



MAIN COMPETENCIES OF AGRICULTURAL CONSULTANTS AS ADULT EDUCATORS

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PREFACE



Turkey is a country with a high agricultural production and a variety of vegetable and animal production due to the richness of climate, topography and geological structure. In the country, there are 38.4 million hectares of agricultural land and nearly 3 million agricultural enterprises. In addition, as of the year 2011 approximately 23% of the population is living in rural areas (towns and villages).

A significant portion of the population living in rural areas usually consists of middle-aged and older individuals with low educational level. Most of agricultural lands are small and very fragmented and dealt with mostly with vegetable production. The information need of people dealing with agricultural production is covered mainly by the public (Provincial / District Directorate of the Ministry of Food Agriculture and Livestock, Research Institutes, Universities, etc.), civil society organizations such as co-operatives, associations and unions, private consulting firms and private firms (fertilizer-pesticide dealers, input producing and/or marketing companies, etc.). In this context, there are a lot of sources that the manufacturer may apply to ensure information (paid or unpaid).

"Organization of Agricultural Extension and Advisory Services Regulation" was published in the 26283 numbered Official Gazette at 08.09.2006 by the Ministry of Food, Agriculture and Livestock. In addition, Notifications of *"Agricultural Extension and Consultancy Services Implementation Principles"*, *"Agricultural Extension and Consultancy Exam Practice Principles"* and *"Incentive Payment for Support to Agricultural Extension and Consultancy Services"* were also prepared. The purpose of this was timely and adequately meeting the needs of farmers/agricultural farm owners on knowledge, techniques and methods and ensuring the contribution private sector, civil society organizations and agricultural consultants in the training of farmers and extension services alongside the public. Those who are successful in the examinations organized by the Ministry (until 2010 after local and central examination) are given *Agricultural Consultant Certificate* (over 10.000) and *Agriculture Publisher Certificate* (over 3.000). In addition, the Ministry has given Agricultural Consultancy Certificate of Authority to almost 1.000 people and the company (producer organizations, chambers of

agriculture, agricultural associations / foundations, companies, free agricultural consultants). The Ministry has been supporting consulting services since 2009 and the amount of support per farmer is 600 Turkish Liras for the year 2014. The number of agricultural farms to have contracts and their properties vary according to the type of business.

Agricultural consultants are the adult educators who meet the needs of farmers on technical issues, information and methodologies on production and guide them in determining the strategies.

In Turkey, the certificate of competency framework that defining the proficiency of agricultural consultants and educational modules to obtain the competencies defined in the framework is not available.

The present status, needs and the difficulties of the consultants encountered during applications have been analyzed by the experiences of project partners under the project funded by T.R. Ministry of European Union, The Center for European Union Education and Youth Programmes. A vocational qualification framework document has been developed. The competency of agricultural consultants prepared in compliance with the European Quality Framework (EQF) has been defined at European Standards.

An educational module for agricultural consultants including the innovative dissemination methodologies which are needed at minimum level in the context of quality framework has also been prepared under the project. In this context, Need Analysis has been demonstrated by implementing a questionnaire conducted with consultants and farmers who benefits from consultancy services. A training module that consists of 26 different subjects has been prepared according to the results of need analyses. Pilot trainings (two in Ankara, one in Tokat and one in Spain) have been organized in order to demonstrate the effectiveness printed and visual educational materials prepared under the module. Prepared training modules have been published as written and visual materials (video narration by the authors of modules) and are available at an open access website (www.acid-project.eu). Thus, the educational module that is the need of agricultural industry will be spread throughout the country. All printed materials have been carefully prepared in both Turkish and English languages. Therefore, the products of project namely Agricultural Consultants Qualification Catalog and Training Module can be used by mainly foreign partners and all EU countries.

The agricultural consultants who are preferred by the farmers withstand the objective criteria will use the educational modules to provide service for the

targeted groups, their family members and employees. The innovative approaches used by consultants will increase the employment and the rate of innovation in rural areas.

I would like to thank and offer my most sincere love, respect and reverence, to Agricultural Engineers Yuksel DEĞİRMENCİ (Agricultural Extension and Consultancy Trainer), Bülent SEZER and Mustafa YAŞAR who work in the International Agricultural Training Centre for their contributions during the preparation of project, to Prof. Dr. Mustafa ŞAHİN (Rector of Gaziosmanpaşa University) for providing support at every stage of the project, to the project team Prof. Dr. Hikmet GÜNAL, Prof. Dr. Hüseyin ÖNEN and Assist. Prof. Dr. Esen ORUÇ for their support in the implementation phase of the project, to Mustafa NARİN, M. Edip ASLAN and other personal working in the Gaziosmanpaşa University for assisting in the preparation and publication of visual and written materials, to our project partners, to consultants and farmers who attended to the questionnaires under the need analyses, to consultants who attended to the trainings, to the National Agency that accepted and supported the project, to the expert of project, to all the experts and valuable faculty members who contributed to the preparation of training modules, to my family who supported me patiently throughout the project, to everyone who contributed countless contributions that I can not mention here.

Prof. Dr. Murat SAYILI

Project Coordinator

1. INTRODUCTION

This catalogue is intended to describe the competencies expected from Agricultural Consultants (Level 5-6; for detailed information on levels please see Appendix 1) and prepared under the aegis of the ACID project (Improving Competencies of Agricultural Consultants in Development of Agriculture and Rural Areas) by the Ministry of the European Union, the Directorate of Education and Youth Programs (National Agent) Life Long Learning Program Leonardo da Vinci Transfer of Innovation (TOI) Program. In the preparation of the present document, national regulations such as “*Regulation for Preparation of National Occupation Standards*” and “*Regulation for Procedures and Principles of Occupational Sufficiency Organization Sector Committees’ Foundation, Duty, Functioning*” issued under the 5544th Occupational Sufficiency Organization (MYK) Law, the European Occupational Sufficiency Framework, literature relevant to the study, the expectations of the EU concerning the Agricultural Consultancy System, the requirements of the National and the EU Joint Agriculture Policy, and the views of both national and international specialists in the subject were taken into consideration.

2. DESCRIPTION OF THE OCCUPATION

2.1. Description of the Occupation

Agricultural consultants are the university graduates at BSc or MSc level, possessing degrees related to agriculture and are additionally certified to work freelance offering Agricultural Consultancy Services to Agricultural Businesses, non-government organizations, and institutions related to agriculture. Agricultural Consultancy Services can be defined as those services provided to non-government organizations, chambers of agriculture, agricultural consultancy companies by the freelance agricultural consultants to address specific areas of need for agricultural knowledge, technical knowhow and methods, on time and at suitable level.

Agricultural Consultancy includes the training of agricultural entrepreneurs, and conducting activities for publication, consultancy and education informing which aim to inform agricultural business owners and provide solutions to the problems they face at every level of the agricultural production, business and marketing process. The intergration of this knowledge and their inter-relation will provide these bodies with the necessary knowledge and skills to enable them to exploit existing technologies and thus contribute to the improvement of living standards in rural regions.

Basic duties of the agricultural consultants within this system are:

- At every stage of production, to provide required knowledge and skills to address the issues of the agricultural business owners or other organizations to which the service is provided; and when necessary to advise appropriate agricultural applications consistent with the relevant regulations.

- To provide knowledge of and to promote the implementation of new technologies regarding sustainable production techniques in vegetative production and animal husbandry to the target community.
- To inform agricultural business owners and the stakeholder community of the importance of the protection of the environment, of natural resources and of biological diversity, and to suggest means by which this may be achieved.
- To advise agricultural businesses on how they might acquire a more competitive structure and address the produce and service market more efficiently.
- To provide consultancy in business economics, by providing advice in required subjects such as economical analysis of businesses, development plans, development of business and capital efficiency, and issues specific to family businesses, home economics, mechanization and vegetation multiplication materials and seed production protocols.
- To support personal development and entrepreneurship trainings for optimal occupational performance in agriculture.
- To participate in relevant training programs addressing the area of expertise of the advisor, to prepare or to assist in the preparation and promotion / exploitation of printed, or audiovisual materials, and mass press media for the consultancy activities.
- To collect data, to collate registries and databases of agricultural press and consultancy activities. The organization of documentation of agricultural production records and their control.
- To work on behalf of the producer organizations-please specify.
- To provide information relevant to reliable food supply.
- The implementing duties assigned by the ministry of agriculture to the Agricultural Consultancy service.

The agricultural consultants will perform these duties according to the EU regulations, occupational health and safety codes and in a FAS-oriented manner.

A basic duty of the agricultural consultants can be seen to comprise Agricultural consultants Adult Education and Guidance-Consultancy activities.

2.2. Position of the Occupation in International Classification Systems

- ISCO: 2132 Farming, forestry and aquaculture consultants

2.3. National Regulations regarding Health, Security and Environment

- 5488th Agriculture Law

- 2872nd Environment Law
- 5510th Social Security and General Health Insurance Law
- 6331st Occupational Health and Safety Law
- Regulation concerning organization of Agricultural Press and Consultancy Services
- Application principles of Agricultural Press and Consultancy Services
- Application principles of Agricultural Press and Consultancy Exam
- Communication concerning Making Supportive Funding for Agricultural Press and Consultancy Services
- First-aid Regulation
- 4857th Labour Law
- 2821st Unions Law
- Other Regulations

Moreover, it is essential that all advice given be consistent with EU and national regulations and codes of conduct in OSH (Occupational Safety and Health) and Environment; and that suitable risk evaluation be performed regarding each subject.

2.4. The EU Regulations regarding Occupational Safety and Health

- (EC) No 1290/2005,
- (EC) No 247/2006,
- (EC) No 378/2007,
- (EC) No 1782/2003,
- (EC) No 73/2009.

2.5. Work Environment and Conditions

Agricultural Consultants work usually in rural areas in various working environments. During their duties, in conjunction with their formal activities with the official organizations, they will also be required to perform formal and informal activities within their target community. As they perform their duties, they will be required to communicate with individuals to whom provide service, and also with managers, personnel and colleagues in the organization. They will be required to perform consultations and meetings in offices, at farms (land, garden, barn and stable) and at home. Group studies and stakeholder information excersies will be performed at community centres in villages, in their offices, official application facilities and at farmers' facilities. Since the majority of their duties are expected to take place in the field, in open environments in rural areas, there is a risk of injury, animal attack and exposure to pathogens and chemical and environmental hazards.

Agricultural consultants working for farmers will be expected to possess significant knowledge of the specific problems of the business, and in order to provide effective consultation and advice to these farmers, the consultants will be required to have been educated at least at a college level, or possess a bachelors degree in agriculture, and must also have received some additional training in order that they be able to provide specialised knowledge in their diploma major. Agricultural consultants must be able to perform a situation analysis regarding their work subject, to advise farmers who may not be aware of their problems, or to encourage the adoption of suitable innovations; and they must be able to provide an ongoing technical and social consultancy, assisted by press programs and projects for the producers.

As Agricultural consultants perform their duties, they will require competency in various occupational disciplines such as data collection, analysis, project programming, guidance, consultancy, monitoring and evaluation, agricultural press methodology, and in the preparation promotion, and use of printed and visual materials, in addition to competency in adult education. Concerning the working environments of the Agricultural consultants, they will also be required to have mastered; technical sufficiency, adult education sufficiency, rural area adaptability, full conversance with EU and local regulations

2.6. Other Requirements regarding the Occupation and Organization of the Study

For certain areas of activity, the agricultural consultants may be required to have specific qualifications according to EU and national regulations.

When duty requirements of Agricultural consultants are considered, in their project workings, the EU farm consultancy system, adult education, consulting requirements were evaluated.

3. FARM CONSULTACY SYSTEM (FAS) IN EUROPE AND THE ROLE OF AN AGRICULTURAL CONSULTANT

In the European Union Member countries, the establishment of a system to offer farmers a consultancy service in mandatory and this system is called the "*Farm Consultacy System (FAS)*". The FAS was first implemented with the regulation reform of 2003 of the EU Joint Agriculture Policy and represented one of the primary components of this reform. According to this regulation, the EU Member Countries were obliged to finish establishment of this system by 2007.

The target of the FAS is to assist farmers by increasing their knowledge and awareness of food safety, animal health and welfare, environment and input flow in agricultural production. According to cross compliance system of the environment agriculture policy, farmers can only access EU grants when they have complied with the certain conditions regarding environment, food safety, animal health and welfare.

The FAS system, parallel to this cross compliance requirement, aims to support application of works in these fields, based on these policies. There are

two rural development policies concerning the establishment of the FAS System and benefits for farmers taking advantage of this service. The EU's expectation from the FAS system is the farmers' compliance with the union's requirements and the prevention of liabilities in a timely manner which otherwise might result in the levying of penalties during the cross compliance period.

It is also mandatory that the Committee inform the Council about the FAS through reporting regarding the EU regulations. To that end, the Committee has conducted a study which consisted of inquiries, workshops, work evaluations and negotiations on FAS operations in member countries; and the results were submitted to the Council and shared with the public. In these studies, content, structure, method and tools of the FAS System were included.

The latest date designated to establish the FAS System was January 1st, 2007. The preparation period was subsequently extended from 2007 to 2009. However, since operation of the system has not yet reached the desired level, and it has a complex structure, it has not been easy to conduct a study regarding the capacity of the National Farm Consulting System and to examine in detail the services offered to farmers. In this section, the aim is to provide general background to the field of Agricultural Consultancy; and to indicate the link between requirements and the qualifications required for this occupation.

Legal Basis of the FAS

Each member country is legally obliged to establish a national consultancy service to advise farmers. The FAS system should at least cover subjects of "*Good Agriculture and Environment Conditions*" (GAEC) determined in the 4th and 6th articles of European Union Regulation with EC 73/2009 serial number, and mandatory management applications. However, consultancy services are not only limited to these. Member countries could add other missions on the consultancy systems according to their priorities. Every National FAS could be conducted by a single or multiple assigned authorities independently of their public or private origin. After the CAP operation revision of 2008 (health check), member countries were set free to make decision to determine which farmers would benefit from the system without considering additional criteria determined by the European Union.

Farmers participate in consultancy services on a voluntary basis and are free to take further action after using this consultancy service. Consequently, the FAS does not affect farmers in terms of responsibilities to fulfil their legal obligations. On the other hand, the general belief in the EU is that the producers who want to take advantage of these consultancy services are more conscious and vigorous in fulfilling the CAP Legal requirements. Therefore, when member countries are required to select producers for auditing, they might select farmers who receive consultancy services as they will pose less risk of non-compliance with regulations.

The main purpose of the FAS is to increase awareness of farmers in fulfillment of CAP legal requirements. Thus, the concept of "*consultancy*" must be distinguished from the concept of "*control*" which was implemented to audit

whether the cross compliance or sectoral regulations are followed, or not. Therefore, the FAS authorities in the member countries must be careful about not to expose personal, individual and private information acquired from the farms and business owners during the consultancy service activities. The only exception to this principle is that determination of violations or irregularities or forensic situations which require penalties by the FAS operators.

Supporting the FAS Systems from the Rural Development Funds in the period of 2007-2013

The FAS which is located at the first column of the Joint Agriculture Policy can be financed by means of two tools located in the second column. The first one is the simultaneous funding of farmers using the consultancy services. The primary purpose at this point is to finance costs at least partially, which they additionally incurred due to service fees paid by the farmers using consultancy services; and to better of total performance of the business. *At the most limited extent, by relying on the EU consultancy services regulation, occupational safety, GAEC and legal management requirements subjects must be covered.* Provided that amount of the grant should not exceed the upper limit of 1500 Euro, it is 80% of the each appropriate consultancy service fee. The authorities or organizations selected for consultancy service must have appropriate, qualified human resources, management and technical divisions, consultancy experience and reliability standards. Knowledge, experience and infrastructure required by the *cross compliance and occupational safety must be provided by these services.* Committee has published a guidebook including subjects of consultancy service frequency, privileged target groups, usage of government and non-government organization, and coordination of the organizations which provide consultancy services and way of financial assistance.

The second financial support mean aims partially to promote farm consulting system in the country. During establishment of the system, member countries can be supported for five years on a gradually decreasing base.

Operation of the FAS System in Member Countries

In January 2009, the committee conducted a survey study including effective FAS authorities in the member countries. The survey was consisted of legal regulations, coordinator organization knowledge, certification and control, privileged farmer groups, geographical organizations, organizations offering consultancy services and their specialty areas, number of farmers accessed this service, methods used in services and financial subjects. Moreover, a series of open question were asked to respondents of this inquiry in member countries regarding the problems which they had faced and their foresight about the future. The answers obtained from this survey presented the operation of the FAS system. Additionally, the committee conducted a detailed evaluation study through hiring a mediator organization based on a contract. The results obtained as a result of these studies were presented below.

A) Condition of FAS Agencies in the Member Countries

In majority of the member countries, the FAS system was barely put into service as of 2008. Preparatory processes such as submission of local regulations and their jurisdiction, legal process, bidding invitations, selection of consultancy organizations were performed in 2007. Almost half of the member countries created a specific structure which includes current press system. In the rest of the group, the FAS system was considered under current press system infrastructure.

Approximately in 24 European Union member countries, the FAS is being coordinated and audited by the government organizations. In 14 member countries, it was determined by the tenders conducted by consultancy organizations, private or public organizations. *In majority of the member countries, it was adopted that the persons who are to provide Agricultural Consultancy service, must possess at least a bachelor degree (undergraduate or graduate) as a general code.*

In 14 member countries, while the FAS was focusing intensively on a cross compliance requirements, in other countries, other subject with extensive contents such as competitive power of the organization, impacts of agro technique applications on environment, application of rural development program and its tools.

In application of the service, mostly there are two primary approaches were determined (except Britain, in all member countries). This is one on one interview between consultant and small groups in farms. The second method is mostly supplementary for the first one. Electronic knowledge tools and check lists contributed to provision of services in several member countries. In 22 member countries, the first point where farmers are introduced with the system is call center application.

In direct payments, there are no other privileged groups determined to have access to services beside the general rule for farmers who are supported with more than 15000 Euro. In several member countries, small-sized farmers reported that they had experienced several difficulties in accessing services. When Europe is considered as a whole, there are limited numbers of farmers who have taken advantage of the FAS Services. In 2008, the proportion of the farmers who received one on one consulting among the farmers who accessed direct grants was 5%. The main beneficiaries of the FAS system are the large-sized farmers who were accustomed to the professional consultancy services already.

B) Financing FAS Systems

In 5 member countries, farm consultancy services are free of charge. In some member countries give incentive for consultancy expenses by 20% to 50%; while some of them compensate all of the expenses. However, in the EU joint agriculture policy, the top limit to give incentive for financing these services was 1500 Euro per farm business or 80% of the appropriate cost. The part which exceeds this rate is paid from their equities.

Size of the farmers who benefit from the consultancy services were planned in 20 member countries; and 1.123.000 farmers were covered. For the period of 2007-2013, total budget assigned for these works was 870,5 million Euros. Of this amount, only 1,3% part which equivalent of 6 out of thousand of the total rural development expenditures was able to be spent and this support was given to 12.250 farmers in the first two years.

In 7 member countries, there have been measures taken to support consultancy services and its management. The budget reserved for coordination was 172,9 million Euros and this amount is equivalent of one out of thousand of the total public budget for rural development expenditures. In the first two years, 2% of this budget was able to be spent (2007-2008).

C) Evaluation of the FAS Systems

The result revealed by the FAS evaluation report was that consultancy services was designated to increase awareness of farmers toward material flow in their businesses, environment, food safety, animal health and welfare subjects. One on one consultancy service performed by means of check lists is found significantly effective since it is tailor-made and follows a uniform structure. Some member countries provided opportunity for establishment of the FAS system so that knowledge and press systems in the agriculture sector could be taken with new perspective and be amended.

The FAS system has assisted farmers in fulfillment of cross compliance requirements and this situation has been essential motivation resource for farmers to apply this system. In addition, the FAS has developed farmers' financial management talents and enhanced their condition for bookkeeping activities regarding cross compliance.

Despite the all positive developments, due to the low demand of farmers for consultancy services, the total effectiveness of the FAS was rather low. Authorities who evaluated the application revealed that there is a potential for development for the FAS system because of the increasing number of users after launching the system in some other countries since 2005. In some regions, there is advance payment requirement for farmers for the consultancy services they request, which leads them to be reluctant for this system.

Evaluating authorities considers farmers' voluntariness for consultancy system as a basic prerequisite for the FAS system instead of mandatory control and certification processes. The reason for determination of this prerequisite was the fact that following consultancy service already relies on voluntariness principle. Up until today, the FAS system has caused minor changes in perceptions of the EU farmers regarding CAP. Those farmers see CAP as a set of tight rules and auditing activities regarding cross compliance; and this situation casts negative effect on effectiveness of policies at the farm level. Nevertheless, there are some regions where the FAS system established effective and secure relationships between farmers and consultants. From this angle, specialists at this subject agree that flexible structure of FAS and voluntariness principle must continue.

D) Future of the FAS

By taking evaluation studies and their performances at the initial period into consideration, the committee presented its views regarding the FAS's future. Although these suggestions can be perceived as advice for member countries, it can be included in the current EU regulation in the future. These suggestions were presented below:

D1) Description of concepts

- *"Farm Consulting Systems"* and *"Farm Consulting Services"* concepts must be elucidated carefully. Term of farm consulting systems is an extensive term which describes all structure covering public and private sector organizations or their combined structure, coordination and auditing organizations which provide consultancy services in member countries. The current farm consulting systems in the member countries are the structures which at least offer guaranteed services to those who seek consultancy service in cross compliance subjects (sustainable conservation of environment, public health, animal and plant health, animal welfare and natural resources. *As an output of the farm consultancy system, the distinction between "Consultancy" and "provision of information to farmers" must be observed well.* The consultancy service should not pursue a goal such as determination of general condition of a farmer; rather, it must be able to evaluate special conditions of farmers. In cross compliance requirements terms, information provision is already in responsibility of the EU according its own legislation.
- The FAS is not only for the farmers who receive direct income supports in the EU, but it was designed to let all EU farmers to benefit from the resources. For instance, in this group there would be a pig breeder who needs information in the subject of nitrate directives.

D2) Coverage of the FAS

- For the first and second columns of the Joint Agriculture policy, cross compliance requirements, other mandatory EU applications and their targets must be minimum core activity area of the FAS. *These required applications must be covered sufficiently by the consultancy services.* The FAS must be the system that comes to mind in the first place when there is need in these subjects.
- *The mandatory constituents covered by the FAS regarding the first and second column of the CAP must contain application of minimum plant protection products and plant nutrition.* These requirements constitute a part of cross compliance of famers who accessed agriculture-environment incentives.
- By taking the cross compliance requirement as a preferential target, the FAS covers subjects such as reducing the effects of agriculture on climate change, adaptation process to global warming and

varying climate conditions. The current standards for "*Good Agriculture and Environmental Conditions*" ensure conservation of organic carbon in agricultural areas and its sustainable usage. *Still, in the FAS framework, it will be useful to reserve a specific place for climate change.* In this coverage, providing technology-intense information, visualizing good applications and operation of specific promotion activities can be implemented as an activity. An appropriate method can be obtained through a legal regulation embraced by the member countries, which emphasizes this requirement. *Good consulting examples can be presented to farmers in a summary form so that awareness regarding this subject can be elevated at the EU level and could be quite beneficent.* A list of good example summary can be presented at the EU level. *Consultants can join special mandatory training programs to comprehend and circulate important agricultural practices regarding climate change.*

D3) Bringing clear view to the role of an agriculture consultant with respect to the other actors working in the subject of cross compliance

- In the member countries, based on a mutual understanding, subjects relevant with the differences between in-situ-control and consultancy service must be elucidated. It must be emphasized that there is a clear distinction between these two concepts. In all circumstances, farmers are held responsible for conditions emerged as a result of their actions.
- *The general rule regarding keeping private information obtained from visited farms as a result of consultancy services secret from the auditors must be continued to apply with same care.* Even this situation occurs unintentionally and accidentally, this will be violation of right of privacy. This will be an action that will harm the purpose of sharing auditing information of individual farmers with the consultants; and this will lead to reduction in confidence toward consultants. Current proves on hand show that member countries have not understood the principles regarding information confidentiality.
- Supplying clustered summary information obtained from the farm auditing to consultants would be useful; however, it should not be implemented enforcedly. If a consultant requests this to offer better service, auditing organizations can supply consultants information which they acquired from their studies regarding the subject of the most frequently observed compliance problems.
- Agricultural consultants' activities should not be limited with assistance to farmers under practices needed under cross compliance; additionally, *requirements, philosophy and their impact on sustainability lies behind these issues should be explained by them.* A farmer who realized the rationality behind these regulations

would be more sensitive and willing in terms of their application in the farm naturally.

- From the economical issues to ecological applications regarding preservation of the nature, new consultancy subjects have been arisen parallel to the developing modern world; and producers demand these in a large spectrum. *Consultants may not answer each question in this regard. However, they must be well informed and must act like a practitioner in some cases; and when it is needed; they must direct farmers to different specialist consultants.* For example, if a farmer demands restructuring of his/her production and he/she needs consultancy in the subject of agricultural markets, agricultural consultants can ensure that a specialist service provider in these issues meet with this farmer or they can allow a farmer to apply current information resource. A similar approach can be suggested in organic agriculture. For instance, a farmer may need a support regarding how to transform his/her production structure into the organic agriculture, or about market opportunities, and better agriculture practice. The FAS coordination offices must undertake significant duty to provide consultants required network information. Together with the specialty areas in this subject, a database could be created, which includes communication information of consultants.

D4) Supporting the FAS System

- ✓ Coverage of the “*Farm Consulting System Usage Scale*” described in the 24th article of the European Union Regulation with 1698/2005 no. must be clarified. A farmer does not need to receive consultancy service regarding cross compliance requirement so as to access consulting system usage support. The provided support must reduce administrative expenses proportionally for farmers and organizations. Thus, farmers could immediately apply official authorities for the part that will be supported; and without waiting for the application of all content of the cross compliance at his/her farm, he/she can receive the money back. Still, coordination organizations and consultants must sustain their care concerning the subject of the cross compliance requirements, the essential foundation purpose of the FAS. In some cases, a farmer may not realize that he/she needs a help in these subjects.
- ✓ At the same time, for the responsibility limits of the FAS, the issue of mandatory occupational safety standards on the second column must be flexible and it must be limited proportionally to the components.
- ✓ Usage frequency of farm consulting system must be left empty. Member countries have been planned 2 or 3 consultancy service along with the period of 2007-2013 rural development. Farmers may need more service, therefore, this scale must at least be left flexible

that it can be once a year. When this flexibility and mandatory coverage of the consultancy services are considered together, it is evident that the system would be more useful with multiple purposes and it will turn into more attractive system. If a farmer applies for the service when he/she needs instead of having service on pre-determined periods, cost of the consultancy service would be reduced since it aims to perform consulting targeted at one time.

- ✓ The coverage of the cross compliance has been extended since 2003. Furthermore, costs have been arose and expectations from the FAS consultancy system has gone beyond the cross compliance. The new subjects are climate change, water issues, bio-diversity and etc. Member countries have demanded an increase in the budget of consulting services from the EU. This demand was based on the request regarding increasing the usage frequency of the system as mentioned above. Thus, farmers could access consultancy service more frequently and the coverage of the system must be expanded (in terms of subject). Farmers can receive service each year with amount of 1500 Euros determined for each farm for consultancy service purchase for farmers.
- ✓ Furthermore, it will be beneficent to emphasize the condition of the farmers within the FAS system. Small-sized farmers' role within the mutual agriculture policy and their obligations in cross compliance subject are currently limited, though it is not as much as limitation of the others. Indeed, these suggestions have tendency to resolve this problem as well; however, there must be specific studies must be implemented concerning how to reach the farmers in the member countries, who are not aware that they need consultancy; and their willingness must be improved.
- ✓ Member countries must support the FAS with the auxiliary activities. For instance, while farmers were sent forms relevant with the other subjects, a list of consultants can be added as well; or when auditors determine an issue, this list can be submitted to the relevant farmer. Moreover, 4th article of the Regulation with EC 73/2009 serial no must be amended as "*member countries are required to submit the list of consultants to the farmers*".

D5) Management of the FAS System

- The committee strongly advices to the FAS management authorities that *at least in each cross compliance subjects, every consultant must be subject basic and continuous in-service training*. These trainings must certainly include current obligations of farmers and the background of these requirements. Training are especially required in new areas such as climate change.
- Member countries must create a synergy to integrate various instruments of consultancy, knowledge, press services and research without disrupting originality of each one. In terms of operation of

cross compliance, general information fed by the consultants (not individual farm information) could be in the interest area of the cross compliance or of the authority managing the FAS. *Therefore, consultants, the FAS coordination organizations and cross compliance management authorities must share their field experiences.* To that end, information exchange activities could be organized several times in a year.

- To provide consistency among the columns, the principle of *“Agricultural consultants’ appropriate personal competency” applied for the second column* must be expanded to the first column.
- The committee now that is not willing to spare more financial resource for management cost. The duty of the coordination organization, especially in terms of determining a strategy for the future of the FAS and for scales of FAS after 2013, is to monitor and evaluate the functioning system. These evaluations should not target unnecessary data exchange and should not increase costs. The most important part of the evaluation is to determine real efficiency of all FAS system by measuring given consultancy and its quality (actually, this is satisfaction level of farmers from services).

By considering explanations in this section, it can be concluded that the FAS system is one of the most essential tools in implementing mutual agriculture policy in a successful way. In general farmers are supported in regard to their compliance to the EU Regulations in the areas of environment, food safety, and animal and plant health. As the FAS provides supports to farmers in these subjects, it aims to prevent losses in some of support payments. If a farmer have access to these supports, this probably means that the farmer comprehend its own cross compliance requirements better and it has prepared itself for implementation.

Consultancy service is not a new concept for many European Union countries; but, a mutual understanding has just been in place. In this way, member countries are tried to be embraced more comprehensive understanding as these countries are directed to establish and operate a FAS System. Conducted evaluations so far revealed that the FAS System and its components may play significant role in understanding the European Union regulations by the farmers.

Introduction phase required significant effort for countries with no experience regarding agricultural consultancy services in the past. Other countries have strived to establish a sole contact point for practical questions of farmers regarding system establishment, reorganizing current components, and providing consultancy.

More importantly, upon arising new issues to be solved, expectations from the consultancy services have been continuously increased since policy reforms in 2003. Therefore, the FAS must be developed in a way to bring solution to these new issues by going beyond cross compliance requirements. Suggestions explained in this section and obtained as a result of evaluation

studies in the EU must be carefully taken into consideration and they must be foundation of further enhancements.

4. ADULT TRAINING

For every society who wants to survive in global competition, development of occupational qualities of learning assistances and continuing this development are taken as one of the most compelling duties in the adult and continuous education, as it is same in the other branches of the education. "*Adult and Continuous Education*" term is a mutual concept which describes numerous occupation groups such as trainers, teachers, coaches, guide and consultants and etc. The common point of all these occupation groups is that it is consisted of implementation of occupational activity through direct interaction with the adult who will receive education, education process, guidance, supporting, monitoring and evaluation steps.

Activities of the learning assistants have been expanded various areas such as adult and continuous education, occupational education, united and functional education, social, ethical, cultural and art education, and etc.

Adult Educators are in general employed by;

- a) Adult education of formal organizations which conduct basic, general and occupational education duty,
- b) Non-formal common public education organizations which provide popular education,
- c) In general, occupational-focused education and development programs with common public education characteristic.

Adult education is an "umbrella reference" which covers all activities and study areas mentioned above. In addition to conventional educational activities, this reference includes situation analysis, monitoring-evaluation activities, consultancy and guidance, planning educational activities, and utilizing new media and technologies.

According to the findings of Nuissl and Lattke (2008), there are also some advance level activities in adult education in the professional sense. As an example for the additional activities among the roles of the adult education, there are several applications such as program planning, management and support, research and policy development. Within the complexity of these activities in different types, role of adult education was described below under different titles:

Teaching

"*Teaching*" is a classical activity area. However, -teaching- concept is continuously evolving. Together with the evolution of the paradigm toward the learner-based approaches, nature of the teachers' activities is evolving as well. Using alternative approaches in learning such as employing a facilitator, coaching individuals and using moderator has been turned into a trend.

For example, like a learning activities in a workplace, planning the infrastructure for learning in an environment different than a conventional classroom environment has been new talents expected from teachers. In many cases, person who conduct teaching duty indeed are the ones who are not at the forefront in adult education, who work in the adult education field on a part-time based, or who defines themselves as adult educators just because they are part of the duty or this business.

Consultancy and Guidance

“*Consultancy and guidance*” is one of the areas gaining importance recently. This term in the adult education means supporting learners in analyzing their needs, finding appropriate programs, and providing consultancy service to them.

Additionally, consultancy also includes duties such as control of the information relevant with the programs, and updating/establishment of database and information systems.

Learning consultancy also requires guidance of learners toward learning process; and assisting them when problems in learning arise; and evaluation of outputs obtained through learning process. Sometimes this consultancy structure may seem an element of teaching when required talents to perform this duty are considered. But, it is more accurate and appropriate to define consultancy within its own area. Recently, there has been more distinct and more significant a consultancy area has arisen. This new area aims to validate individual competencies, and to recognize former and empirical learning.

Using the Media

Using media, which is a modern side of the didactical conceptualizing, is currently increasing in a great pace. Especially this concept requires development of production and usage of learning software for adults, cooperation with the IT specialists, and development of interactive media teaching and learning opportunities over internet. This situation has changed all procedures of didactical concept development together with hybrid and e-Learning.

Evaluation

Evaluation subject became a magical word when it comes to expenditure of the public financial resources. However, evaluation process has gained a significance which has never been before in education. Evaluation in education is consisted of processes of reviewing teaching quality, measuring learning performance, and approving the success. Nevertheless, in this process, there is a tendency to increase application of more modules, methods, multi-dimensional competency profile of learners, and usage of medial steps and evaluation activities. This process is not only done to evaluate continuous education, in the framework of “*monitoring and evaluation*” concept, teachers are allowed to evaluate learners as well. Especially, these processes require description of specific competencies which are expected to be possessed by the learners at the maximum level.

5. MAIN COMPETENCIES OF AGRICULTURAL CONSULTANTS AS AN ADULT AND CONTINUOUS EDUCATION TEACHER

There have been series of activities conducted regarding joint projects implemented under the European Union Life Long Learning Programs, and competencies must be included in the adult education, professional career development routes, and quality evaluation tools and methods.

AGADE (A Good Adult Educator in Europe) Projects were coordinated by the Estonia Common Adult Education Organization in the period between 2004 and 2006; and there are 7 other program participator countries in this program. In this project, minimum competency criterions for adult education were determined; and a modular education course which includes e-learning and face-to-face education methods jointly was developed. Project focused on adult education teachers who work as teacher, educator, guide or facilitator. Activities such as management and program planning were out of the project range. A 9-week-long pilot education course was carried out to create a target group determined with the minimum criterions in the AGADE project.

EMAE (European Master in Adult Education) as it can be understood from its name, this is an Erasmus project which aims to develop a European master program curriculum in major of adult education. As 7 countries participated into this project, it was coordinated by the German Duisburg-Essen University. Within the project scope, a two-year-long master program with 120 ECTS credits, which can be attended part time and which is open to all adult education teacher whether they are experienced, or not (must have a diploma in education field).

Q-ACT (Qualifying the Actors in Adult and Continuing Education) and **ALPINE** (Adult Learning Professions in Europe) are the other projects which carries previous studies even further with more participation. The purpose of the Q-ACT project is to determine qualifications of the adult education teachers and to open these results to debates in conferences in Europe with broader participation. The ALPINE projects was supported by the European Committee; and it was conducted by the participation of 27 European countries and Turkey, Herzegovina, Iceland, Lichtenstein, and Norway. The ALPINE studies summarized and published findings concerning the subjects of duty, activities, positions, employment status, career paths, labor market of adult education teacher and public perception about them, and current status of their occupation.

VINEPAC (Validation of Informal and Non-Formal Psycho-Social Competencies of Adult Educators) project was carried out by five European countries under the Romania Adult Education Institute coordination bound to the Leonardo da Vinci program between 2006 and 2008. The project was developed a portfolio tool under the name of **VALIDPAC**, which is capable of self-evaluation concerning the competencies possessed by the adult education teachers, and which makes these competencies visible through reporting by an external specialist. The evaluation tool is consisted of three sections, namely self-evaluation, external evaluation and consolidation.

QF2TEACH (Qualified to Teach) project is a Leonardo da Vinci innovation development project within the ACID innovation transfer project, which was structured on this project concept. The QF2TEACH was carried out by a consortium which includes universities from 8 European Union countries and non-university organizations focused on the adult education. The coordinator organization in the project was German Adult Education Institute (DIE). The essential purpose of the QF2TEACH project was to determine “*core competencies*” of adult educators through Delphi method based on select specialist panel and their evaluations, which are needed today and in the future. The secondary purpose of the project is to develop a research-based concept for development of a transnational framework of facilitators in adult and continuous education. This framework document aims to make qualification levels of adult education professionals in the European geography comparable and visible.

In many cases, persons who actually carry out teaching duty are the ones who are not much in the forefront in the adult education, who work part time in the adult education field, or who do not define themselves as an adult educator since this duty is only part of their job. In this context, although agricultural consultants are not defined as adult educators, their basic activities fully match with the qualification and activities of adult education explained above. In the European Union countries, through projects supported by the several funds, occupational competencies of adult educators and training programs to achieve them were created. For agricultural consultants who were defined as adult educators, several projects were created to determine additional qualifications onto the adult education characteristics.

One of these projects was the one called as “**Advisor Competencies Manual for Cross-Compliance-AAC**” as it can be understood from the name of the main product of project, this is a handbook over competencies of consultants for cross compliance. Additionally, a course program was developed to provide information concerning European Union cross compliance regulation which must be comprehended by the agricultural consultants who will be employed within the FAS system project. Competency requirements were determined based on 19 regulations comprised of agriculture-environment related standards. The secondary targets of the products created through the project other than the agriculture consultancy were vocational high schools in this subject, and universities, occupational organization and development agents. In this project, there 8 different organizations across the EU as partner; and studies were coordinated by the Czech Republic, Food and Agriculture Information Institute.

CerOrganic LdV Project, which is coordinated by our project partner Mediterranean Agronomic Institute of Chania and is one of the sources for our project, was designed to develop a quality assurance procedure for the vocational education/training (VET) of advisors/trainers in Organic Agriculture (OA), based on European Quality Assurance Reference Framework (EQARF). The QA procedure was developed in parallel and refined together with an exemplary qualitycertified training programme for OA trainers/advisors leading

to a European qualification. The QA procedure was subsequently made available for application to other VETs in OA. Through the development of these products, CerOrganic aimed to increase the quality and attractiveness of European OA-related training systems, and stimulate agriculture extension service employment. Furthermore, CerOrganic utilized essential elements from EU policies in education such as the European Qualification Framework through vocational training, Certificate Supplement through competences identification, European Credit Transfer System, Grundtvig training initiative and provides synergy in return with affiliated LdV projects (e.g. eCOTOOLS – www.competencetools.eu, Organic.Balkanet – www.organicbalkanet.eu and Organic.Mednet – www.organic-mednet.eu) to ensure added value in the area of agricultural education.

Initially, CerOrganic conducted extensive research to determine OA advisor training requirements and desired outcomes, in terms of key competences to be gained. The CerOrganic Training of Trainers (ToT) programme employs a blended-learning approach with particular emphasis on the use of Information and Communications Technologies (ICT), which the OA community has been slow to adopt. The identified key competences were translated into the training topics for the ToT curriculum. The development of the CerOrganic ToT in response to stakeholder consultation, and according to the specifications of the custom QA procedure ensured that all aspects of the ToT (from the academic content and teaching methods, to student support, and social inclusivity) were appropriate and rigorously tested. The CerOrganic ToT programme provides a state-of-the-art training that will contribute to the re-invention of agricultural extension and certification in OA in general, and provide a route of entry into an emerging profession. In parallel, the Draft CerOrganic QA procedure was produced by combining key features of the EQARF with specific quality criteria developed for the accreditation and quality improvement of e-Learning programmes in the field of professional training by the Open E-Learning for Capacity Building Check (Open ECBCheck).

A sustainable agriculture farmer's trainer/consultant is much more than a transmitter of good technical practices. S(he) is engaged in procedures that encompass a range of communication and learning activities. The targeted learning objectives and competencies do not aim to cover only agricultural topics and resource management. They are more broadly concerned with developing the skills required to implement suitable learning models and methodologies in a training approach/platform where communication and pedagogy is of paramount importance.

The trainer/advisor needs to be able to provide an interesting and engaging mix of different learning methodologies and strategies, have a rich portfolio of methods for course and learning design and the ability to utilise ICT technologies for OA content adaptation for problem analysis, consultation and decision making.

In terms of communication competences and pedagogical as well as training skills, the trainer/advisor should be able to communicate effectively and target group oriented and create engaging discussion scenarios with

farmers. S/he will promote joint learning and negotiation between researchers and farmers, and will be able to co-design specific strategies together with the farmer, rather than dictate standard solutions. They will be able read between the lines when acting as an intermediate, and have the capability to apply new approaches to address everyday challenges, to create and support networks, and to manage complexity as well conflict and unpredictability.

For technical agricultural matters, the key issue has been shown to be the ability to critically assess farming production systems holistically, to turn farmer's experience into knowledge and share that knowledge, identify problems and finally consult in multifactorial and dynamically interacting systems.

Core Competences for Agriculture Advisors

Selecting appropriate pedagogies and aligning those with a particular approach are dependent upon the nature of the learner and the core purpose of the intended course. Whilst there are pedagogical models aligned with particular learning theories, there are variables that affect the leaning process that transcend one particular theory.

Mayes and de Freitas (2004) developed three categories that grouped learning theory:

- Associative (Learning as activity through structured tasks)
- Cognitive (Learning through understanding)
- Situative (Learning as social practice).

The design of a pedagogical framework around these core elements of learning coupled with the use of eLearning effectively provides the potential to move beyond transmission modes of learning. Such frameworks allow the promotion of engagement with both lived experience as well as the knowledge claims of others (Conole et al., 2007).

The following subsections detail those pedagogies deemed as necessary outcomes for trainees after the allocated training period. These pedagogies are described as core competences matched with the learning outcomes required for the relative competences. Where possible we list the appropriate categories defined by Mayes and de Freitas (2004) between brackets next to the related competences. If all three categories are appropriate, the term “all” is indicated.

- *Social competence (Cognitive and Situative)* is able to evaluate the context of the learning situation and determine the expectations of the learners/farmers.
- *Methodological competence (Associative and Situative)* is able to implement suitable learning models and methodologies in a course.
- *Motivational competence:* is able to motivate learners/farmers.

ACID (Improving Competencies of Agricultural Consultants in Development of Agriculture and Rural) is a Leonardo da Vinci Innovation

Transfer project coordinated by the Gaziosmanpaşa University. In the project, along with the Agricultural consultants European Qualification Framework within the current Agricultural Consultancy System, a competency catalogue and an education module for users to qualify with those determined competencies are the outputs of this project.

The ultimate targets of the project are agricultural consultants; developing their occupational competencies in consultancy subject; increasing their employment likelihood and their performance in farm consulting system; and making their current competencies visible.

Consultancy and guidance is one of the core activity subjects which have been continuously developed and gained importance in this sector as it was explained in the adult and contentious education facilitator umbrella term. Therefore, results of the former studies conducted in Europe regarding the adult education are directly related with the agricultural consultancy services conducted under the "*Consultancy and Guidance*" category. Accordingly, in the preparation stage of the project, results of the former projects were investigated and transferrable and beneficent products which presented important results concerning competency framework were determined.

Transnational Qualification Framework document of the facilitators in the adult and contentious education was developed in the QF2TEACH project. This is recognized as core competencies and qualities expected from agricultural consultants educated in the ACID Project except specific competencies in this area. In QF2TEACH, as a method, the *Delphi* method was adopted since it is effective in creating consensus and it was implemented in the wave form. The study was conducted within two waves and by means of specialists' seminar. Through factor analysis, relativity of the seminar results was investigated and results were categorized based on the pedagogic triangle principle (Paschen, 1979).

5.1. Main Competencies of Agricultural consultants Obtained as a Result of the Studies Implemented Up Until Today

According to the implemented studies, core competencies of the agricultural consultants who are perceived as an adult and continuous educator were categorized under 9 main titles:

- ***Main Competency 1: Group Management and Communication***
 - Open communication,
 - Managing group dynamics,
 - Conflict management and control,
- ***Main Competency 2: Competency in the Subject***
 - Having special knowledge level in his/her education field,
 - Applying special educational content in his/her teaching subject,
- ***Main Competency 3: Supporting Learning***

- Supporting informal learning,
- Encouraging students' active participation,
- Having wide variety of method repertoire when students need to apply,
- Taking advantage of learners' experiences in learning activities,
- ***Main Competency 4: Effective Teaching***
 - Providing special teaching designed for specific needs of a target group,
 - Making a learning plan based on available resources (time, facility, hardware, etc.),
- ***Main Competency 5: Personal Occupational Development***
 - Focusing and orienting yourself on participants' needs,
 - Taking advantage of life experiences in learning environment,
 - Defining and being aware of self learning needs,
 - Demonstrating self learning targets,
 - Being creative,
 - Being flexible,
 - Reflecting his/her professional role,
 - Evaluating self practices,
 - Having self confidence,
 - Devoting yourself to the occupational development,
 - Handling with criticism,
 - Seeing various perspectives.
- ***Main Competency 6: Stimulating Learning - Encouraging***
 - Motivating,
 - Giving inspiration, drawing inspiration,
- ***Main Competency 7: Analysis of the Learning Process***
 - Monitoring learning process,
 - Evaluating learning outputs,
 - Conducting regular evaluations regarding Learner / Teacher dialogues and development,
 - Evaluating learners' elementary level,
- ***Main Competency 8: Self-competency***
 - Maintaining emotional stability,
 - Being resistive against stress,
 - Analyzing learners' learning limits,

- Being sincere,
- Following a structured method,
- Being open-minded,
- **Main Competency 9: Learners' Support / Guidance**
 - Providing a secure learning atmosphere (without scaring learners)
 - Allowing learners to implement what they learned,
 - To be caring and polite,
 - Encouraging learners to take responsibility for future learning processes,
 - Being emphatic,
 - Encouraging mutual learning and cooperation among learners,
 - Supporting learners (individually),
 - Listening actively,
 - Being available and accessible for learners,
 - Evaluating learners' need,

When these competencies were examined carefully by the QF2TEACH project consortium, it was seen that relevant outputs demonstrated compliance with the pedagogical triangle. Pedagogical triangle describes main elements which need to be combined needed during the process. These are subject, learning facilitator and learner, respectively. According to these determinant characteristics, desired competencies determined in 9 categories in adult and continuous education were redesigned under main titles of specific content and teaching material, professional ego and development of this ego, and learner facilitator.

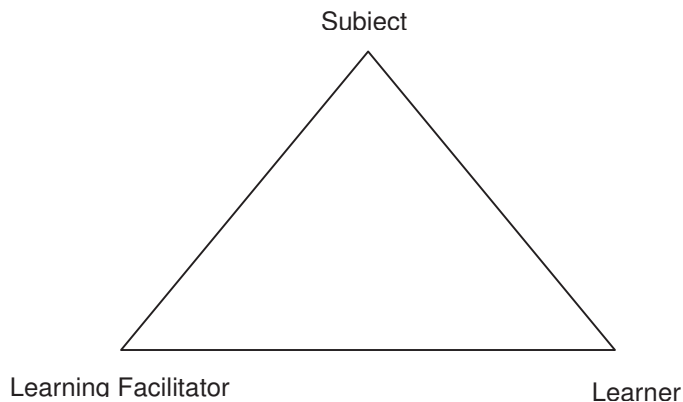


Figure 1. Pedagogical Triangle (Paschen, 1979)

Determined 9 main competency subjects were sorted based on the elements of this triangle as follow;

- **Professional Ego**

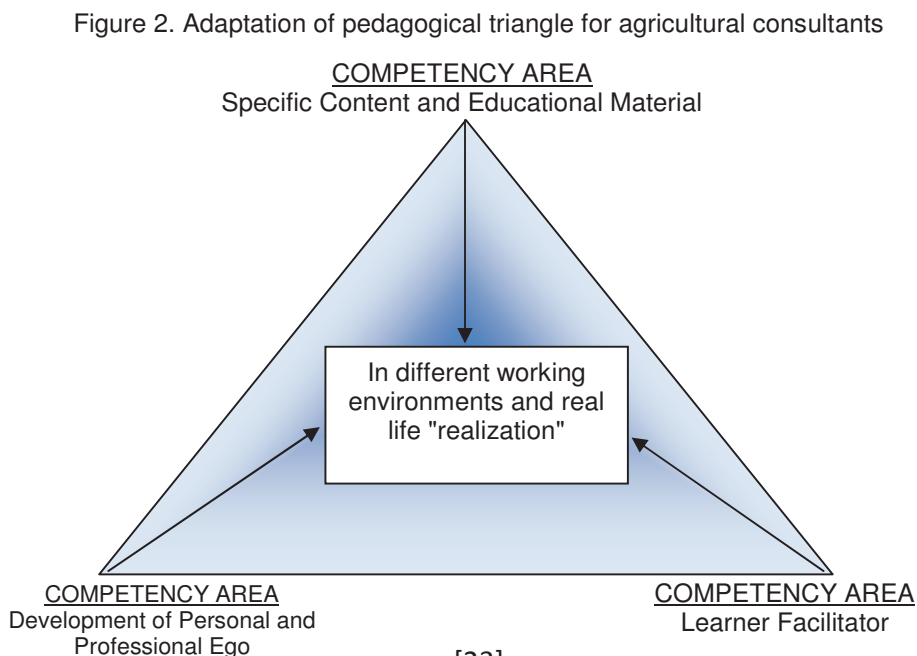
- Personal Competency (Main Competency 5)
- Personal Development (Main Competency 8)
- **Specific Content and Educative Material**
 - Knowledge about teaching subject and applied material (Main Competency 2)
 - Regulation of Learning (Main Competency 4)
 - Analysis of Learning Process (Main Competency 7)
- **Assistance to the Learners**
 - Motivating learners and encouraging them (Main Competency 6)
 - Supporting learners (Main Competency 3)
 - Caring about learners (Main Competency 9)
 - Group Management (Main Competency 1)

In pedagogical triangle, it can be seen as an analytical category. In real life, one of the duties of adult educators is to combine these three competency areas within social and working environments being as a *consultant*.

Therefore, addition of a separate title which covers all categories on to this triangle would be helpful;

In various work environments and in real life "Realization"

Therefore, the valid structure of the pedagogical triangle for agricultural consultants after its adaptation to the competency areas and addition of realization dimension will be as following:



5.2. Additional Competencies Determined in the ACID Project which are Required to be Added on Former Competencies

In the ACID Project, a survey study concerning current working conditions of agricultural consultants, consulting system efficiency, required education subjects, future expectations was conducted by the project team over relevant specialists, faculty members, consultants on field. In this study, survey respondents acknowledged the similarity between adult education and agricultural consultancy occupation in terms of “*qualification framework*”. However, according to the survey results and to the unity of applicable policies, it is required to add some competency groups specific to certain environments of the study area.

These competencies which need to be added are personal competencies generally specific for this area, agricultural extension/consultancy methodology, the EU mutual agriculture policy, need analysis studies, expert opinion and agriculture consultant; and they are gathered around their responsibilities in this framework.

Main competencies of agricultural advisors were defined based on the EU Farming Consultancy System, Adult trainer qualification catalogue, the outputs of CerOrganic project managed by our partner Mediterranean Agronomic Institute of Chania; and expert views, assessment and analysis conducted within the project .

Accordingly, additional competencies for each competency group are as follows:

A. Professional Self (Ego)

1) Personal Competence

- To be emotionally stable
- To be stress-resistant
- Analyze learning barriers of the farmer
- To be sincere and friendly welcome
- Proceed through a structured method
- To be open minded
- Ability to use empathic communication skills
- To be reliable
- To be humble
- To be able to apply the confidentiality principle of information of farmers
- Listening Skills
- To be neutral

2) Personal Development

- To orientate themselves for the needs of target groups/participants
- To make use of their own life experience within the extension / consultancy environment
- To recognize and manage their own learning needs
- To establish and manage their own learning goals
- To be creative
- To be flexible
- To reflect their own professional role
- To evaluate and manage their own practice
- To be self-assured
- To be committed to and manage their own professional development
- To cope with criticism
- To see different perspectives
- To define problems of farmers
- To use information sources efficiently
- To conduct presentation and narrative techniques
- To apply data collecting and analysis
- To execute individual and group working approaches
- Cogency
- To comply with the professional ethics

3) Adaptation to Work Environment

- Adaptability of different cultures
- Adaptability of different job environment (animal shelter, field, garden, greenhouse etc.)
- Be respectful to traditional rules

B. Specific Content and Educational Material

- 1) Knowledge about the subject to be taught and the Material to be used
 - Having specific knowledge for consultancy area
 - Applying subject-specific didactics in their field of

- Reorganizing the content
- Being capable of adapting and altering teaching content,
- Occupational safety,
- Climate change and environment,
- Knowledge on cross compliance requirements,
- Rural sociology,
- Knowing national and EU regulations in relation to specific working area
- Specific knowledge on Project Cycle Management
- Knowledge on Project management and fund raising
- Knowledge practices on Farmer Consultancy System

2) Arrangement of Learning

- Adjusting the learning opportunities to meet the needs of specific Farmer/target groups
- Planning the learning opportunities in accordance with the available resources (time, space, materials, etc.)
- Organizing extension program for farmers
- Grouping farmers according to extension objectives
- Knowledge on face to face extension methods
- Decision making process and its actors in rural areas
- Knowing rural sociology regarding working area
- Knowledge individual assesment tools

3) Analysis of Learning Processes

- Monitor extension and consultancy (learning) process
- Assess the extension/consultancy (learning) outputs
- Managing Farmers / Consultant dialogue and regular reporting related to development and assessments
- Assess the preliminary and development levels of farmers
- Making the necessary revisions of current extension program

C. Assistance for Learner/Farmers

1) Encourage and Motivate Learning

- To motivate

- To be inspired to inspire
 - To ensure the participation of farmers in decision-making
 - To define the most convenient extension method for the status of farmers
 - To use efficient visualization tools
 - Knowledge of human psychology
 - Knowledge on first aid
 - Knowledge on occupational health and safety
- 2) Supporting the Learning
- Support informal learning
 - Stimulate the active role of farmers
 - Have a broad repertoire of methods at their disposal
 - Make use of life experience of farmers during extension program
 - Apply alternative learning tools appropriate for target groups
 - Organize special meeting to characteristics of target group
 - Using training material appropriate for farmers
 - Providing Consultancy /Expert Network Data to Farmers
 - Consciousness of legislative regulation on profession
 - Cognition to computer programmes
- 3) Paying attention to the learners and Caring
- To create a safe learning atmosphere (not intimidating)
 - To enable farmers to apply what they have learned
 - To be attentive and polite
 - To encourage farmers to take over responsibility for their future learning processes
 - To be empathic
 - To encouraging collaborative learning and cooperation among farmers
 - To support farmers individually
 - To do active listening
 - To be available and accessible for farmers
 - To be able assess the needs of farmers

- In case it is required, act as a practitioner and lead farmers to the expert consultants
 - To create learning environment in farmer's condition
- 4) Group Management
- Open communication
 - To manage group dynamics
 - Conflict management and control of the group
 - Techniques for working with groups

According to the 5/2 article of the Regulation concerning Preparation of the National Occupational Standards, sufficiency levels concerning the occupations whose standard will be prepared are required to compromise to the “*European Sufficiency Framework in Life Long Learning (AYÇ)*” which was recognized by the European Parliament on April 23rd, 2008 and the sufficiency levels adopted by the European Union. There are eight sufficiency levels in the European Sufficiency Framework which is taken as reference point in level definitions. Each level is consisted of a combination of certain knowledge, talent and competency. These levels expanded in a wide range from the most basic learning level (level 1) to the top learning level (level 8).

As a tool to develop Life Long learning, AYÇ includes common and adult education, occupational education and learning beside higher education. Each level in this sorting includes a certain level of knowledge, talent and competency. In general, as level increases, expected level of knowledge, talent and competency increase proportionally. For instance, person at the sixth level is expected to have more knowledge, talent and competency than the one at the fifth level.

In the ACID project, both in Turkey and in Europe, it was decided to work at the 5th and 6th levels on the AYÇ since as part of the Farm Consulting System, agricultural consultants employed in the rural areas are usually graduated from colleges and faculties.

By using main descriptors of the AYÇ (appendix 1), an agriculture consultant sufficiency catalogue was tried to be prepared. A study was conducted by means of a specialist seminar and the results were discussed within a broader base.

6. COMPETENCES CATALOGUE OF AGRICULTURAL CONSULTANT

Tasks, Process and Success Measures

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATIONS
A	Performs Agricultural Extension and Consultancy Activities	A.1	Conducting Analysis of the Current Situation of Farmers	A.1.1	Knows agricultural extension application process
				A.1.2	Makes the situation analyses of affiliation
				A.1.3	Prepares situation analyse plan related to the field study
				A.1.4	Configures the situation analyse program towards field of study
				A.1.5	Knows and uses the first sources during the data acquisition for the situation analyses regarding the field of study
				A.1.6	Knows and uses the secondary sources during the data acquisition for the situation analyses regarding the field of study
				A.1.7	Identifies areas of analyses for agricultural extension and consultancy

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
A	Performs Agricultural Extension and Consultancy Activities	A.2	Preparation of Agricultural Extension and Consultancy Program	A.2.1	Apply the principles of total quality management in the workplace
				A.2.2	Makes strategic planning
				A.2.3	Makes the situation analysis regarding on extention program
				A.2.4	Conducts problem analysis with the use of different methods
				A.2.5	Makes objective analysis, stakeholder analysis, and strategy analysis
				A.2.6	Identify the general and specific objectives of extention program
				A.2.7	Determines the start and end date of activities to be implemented to realize the objectives
				A.2.8	Determines the extention methods to realize the objectives
				A.2.9	Determines program monitoring and evaluation criteria
				A.2.10	Completes extention and consultancy forms
				A.2.11	Makes required revisions as the years in the extention forms

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
A	Performs Agricultural Extension and Consultancy Activities	A.3	Application of Self Extension and Consultancy Methods	A.3.1	Applies the self broadcasting methods based on the characteristics of the target group
				A.3.2	Applies the self broadcasting methods relevant to the formats
				A.3.3	Applies the self broadcasting methods relevant to the functions broadcasting
				A.3.4	Knows the type of interviews with farmers and implements
				A.3.5	Knows and implements the interview stages with farmers
				A.3.6	Knows the questioning techniques in interviews with farmers and implements
				A.3.7	Makes active listening in the interviews with farmers and makes observations
				A.3.8	Prepares interviews with farmers and applies

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
A	Performs Agricultural Extention and Consultancy Activities	A.4	Application of Group Extenton and Consultancy Methods	A.4.1	Knows and implements the meetings will be organized in the extension and consultancy practices , target audience, method of application
				A.4.2	Knows and applies the topic selection , selection of trainees and place of the trainings in farmers trainings programs
				A.4.3	Conducts panels and seminars
				A.4.4	Determines the type of demonstration according to the needs of the target group
				A.4.5	For demonstration of the methods; knows the subject, audience, place, time, instruments selection, completes the preliminary preperation and effectively implements
				A.4.6	For the demonstrations of results; knows the planning , selection of farmers, record keeping , monitoring rules, conducts the demonstration, evaluates the results and announces to target audience.
				A.4.7	Works together with researchers at trials established in the farmers conditions
				A.4.8	For the field days ; knows the content identification, selection of participants, rules relevant to selection of business, conducts and evaluates the field day, and announces to target audience
				A.4.9	Applies the farmer trips
				A.4.10	Organizes agricultural exhibitions
				A.4.11	Organizes encouragement competetions (product)
				A.4.12	Organizes encouragement competetions (knowledge)
				A.4.13	Organizes encouragement competetions (application)

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
A	Performs Agricultural Extension and Consultancy Activities	A.5	Application of Mass Extension and Consultancy Methods	A.5.1	Designs printed publications
				A.5.2	Knows elements of printed publications and places to the text
				A.5.3	Prepares news for newspapers and newsetters
				A.5.4	Prepares the circular letter, leaflets (brochures), banner-poster
				A.5.5	Follows topics on local and nations publications
				A.5.6	Prepares programs for local television and radios
				A.5.7	Follows topics on internet broadcastings
				A.5.8	Uses internet for agricultural extension and broadcasting activities

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
A	Performs Agricultural Extension and Consultancy Activities	A.6	Selection of Appropriate Methods for Agricultural Extension and Consultancy Activities	A.6.1	Compares individual, group and mass broadcasting methods according to the target group
				A.6.2	Knows the adaptation processes for method selection
				A.6.3	Selects the Method of Teaching
				A.6.4	Knows the effect levels of broadcasting method selected as appropriate the the purpose

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
B	Impelementing the Lifelong Learning / Teaching Techniques	B.1	Applicaion of Adult Educaition Techniques	B.1.1	Identifes and knows the adult
				B.1.2	Knows the pedagogy and andragogy definitions and differences
				B.1.3	Applies adult learning features
				B.1.4	Knows and applies principles of adult learning
				B.1.5	Knows and applies the basic learning theory in adult education
				B.1.6	Knows and applies the adult educators characteristics
				B.1.7	Eliminates barriers in adult learning
				B.1.8	Knows adult education methods
				B.1.9	Creates a favorable environment for learning
				B.1.10	Determines the appropriate objectives in adult education
				B.1.11	Identifies and determines training content and layouts
				B.1.12	Assesses training program

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
B	Impelementing the Lifelong Learning / Teaching Techniques	B.2	Application of Effective Communication and Effective Body Language Techniques	B.2.1	Knows and applies the effective communication theories
				B.2.2	Knows and applies the factors affecting the communications
				B.2.3	Knows the basic elements of communication process
				B.2.4	Knows the contacts methods
				B.2.5	Knows and combats with the effective communication barriers
				B.2.6	Knows and applies the methods facilitating the communication
				B.2.7	Knows and applies the importance of first impressions in body language
				B.2.8	Knows the effects of body language and effectively uses the elements of body language
				B.2.9	Consciously uses the gestures and facial expressions which are the elements of body language
				B.2.10	Effectively uses the distance and location which are the element of body language
				B.2.11	Effectively uses the active living schemes which is an element of body language
				B.2.12	Effectively uses the elements of body language, clothes, makeup and accessories

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
B	Impelementing the Lifelong Learning / Teaching Techniques	B.3	Application of Motivation Techniques	B.3.1	Knows and applies motivation theories
				B.3.2	Knows the expectations of rewarding and ensures the reward justice
				B.3.3	Knows and applies the factors have positive effect on the motivation in adult education
				B.3.4	Knows the motivation distorting effects and produces solutions

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
B	Impelementing the Lifelong Learning / Teaching Techniques	B.4	Coping with Stress, Implementing the Dispute and Conflict Management Techniques	B.4.1	Knows and applies the conflict approaches
				B.4.2	Knows and applies conflict and conflict management
				B.4.3	Applies individual conflict management
				B.4.4	Implements organizational conflict management
				B.4.5	Applies conflict management communication techniques
				B.4.6	Knows the causes of stress and stress levels
				B.4.7	Knows the relationships between stress and personality and improves the study strategies
				B.4.8	Knows stress symptoms and effects and improves study strategies
				B.4.9	Knows the stress sources in business life and applies coping strategies

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
B	Impelementing the Lifelong Learning / Teaching Techniques	B.5	Implementing the Methods for Working with Groups	B.5.1	Known the group concept and importance of working with groups and works with groups
				B.5.2	Works wth large group, participates and attends to the congress, council, panel, symposium and seminar
				B.5.3	Participate to the moderation practices with small groups
				B.5.4	Makes moderation in related moderation sessions
				B.5.5	Knows the group processes and disruptions and produces solutions
				B.5.6	Knows and implements moderation methods (idea generation , decision making, problem analysis techniques and action plan development)
				B.5.7	Knows and apply visualization in moderation

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
B	Impelementing the Lifelong Learning / Teaching Techniques	B.6	The Use of Presentation and Speech Methods	B.6.1	Knows and copes with the difficulties in delivering speech
				B.6.2	Prepare an effective presentation (preparation, planning, information types , presentation objectives, target audience , location , time, support tools and planning)
				B.6.3	Makes an effective opening to the presentation
				B.6.4	Keeps talking in the presentations with suuportive elements
				B.6.5	Closes the presentation effectively
				B.6.6	Uses the body language during the presentation uses
				B.6.7	Uses effective of voice during the presentation
				B.6.8	Answers the questions with the appropriate responses
				B.6.9	Copes with difficult participants
				B.6.10	Prepares a presentation on digital media

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
C	Implementation of Different Agricultural Extension and Counseling Applications	C.1	Concepts and Philosophy of Agricultural Extension and Consultancy	C.1.1	Knows agricultural extension and consultancy development process
				C.1.2	Knows the definition and functions of agricultural extension / consultancy concepts and publisher / consultant
				C.1.3	Knows and compares the agricultural extension/ consultancy approaches
				C.1.4	Improves standpoints on the future of agricultural extension / consultancy
				C.1.5	Familiarity with new extension roles (facilitation and brokerage)

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
C	Implementation of Different Agricultural Extension and Counseling Applications	C.2	Agricultural Extension and Consultancy Practices in the Countries of European Union and World	C.2.1	Agricultural extension and consultancy practices in Turkey
				C.2.2	Agricultural extension and consultancy practices in Australia
				C.2.3	Agricultural extension and consultancy practices in Spain
				C.2.4	Agricultural extension and consultancy practices in Greece
				C.2.5	Agricultural extension and consultancy practices in United states of america
				C.2.6	Agricultural extension and consultancy practices in Denmark
				C.2.7	Agricultural extension and consultancy practices in Germany

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
C	Implementation of Different Agricultural Extension and Counseling Applications	C.3	Farm Consultancy System FAS applications	C.3.1	Know consultant's role in European Farm Consultancy System (FAS)
				C.3.2	Knows the legal basis and the necessity of FAS
				C.3.3	Knows the functioning of the FAS system in different countries
				C.3.4	Knows the management and support of FAS
				C.3.5	Creates vision related to the future of FAS

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
D	Implementing the Diffusion Process of Innovations in Rural Areas	D.1	Has knowledge of Rural Sociology	D.1.1	Knows and compares the sociology and rural sociology
				D.1.2	Knows the differences distinctive for rural and urban
				D.1.3	Knows sociological stratification and social mobility
				D.1.4	Knows socio- psychological differences separates the city from the village and improves behavior
				D.1.5	Knows legal and administrative differences separation from the village to the city and shapes the applications
				D.1.6	Knows the effects of social change in rural areas
				D.1.7	Knows the settlement schemes in rural areas
				D.1.8	Knows land use system in rural areas
				D.1.9	Knows decision-making actors and decision-making process in rural areas

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
D	Implementing the Diffusion Process of Innovations in Rural Areas	D.2	Implement the Innovation Diffusion Process	D.2.1	Knows and applies agricultural innovations
				D.2.2	Knows and applies innovation and innovation adoption groups
				D.2.3	Knows and recognizes the leader types in regard to agricultural extension and used the information during the extension
				D.2.4	Knows and applies the process of innovation development
				D.2.5	Knows innovation adoption process and uses in extension practices
				D.2.6	Knows characteristics of innovations used in extension and consultancy
				D.2.7	Knows the publisher 's role in innovation dissemination process and applies his role

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
E	Providing the Utilization of Farmers from Agricultural Projects	E.1	Using National and International Fund Resources	E.1.1	Providing utilization of farmers from agricultural projects
				E.1.2	Ensures the farmers to utilize the national funds
				E.1.3	Ensures the farmers to utilize the international funds
				E.1.4	Ensures the farmers to utilize the fas supports
				E.1.5	Guides farmers using agricultural loans
				E.1.6	Investigates the guidelines of funds and determines the related funds

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
E	Providing the Utilization of Farmers from Agricultural Projects	E.2	Applicatin of Project Cycle Management	E.2.1	Improves project idea
				E.2.2	Implements the analysis of project idea (problems, goals, stakeholder and strategy analysis)
				E.2.3	Knows the logical framework approach and completes the mçm
				E.2.4	Creates the general and specific objectives of the project
				E.2.5	Creates the activities and makes the action plan
				E.2.6	Determines prerequisites, assumptions and risks
				E.2.7	Generates results
				E.2.8	Generates indicators
				E.2.9	Identify the sources of verification
				E.2.10	Fills the project application form
				E.2.11	Creates project budget and fills the related forms
				E.2.12	Repares a business plan appropriate to the subject
				E.2.13	Performs project management

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
E	Providing the Utilization of Farmers from Agricultural Projects	E.3	Evaluation and Monitoring of Programs and Projects	E.3.1	Compare traditionally monitoring evaluation with the result oriented monitoring and evaluation
				E.3.2	Knows the difference between monitoring and evaluation
				E.3.3	Determines indicators related to references
				E.3.4	Identifies references related to sources of verification
				E.3.5	Monitors the activities of the project according to gant scheme
				E.3.6	Documents the validation resources
				E.3.7	Monitors consulting activities and program effectiveness
				E.3.8	Evaluates the data collected in line with indicators
				E.3.9	Makes needed revision in the extention program stated in the evaluation

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
F	Implementing Legislation	F.1	Application of General Regulations Related to Agriculture	F.1.1	Knows and Applies the Law Implications of Agriculture
				F.1.2	Knows the Organization Law of Food, Agriculture and Livestock Ministry
				F.1.3	Knows and Applies the Legislation of Agricultural Organization
				F.1.4	Knows the Support Legislation of Ministry of Food, Agriculture and Livestock and Ensures the farms to be benefited
				F.1.5	Knows Strategic Action Plan of Ministry of Agriculture and Evaluates when creating Extension Program

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
F	Implementing Legislation	F.2	Implementing Legislation Related to Agricultural Extension and Consultancy	F.2.1	Knows and Practices the Regulation of Agricultural Extension and Consultancy Applications
				F.2.2	Knows and Applies Legislations Related to Agricultural Extension and Consultancy Working Procedures and Principles
				F.2.3	Knows and Applies Agricultural Extension and Consultancy Support Applications
				F.2.4	Knows the Instructions Related to Agricultural Extension and Consultancy Applications

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
F	Implementing Legislation	F.3	Implementing the Agriculture-Related Legislation of the European Union	F.3.1	Knows good agricultural and environmental exercise requirements and also knows the background of this
				F.3.2	Climate change and environment
				F.3.3	Animal welfare
				F.3.4	Ensuring the minimum plant nutrition and pesticide use
				F.3.5	Providing necessary consultancy services for the farms in order to become more competitive position in the marketplace

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
G	Implements the Workplace Health and Safety measures	G.1	Implements First Aid Measures	G.1.1	Gets first aid measures in snake bites
				G.1.2	Gets first aid measures in animal bites
				G.1.3	Gets first aid measures in drug intoxication
				G.1.4	Takes first aid measures in heavy equipment accident
				G.1.5	Takes first aid measures in traffic accident
				G.1.6	Gets first aid measures in bee stings and insect bites
				G.1.7	Gets the first aid measures in the sun czar and sun burn
				G.1.8	Gets first aid measures in choking
				G.1.9	Gets first aid measures in fall
				G.1.10	Takes first aid measures in barns and folds
				G.1.11	Food poisoning first aid

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	DESCRIPTION
G	Implements the Workplace Health and Safety measures	G.2	Implements Safety Measures in Agriculture	G.2.1	Implements safety measures in the use of work equipment
				G.2.2	Implements safety measures in the agricultural implements
				G.2.3	Implements safety measures in the storage of chemical fertilizer and pesticides
				G.2.4	Implements safety measures in the barn transactions
				G.2.5	Implements safety measures in the public fieldworks
				G.2.6	Implements safety measures in the fruit harvest
				G.2.7	Implements safety measures in the feeding operations and bee care activities
				G.2.8	Applies safety measures in fruit grafting and pruning activities

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
H	Participating and Managing the Professional Development Activities	H.1	Identifies Training Needs of himself, his Colleagues and Employees in Technical and Support Services	H.1.1	Determines the training needs of himself and other employees, subject and content in the framework of daily experiences and observations.
				H.1.2	Reports the needs identified to the relevant authorities and demands education to include within the in-service Training Program

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
H	Participating and Managing the Professional Development Activities	H.2	Participating in Training Activities	H.2.1	Participate in trainings
				H.2.2	Ensures the participating of employees to the trainings
				H.2.3	Ensures sharing the acquired information and documents with employees using verbal and written reports
				H.2.4	Ensures the archiving the documents of trainings

TASKS		PROCESSES		SUCCESS MEASURES	
CODE	NAME	CODE	NAME	CODE	EXPLANATION
H	Participating and Managing the Professional Development Activities	H.3	Following the Developments in Technology and Innovation in the Field of Study	H.3.1	Follows trade fairs, exhibitions, writing visual media, magazines, internet resources and activities related to occupation and industry
				H.3.2	Requests the participation for fairs, congresses, seminars and training stating the rationale and contents
				H.3.3	Participates in approved activities.
				H.3.4	Shares the documents and information with other colleagues regarding the activities participated

7. EQUIPMENT AND TOOLS USED BY AGRICULTURAL CONSULTANT

- Computers and equipments
- Fax
- Camera
- Copier

- Means of communication (telephone, tele-conferencing systems, radios)
- Office and stationery supplies
- Projection equipment
- Dissemination/Promotional materials
- Scanner
- Video camera
- Board
- Printer
- Technical Equipments required by the Profession (Pruning and Budding Equipments, Soil Sampling Tools, Soil Analysis Kit, Stethoscope etc.)

LITERATURE

Conole, G., Dyke, M., Oliver, M. ve Seale, J., 2004. Mapping pedagogy and tools for effective learning design. Computers and Education. August-September, 17-33.

Mayes, T. ve De Freitas, S., 2004. Review of e-learning frameworks, models and theories. JISC e-learning models.

APPENDIX 1- EUROPEAN OCCUPATIONAL COMPETENCIES FRAMEWORK

According to the 5/2nd Article of the Regulation Concerning the Preparation of the National Occupational Standards, sufficiency levels for the occupations whose standards will be set must be appropriate to the sufficiency levels adopted by the European Union, and to the “*European Sufficiency Framework in Life Long Learning (LLL/AYÇ)*” which was recognized by the European Parliament and Council on April 23rd, 2008.

There are eight sufficiency levels in European Qualification Framework (EQF) which was taken as a reference in level descriptions. Each level is consisted of combination of certain level of knowledge, talent and competency. These levels range in an extensive area between most basic level (level 1) and the highest learning level (level 8). AYÇ includes general and adult education, occupational education and learning as tools to develop Life Long Learning in addition to higher education.

Each level within this range contains certain level of knowledge, skills and competency. In general, as the level increases, expected level of knowledge, talent and competency increase as well; for instance, it is expected that a consultant at the sixth level has more knowledge, talent and competency compared to the other one at the fifth level.

Reference Levels of the European Qualifications Framework (EQF/ AYÇ)

Knowledge: This is described as phenomenon, principles, processes and general concepts regarding a certain work area (hypothetical and/or realistic knowledge).

Skills: This is described as cognitive (logical, heuristic and creative thinking) and practical talents (usage of handcraft and method, material, tool and equipments) to be able to perform at a certain subject or duty.

Competency: This is described via its relevance with “*autonomy and responsibility*”.

LEVEL	LEVEL DESCRIPTOR		
	KNOWLEDGE	SKILLS	COMPETENCY
8. level	A worker has the highest level of knowledge concerning an area and interaction among areas.	A Worker has most advanced and specialist talent and technique including synthesis and evaluation required to re-define current knowledge or to extend professional application to solve significant problems during innovation and/or research process.	A worker presents high level of authority, innovation, autonomy, academic and professional integrity; and maintains continued dependency to development of research, new idea and processes.

7. level	<p>A worker has highly professionalized knowledge which constitute foundation for unique thinking and/or making research and which comes to forefront in a certain area.</p> <p>A worker has serious level of awareness toward knowledge regarding certain area and interaction among different areas.</p>	<p>A worker has specialized problem solution talents required for research and/or innovation activities conducted to unify information in different areas, and to develop knowledge and methods.</p>	<p>A worker manages and amends work activities which require unforeseen, complex and new strategic approaches.</p> <p>A worker takes responsibility in processes where working groups contribute professional knowledge and applications, and/or in evaluation of their strategically performances.</p>
6. level	<p>A worker has advance level of knowledge which includes comprehension of theories and principles in a certain area based on a critical approach.</p>	<p>A worker has advanced level of talents which demonstrate mastership and innovation to solve complex and unforeseen problems in an area that requires specialty.</p>	<p>A worker manages complex technique or professional activity or projects; and takes responsibility to make decision in unforeseen work activities; and also takes responsibility in management of professional development of individuals and groups.</p>

5. level	A worker has extensive, practical and theoretical knowledge which requires specialization; and is aware of regarding limits of foundation of knowledge.	A worker has series of comprehensive cognitive and practical talents required to develop creative solutions for abstract problems.	A worker manages and audits work activities where unforeseen changes occur. Evaluate and develop his/her and others performance.
4. level	A worker has extensive, practical and theoretical knowledge within a specific area.	A worker has a series of cognitive and practical talents required to create solutions for specific problems in an area.	When a worker mostly performs a predictable work which yet subject to change, he/she self-command. He/she takes certain level of responsibility to evaluate and develop work activities, and audits others' routine works.
3. level	A worker has knowledge concerning phenomenon, principles, processes and general concepts in a specific area.	A worker has a series of cognitive and practical talents required to solve problems and to fulfill duties by selecting and applying basic methods, tools, materials and knowledge.	A worker takes responsibility concerning fulfillment of duties and adjusts his/her attitudes to the environment during the solution of problems.
2. level	A worker has basic practical knowledge in a certain area.	A worker has basic practical and cognitive talents required to solve routine problems and to fulfill duties by using simple rules and tools.	A work is done under monitoring with limited autonomy.
1. level	A worker has basic general knowledge.	A worker has required basic talents to fulfill simple duties.	The work is carried out under direct monitoring and in a way it is described with certain rules.



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