

Gefördert durch:



aufgrund eines Beschlusses
des Deutschen Bundestages



**Vocational education for agrarian professions, current challenges
and public demand.
Project activities (agrarian education in colleges, FABU)**

**APD Summer School 2018“
Agroosvita, Smilianska St. 11, Kiew, 24. September 2018
Hans Georg Hassenpflug, Project Leader**

Project consortium



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- Current challenges and public demand
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Current agricultural conditions of employment

Background for qualification

**Technicalization,
Structural Change**

**Market
Orientation**

**Entrepreneurial
Orientation**

Professionalization

**Social
Expectations**

**Qualified
juniors wanted**

Agricultural labor market

Target groups

- **Un- / Semiskilled**
- **Trainers/Specialists**
incl. Trained Employees
- **Qualified Managers**
- **Farm Owner, Farm Manager**
- **Service, Science**
incl. Consulting, Teaching, Administration
- **Multipliers**
incl. Media Politics

Decrease Demand

Rising in Demand

Actual Rising Demand

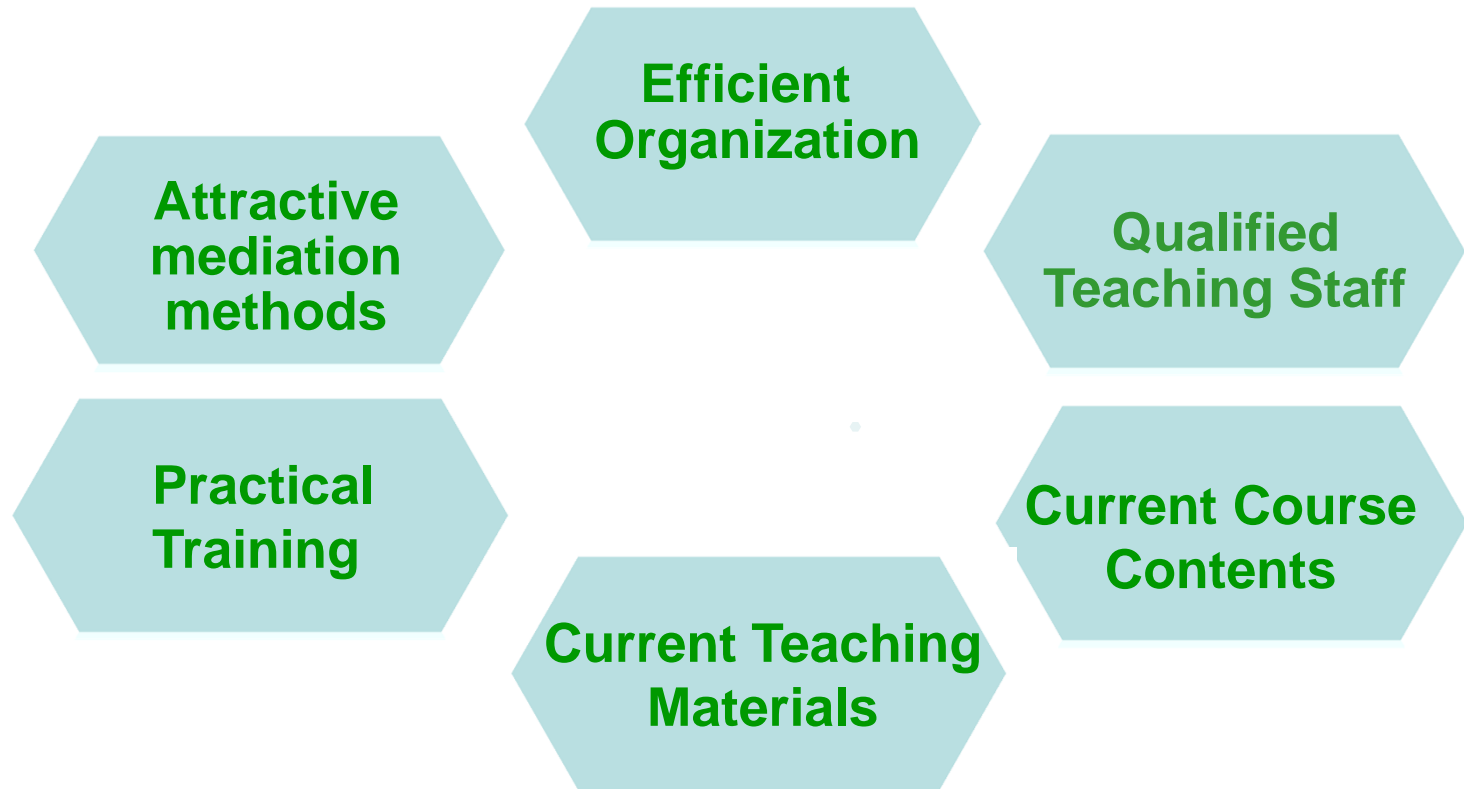
Medium Stable Demand

Actual Rising Demand

Rising Demand



Expectations of practice in vocational education



Vocational education = **Mediation** of Competences

Professional Competences

- > **Production + Technology**
- > **Business Management**
- > **Markets + Marketing**
- > **Laws, Taxation**

+

Methodical Competences

- > **Planning + Organization**
- > **Projectmanagement**
- > **Networking**
- > **Controlling**

+

Personally- social Competences

- > **Communication**
- > **Cooperation/
Teamwork**
- > **Motivation/Leadership**
- > **Conflict Management**

Aim: **Professional / personal ability to act**
(self-responsible, independent)

Dual system of vocational training

Place of Learning: Farm

- Practical Use
- Reality/True Situation
- Contact to Colleagues
- Customer Contact
- Compensation/Payment

Place of Learning: School

- Theoretical Deepening
- Systematization of the Learning Material
- Contact/Exchange with other Trainees
- Basic Knowledge

The business / enterprise decides what is important for the professional field, for the company. The trainee smoothly follows changes in the world of work. The basic knowledge enables the responsible participation in the society.

Strengthen of the Dual Education

- The dual education ideally combines theoretical knowledge and professional practice.
- It links education directly with professional experience.
- It conveys everyday knowledge with comprehensive occupational action and problem-solving skills.
- Their unique selling proposition is the professional ability at the end of the training. This facilitates makes the transition from education to real working life easy.
- And - this too is very important: it conveys normative orientations like Teamwork, common problem-solving etc.

Strengthen of the Dual Education

- Targeted participation in the world of work
- Coordinated learning concept across all learning venues school, farm and inter-company training center
- Learning professional, methodical and social skills
- Training in optimal learning environment – educated specialists also on the farms
- Uniform framework of action involving business, the state (schools) and trade unions

Dual Education

International accepted training principle

▶ **High self-responsibility of the companies**

> Content, quality of implementation, labor and social standards, etc.

▶ **Binding rules**

> Curricula, Professional + operational qualification

> Social Standards / Safety / Health

▶ **Cooperation of the "learning places"**

> Farm, School, Betriebe, inter-company training etc.

> Regional Networking

▶ **Practical, actual, flexible implementation**

> Free space for individual company implementation

▶ **Adaptation to demographic developments**

> Attitude to new target groups

Agricultural colleges and Universities

Continuing trend towards academic education

- ▶ **Demand for academically qualified specialists / managers**
 - > Science, teaching, consulting, administration, services, industry, politics, etc.
 - > Specialists/Managers for the farms (?)
- ▶ **Practical relevance of academic education sufficient?**
- ▶ **Implementation of the claim "professional qualification" ...**
 - > Practical experience, soft skills, etc.
- ▶ **Impact on "practical" qualification**
 - > Is vocational training and education soon in the defensive?
- ▶ **More transparency of College and University education**
 - > incl. international comparability

Key data

- title: „Promotion of vocational training at agricultural colleges in Ukraine “
- political projectpartner: Federal Ministry for Agriculture and Food
Ukrainian Ministry for Education and Science (MBW)
Ukrainian Ministry for Agrarian Policy and Food (MAPE)
- budget: 3.024.008,00 € net/ 3.598.569,52 € total incl. tax
- period of realisation: 15. August 2017 bis 31. July 2021 (maximal)
- project implementation:
 - ADT Project Consulting GmbH
 - University of Economy and Environment Nürtingen-Geislingen
 - Company for project and process management in agriculture

Project aim

Methods and contents of the practical training at agricultural colleges are improved and adapted to international standards and used by the participants as well as continuously developed.



Key facts about the project

Project duration

3 years plus optionally 1 year prolongation

8 – 12/2017

Kick-off,
Study and
Planning Phase,
Preparation of the
measures

2018

2019

07-2020

07-2021

Implementation of important components

- Procurement of technical equipment, implementation of investments -----
- Agroosvita -----
- Colleges -----
- Revision of curricula and training plans -----
- Qualification, further education of specialists and teachers -----
- Internships in Germany -----
- Study Visit to Germany -----
- Networking with educational institutions in D -----



Integrated target groups

- **Scientific and methodical centre Agroosvita**
- **Agricultural colleges and their lecturers**
(especially of 4 selected colleges in Glukhiv, Illintsi, Myrohoschanskyi, Lipkovativka)
- **Students of the colleges**
- **Agricultural enterprises**
(focus on young professionals for the growing family farms and employees of large-scaled enterprises)

Locations of the four pilot colleges



1. Glukhiv, 2. Illintsi, 3. Myrohoschanskyi, 4. Lipkovativka

Planned project results (content)

1. **Training standards and curricula** should be improved, lecturers should be trained in specific subject areas and practice-oriented teaching methods should be introduced.
1. **The agricultural training system** at agricultural colleges is improved in specific areas and the continuous development of the system should be initiated and implemented.
1. **Cooperations and exchange programs** should be established and continue to exist over the project duration.
1. **Experiences on selected topics** in the field of agricultural training should be provided in Germany and / or other EU countries.



Action fields

- Revision of educational standards (contents and methods)
- Revision of teaching and learning methods
- Integration of internships or training periods on the companies in the training
- Improvement of new technical equipment of Agroosvita and the 4 pilot colleges
- Qualification, advanced training of specialists and teachers in the colleges and on selected companies
- Cooperation Farms/Companies and Colleges

Target Groups

- **Science Methodology Center AGROOSVITA and its staff**
- **Agricultural colleges and their teachers**
(especially from the 4 selected colleges Glukhiv, Illintsi, Myrohoschanskyi, Lipkovativka)
- **Students of the 4 Pilotcolleges**
- **Agricultural Farms/Holdings**
(Focus on junior staff for growing family farms and employees of large companies/holdings)

Content focus

The project focuses on the specializations:

- **Plant Production**
- **Animal Production**
- **Veterinary Medicine**
- **Agricultural Engineering and**
- **Electrical Engineering**

Personnel concept

- **German project leader** - Hans Georg Hassenpflug
- **National long term expert (deputy project leader) –**
Dr. Andriy Getya
- **Project assistant** - Olga Luchynska
- **More than 50 German and Ukrainian short-term experts / trainers on different topics**
- **Interpreters** as needed

Project office – AGROOSVITA, Kiew, Smiljanska vul. 11

Elements of the baseline study

- Analysis of current reports and planning documents on the situation and development of vocational education in the Ukrainian agricultural sector
- Presentation of the current training system in the agricultural sector and the key players
- Analysis of the curricula, training materials, courses, processes, control mechanisms, examination system etc.
- Determination of available resources (quantitative and qualitative assessment)
- Conducting an initial survey
 - Lecturers of the colleges
 - Students of the colleges
 - Potential employers (agricultural businesses)

Results

Colleges

- High importance for the specialists supply of the agricultural sector
- Integration into a multi-level training system
- Permeability of the training system is exemplary
- High regional reputation
- Deficits in the equipment with modern visual, teaching and exercise materials
- A total of 107 facilities, sometimes with fewer than 500 attendance students

Results

Lecturers - Teachers

- High motivation and good age structure
- High intensity of support
- Less extracurricular work experience
- Lack of access to actual information
- Intensification of the exchange with the practice
- High interest in training:
 - Modern technology, actual knowledge
 - Innovative teaching methods
 - Deepening of practical knowledge
 - Ecological production, renewable energy

Results

Students

- Low practical experience
- Mostly 9-year school education
- Total number of students declining
- Positive assessment of career prospects
- 40 percent further studies, 60 percent job
- Need for improvement:
 - Equipment of laboratories, workshops, PC rooms, training centers, training farms
 - Practical relevance of the training
 - Modern actual teaching contents

Results

Farms/Holdings

- College graduates are preferred as junior staff particularly for middle-level leadership roles
- Actual willingness to train junior staff on the farms/holdings is low
- Requirements for college education:
 - Action-oriented knowledge transfer, practical skills, key qualifications
 - Modernization of the course contents (Technology, production methods, digitalization)
 - Longer operational practice phases

Challenges, questions for the future

- ▶ **Dealing with accelerated technical innovation**
- ▶ **Adaptation to changing structures in the working market**
- ▶ **Attitude to requirements of different target groups**
- ▶ **Use of digitization in education**
- ▶ **Qualification of teaching staff / lecturers on the Colleges/Universities**
- ▶ **Structural development of educational institutions – Numbers, Places**
- ▶ **Financing vocational education**
- ▶ **Political accompaniment and design of vocational education**

„Thank you for your attention!“



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