

## CREATION OF A NEW PROGRAM FOR NATURAL RESOURCE USE

<b>Main objective</b>	To start a new apprenticeship program
<b>Desired outcomes</b>	<ul style="list-style-type: none"><li>* To meet the interest of youngster and family for environmental issues and nature related activities.</li><li>* To educate and train the youngsters for various jobs in the sector.</li><li>* To meet the competence needs of the related sector and for new emerging occupations.</li></ul>
<b>Target groups</b>	<ul style="list-style-type: none"><li>* Youngsters and their families.</li><li>* Companies and organizations in the related sectors</li></ul>
<b>Persons involved in the action</b>	<ul style="list-style-type: none"><li>* The head of the VET-centre.</li><li>* The principle of apprenticeship programs.</li><li>* The application units communication officer</li><li>* VET teachers</li><li>* Coordinators</li><li>* A private non profit organisation</li><li>* Local companies</li></ul>
<b>Targeted improvements</b>	<ul style="list-style-type: none"><li>* Improving the reputation of the VET-centre and the attractiveness of apprenticeship programs</li><li>* Associating companies in the program development processes</li><li>* Secure and strengthen the involvement of companies all along the programs running</li></ul>
<b>Deliverable</b>	<ul style="list-style-type: none"><li>* A new program</li><li>* A formalised partnership with a local employer for hosting apprentices and for contributing to the program quality and attractiveness.</li></ul>

## The story

### *The institutional context regarding education for Country Councils agricultural college.*

The Council had, by an agreement with the municipalities in the region, exclusive right to run agricultural education in upper secondary school. In spring 2015, it was decided by the college's board to close a number of agricultural colleges in the region, due to decreasing number of applicants to the schools. Amongst them was Dingle, where the students from the western part of the region were studying the natural resource programme. Therefore it was perceived that the exclusive right did not longer apply. The head of Uddevalla Upper Secondary School decided that this programme therefore should start as an apprentice education.

### *Business intelligence/swot analysis activity at the overhead level*

At a meeting together with the school board's head officer a swot analysis was made together with a comprehensive list of possible stakeholders.

The communication officer would thereafter launch a proposal on the application site to tease and test the interests of youngsters in compulsory school. In February 2016, an information letter was sent out to all compulsory schools in the region, to tell that the programme was to start in August as an apprentice education.

### *Contacts with Nordens Ark.*

The emphasis should lie on collaboration with a wild life preservation organisation – Nordens Ark, an organisation with huge medial impact and a worldwide reputation and respect for their work. A meeting took place in October 2015 to draw up a letter of intent. It was there mentioned that Uddevalla should be exclusive partner for the programme. Nordens Ark guaranteed to take on a number of apprentices every year.

Nordens Ark is a private non-profit foundation that works to ensure that endangered animals have a future. They are engaged in conservation, rearing, research and training, and working to increase public awareness of biological diversity via for example its animal park, its information and visit activities for local pupils.



### *An agreement is signed*

The identity of the education at Nordens Ark shall be influenced by the unique activity of Nordens Ark. The apprentices shall be employable as an animal park assistant.

Even other VET programmes such as hotel, restaurant, child care, may be in question for an agreement later on. The school is responsible for the education, costs for transportation, working clothes, etc.

### *A project group is set up.*

A project group was also appointed to prepare details, different rolls, invent suitable courses, etc.

The group consists of a representative from Nordens Ark (education manager), headmaster of the apprentice education, the natural resource programme VET teacher and a coordinator.

### *Preparations*

GLU have had experience from apprentice education in all the other 11 VET programmes for the last ten years. So a first step was to read the programme curriculum in that perspective. 75% of the programmes courses are compulsory. The remaining 25% is for the school to pick from a list of courses, provided by the National Board of Education. After extensive discussions in the project group, a programme specialisation module for the programme orientation "Animal" was built and a time table was presented.

It was to be decided which parts of the courses could be realized as workplace-based learning (about 90%) and which parts should be taught in school by the VET teacher.

A VET teacher was hired from school start in August, to together with the headmaster form the curriculum, based on the national steering documents. Even before the school went public, there were a number of requests from student that was interested in the programme, declaring that they would apply for admittance.

Even a student from Dingle contacted the school to switch over to Uddevalla for his second year, since he would not be able to finish his education otherwise, without having to move away from home.

A group of stakeholders were invited to a seminar in February 2016 where the Natural resource programme was presented, how it would be implemented in the apprentice form and which of the four programme orientations that were to be open for application.

The appointed coordinator started an inventory of and contact with suitable local farms, veterinary stations, dog care centers, etc in order to have a bank of workplaces.

After the first year another VET teacher was hired on 80%. Her competence was mainly in pet and farm animals. Since the two of them covered the necessary competences for three of the four programme orientations it was decided that we offered *animals*, *forestry* and *gardens*, leaving out *agriculture* at first but with the intent to even start that orientation later on.

#### *Plans for development*

Since the start we have thoughts on developments and adjustment of the set of courses offered. Especially for creating vocational outcomes that we saw the labour market ask for. Also collaboration with other VET programmes is being discussed, Health and Care programme for using nature as a resource in rehabilitation, the Child care programme for teaching kids about nature and sustainability, the Commerce programme for work in zoo shops, etc.

#### **In conclusion:**

- \* by targeting a high competent and engaged organisation and highlighting mutual interests for the new programme
- \* and by finding forms for long term dialogue and interaction with it concerning the program

the VET-centre

- \* found a lever to better attract youngsters on the program
- \* strengthened its image and attractiveness regarding apprenticeship education
- \* found a lever to mobilise other companies
- \* strengthened its prerequisites for the program quality assurance