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ECOFAR

**Development of managerial and entrepreneurial skills of young eco-farmers via joint vet curricula,
enhanced qualification profile, assessment standard and sustainable cooperation synergies**

Exploitation Strategy

ECOFAR – 597256-EPP-1-2018-1-BG-EPPKA3-VET-JQ

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the project website (<http://ecofarm-manager.eu>);

Facebook page (<https://www.facebook.com/Ecofar2018>);



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1 Introduction

This document aims at outlining the exploitation of the outcomes of the ECOFAR “Development of managerial and entrepreneurial skills of young eco-farmers via joint vet curricula, enhanced qualification profile, assessment standard and sustainable cooperation synergies” (ECOFAR-597256-EPP-1-2018-1-BG-EPPKA3-VET-JQ) Project.

This exploitation strategy defines a rigorous model of promotion and mainstreaming of the project’s results, including the identification of key exploitation targets (media, tools, and channels), stakeholders mapping and mainstreaming of final products.

It is important to be aware that exploitation is not a project activity that can be postponed until the end of the project. For this reason, also, project partners have already undertaken considerable effort in promoting the project’s outcomes and have also made the necessary preparatory steps for its exploitation.

At the same time, it is not an activity that can be planned at the start of the project and rigorously executed. Project implementation, especially due to the involvement of the final beneficiaries in all major stages of the project (an important factor for success in any exploitation strategy), requires flexibility in the implementation of the project, naturally within the boundaries of the predefined objectives, activities, resources and timeframe as set forward at the very beginning by the project. As a matter of fact, it would be contradictory if a project would not build on or incorporate resources that it will come across during its life span.

Generally speaking, project managers, in planning the process, should first identify what needs the project aims to respond to, then the expected results and who the beneficiaries of the results are likely to be. This stage basically involves a needs analysis, the results of which will ensure that exploitation is "built in" right from the start of the project – even if some exploitation activities cannot be implemented until results become available. It is important that the outcomes of these analyses not only inform the communication and dissemination strategy, but also impact on the design of the outputs (solutions), otherwise it would be a rather useless exercise.

For the exploitation strategy of the ECOFAR Project, we refer to five strategic levels for exploitation:

- A clear rationale for and objectives of dissemination and exploitation.
- A strategy to identify which results to disseminate and to which audiences – and designing programmes and initiatives accordingly.



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- Determining organizational approaches of the different stakeholders and allocating responsibilities and resources.
- Implementing the strategy by identifying and gathering results and undertaking dissemination and exploitation activities.
- Monitoring and evaluating the effects of the activity.

The aim of exploitation is to optimise the value of the project, strengthen its impact, transfer it to other contexts, and integrate it in a sustainable manner into the broader European context. It is all about thinking outside the box and continuing to build upon a project after its lifetime, by enabling others to apply it or take it to the next step.

Exploitation is hence essential for several reasons: to spread and distribute information about the project and in particular the project results. Thereby, the public and in particular stakeholders on various levels can benefit from it. This will lead to a high(er) impact of the project. Furthermore, it will make sure that the content of the project will be transferable to other contexts and conditions. After the completion of the project, the results will be available to other parties in a systematic way. Another aim is hence to motivate different stakeholders to actively implement the results and develop them further.

The exploitation process takes place at all levels and all stages of the project's life. Therefore, it is an ongoing process throughout all phases of the project. Furthermore, exploitation activities will make sure that the impact will go beyond the duration of the project. Exploitation is a dynamic process, where necessary it will be adapted to new target groups and if required new measures will be developed. It is a process that concerns all levels of the project. Therefore, the involvement of all project partners is essential. The project partners will contribute their own knowledge and skills as well as project learning gained throughout the project.

2 Rationale and the Objectives for ECOFAR and Its Outcomes

2.1 Rationale of the Project

The main problem that this project is addressing is the current lack of entrepreneurial and managerial skills of farmers in Bulgaria, Slovenia, Greece and Turkey. The reason of such lack is that this topic is not included in the existing VET training courses at the mainstream VET education in the partners' countries neither is aligned to any recognition system such as ECVET. Evidence from that are provided by the national conducted surveys of the project



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partners. They have indicated the following five domains which will be included in the new curricula:

- Understanding entrepreneurship in eco-farming;
- Entrepreneurial challenges in eco-farming;
- Entrepreneurial qualities in eco-farming;
- Building entrepreneurial skills and
- Developing entrepreneurial capacity.

Therefore, this project will develop and accreditate dedicated extended curricula which is relevant to the recent labour market trends and needs including a joint qualification curriculum, assessment standard and extended occupational profile / state educational standard which will cover this gap and via sustainable cooperation synergies the implementation and long-term exploitation / sustainability and use will be ensured. By development, implementation and accreditation of its deliverables and products the ECOFAR project will tackle with the skills mismatches and lack of existing qualification curricula, assessment standard for managers / entrepreneurs at higher level of Eco-farming SMEs. The project will be an opportunity to fight against youth unemployment and to prevent potential bankruptcy of newly established and existing micro SMEs due to lack of managerial knowledge, skills and competences by their managers.

ENVISAGED IMPACT:

- Further development of knowledge, skills and competences via ECVET learning outcomes
- Enhancement of the existing Eco-farming occupational profiles in BG, SL, TR, GR via development and accreditation of extended joint qualification curricula
- Stabilization and improvement of the production capacity and growth of Eco-farming SMEs.
- Covering the learning gap in terms of lack of provision of VET training materials in the field of acquisition of management and entrepreneurship competencies.
- The project will be an opportunity to fight against youth unemployment and to prevent potential bankruptcy of newly established and existing micro SMEs due to lack of managerial knowledge, skills and competences by their managers.

Furthermore, the 2014-2020 rural development programme for Bulgaria focuses on improving the competitiveness of the agricultural sector (VET code: 621060) and farm viability and ensuring



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improvement of the management skills of the farm managers as well as creating jobs, reducing poverty, improving social inclusion and quality of life - more than 5.400 young farmers take up the profession between 2007 and 2015 (data and justification of the need for each EU country except TR is available as well). The identified gaps are also in line with the latest 2017 Monitoring report of the EU Commission with regards to the VET education in Bulgaria.

Taking into account the expected high potential of the eco-farming sector, this proposal is planning to support the resolving of the following problems and challenges:

- sustainable cooperation synergies between Bulgarian, Greek, Slovenian and Turkish key VET providers, companies, chambers, national authorities, and relevant stakeholders, to address skills needs of eco-farming managers and entrepreneurs at European level, by further developing of a Joint VET qualification curricula (ECVET based), training materials, enhanced occupational profile and assessment standard based on EQAVET indicators (in line with the latest monitoring report by the EU Commission with regards to the VET provision in Bulgaria).
- provision of continuous work-based VET training to eco-farming youth entrepreneurs (based on the needs for higher level skills at that sectoral level) to become well-prepared managers that will contribute to reducing Europe's high level of youth unemployment, boosting growth by providing relevant skills for the labour market, promoting a culture of lifelong learning, countering social exclusion and promoting active citizenship.
- organising apprenticeship programmes via mentoring support by experienced entrepreneurs which will provide an alternative form of a work-based learning and experience that will enable sustainable managerial knowledge and skills.
- by development of the enhanced joint qualification curricula, extended occupational profile, assessment standard and sustainable cooperation between the VET providers and the business this initiative will ensure that the relevant and important managerial and entrepreneurial skills and qualifications are visible, approbated, accredited, disseminated, exploited, well-spread and mainstreamed in the sector in BG, SL, GR and TR as well as comparable onto EU level with regards to the new common European Classification of Skills, Competences, Occupations and Qualifications.

AIMS AND OBJECTIVES:



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- to increase the employability of young eco-farmer entrepreneurs by provision of dedicated extended VET curricula for management of eco-farm enterprises.
- to develop highly skilled, qualified workforce
- to deliver tangible and sustainable outcomes in establishing a joint VET qualification in the field of eco-farmer entrepreneurship and management including better transparency, comparability and recognition of those qualifications;
- to support joint developments of curricula and assessment standard in the field of management and entrepreneurship for young learners in VET in Europe and strengthen overall its quality, relevance and attractiveness.
- to be implemented as part of the work-based learning and a mobility component, addressing ECVET learning outcomes and proper recognition and validation of the learning achievements
- to cover skills mismatch and shortages as well as the need for higher level skills at sectoral level of eco farming management and entrepreneurship.

2.2 Rationale of the partnership

The project arose from past working experiences of some representatives in the consortium. Based on their expertise, it was decided to bring together a diversified consortium that represents on the one hand the experts in the eco-farming field and on the other hand the educational experts.

In terms of specific expertise brought to the consortium:

- P1 (BG) – National Vocational High School of Veterinary Medicine “Ivan P. Pavlov” Stara Zagora is among the leading VET schools in the country in the field of veterinary medicine and eco-farming. In the high school there are 60 teachers and they train about 600 students from 14 to 19 years old, from the whole country. It addresses all disciplines with classes in theory and practice necessary for the profession. Practical sessions are conducted mainly in laboratories, clinics and the educational- experimental farm. Many of the students are establishing their own enterprises or continue working at the family business of their parents which are also eco-farmers. In that line the project will ensure immediate impact on implementation and exploitation of the deliverables. This project will stimulate students and VET teachers’ motivation that will lead to desired qualifications and competitiveness in the modern industrial world and labour market.



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- P2 (BG) – EcologyKM Ltd. is an SME active in the domain of ecological vegetable gardening, ecological tourism, ecological food production and processing quality control. The enterprise is working together with local stakeholders in the field of ecology, agriculture and tourism, as well as with partners from abroad with expertise in eco-techniques and engineering. Their role in the project is crucial as SME, which can provide expertise on sustainable management and entrepreneurship of eco-farms.
- P3 (BG) – The National Agency for Vocational Education and Training is the specialised body to the Council of Ministers of the Republic of Bulgaria established under the Vocational Education and Training Act (VETA) in 1999. NAVET is a key partner in the successfully functioning mechanism of stakeholders' activities coordination and concordance on a national level aiming at developing a system for vocational education and training meeting the labour market dynamic requirements and needs, providing Bulgarian citizens with flexible opportunities for lifelong development of their employability. The Agency is responsible for the accreditation and enhancement of the existing and new occupational profiles and the state educational standards validation.
- P4 (SI) – Maribor University, VET centre for continuous education - the University of Maribor is the second largest and the second oldest university in Slovenia. Approximately 15,000 students attend the University. In the academic year 2016/2017, the VET centre for qualification as part of the university has implemented 27 vocational programmes; one of them is in the field of eco-farming subjects. The University intensively co-operates with business sector, which creates an important link between education and labour market.
- P5 (SI) Institute of the Republic of Slovenia for Vocational Education and Training is the central Slovenian institution dealing with development, research and counselling in the field of vocational and technical education. The following organizations operate within the Slovenian National Institute for Vocational Education and Training: National Reference Point (NRP); Slovenian Quality Assurance Reference Point for vocational education and training – SIQAVET; National Europass Centre; National Observatory of Slovenia; National coordination point for Slovenian Qualifications framework (SQF) and European Qualifications Framework (EQF).



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- P6 (TR) – Cannakale Mart University, Department of vocational education and training is with its 44.000 students one of the most competitive universities in Turkey. In 2014 attracted millions of Euros in research grants and contract income from a variety of funders, including the EU, the Turkish Science and Technology Research Council (TUBITAK), the Turkish Ministry of Development, the Turkish Higher Education Council and various NGOs. Among its facilities the university is hosting: 11 VET schools which will benefit as direct learners of the project deliverables namely: Ayvacik Vocational School; Bayramiç Vocational School; Biga Vocational School; Can Vocational School; Çanakkale Vocational School of Social Sciences; Ezine Vocational School; Gelibolu Piri Reis Vocational School; Gökçeada Vocational School; Health Services Vocational School; Lapseki Vocational School and Yenice Vocational School. Furthermore, the University has a Distance Learning Application and Research Center (<http://comuzem.comu.edu.tr/>) and also a Continuous Learning and Education Center (<http://sem.comu.edu.tr/>). All of them will take benefit from the project outcomes and will ensure immediate and sustainable exploitation.
- P7 (TR) - KOCAELİ İL MİLLÎ EĞİTİM MÜDÜRLÜĞÜ (Regional educational directorate of national education) is a governmental organization in charge with the planning and coordination of all kinds of educational and training activities from pre-school, to secondary VET and adult education in Kocaeli Province. As an educational authority, the Institution is a non-profit public body. It manages 39 pre-school institutions, 229 special needs institutions, 281 primary schools, 235 secondary schools, 62 vocational secondary schools, 4 vocational education centres, 6 teachers' guest houses, 12 Public Training Centres, 3 Counselling and Research Centres in its region. Being one of the industrial regions, Vocational and Technical Education and institutions are crucial to develop their own capacities. In the VET institutions they have 1.209 teachers carry out a duty and 13.705 students are studying at agriculture, farming and veterinary medicine subjects which immediately ensures the impact that this project will reach. As the umbrella organization for all kinds of educational activities in Kocaeli Province, KPDoNE focuses on the issues related to active ageing especially in disadvantaged areas as well as unemployed young people. Cooperating with the bounded schools, public education centres, associations and in-service trainings it has the opportunity to make sure to reach a large number of eco- farmers as targeted by this project.
- P8 (GR) – EUFORA – the company's activities are in the domains of ecology and sustainability, brings together the expertise required for technology and service developers to successfully



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transfer research to market, creating an environment in which eco-innovative business can thrive. To make this possible, the company has brought together experts in the field of engineering, ecology, sustainable technologies, as well as ecological food processing to offer its expertise to private and public customers. To achieve our entrepreneurial goals and broaden our expertise we are working together with stakeholders in the field of environment, ecology, agriculture and tourism, as well as with partners around Europe with solid expertise in eco-innovation and engineering.

2.3 Objectives of the Project

Following the call guidelines and expectations, this partnership acknowledged the following aims and objectives, which will support the expected impact that this call of proposals is aiming to achieve:

- to increase the employability of young entrepreneurs (eco-farmers, etc.) by provision of dedicated extended VET curricula for management of eco-farm micro enterprises;
- to develop highly skilled, qualified workforce with special attention to the young generation (16-29 years old) in the eco-farming enterprises;
- to deliver tangible and sustainable outcomes in establishing an improved/enhanced joint VET qualification curricula and assessment standard in the field of eco-farmer entrepreneurship and management including better transparency, comparability and recognition of those qualifications;
- to support joint developments in VET in Europe and strengthen overall its quality, relevance and attractiveness via establishment and continuous sustainable cooperation between main key players in Bulgaria, Slovenia, Greece and Turkey (VET providers/schools, employers and the policy makers / qualification & accreditation bodies);
- to implement all project activities as part of the work-based learning and a mobility component (via joint learners' transnational events), addressing ECVET learning outcomes and proper recognition and validation of the learning achievements and outcomes;
- to cover skills mismatch and shortages as well as the need for higher level skills at sectoral level of eco farming management and entrepreneurship as identified by the European union.
- By equipping young entrepreneurs to become well-prepared (in terms of knowledge, skills and competences) managers, youth unemployment will be countered, and potential bankruptcy of newly established and existing micro SMEs will be prevented.



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- Furthermore, the project consortium will establish new sustainable cooperation structures in Bulgaria, Slovenia, Greece and Turkey which will be part of the National expert advisory committees (involved during all stages of the planning, development, implementation, accreditation, sustainability, dissemination, exploitation and mainstreaming of project deliverables) and those will sign official cooperation agreements that will pursue the organization of dedicated trainings on national level by using the project approved results.

3 Exploitation Strategy

Exploitation mainly involves two distinct processes: mainstreaming and multiplication.

Mainstreaming is ‘the planned process of transferring the successful results of programmes and initiatives to appropriate decision-makers in regulated local, regional, national or European systems. On the other hand, multiplication is ‘the planned process of convincing individual end-users to adopt and / or apply the results of programmes and initiatives’.

The exploitation strategy is based on a systematic analysis of what this project will produce and for whom these results are expected to be of relevance. In order to make sure that the results meet the target groups’ needs, it is important to define aspects of the results that can impact the usability of the results for the target groups and to see how these could be incorporated in the design of innovative solutions.

It will define a rigorous model of promotion and mainstreaming of the project’s results, including the identification of key exploitation targets (media, tools, and channels), stakeholders mapping and mainstreaming of final products - lead by P5 with support of all the partners. To ensure the uptake and sustainability / exploitation of the ECOFAR outputs, the consortium has selected a 24 months duration to ensure that:

- all outputs have been validated in an alpha, beta and final version;
- all bureaucratic barriers have been overcome to ensure successful accreditation and inclusion in existing VET education curricula.

3.1 The Project Outcomes

It should be kept in mind that two types of project results can be distinguished; tangible and intangible results, which require different approaches for exploitation.



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Tangible results consist for instance of a new tool, a document, a curriculum, a training package, a seminar that can be easily demonstrated with actual items, graphical representations, a sample or pictures. Their use by others is associated to “transfer of innovation”. On the other hand, intangible results consist of outcomes such as changes in attitude or new approach, the cultural awareness derived from a mobility project or the upgrading of skills of individuals, or experience. These may require the use of more subtle methods – interviews, survey results or analyses through questionnaires. Their actual occurrence is called “impact”.

To ensure this can be achieved, ECOFAR will generate next deliverables:

- Quality plan
- Internal quality assurance reports – every six months
- External evaluation report – progress and final
- Dissemination strategy and awareness-raising campaign
- Dissemination promotional materials
- Project website www.ecofarm-manager.eu (by P2)
- Exploitation strategy
- Exploitation agreements
- Exploitation multiplier event – Sofia, Bulgaria
- Enhanced occupational profile / state educational standard for the specialty / profession of veterinary technician / eco-farmer
- Joint qualification curricula for acquisition of managerial and entrepreneurial skills by farmers at eco- farm SME
- Assessment standard
- National piloting reports & Consolidated piloting report
- Online collaborative learning portal and mobile app



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3.2 Life Space of the Project

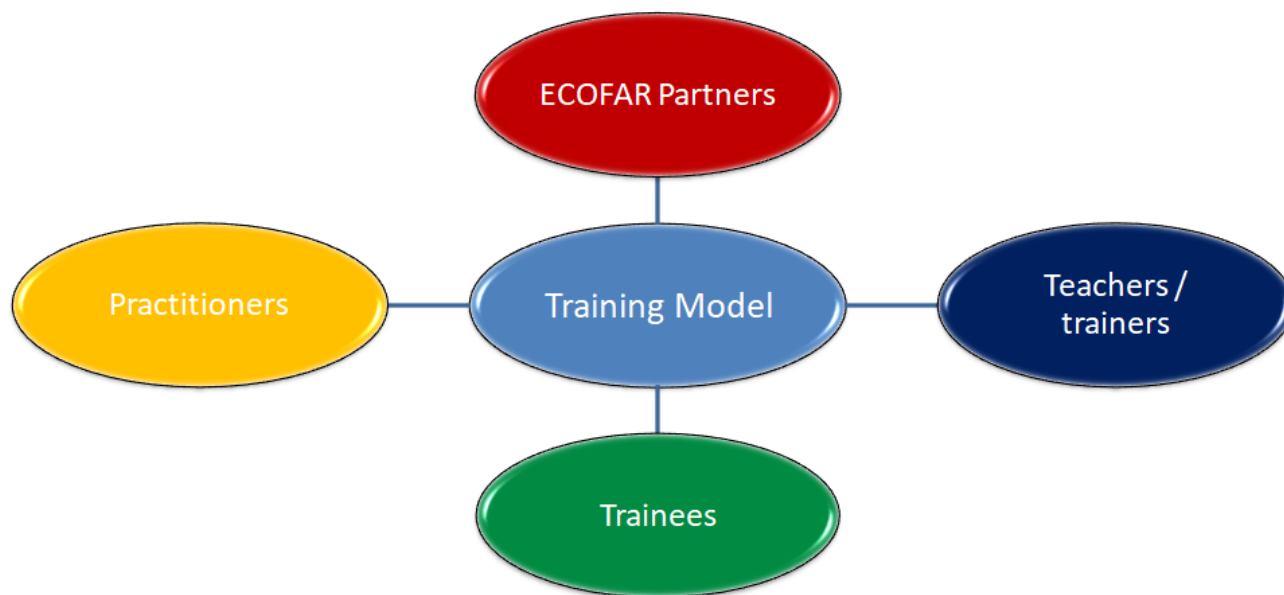
Any project develops knowledge and obtains results in what we might call its “life space” or “environment”. Since ECOFAR is a transnational Project, it has to cope with cultural, educational, political and administrative differences between countries or even regions. Therefore, a universal model to incorporate our efforts is needed.

It could be said that we will provide a joint qualification curriculum for improvement of managerial skills of eco-farmer young entrepreneurs via work-based trainings through 7 modules:

- Module 1: Understanding entrepreneurship in eco-farming (P6)
- Module 2: Entrepreneurship dynamics (P8)
- Module 3: Entrepreneurial and managerial challenges in eco-farming (P1)
- Module 4: Access to finance and markets (P6)
- Module 5: Training and mentoring support (P2)
- Module 6: Legislation in eco-farming (P6)
- Module 7: Social commercial entrepreneurship (P4 & P5)

The expected outcome must be in line with the so-called cooperative learning scheme of the 21st century whereby stakeholders are closely involved in training/learning activities.

Cooperative Learning Scheme



At the end of the project, the following results will be achieved:

- Developed and improved joint qualification curriculum for improvement of managerial skills of eco-farmer young entrepreneurs via work-based training
- Further extension of the state educational standard (qualification profile)
- Developed assessment standard (mechanism) for validation and recognition of the acquired knowledge, skills and competences.
- Developed consortium based on a business bridge between the VET providers (schools/colleges) and SMEs in the sector

There are stakeholders that might have an interest in the project and its outcomes, which are the most significant values for the exploitation plan. Stakeholder is defined as an individual or an organization or a group of individuals or organizations who have interest in a process or development.



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There are also gatekeepers who are people or organizations whose attitude towards the project is particularly relevant since they might facilitate or obstruct the use of the project outcomes.

In order to influence the gatekeepers and the stakeholders it is important to be aware that they are not just out there, waiting for us. It is not enough to identify them at the beginning of the project hoping that they will be happy to receive the project outputs and to turn into facilitators. The time must be used to contact them, to inform them on the project, to capture their viewpoints and needs, and to make sure the products match these needs. As it is impossible to include the whole group of stakeholders in Europe, a selection has to be made. In order to get the widest possible representation, the partners have been invited to construct such samples, keeping in mind the following criteria:

- Representativeness: the person or organization is representative for a category of stakeholders in the ecological system.
- Geographical criteria: the person or organization plays an important role in a certain area related network.
- Political criteria (influence): some people or organizations have more influence than others do.

3.3 Stakeholders, gatekeepers and their needs

These are detailed in below tables.

Table 1: Stakeholders and their needs

Stakeholders	Needs
VET centres, Universities / colleges	<ul style="list-style-type: none">• Qualified curriculum• Qualify the workforce and ease transition into employment• Wide range of training materials and methods• To reach high number of people• More profitable way of rendering training services• Keeping up with the innovative



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Stakeholders	Needs
	technologies and training methods
VET trainers	<ul style="list-style-type: none"> • Update his/her professional knowledge • Updated material • Students having access to the curriculum free of charge
Advanced training centres networks	<ul style="list-style-type: none"> • Using of new methods and updated material
Training organizations	<ul style="list-style-type: none"> • To be able to offer a complete Eco-farming training view
National & European SME networks (including Chambers of Commerce & Young Economic Chambers)	<ul style="list-style-type: none"> • Promote the Eco-farming • Awareness of the needs in the sector
Employment centres	<ul style="list-style-type: none"> • Increase demand for the Eco-farming sector via rising awareness in the field • Opportunities to qualify the workforce and facilitate transition into employment • Customer satisfaction and increase in profit for private agencies • To be able to offer a complete view on the need of Eco-farming training
Relevant NGOs	<ul style="list-style-type: none"> • Higher trust of their members and society • Contribute to policy making • Bigger cooperation also in the field of



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Stakeholders	Needs
	the environment
Policy makers (Ministry of Education, Educational Inspectorates, National education authorities, Regional education authorities, VET Schools/Colleges/ Governors, Educational Trustees)	<ul style="list-style-type: none"> • Provide solutions for young Eco-farmers needs • Strengthen the organizational capacity to fulfil social needs
EU SME networks	<ul style="list-style-type: none"> • Knowledge about the available sources and how to reach them
EU VET associations	<ul style="list-style-type: none"> • Support career opportunities

Table 2: Gatekeepers and their roles

Gatekeepers	Roles
VET centres, Universities / colleges	<ul style="list-style-type: none"> • Provide information to their clients about project results • Collaborate to prepare and implement ECOFAR results
VET trainers	<ul style="list-style-type: none"> • Bridge between end user and the Project outcomes • Utilize tangible results of the project
Advanced training centres networks	<ul style="list-style-type: none"> • Support career opportunities
Training organizations	<ul style="list-style-type: none"> • Use outcomes of the project and collaborate with people who benefitted from Project outcomes • Support career opportunities
National & European SME networks	<ul style="list-style-type: none"> • Provide information and support to



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Gatekeepers	Roles
(including Chambers of Commerce & Young Economic Chambers)	<ul style="list-style-type: none"> young Eco-farmers
Employment centres	<ul style="list-style-type: none"> Motivate jobseekers to take ECOFAR training courses
Relevant NGOs	<ul style="list-style-type: none"> Extend information on importance of Eco farming
Policy makers (Ministry of Education, Educational Inspectorates, National education authorities, Regional education authorities, VET Schools/Colleges/ Governors, Educational Trustees)	<ul style="list-style-type: none"> May valorise, promote the materials, applications and/or even curriculum Benefit from research findings in designing new policies
EU SME networks	<ul style="list-style-type: none"> Provide opportunities / allow to disseminate the Project and results Value people for what they are worth
EU VET associations	<ul style="list-style-type: none"> Advising the Commission in defining policy priorities and implementing them at local level

3.4 Impact of the Project

OVERALL EXPECTED IMPACT:

- Further development of knowledge, skills and competences of young eco-farming entrepreneurs / managers.
- Enhancement of the existing eco-farming occupational profiles in partner's countries (BG, SL, TR, GR) via development and accreditation of extended joint qualification curricula
- stabilization and improvement of the production capacity and growth of eco-farming micro and small medium sized enterprises.



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- Covering the learning gap in terms of lack of provision of VET training materials in the field of management and entrepreneurship competencies acquisition.
- Further stabilizing of the eco-farming sector by increasement of the newly established micro SMEs in partner countries (BG, SL, TR, GR)
- Provision of targeted and accredited joint qualification curricula that supports the National plans for development of the agricultural sector in BG, SL, TR, GR in accordance with Council Regulation (EC) No. 834/2007 of 28 June 2007 on organic production and repealing Regulation (EEC) No. 2092/91
- The project will be an opportunity to fight against youth unemployment and to prevent potential bankruptcy of newly established and existing micro SMEs due to lack of managerial knowledge, skills and competences by their managers.

IMPACT ON PARTNERS ORGANISATIONS:

- through development of the projects' intellectual deliverables will first of all achieve the provision of adequate and innovative training content for providers such as P1, P3, P4, P6, P7 & P8 which will be in line with the recent labour market trends and expectations.
- provision of extended occupational profile for managers of eco-farms will give the possibility to extend the opportunities for labour market inclusion of the VET students including raised opportunity to attract new learners for qualification and per-qualification with a special attention to prevent educational dropouts and youth unemployment in the agriculture and eco-farming sectors.
- further strengthening the capacity building of the partners' organisations that involves their staff into the EU dimension of collaboration that leads to further extension of their professional competences, communication and team working abilities to cooperate with other colleagues on an EU level and to provide up-to-date and innovative joint qualification VET curricula, training materials, assessment standard incorporated into the framework of the enhanced occupational profile of managers of eco-farms.

IMPACT ON DIRECT TARGET GROUPS:

- VET Teachers, Trainers and educators in area of provision of high level (EQF 4) secondary and tertiary VET education (EQF 5) in the field of management of eco-farming SME - they will be able to use approbated training materials (enhanced occupational profile, ECVET based joint qualification



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curricula, EQAVET based assessment standard) that will enhance the provision of training into that "green" job position (Manager of eco-farm, i.e. qualification code in Bulgaria 6210603). In-house trainers will be able to organize further trainings at existing agricultural entities that support the eco (organic) production of vegetables.

- VET learners (youth aged 16+) - they will receive an innovative training into a modern topic of possible employment. Furthermore, they will be able not only to be employed at existing agricultural entities but also to be able to start their own business as entrepreneurs.
- VET Centres and VET Schools with agriculture in their training profiles will be able to improve and enhance the training curricula subjects by using innovative free of charge training resources (as listed above).
- SMEs active in eco-farming – the project will prevent potential bankruptcy of newly established and existing micro SMEs due to lack of managerial knowledge, skills and competences by their managers.

IMPACT ON BENEFICIARIES:

- Chambers of commerce, trade unions - the eco-farming or/and other relevant agriculture umbrella organisations as unions and chambers will be able to build up better their network by involving new entrepreneurs /new establishments (SMEs) in this sector.

IMPACT ON POLICY MAKERS:

- Representatives of Government, relevant Ministries, VET Educational Inspectorates, regional / national education authorities - provision of extended occupational profile for managers of eco-farms will give the possibility to extend the opportunities for labour market inclusion of the VET students including raised opportunity to attract new learners for qualification and per-qualification with a special attention to prevent educational dropouts and youth unemployment in the agriculture and eco-farming sectors. Also the project supports the EU priorities that national governmental institutions are supporting -
- i.e. in Bulgaria (National plan for development of agriculture 2014-2020). Furthermore, with this project the ECVET alignment as part of the national VET strategies for the period 2014-2020 will be improved.

IMPACT ON THE WIDER COMMUNITY (SOCIETY):



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- By strengthening the managerial capacity and competences of eco-farm managers the quantity of the eco-farming production to the society based on the EU standards will be increased which will improve the health of the citizens thus will reflect on extension of the life duration of the society (Council Regulation (EC) No. 834/2007 of 28 June 2007 on organic production and labelling of organic products and repealing Regulation (EEC) No. 2092/91 more: https://ec.europa.eu/agriculture/organic/eu-policy/eu-rules-on-production/legal-frame_en)
- By inclusion on the labour market of inactive group of young people who are not attending higher education course but are seeking for employment upon completion of the VET education – the project will enable that those people will become active part of the labour force and will become tax payers as others in the society. Instead of being people requesting social benefits only.
- The project's results will be directly integrated and used within ongoing programmes of VET and with possibility in adult / Higher education of each partner and a circle of enterprises and training centres, since the expected impacts of the project results of Community funding are enhanced professional competencies which they can adapt and use onto daily practices.

All of them will receive the opportunity to use (non-commercial) for free of charge all project intellectual outputs.

3.5 Expected Project Outcomes, Audiences and Factors to Facilitate Uptake

Having identified the main outcomes, each partner country will contribute to exploitation by defining their target audiences including stakeholders mentioned before and activities to facilitate uptake by measuring qualitatively or quantitatively. Therefore, every partner will be involved in supporting the exploitation of the ECOFAR outcomes. Additionally, some events will be identified where ECOFAR outcomes will be promoted, thus preparing the ground for reaching out beyond the project duration.

Following tables will capture the exploitation activities of the partners.



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EXPECTED PROJECT OUTCOMES	AUDIENCES	ACTIVITIES TO FACILITATE UPTAKE	QUALITATIVE	QUANTITATIVE
COUNTRY: ...				
Project website				
Learning portal and mobile app				
Promotional materials (leaflets, PPT template, Roll up)				
Publications				
Informative sessions				
Organization of events				
Enhanced occupational profile				
Joint qualification curricula				
Assessment standards and national pilot report				



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Stakeholders	Outcomes								
	Project website	Learning portal and mobile app	Promotional materials (leaflets, PPT template, Roll up)	Publications	Informative sessions	Organization of events	Enhanced occupational profile	Joint qualification curricula	Assessment standards and national pilot report
VET centres, Universities / colleges	X	X	X	X			X	X	X
VET trainers	X	X	X	X			X	X	X
Advanced training centres networks	X	X	X	X	X	X			
Training organizations	X	X	X	X			X	X	X
National & European SME networks (including Chambers of Commerce & Young Economic Chambers)	X	X	X	X	X	X			
Employment centres	X	X	X	X	X	X			
Relevant NGOs	X	X	X	X	X	X			
Policy makers (Ministry of Education, Educational Inspectorates, National education)	X	X	X	X	X	X			



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Stakeholders	Outcomes								
	Project website	Learning portal and mobile app	Promotional materials (leaflets, PPT template, Roll up)	Publications	Informative sessions	Organization of events	Enhanced occupational profile	Joint qualification curricula	Assessment standards and national pilot report
authorities, Regional education authorities, VET Schools/Colleges/ Governors, Educational Trustees									
EU SME networks	X	X	X	X	X	X			
EU VET associations	X	X	X	X	X	X			



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