



Erasmus+

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Project GROW - Development of woman self-help group in the area of multifunctional farming

Integration of prepared programs and methodology into school system

(Intellectual output 5)

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1) INTRODUCTION

Aim of activity O5 is to prepare recommendations for integration of prepared programs and methodology into school system.

Aim of this activity is to prepare recommendations for integration of training programs and methodology, which was prepared in the GROW project, into the school curriculum of participating VET institutions

2) METHODOLOGY

Recommendations are prepared on the basis of analysis of measures of integration of programs of multifunctional farming into VET, which was prepared in activity O1-A5. Basic findings of this analysis are presented in point 3) of this document in order to identify common groundwork for preparation of recommendations. At preparation of recommendations is taken into consideration also analysis of the school systems of participating countries, which was prepared by project partners.

In this document are presented:

- Basic findings, which deriving from O1-A5 and from analysis of the school systems of participating countries.
- Common recommendations for integration of these programs into school curriculum in participating schools;
- Specific recommendations for each participating school, taking in consideration country specifics.

3) BASIC FINDINGS

In Italy the school programmes are defined at national level by the Ministry for Education and University. The VET programmes are defined at Regional level by regional authorities with a specific regulation that indicates the “official” professional figures. Any changes in formal VET programmes should be made by modifying the Regional Law.

In Hungary the school system programmes are also defined at national level by the Ministry for Education. In the secondary schools there are relatively fixed so called frame-curricula which must be taken into consideration. Based on them the school prepares its own curriculum and has a free time up to the 10% of the total training time. These hours may be used according to the specialities of the target school. VET programmes are legislated by the VET and Adult Education Directorate of the National Labour Office and may be three types: a./ recognised vocational programmes listed in the national qualifications register; foreign language courses that prepare for a language proficiency exam or are subsidised by national/EU funds; c./ other courses that are subsidised by national/EU funds, such as catching-up programmes, IT courses, etc.

The Law on Vocational and Professional Education in Slovenia speaks about the open curriculum. This gives secondary schools the possibility of autonomously setting up about 20% of total estimated hours in the curriculum. The Programme Teachers' Staff (PUZ in Slovene) must collaborate with social partners (representatives of enterprises, establishments, institutions or other social partners' organizations in the local area) in the preparation of the open curriculum program. The forms of cooperation may be different (surveys, interviews and work meetings ...). The aim is to ensure that the secondary school programs follow the innovations in the fields of expertise, develop specialized knowledge and skills that are needed to equip staff with competitive knowledge and skills which are searched and recognized in the labour market.

In all three countries there are a lot of ongoing collaborations between school and training, especially in the fields mechanics and ICT, public health, social services, art, engineering, environmental protection, tourism, agriculture, food industry, light industry, economics, marketing etc.

In Slovenia school and training use the same catalogue of skills, whereas in Hungary and Italy they do not. In Slovenia qualifications issued by training system are also recognized by the regular school system. The common denominator of the two ways of conquering knowledge is the definition of occupational/professional standards. Schools recognize the knowledge acquired in other ways, if the person has acquired knowledge or part of the knowledge in the field defined by professional standards.

In Slovenia identification and evaluation of informal knowledge is currently undergoing at the national level. In Italy and Hungary qualifications issued by training system are not recognized by the regular school system.

An overview of existing training courses and school programs for multifunctional farming/horticulture in targeted areas (Slovenia, Italy and Hungary) demonstrated some common points/contents. Besides "technical" contents in the programmes in all countries are included also:

- Production of (simple) products.
- Management of companies and carrying out basic commercial activities.
- "Business" contents that contribute to determining the income of agrarian production.
- Contents that relate to "social" skills: how to cooperate in a group and communicate with co-workers.

For school programmes in all countries a practical test in classroom/laboratory is used; in Italy and Hungary in combination with an interview. The training typology in all countries is a combination of group and individual work. In Slovenia and Hungary the training methodology is mostly theoretical – in classroom and laboratory (or in the case of Hungary experimental farm), in Italy the methodology is based on the stage – on the job training and with the presence of the mentor.

During the training period the school/training centres do not provide an accompanying/orienteering service for the job-choice and self-business, except for the higher level program in Hungary. In all countries there are some measures for people in disadvantage: i.e. learning support for students with special needs, learning and financial support for poor and orphans.

4) RECOMMENDATIONS FOR INTEGRATION OF PREPARED PROGRAMMES AND METHODOLOGY INTO SCHOOL SYSTEM IN PARTICIPATING COUNTRIES

On the basis of previous findings we have identified some recommendations for further use of project results, which are presented in continuation.

Because of legal limitations, which were identified in single countries for integration into school system (formal education), we identified options for implementation of GROW programmes and methodology within the informal training; it means training outside programs for acquisition of professional qualifications.

a) Common elements for the use of GROW programmes and training methods

In previous point are presented some common features that were identified in different countries, where the GROW project was implemented. On the basis of these features we recognized some common baselines and elements for further implementation of GROW programmes and training methods. These are the following:

- It's possible to adapt some contents/training methods of GROW training programmes in order to include them in the "official" professional figures.
- Project partners from Italy and Slovenia are occupying also with working integration of disadvantaged groups. Programs and training methods, which were developed in the GROW project, will be hereafter implemented by shaping in some ESF programmes for disadvantaged groups.
- All partners have good business relations with some local and regional stakeholders: other VET institutions, stakeholders dealing with working integrations of disadvantaged groups, local communities, municipalities and NGOs. With development of a local/regional network for working integration of disadvantaged target groups partners can support implementation of GROW programmes; if partners operate in a network each network member can implement the training programme (or a part of it) that is in line with the its area of operation.
- GROW training programmes could be also started as "commercial training programmes (which don't have financial support from national regulations). The problem is that countryside women and other disadvantaged groups most probably are not able to pay market based prices for this training. Therefore it is necessary to obtain some kind of cofinancing for implementation of GROW training programmes and methodology (i.e. from municipalities, local communities, employment offices ...).

- Partners from Italy and Slovenia have farmland (mainly owned by municipalities) on their disposal; the farmland can be used for educational purposes or as community gardens. These lands offer good starting conditions for implementing GROW training programmes. Next step is development of community gardens in which people, who have completed the “GROW training”, assist at training new trainees (as mentors, seniors...).
- Partners have mentors, who have been trained in the GROW project for the implementation of the training programs and methods for development of self – help group in the area of multifunctional agriculture. These mentors will enable implementation of the programme also in the future.

b) Specific country elements for the use of GROW programmes and training methods

Besides common elements partners have identified also specific elements/factors, which are based on regional/country specifics and will promote the implementation of GROW programmes and sustainability of training methods. These elements are presented per single countries.

Italy:

- ***Legal framework.***

In the Province of Trieste is in the phase of acceptance the Regional Law on Social Agriculture. The law is intended to reinforce implementation of programmes and methods for working integration of disadvantaged people. Programmes and training methodology, which were developed in the GROW project, in the future will be implemented with the use of the measures that will be foreseen in the mentioned law.

- ***Disposal of farmland.***

Interland Consorzio managed to hire a farmland, which is owned by the local municipalities. The farmland is intended to promote sustainable development and working integration of disadvantaged people in the area and will be used also for the future use of GROW programmes and methodology.

- ***Partners' network.***

The development of social agriculture requires connection among agricultural resources, productive multifunctional process and social activities. Interland Consorzio has built partnership among health and social services and public administration supports activities that promote working integration and social cohesion. This partnership will be invited also to use GROW programmes and methodology.

- ***Partners' experiences.***

Interland Consorzio and SOFORM have experiences in obtaining funds from European Social Fund for promoting working integration of disadvantaged people. These sources will be used also for future implementation of GROW programmes and methodology.



Slovenia:

- ***Integration into the regular school system through open curriculum.***

As stated above, in Slovenia the Law on Vocational Education and Training (2006) introduced the open curriculum. It allows the creation of 20% of formal training programme in accordance with the needs of the local economy and environment. Implementation of open curriculum gives schools the opportunity to develop and design different contents and methods of working with students.

School centre Nova Gorica plan to integrate in regular education programmes also entrepreneurship lessons in order to promote creativity, innovation and self-employment. A part of entrepreneurial lessons are also interpersonal relationships and teamwork.

- ***Project work.***

In project work, students of secondary schools should work as independently as possible. The teacher assumes the role of a mentor who guides the students, let the ideas run wild and do not impose his opinion or does not take decisions instead of the group. Training methods, which were developed in the GROW project (proactive trainees, working together as a group...), will be used in the School Centre Nova Gorica for promotion of students' project work.

- ***Disposal of farmland.***

Institution Foundation BiT Planota together with Institute Zavod GOST succeeded to hire a farmland THAT is owned by the local municipalities. The farmland is intended to promote development of sustainable agriculture and for working integration of disadvantaged people in the area. This farmland be used also for the future use of GROW programmes and methodology.

- ***Disposal of equipment for processing herbs and other plants.***

In Herbal center Grgarske Ravne we have on our disposal equipment for processing herbs and other plants. Equipment was purchased with the help of different EU projects. This equipment is dedicated for implementing training activities of different target groups and users: students, NGOs, un-employed people, disabled, local inhabitants... This equipment was already used for implementation of training in the GROW project and will be used also in the future.

- ***Partners' network.***

Institution Foundation BiT Planota has good connections with Regional employment centre, VET institutions, development agencies, chamber of commerce and craft and social enterprise in the region. In this period the regional network for promotion of social economy is in the phase of development. Each of mentioned stakeholders is implementing specific activities for promotion of social economy in the region. With collaboration with the stakeholders of future network we will implement also GROW programmes and training methods.

- ***Partners' experiences.***

School Centre Nova Gorica and Institution Foundation BiT Planota have experiences in obtaining funds from European Social Fund for promoting working integration of disadvantaged people. These sources will be used also for future implementation of GROW programmes and methodology.



Hungary:

- ***Partners' network.***

Szent István University has implemented GROW training programmes and training methods with establishing partnership with local community in Nagyszékely. The local community is seeking to implement these programmes also in the future.

- ***Disposal of farmland and equipment for processing herbs and other plants.***

Szent István University has Experimental Station and Educational Farm. The farm can be used as a training place for horticulture. It has open field and greenhouse facilities with appropriate agro technical tools and machinery, tree plantations and collections of a wide row of horticultural species and varieties.

At the station there is a possibility and it has been realised already in the past that disadvantaged people/pupils are involved in the horticultural activities which is of benefit for both these persons and the University.

- ***Students practice.***

Students of Szent István University regularly gain have also practical knowledge during their education. There are several practical course occupations during their study. Some of them, especially post – graduate students, have a lot of expertiseknowledge in the area of horticulture. Some of them also learn teaching methods and gain a document as trainers. They can implement practical work with trainees, using programmes and methodology developed in the GROW project.

- ***Practical education in horticulture*** (non – degree programmes).

Szent István University implements also education, among others practical courses in horticulture as part of non-degree programmes. In these programmes also entrepreneurship lessons are included in order to promote creativity, innovation and self-employment. A part of entrepreneurial lessons could focus on the form of cooperative solutions, interpersonal relationships and teamwork, which was developed in the GROW project.

