

## Narrowing the gap between labour market and educational system in the agricultural sector

This proposal deals with a development project with funding from the Danish VELUX Foundation.

The VELUX Foundation supports i.a.:

- Integration into the labor market – for example, transition programs between school and businesses, retraining- and entrepreneur courses, smaller local technical colleges, agriculture development centers or the like.
- Development and reform of the social and welfare system – for example, establishment of model institutions, improvement of schools, upgrading teachers and social workers qualifications, establishment of scholarships and training of future resource persons etc.

The overall idea with this project is to establish partnerships between Polish, Slovakian, and Danish vocational colleges with the aim of strengthening a long-term development of schools, where focus is on the development of course opportunities and qualification of teachers that matches the needs of the local labor market.

Professionally, the focus of the project is vocational training programs within the field of agriculture.

In Denmark, there is a long and strong tradition for Agricultural educations to coordinate their educations in cooperation with the different groups of interest that employs the graduates. Many schools organize the year with meeting f.x. unions, producers of machinery, local government to make their educations as up to date as possible. We propose this project to learn from other educational systems and to show how we do it in Denmark.

The project will last for approximately 3 years.

### **The purpose of the project**

The overall purpose of the project is to offer development support to collaborating partner schools, with the aim of supporting the schools in playing an active role in the development of their own local area. The support will build on the experiences from the Danish vocational education system as a starting point.

The primary focus is to offer companies and future students a relevant education that matches the commercial development and employment opportunities.

With reference to this overall purpose, the following subsidiary aims for the project are as follows:

Re item 1, which relates to the development of the schools basic operation

- Firstly, to support the partner schools in constantly being able to meet the current level of qualifications within the agricultural sector, and especially through an intensified collaboration with the local agricultural organizations.
- Secondly, to support the partner schools in relation to working with a search for businesses where training programs are "sold", and where new inspiration is brought to the schools continued development.
- Thirdly, to support the partner schools in the development of new training programs.
- Lastly, to support the partner schools in on-going vocational skill development of teachers and consultants.

Re item 2, which relates to the group of students

- Firstly, to support the teachers from the partner schools in clarifying and guiding the young people - with the aim of motivating them to get a qualifying education within the agricultural area.
- Secondly, to support the partner schools in actively taking part of the development of their local community - for example, by offering training programs to young people in rural and remote areas. This should take place in close collaboration with the public authorities, interest groups and especially the local farms that can become training places for the young people.

### **Value for you as a partner school**

As a partner school, you will expectedly benefit from the project in the following ways:

- Development of new training programs, which also prospectively matches the need for competences with the local agriculture. This will be both vocational programs and programs with a more general formative content.
- Skill development of teachers in relation to being able to clarify and guide young people (and adults with limited education) in their choice of starting and completing a qualifying training programs in the field of agriculture.

- Development of new didactical methods, which are particularly important in relations to teaching young people (and adults with limited education) whom do not have optimal conditions to complete a qualifying training program.
- Development of local cooperation models (public administration, businesses, organizations and schools) where education is thought of as a strategic resource in relations to an active and local business- and occupational development.

### Project plan

Activity	Target group; partner schools	Output	Long-term effect
Clarification of needs for development and qualification with the partner schools. Teachers and consultants from ZBC map out customs at the partner schools.	Teachers and consultants	Prioritization of the themes and overall activities of the project.	Strategy for, at least, the next 5 years development of the partner schools, within the prioritized themes and activities of the project.
Final formation of contract between partner schools and ZBC; including drawing up a detailed project design through joint seminar.	Management group	Plan for completion of the whole project.	Points to pay attention to in relations to the long-term anchoring of the project with the partnering schools (implementation).

<p>Teachers and consultants from ZBC draw up ideas for a value chain where the project's primary focus areas are connected: New training concepts, new didactics, new outreach work to get in touch with businesses, and a new effort in relations to reaching young people in the local areas of the partner schools.</p>	<p>Management group, teachers and consultants</p>	<p>Description of the correlation between the different focus areas of the project and how they interact and create synergy</p>	<p>Clarification of the completed strategy within a 2 to 3 year aim.</p>
<p>Teachers and consultants from ZBC and the partner schools jointly develop new training concepts.</p>	<p>Teachers and consultants</p>	<p>New training programs are offered within the prioritized subject areas.</p>	<p>Educational opportunities in accordance with the need of competencies for the local labor market.</p>
<p>Teachers and consultants from the partner schools participate in qualification courses at ZBC. At first, a course is completed through 3 modules. (a) the outreach work towards local businesses; (b) the technical content of the newly developed training opportunities – and (c) clarification,</p>	<p>Teachers and consultants</p>	<p>Competences required as a prerequisite with the teachers and consultants in relations to realizing the goals of the project.</p>	<p>Enhanced competency readiness in order to secure the development of the partner schools in the long term.</p>

<p>guiding and teaching of the young people.</p>			
<p>Teachers and consultants from ZBC supervise colleagues from the partner schools in the practical roll-out of partly the new training opportunities, and partly the newly acquired competencies. In the light of the accomplished experiences with practice, the training opportunities are adjusted and the teachers/consultants will be coached determinedly.</p>	<p>Teachers and consultants</p>	<p>Implementation/anchoring of the developed training opportunities and teaching methods, so that they, when looking forward, will become fundamental for the practice of the partnering schools</p>	<p>The exemplary experiences from the project (action learning) are used by the partner schools to continuously develop their own practice.</p>
<p>Evaluation and dissemination of the project results.</p>	<p>Management, teachers and consultants.</p>	<p>Specific recommendations in relations to a continuously anchoring of the already accomplished results of the project, and in relations to the need for possibly starting up</p>	<p>Development plan for the first 2 years after the project's completion.</p>

		additional development activities.	
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