



Erasmus+

# RUR' UP

*Innovative education for sustainable development in peripheral rural areas*

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## Intellectual Output 1

“The assessment of the **education needs** and **gaps** for the sustainable development of the EU peripheral rural areas”

- In **Mainstream Higher Education** little is done on sustainable development of peripheral areas;
- Lack of **Basic Agricultural Education** focusing in EU’s peripheral areas and lack of personalized consultancy to peripheral areas producers;

### Tasks

- Review **current syllabus** in EU tertiary education system;
- Expand understanding of **education and skills needs** of professionals in peripheral areas
- **Identify** and **report** education gaps

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1. Review **current syllabus** in EU tertiary education system

### Methodology:

#### **I. Competencies targeting SDGs :**

**1. Decent work & economic growth:** graduates learn to improve economic resilience of farm & territory through diversification, technological upgrading and innovation, focusing on high-value added and labour-intensive products & sustainable tourism based on local culture and products;

**2. Life of Land:** graduates have classes about sustainable use of resources and halt the biodiversity losses;

#### **II. Skills (Korn Ferry, Competencies development guide):**

**1. Self-direction; 2. Organisation; 3. Co-operation. 4. Negotiation 5. IT&C; 6. Project management; 7. Practical knowledge; 8. Teaching; 9. Legislation; 10. Acting in a multicultural environment.**

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2. Expand understanding about **education and skills needs** of professionals in peripheral areas;

### Methodology:

- On-line national Focus groups (FG)

1. Farmers & small industry; 2. Local action groups or AgroClusters & farmers' associations representatives; 3. Advisory services, educators, or training providers. 4. Employed and/or resident in rural areas; 5. NGO representatives and 6. Governmental bodies

- **On-line survey;**

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	<b>Bulgaria</b>	<b>Croatia</b>	<b>Greece</b>	<b>Finland</b>	<b>France</b>	<b>Ireland</b>	<b>Romania</b>
<b>Number of HEI</b>	7	13	11	2	60	17	14
<b>Number of programs</b>	14	24	34	6	150	67	79
<b>bachelor</b>	12	16	7	2	78	39	43
<b>master</b>	2	8	27	4	72	28	36
<b>Programs targeting peripheral areas</b>	0	14	1	0	18	5	12
<b>bachelor</b>	0	9	0	0	5	5	5
<b>master</b>	0	5	1	0	13	0	7

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### SDG8 - Decent work & economic growth:

*Economic resilience of farm & territory (specific PRA topics)*

#### Bulgaria

- Bio management and sustainable development
- Non-traditional activities in rural areas
- Ecological and sustainable development of the agri-firms

#### Croatia

- Direct sales and processing on the farm
- Economics of sustainable development

#### Greece

- Entrepreneurship -Innovation
- Quality systems/ certification systems
- Food supply chain
- Sustainable development
- Sustainable production -consumption
- Forest recreation- Ecotourism

#### Finland

- Business plan, investment and financial planning
- Entrepreneurship and society
- Development of rural areas
- Sustainable business in food industry

#### France

- Economic and social sustainability of the mountain areas
- Mobility and regional interactions
- Economy of the territories

#### Ireland

- Range of agri-business, economic and agri-marketing modules
- Business management

#### Romania

- Rural economics, accounting and economic analysis
- Marketing of local mountain products
- Conservation and capitalization of local genetic resources
- Rural development and tourism strategies
- Natural capital valuation



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### SDG 15 - Life of Land :

*Sustainable resource use (specific PRA topics)*

#### Bulgaria

- Sustainable development
- Assessment of land and resources

#### Croatia

- Sustainability and sustainable development

#### Greece

- Meadows, grassland and pasture management
- Sustainable development of agricultural resources
- Management of Natural Resources

#### Finland

- Agroecology: working with the complexity of Farming Systems
- Ecology of agriculture

#### France

- Agroecosystem and mountain forest etc
- Rurality as territorial resource

#### Ireland

- Applied ecology and environmental management
- Agricultural environmental science, Agricultural environmental management modules

#### Romania

- Protection of mountain ecosystem
- Sustainable management of biodiversity



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### SDG 15 - Life of Land :

*Halt the biodiversity losses (specific PRA topics)*

#### Bulgaria

- Ecological monitoring
- Biodiversity and protection

#### Croatia

- Not available

#### Greece

- Biodiversity and Environmental Policy
- Ecology
- Meadows, grassland and pasture management

#### Finland

- Wildlife in the Farming Environment
- Organic food production
- Ecological farming methods

#### France

- Biodiversity management and agroecosystem
- Preservation of natural resources in mountain areas
- Impact of human activities on mountains
- Introduction to the great cycles of the biosphere in the territories

#### Ireland

- Biodiversity and conservation (Modules)

#### Romania

- Biodiversity conservation
- Landscape and biodiversity
- Biodiversity and agrobiodiversity
- Biodiversity-analysis models, genetic erosion



2. Expand understanding about **education and skills needs** of professionals in peripheral areas;

	Advisory	Education	Farming/ Primary production	Farming associations	Food Beverage industry	Governme nt bodies	NGOs	Research	Other
Bulgaria	2	1	0	3	0	2	6	3	1
Croatia	1	5	3	2	1	5	0	0	1
France	1	5	6	1	0	4	0	1	2
Greece	3	1	2	1	0	6	3	0	4
Ireland	4	0	0	0	0	2	1	1	3
Finland	2	1	2	1	1	2	1	1	0
Romania	1	3	2	2	0	0	2	0	0
<b>Total(%)</b>	<b>13.0</b>	<b>14.8</b>	<b>13.9</b>	<b>9.3</b>	<b>1.9</b>	<b>19.4</b>	<b>12.0</b>	<b>5.6</b>	<b>10.2</b>

2. Expand understanding about **education and skills needs** of professionals in peripheral areas;



### Conclusion:

- Employers asked for graduates that can master an **in-depth understanding of interaction between land use, environment, and economy-specific topics** targeting the peripheral rural areas.
- Farming techniques and management** - needs about **production techniques that respect the environment and biodiversity** (learning activities targeting the peripheral rural areas are mostly missing from the HEI curricula).
- Product diversification and collective marketing actions** - current lectures do not integrate the specific needs of peripheral areas;
- General knowledge of public policies** without specialization **on the needs of the local actors** (eg. develop a multifunctional exploitation; develop an agritourism business or handcraft), authority (eg. design and application of a territorial Plan);
- Practitioners highlighted the **skills needs: self-direction; co-operation; negotiation, practical knowledge or project management**. Skills like **organisation, cooperation, negotiation, teaching or multiculturality** are mostly missing.