europeo e nemmeno a livello nazionale. Esistono però numerose istanze in cui la formazione professionale diventa strumento o strategia di implementazione delle azione tese a facilitare il raggiungimento degli obiettivi proposti. È sufficiente e concludiamo dunque che gli obiettivi delle politiche e delle strategie europee riguardanti l'agricoltura implicano in modo inerente degli operai/lavoratori qualificati, che si possono adattare ai cambiamenti di ordine tecnologico o economico. La legislazione europea mette l'accento sulla formazione professionale nel campo agricolo, in modo esplicito. Le politiche nazionali integrano può o meno le idee europee riguardanti l'agricoltura. Esiste una discrepanza tra le politiche dei nuovi Stati membri e quelle di quelli vecchi. Perciò, la Romania e la Bulgaria includono nella politica nazionale quasi tutti i provvedimenti PAC, mentre l'Italia, la Francia o la Germania adattano molto di più la politica nazionale al contesto ed alle esigenze nazionali.

Le politiche dell'occupazione in Romania ed in Bulgaria non coprono totalmente il settore agricolo, rendendo varie opportunità di formazione professionale inaccessibili agli agricoltori. Quelle della Francia o della Germania sembrano dare ai sindacati molto più potere di essere attivi nel campo dell'occupazione nel settore agricolo. L'Italia ha politiche dell'occupazione a livello regionale o vari strumenti di crescita del tasso di occupazione (contratti misti, programmi speciali per gruppi vulnerabili ecc.)

I sindacati e le associazioni di categoria hanno un ruolo importante nelle attività di formazione professionale, a prescindere se partecipano all'elaborazione dei curricula, o se implementano programmi di formazione professionale. Queste entità possono influenzare la direzione delle politiche in materia di formazione professionale nell'agricoltura, almeno a livello nazionale. La Romania e la Bulgaria, dove i

sindacati e le associazioni di categoria possono solo implementare programmi di formazione professionale, i curricula sono piuttosto dettati dai programmi di finanziamento cui si accede al fine dell'organizzazione dei corsi per gli agricoltori.
A livello di opportunità di finanziamento della formazione professionale, la Francia, la Germania e l'Italia non dipendono tanto dai fondi europei per implementare programmi simili.

L'analisi quantitativa descrive realtà chiare. I cinque Paesi analizzati possono essere suddivisi in due categorie. La prima categoria, di cui fannio parte la Germania e la Francia, è descritta da aziende agricole con superfici grandi, piuttosto professionalizzate, con un peso basso dell'agricoltura nel PIL, ma con valori superiori della produzione agricola, con un peso basso dei dipendenti nel settore agricolo. Possiamo chiamare questa categoria quella dei Paesi con un'agricoltura sviluppata. L'Italia, nonostante abbia piuttosto aziende agricole con una superficie ridotta, sotto la media europea, corrisponde a questa categoria dal punto di vista di tutti gli altri indicatori. La Bulgaria e la Romania sono, per confronto, Paesi con un'agricoltura sotto-sviluppata. Gli stessi hanno aziende agricole di dimensioni ridotte, tanti dipendenti nel settore agricolo, un peso significativo di dipendenti nel settore agricolo, un peso maggiore dell'agricoltura nel PIB ma un valore ridotto della produzione agricola in termini assoluti.

Queste categorie sopra identificate indicano raccomandazioni chiare per la Romania, la Bulgaria e l'Italia. Nelle condizioni in cui lo sviluppo del settore agricolo è un'obiettivo di interesse maggiore, uno dei fattori essenziali che porterà al raggiungimento di questo obiettivo è l'investimento nella forza lavoro dell'agricoltura.

L'accesso alla formazione professionale degli agricoltori risulta un'esigenza di base a livello nazionale, almeno in Romania e in Bulgaria. Ovviamente, neanche gli altri Paesi potranno evitare le misure in questo senso, soprattutto nel contesto degli obiettivi di competitività imposte dall'UE. Nonostante le politiche europee e nazionali prevedano, in tutti i casi, almeno misure minimaliste in materia di accesso degli agricoltori ai programmi di formazione professionale, l'implementazione di queste politiche farà la differenza tra i Paesi con settori agricoli sviluppati e performanti e quelli con un'agricoltura sotto-sviluppata.

Romania	*Federatia Nationala a Sindicatelor din Agricultura, Alimentatie, Tutun, Domenii si Servicii Conexe Agrostar* www.federatia-agrostar.ro contact@federatia-agrostar.ro
Germany	*Industriegewerkschaft Bauen-Agrar-Umwelt* www.igbau.de holger.bartels@igbau.de
Italy	*Associazione Lavoratori Produttori Agroalimentari* www.alpainfo.it/ progetti@alpainfo.it
Bulgaria	*Federation of Independent Agriculture Trade Unions* www.fnsz.org fnszbg@gmail.com
France	*Fédération Nationale du Personnel D'encadrement de la Production, de la Transformation, de la Distribution et des Services et Organisme Agroalimentaires, des Cuirs et Peaux et des Tabacs* www.cfecgc.org fnaaeurope@orange.fr ; agro@cfecgc.fr
EFFAT	*European Federation of Food, Agriculture and Tourism Trade Unions* www.effat.org effat@effat.org

Comparative Study developed under the European Project ***VS/2012/0275 financed by the European Commission, DG Employment, Social Affairs and Inclusions***

August 2013