

COPCHAVET Project: “Coping with Challenges on Vocational Education and Training

“Good practices in cooperation School-Business and in Entrepreneurial Competences Learning”

“Repertoire of Good Examples in cooperation school-business and entrepreneurial competences learning”



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Presentation

EUROPEA is a network of over 1000 schools and institutions involved in agricultural (green) vocational education and training in Europe. From 2009 to 2011 EUROPEA has executed the project CHAVET that permitted to know about the challenges that agricultural (green) VET schools in Europe were facing. Two of these challenges had been considered especially relevant: 1- “Cooperation school-enterprise-community” and 2- “Agriculture-environment-Climate Change” and to know more about these challenges and how agricultural VET schools and farms/firms are coping with these challenges, we decided to apply for a new Leonardo da Vinci partnership project.

COPCHAVET project (Coping with Challenges on Vocational Education and Training in Agriculture Sector) run from 2011 to 2013 and permitted to find out good examples and practices in: 1- “Cooperation school-enterprise-community and how to teach entrepreneurial competences” and 2- “Environmental friendly farming practices and adaptation and mitigation to the Climate Change”. Additionally the project analyzed the implementation of the European Credit System in Agricultural (green) Vocational Education and Training (ECVET) in the partners’ countries.

This repertoire contains some good examples from European agricultural (green) Vocational Education and Training schools about the first challenge: “cooperation school-enterprise-community”.

Introduction to COPCHAVET project

The objectives of the project were:

- 1- To enhance awareness among the European green (agricultural) VET schools and institutions about the new challenges related to:
 - a- Changes in farms and firms and the relationship school-enterprise
 - b- Environmental issues and Climate Change that affect farming
 - c- ECVET and the application in green (agricultural) sector
- 2- To improve knowledge, skills and competences of teachers and managers of green (agricultural) VET schools and other stakeholders of the trade about the challenges indicated above
- 3- To encourage innovative thinking and entrepreneurial behavior of students
- 4- To strengthen the cooperation among the partners (EUROPEA net)

The activities carried out were:

- 1-Phase: Dissemination of the results obtained in CHAVET project (green VET schools, Authorities,...).
- 2-Phase: Study / research of good examples in “Cooperation school-enterprise and how to teach entrepreneurial competences”. Sharing and collecting information during some different meetings (Open School for experts and professionals, Student Meeting for students and Thematic Seminar for teachers and principals). To elaborate a “Repertoire”.
- 3-Phase: the same as explained in phase 2 but for the “Good environmental farming techniques and how to cope with Climate Change in Agriculture”. To elaborate a “Repertoire”.
- 4-Phase: Study of the implementation of European Credit in agricultural (green) VET in some European countries. To elaborate a “Report”.
- 5-Phase: Dissemination of all products and tools among European green VET schools and Authorities. Websites of EUROPEA-International (www.europea.org), and national ones. In Spain the EUROPEA-España Website is www.europeaespana.es but other ways of communication were used.

Evaluation during and at the end of the project (forms)

AUSTRIA



COPCHAVET Project: “Coping with Challenges on Vocational Education and Training”

“Good practices in cooperation School-Business and in Entrepreneurial Competences Learning”

Cooperation between school and private enterprises within business & commercial, food processing & technology education

School

Landwirtschaftliche Fachschule Pyhra
Kyrnbergstraße 4
A-3143 Pyhra
+43 2745 2393

office@lfs-pyhra.ac.at

www.lfs-pyhra.ac.at

Person of contact: Martina Sieder, Georg Waach
e-mail: martina.sieder@lfs-pyhra.ac.at
georg.waach@lfs-pyhra.ac.at



New school building (2011)

Description of the project: We started with two new school experiments or models in

- 2009 - Food Processing and Technology
- 2005 - Retail Salesman (incl. agro business, nutrition, building materials, machinery cooperatives)

A long practical training period (12 – 18 months) forced us to cooperate with various companies, enterprises and entrepreneurs.



Food Technologist

3 years at school

Practical training period – intensive cooperation with: 18 month

Final exam

"Top-Training" for Retail Salesman in the agricultural Sector!

Fields of profession:

- Production, processing, quality management
e.g. beverages, fruit and vegetables – processing, meat-processing and dairy
 - laboratory assistance
- more [pictures](#)



Trained retail salesman

3 years at school

Practical training period – intensive cooperation with enterprise: 12 months

Final exam

Fields of profession:

- agricultural trade
- retail salesman groceries
- building materials
- machinery cooperatives (office jobs)



Bamberger Ltd.
Feeding stuff, concentrates,
Soybean mill

Organization & Management of the Project:

Project is organized and managed by the school LFS
PYHRA

Franz Fidler, headmaster

Sieder Martina u. Sieder Josef, teachers

Frequent assessment and controlling during training
period by teachers, evaluation sheets; enterprises also
evaluate the performance

Students are obliged to write a detailed report and a
diary. Both are used only as information tool for
students and their head teacher. In face-to-face
meetings the papers are used for evaluation.

Teachers and headmaster are responsible to maintain
contacts to companies and pass on all necessary
information.

Students are officially apprentices and in this function
are entitled to apprentice wage.

Resources (material & persons):

Trainees:

Elisabeth Kendler

(She is meanwhile employed at Bamberger Ltd.;
she started her training four years ago)

Weiß Florian

Högenauer Christine

Hausmann Christina

Hobl Thomas

Marchart Eva

Huber Nathalie + 8 others from second grade

Firm and/or community:

Trainers:

i.e Fa. Bamberger

A-3385 Prinzersdorf, Uttendorf 1

<http://www.bamberger.co.at/>

and more other partners

Problem or challenge this project is facing:

Until now no problems occurred. Everybody – students and companies - are very pleased about the project,
including everything.

It is quite time consuming to contact enterprises and form partnerships.

Strengths of the Project:

All the entrepreneurs, owners of the companies,
managers etc. are throughout very satisfied with
the results. The trainees are enormous diligent,
hardworking, reliable and responsible concerning
their tasks, assignments.

They integrate and cooperate perfectly in the
whole working process and procedures.

Communication & Dissemination:

(Activities carried out)

Continuous monitoring and assessment by teachers
from school and entrepreneurs.

Written report and diary by the students/trainees.

Links:

- Web:

[Photo Gallery](#)

[http://www.lfs-
pyhra.ac.at/de/ausbildung/fachrichtungen_schulmodell](http://www.lfs-pyhra.ac.at/de/ausbildung/fachrichtungen_schulmodell)

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Renewal of the garden of caricatures in Brunn/Walde

School:

Gartenbauschule Langenlois
Am Rosenhügel 15
3550 Langenlois
02734-2106
www.bildungszentrum.at

Person of contact: Christian Kittenberger
e-mail: christian.kittenberger@gartenbauschule.at



Description of the project:

A garden, which was completely overgrown, was newly laid out in the community of Brunn/Walde. Trees had to be uprooted, hedges clipped, dry stone walls constructed, paths constructed, new beds designed and trees and shrubs planted. All these tasks were undertaken by the final grade of the horticultural school in Langenlois over the last two years.



Problem or challenge this project is facing:

New design and new construction of the garden as a tourist destination
Distance from school: 30 km
Travelling time: 30 minutes each direction

Organization & Management of the Project:**Community of Lichtenau:**

Project coordinator: Jörg Miggitsch

Gartenbauschule Langenlois:

Project coordinator: Christian Kittenberger

Resources (material & persons):**School:**

Tools

Machinery and devices

Plants

Last grade students

Firm and/or community:

Machinery

Strengths of the Project:

- + project-oriented learning
- + practical training as sustainable learning
- + using skills trained at school
- + during full working days invitation for lunch = additional motivation😊!

Communication & Dissemination:

(Activities carried out)

Information in the community website

Official opening ceremony

Continuous events

Excellent information board at the entrance with documentation of participating organizations and the course of revitalizing the garden

Community periodical

Other:

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Flower Decoration in the Church of Langenlois

School:

Gartenbauschulen Langenlois
Am Rosenhügel 15
3550 Langenlois
+43 2734 2106
www.bildungszentrum.at

Person of contact: Sabine Schaffer
e-mail: sabine.schaffer@gartenbauschule.at



Description of the project:

Last year students, 16 girls and 3 boys specializing in floristry and ornamental plant gardening planned and created the flower decoration for “Thanksgiving mass” on 23 October 2011. Mrs Schaffer, their teacher in floristry, carried out this project with them. This decoration was prepared during practical classes at school and, the final touches were done in the church. Every student contributed to this project.

Creating a stunning flower decoration for the church each year is a great opportunity to gain some practical experience as florists outside school.



Problem or challenge this project is facing:

This project is quite time-consuming concerning preparation and organization in advance. It is not easy to fit it in the student's schedule.

Resources (material & persons):

School:

School provides flowers, vases and other materials being used in this project.

Firm and/or community:

Organization & Management of the Project:

Sabine Schaffer

Strengths of the Project:

Students get to work outside school.
They contribute something for the church community.
They experience how a spacious room can be decorated with flowers.

Communication & Dissemination:

(Activities carried out)

Photos on notice board at school
Article in Alumni magazine of our school

Links:

- Web:
- Youtube / Vimeo:
- Picasa / Flickr:

Other:

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The curriculum vitae of a wine

School:

Weinbauschule Krems
 Wienerstrasse 101
 3500 Krems
 +43 2732 87516
www.wbs-krems.at

Person of contact: Elisabeth Hönigsberger
 e-mail: Elisabeth.hoenigsberger@wbs-krems.at



Description of the project:

Students of the course “Wine Management” must be able to describe wines in English. In pairs they go to one wine grower and ask which 2 wines they can describe for him/her. Each student has to create one A4-sheet with the “Curriculum Vitae” of the particular wine. Information on vineyard, growing season, variety, vineyard work, harvest, vinification, food recommendations must be included. They hand in the paper in class, the English teacher assesses the work, which is part of the course. Language mistakes are corrected and the students present the finalized paper to the growers.



Winery Hummer

Winery Hummer is located in Mauthausen, in the wine-growing area Wachau, which is the biggest one in Austria. The family cultivates the vineyard area of about 15 hectares.

In this region of the Wachau, you find sandy, loamy and loess soils. The moderate climate with influences of the Danube climate dominates in this area. All these factors influence the wine and give them their typical character.

The berries were harvested by hand on the 17. of October with a sugar graduation of 17° KMW. Subsequently the must rested for 5 hours on the pulp and skins to extract the typical yellowish brown. The must was fermented at a constant temperature of 19°C.

This Gruner Veltliner has a bright straw yellow with soft hints. In the nose there is a very pleasant touch of citrus as well as a fine spiciness. Furthermore there are fruity notes of ripe apples.

It tastes very harmonious with an excellent play of acidity, then notes of apples and a pleasant spiciness. In the medium long finish clear hints of elder are noticeable. This Gruner Veltliner DAC is very appealing to drink.

The service temperature should be about 9 °Celsius.

This wine goes well with pork and every kind of white meat like chicken and turkey.

Alcohol 12.5 (g/l)
Acidity 6.5 g/l
Residual sugar 2 g/l



Stefan Scholer

Problem or challenge this project is facing:

No problems; students themselves feel challenged to work with the grower and present a product not in their mother tongue. Very busy growers have little time or only on weekends, which is difficult for students who come from all over Austria and go home on Friday.

Organization & Management of the Project:

Teacher contacts wine growers in the vicinity of the school in order to keep travelling time low. Growers agree to guide the students concerning the technical part.

Students make appointments and stay in contact with the grower, who chooses the wines s/he most likely will export or sell to international customers.

Resources (material & persons):**School:**

Contacts to growers – all of them either attended the school or LLL courses themselves. They must be aware that it is part of the learning process.

Transportation:

Students are over 18, some have own cars, assignments sometimes depend on the distance.

Computers:

Students must be able to use common software and have access to computers and email.

Strengths of the Project:

- students work self-responsibly
- students AND growers get a benefit out of the project
- growers use the papers abroad or upload them on their company website – promotes self-esteem of students
- students are responsible not only to the teacher
- students benefit also in terms of social skills since they have to deal with the “real world”
- students also improve their technical knowledge by discussing the wines with the growers
- not much preparation time for teacher in relation to outcome

Communication & Dissemination:

(Activities carried out)

Project has not been disseminated much.

It was started due to the ALIE project.

The product is disseminated whenever the grower hands out the descriptions to English-speaking customers in Austria or abroad.

Other:

Some growers felt appreciated when asked to participate. Good possibility to promote school and deepen and strengthen contacts school-enterprise.

FRANCE



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Intergenerational garden

School / institution / enterprise:

EPLEFPA Jules Rieffel
5 rue de la syonnière-bp117
44817 SAINT HERBLAIN cedex
Telephone: 0240949930

Person of contact:

DIONIZY Florent
florent.dionizy@educagri.fr



Description of good practice/project:

“Eco-responsible” students (apprenticeship education) design and animate a garden where aged persons with reduced mobility can do activities, take care and enjoy the garden.



Problem or challenge this project is facing:

Relationship with old age and death

Organization & Management of the activity/project:

-Animation: Two Wednesdays every month during the school year. In winter the activities are done at the nursing home and in spring at the school.

Resources needed:**Material/Technology:**

- plants
- decoration material

Persons:

- sustainable development coach

Strengths of the Project:

Educational objectives: - To develop and adapt their business to cope with disability issues.

Scientific objectives: - Creation of a garden at school suitable for disabled visitors: optimal accessibility thanks to an ergonomic design that enable people with disabilities to garden comfortably. - Agricultural production through efficient techniques of square gardening.

Objective Sustainable Development: - Awareness of the social aspect of sustainable development, on intergenerational work- Support for improving the quality of life and activity for therapeutic purposes.

Communication & Dissemination:

(Where to find more information)

Links:

- Web: <http://rieffel.paysdelaloire.e-lyco.fr/developpement-durable/actualites/>
- Youtube: http://youtu.be/GpISvb9p7_k
- Picasa / Flickr:
- Facebook:

Other:

LUXEMBOURG



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Mini-enterprise_Agribook_Feiersteppler

School:

Lycée Technique Agricole
72 avenue Salentiny
L-9080 Ettelbruck
Tel : 00352 81 85 25-1

www.lta.lu

Person of contact: Arthur Meyers
e-mail: arthur.meyers@education.lu



Description of the project:

During a school year the students create and run their own real businesses. They are organised on the pattern of a limited company. The members of the company elect a director for each department of the company.

First they have to choose an idea for their business. But it's not just about what they choose to produce; it's about how they run the company.

The teacher only acts as a coach. They get advice from a business volunteer.

The mission of this program is:

Inspire and prepare young people to innovate, to create, to take initiative and to be responsible (learning entrepreneurship).



Agribook, best mini-enterprise 2012

Problem or challenge this project is facing:

Members are often not used to organize themselves in a team.

Organization & Management of the Project:

The mini-enterprise project is supported by the non-profit organization Jonk Entrepreneuren asbl.

www.jonk-entrepreneuren.lu

- Brainstorming
- Feasibility study, business plan
- Organization chart
- Constitutive General Assembly
- Life of the Mini-Enterprise
- Events

Resources (material & persons):

School:

Usually two teachers coach about 15 students. These students run from 1 to 3 mini-enterprises.

Firm and/or community:

Each mini-enterprise has a business volunteer which acts as an additional coach.

Strengths of the Project:

The pupils learn to:

- develop their autonomy
- assume their responsibilities
- get self-confident
- work in groups
- discover actively the world of business
- acquire practical experience of the professional life and how to run a business
- « Learning by doing »

Communication & Dissemination:

(Activities carried out)

- Trade fair for all the mini-enterprises in Luxembourg
- National contest for the best mini-enterprise

Links:

- **Web:** <http://www.jonk-entrepreneuren.lu/enseignement-secontaire/les-mini-entreprises/>

- **Galerie:** <http://www.jonk-entrepreneuren.lu/galerie/>

- **Facebook:** <http://www.facebook.com/pages/Jonk-Entrepreneuren-Luxembourg/157604014269453>

Other:

NETHERLANDS



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Regional learning

School:

Aoc Terra
 Mbo Meppel
 Werkhorst 56
 7944 AV MEPPEL
 Tel : 0031 522 251368

mbo.meppel@aocterra.nl
www.aocterra.nl



Description of the project.

Regioleren stands for working in projects in an authentic real life situation and with assignments from real clients.

Entrepreneurial behavior in a social context gives the students enough space for their consciousness of responsibility which they have to take in this learning environment. In this way of learning, the students are in charge of their own learning process. Behavior just like in their after-school- life, the real working world. The assignments are provided by regional entrepreneurs, local government or institutes. This way of learning connects education with entrepreneurs, government and research. “Regioleren” is not only for students but the whole region has an interest in the results. The circulation of knowledge is an important item in this learning process. The various partners work together in a so called “werkplaats”, a working place-system. Each region has its own “Werkplaats” (working place). This is a virtual office with a real manager (paid by the Ministry of Agriculture), with coaches from the school, who support the students in acquisition, planning, making budgets and estimates, management, produce and implement.

They work together to find answers to the questions. Students will participate in these various projects and have their own place within the project. Educational institutions place their students into an authentic learning environment by setting the task to help the researchers with data gathering or analysis, or help entrepreneurs with applying the outcomes of the research within their own business. Whatever their task, students discuss their findings and the development of the project with the customer (entrepreneur, local government, provincial delegates or representatives). This is a possibility for the region to learn too and it leads to the fact that new tasks or questions come up and new assignments have to be solved. The students use all kind of competences in this way of learning, but of course they need basic skills and basic knowledge. These professional skills are obtained in their “pre-regioleren” schooling. The approach is based on ‘learning in, with and from practice’ (action learning/research). All parties contribute their own specific requirements, qualities, know-how and creativity and simultaneously learn from each other. There is no intention to compete with the local entrepreneurs, but to collaborate, using each other’s possibilities and capabilities. Dialogue and knowledge encounter and creation between very different parties are established. They inspire each other to become better and more innovative, so the whole region will benefit the outcomes.

Organization & Management of the Project:

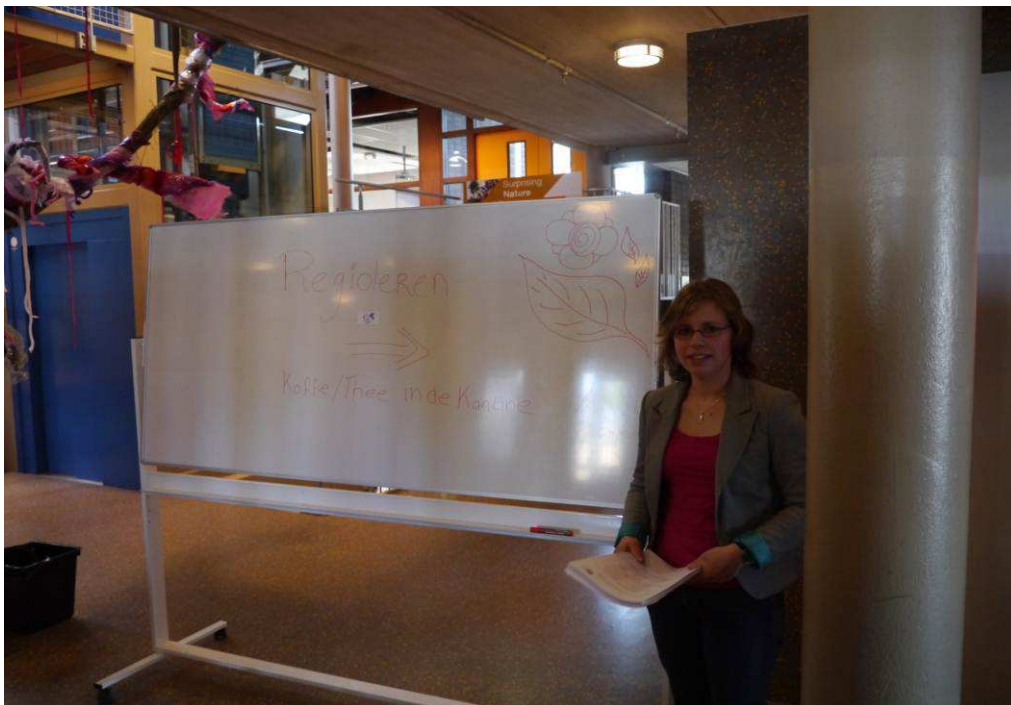
The school is supported by *the* expert in the field of regional learning: mister Wim van der Zwan. Next to him, Stoas Hogeschool Wageningen supports in learning how to coach the students and how teachers should coach the students. People from the Work Place 'de Veenkolonien' help. Mister Willem Foorthuis, lector Regional Transition assists when and where he can.

Resources (material & persons):**School:**

students from the third and fourth class (highest levels), teachers/ coaches and management team are strongly involved

Firm and/or community:

several firms and communities who have assignments for our students, are involved



Dissemination of Regional Learning – guests from several schools in the Netherlands are welcomed by one of the students, an expert by now...

Strengths of the Project:

Students work in a real life situation with real, regional, clients, who count on professional attitude and results. So they develop a lot of competences as autonomy, responsibility, planning, controlling, taking decisions, proper communication, strong cooperation, taking decisions and initiatives, showing attention and understanding, acting integer and ethically, building relationships and networks, analyzing, researching, creating and innovating etc.

They learn about the financial things in business, learn how to organize and to preside a meeting, learn to deal with fellow students who are not that active, learn a lot about their weak and strong sides.

Communication & Dissemination:**Links:**

<http://kenniswerkplaats.eu/veenkolonien/werkplaats-veenkolonien-info>

www.aocterra.nl

Other:

POLAND



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The opportunities for additional income on a farm

School:

Zespół Szkół CKR im. A. Świętochowskiego w Gołotczyźnie
06 -430 Sońsk
Ciechanowska 18 b
Poland

Person of contact:

e-mail: europa_pl@o2.pl
Alina Brzozowska



Description of the project:

6 students spent five days on the agroturistic farm, where under the guidance of the farm owner participated in the workshops. During the practice, we wanted to become familiar with as many examples of activities on rural areas as possible. We were particularly interested in the diversification of these activities. We learned how to prepare plans for such activities and we found out about various opportunities of raising funds to start your own business on rural areas. Students worked individually and at the end each student presented his own project of farm development.



Problem or challenge this project is facing:

Verify whether selected activities are profitable in our region, and how high is the interest in income diversification in agriculture.

Organization & Management of the Project:

Alina Brzozowska - tutor,
Anna Oleksiak,
Wiesława Gąsiorowska

Resources (material & persons):

School:

- Two teachers.
- Stationary, a laptop computer.

Firm and/or community:

- Place for training, students worked on the farm.
- Create flyers and spread in area.

Strengths of the Project:

- Observations of entrepreneurial activities
- Understanding the diversity of entrepreneurial income and the ability of implementation
- Growth in business skills and creativity

Communication & Dissemination:

(Activities carried out)

Projects exhibition at school
Presentation on entrepreneurship in the country.

Links:

- Web: www.bratne.republika.pl

Other:

SLOVAKIA



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School for life



School:

Stredná odborná škola Rakovice
(*Secondary Vocational School Rakovice*)

č. 25, Rakovice 922 08,
Slovakia

Tel/fax: +421 33 77 961 08

e-mail: sos.rakovice@zupa-tt.sk

web: <http://sosrakovice.edupage.org/>

Person of contact: Ing. Mária Múdra

e-mail: mudra.maria@zupa-tt.sk

Description of the project:

The school cooperates with manufacturing companies and organizations in realms of animal production, fruit-growing, decorative trees and bushes growing, foundation and treatment of greenery, arranging and promotional works. A goal of the project is preparation of graduates for real world of work, for teamwork and responsible approach to carrying out their working duties, important is also working cooperation and connecting of theoretical and practical knowledge. Students work in modern farm and use top technologies in farm animals breeding (pigs, cows). They work directly in manufacturing and participate in activities which deal with organising of different company events.



Organization & Management of the Project:

- Practical preparation of students is realizing on base of accord about practical teaching between company and principal.
- Content and extent are going to prepare by assistant principal for practical teaching according to school educational programme.
- In project monitoring is important communication between instructor in company and assistant principal for practical teaching.
- Students write records about works which were carried out. They present their knowledge during practical classes.

Strengths of the Project:

- Usage of experiences from practice in theoretical teaching
- Offer real view of the problems of the real practice
- Make integration of graduates to real world of work easier
- Prepare for teamwork
- Improve communication skills
- Improve manual skills
- Practical knowledge use students near Graduation
- Special works in farm animals breeding

Problem or challenge this project is facing:

Separation of theory and practice. The goal of the project was to make transition from school to real world of work easier, create working habits, which enable fluent integration of graduates to practice. We are trying to increase an interest of students for fields of study, in which are inevitable manual skills by means of their integration to top modern companies.

Resources (material & persons):

School:

Material – transport to workplace, basic materials and tools

Personnel – master of practical teaching

Firm:

Material – boarding, offers its spaces

Personnel – instructors

Communication & Dissemination:

Promotional works – creation of cow straw model near occasion of the opening new cow house

Assistance near Slovak national exhibition of cows and expert conference about cow breeding problems

Greenery treatment

Trees and bushes planting

Garden products propagating in regional and national exhibitions (“ Gardener “ in Trenčín, “ Flóra “ in Bratislava)

Production of Christmas and mourning arrangements (or occasional flower modifications)

Links: <http://sosrakovice.edupage.org/>
<http://sosrakovice.edupage.org/text/?text=text/t4&subpage=1&>
<http://www.sterusy.sk/index.php/pvod-kocin>
<http://www.plantex.sk/plantex-stromy/>
<http://sosrakovice.edupage.org/photos/?gallery=12&photo=album>
<http://sosrakovice.edupage.org/photos/?gallery=9&photo=album>
<http://sosrakovice.edupage.org/photos/?gallery=4&photo=album>

Exposition “Gardener 2012” Trenčín - Slovakia



Commercial competition “ Victoria regia 2010 ” In world known spa-town Piešťany - Slovakia

Exhibition “ Victoria Regia 2011 ”



Floristic exhibition “ Flora 2010 ” Bratislava - Slovakia



COPCHAVET Project: “Coping with Challenges on Vocational Education and Training”

“Good practices in agricultural (green) sector: Environment & Climate Change”

TIKARA - Student Agro-touristic information agency office

School / institution / enterprise:

Stredna Odborna Skola Rakovice
 Secondary Vocational School Rakovice,
 Rakovice 25, 922 08 Slovakia
 tel.: +421 33 77 961 08
 e-mail: sos.rakovice@zupa-tt.sk
 website: www.sosrakovice.edupage.org

Person of contact:

Ing. Ladislav Bednarik – leader and coordinator of
 the Good practice project
 Ing. Maria Mudra – principal of Rakovice School



Secondary Vocational School Rakovice

Description of good practice/project:

Using of old ecological building – grain storage – for vocational education with integrating of the modern learning methods in learning process



Working students

Problem or challenge this project is facing:

- to motivate the students to be interested in the main topics
- to ensure all material and equipment
- to integrate this project of good practice to learning process

Organization & Management of the activity/project:

1. Motivation of students – personal example of the teacher – Mr. Ladislav Bednarik
2. Realisation of the project activities by students (cleaning, masonry, painting, collecting of traditional equipment, collecting of agro-touristic leaflets and materials etc.)
3. Using of creativity and initiative of the students
4. Integrating of the family members of the students, another teachers and other persons into the Good practice project

Resources needed:**Material/Technology:**

- cleaning equipment
- masonry equipment
- painting equipment
- traditional equipment
- agro-touristic leaflets and information materials

Persons:

- Ing. Ladislav Bednarik - leader and coordinator of the Good practice project
- Ing. Eva Miklovočová – deputy director
- Mgr. Samuel Valášek – class teacher
- students of 4. MRCR class of Rakovice School

Strengths of the Project:

- motivation of students to be interested in modern learning methods
- motivation of students to be interested in restoration and reconstruction of old rural buildings and exploitation of old ecological constructions and buildings
- motivation of students to be interested in regional traditions, regional gastro specialities, meals and drinks
- propagation of the School in the region
- propagation of agro-tourism in Rakovice and Trnava region

Communication & Dissemination:

- Day of the Open Door Rakovice – November 2012 – official opening of TIKARA office by representatives of local government, local companies, parents, students from Rakovice School, students from another schools

Links:

www.tikara.blog.cz
www.tikara.webnote.sk
<http://sosrakovice.edupage.org/photos/?gallery=14&photo=album>



SLOVENIA



COPCHAVET Project: “Coping with Challenges on Vocational Education and Training”

“Good practices in cooperation School-Business and in Entrepreneurial Competences Learning”

Marriage of the old tradition

School

Grm Novo mesto-center biotehnike in turizma,
 Kmetijska šola Grm in biotehniška gimnazija
 Sevno 13
 8000 Novo mesto
 Slovenia
 +38673934700
s-sksgm.nm@guest.arnes.si

Person of contact: Sabina Nemanič
 e-mail: sabina.nemanic@siol.net



Enterprise

Turistično društvo Semič,
 Štefanov trg 9
 8333 Semič
 Slovenia
 +3863565200
tic.semic@siol.net

Person of contact: Ferdinand Jakša



Description of the project: “Marriage of the old tradition”

Vocational educational programme: Florist (3 year program)

The ancient and traditional wedding ceremony of Bela krajina is preserved and performed annually on the third Saturday of July by the Semič folk-dancing group Semiška ohcet. The local folk-dancing group presents the four phases of the wedding ceremony. The dancers wear traditional outfits and perform the old songs accompanied by the music unique to Semič and Bela krajina. For the wedding ceremony also the church must be decorated. The students from our school are invited to decorate the church for wedding ceremony.



Problem or challenge this project is facing:

- work with the local community,
- think in the traditional way.



Organization & Management of the Project:

School: Grm Novo mesto-center biotehnike in turizma, Kmetijska šola Grm in biotehniška gimnazija
Coordinator of project: Sabina Nemanič

Enterprise: Turistično društvo Semič
Coordinator: Folklorna skupina Semiška ohcet

Resources (material & persons):

School:

Coordinator of project selects and prepares students for decorating the church. They select the flowers and material they need.

Enterprises:

Arrange the event.

Strengths of the Project:

- using skills trained at school,
- enrich in the old tradition,
- cooperate with the local community
- writing the report and
- employment opportunities after finishing the education.

Communication & Dissemination:

The etno-folk festival Semiška ohcet is covered by the local media. (local radios, local and regional newspaper, local TV, internet).

After the event students also wrote an article for school newspaper.

http://lokalnoaktualno.ext.t-media.si/2011/07/18/65026/zgodba/Semiska_ohcet_v_novomeskem_cvetiu/

<http://www.semic.si/Images/Semi%9Aka%20ohcet-presentacija.ppt>

Other:

COPCHAVET Project: “Coping with Challenges on Vocational Education and Training”

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Open day at a florist enterprise

School

Grm Novo mesto-center biotehnike in turizma,
 Kmetijska šola Grm in biotehniška gimnazija
 Sevno 13
 8000 Novo mesto
 Slovenia
 +38673934700
s-sksgm.nm@guest.arnes.si

Person of contact: Mateja Prus
 e-mail: matejaprus@yahoo.com



Enterprise

Gozdno gospodarstvo Novo mesto,
 Vrtnarski center Novo mesto
 Smrečnikova 45
 8000 Novo mesto
 Slovenia
 +38673342287
www.ggnm.si

Person of contact: Nataša Novak
 e-mail: natasa.novak@gg-nm.si



Description of the project: “Cooperation with enterprises – open day door at enterprise Gozdno gospodarstvo Novo mesto”

Vocational educational programme: Florist (3 year program)

Gozdno gospodarstvo Novo mesto is a company that deals with production of flowers and flower decorations. During their open day door they asked our school to cooperate with them. They used our students of florist for models to present the wedding bouquets. The students cooperate with the best florists in this company and after that they present the bouquets in wedding dresses.



Problem or challenge this project is facing:

To learn in a practical way:

- Wear a wedding dress,
- Behave like a model and present the bouquets,
- Work with the professional florists.



Organization & Management of the Project:

School: Grm Novo mesto-center biotehnike in turizma, Kmetijska šola Grm in biotehniška gimnazija

Coordinator of project: Sabina Nemanič

Enterprise: Gozdno gospodarstvo Novo mesto
Vrnarski center Novo mesto

Coordinator: Nataša Novak, Tatjana Brulc

Resources (material & persons):

School:

Coordinator of project selects and prepare students for bouquet show.

Enterprises:

Arrange the event and the material for wedding decorations and bouquets. Arrange the wedding dresses, stylists and beauticians.

Strengths of the Project:

- work with the professional florists,
- using skills trained at school,
- to know their professional in another way,
- appear in front of the public,
- behave like a model,
- writing the report and
- employment opportunities after finishing the education.

Communication & Dissemination:

The open day door at Gozdno gospodarstvo Novo mesto was media covered (local radios, local newspaper, local TV, internet).

After the event students also wrote an article for school newspaper.

Other:

COPCHAVET Project: “Coping with Challenges on Vocational Education and Training”

“Good practices in cooperation School-Business and in Entrepreneurial Competences Learning”

Practical training – link between school and private enterprises

School:

Grm Novo mesto-center biotehnike in turizma,
 Kmetijska šola Grm in biotehniška gimnazija
 Sevno 13
 8000 Novo mesto
 Slovenia
 +38673934700
s-sksgm.nm@guest.arnes.si

Person of contact: Mateja Prus
 e-mail: matejaprus@yahoo.com



Description of the project: Practical training for florist in private florist shops.

Vocational educational programme: Florist (3 year program)

Practical training period during education in florist program in 24 weeks. Half of the practical training must be done in private florist shop. Students must find the private florist shop by themselves and arrange the training for the training period. This is their first connection with working world. When they agree with the enterprises the school enter in contact with them. School and enterprises get a contract and agree for professional competencies for students. Usually is one student in one florist shop.



Problem or challenge this project is facing:

- Real working conditions and
- Relationships with superiors.



Organization & Management of the Project:

Grm Novo mesto-center biotehnike in turizma,
Kmetijska šola Grm in biotehniška gimnazija

Coordinator of practice: Mateja Prus

Coordinator of practice is responsible to maintain contact to companies and pass on all necessary information.

Resources (material & persons):**School:**

Coordinator of practice monitors the practical training during training period with visits of florist shops.

Enterprises:

In florist shop must be one person with mentor education and with andragogical training.

Strengths of the Project:

- Practical training in real working condition,
- Using skills trained at school,
- relationships with superior,
- Earn some extra money,
- Writing the report and
- Employment opportunities after finishing the education.

Communication & Dissemination:

After the training period the enterprises send the evaluation about training students.

Links:

- Web:
- Youtube / Vimeo:
- Picasa / Flickr:
- Facebook:

Other:

SPAIN



COPCHAVET Project: “Coping with Challenges on Vocational Education and Training”

“Good practices in cooperation School-Business and in Entrepreneurial Competences Learning”

Promoting and supporting organic farming

School:

CECA de Manresa
Avda. Universitària 4-6 (Edifici FUB)
08242 Manresa
Tel. 00 34 938749060

e-mail: ccagraria.manresa@gencat.cat
Website: www.gencat.cat/agricultura/eca/manresa



Description of the Project:

The support given by the Agricultural VET school of Manresa (CECA Manresa) to the regional authorities and organic agriculture sector consists in some independent projects:

1. Strong collaboration with l’**Era** (Espacio de Recursos Agroecológicos), a non lucrative foundation that promote organic agriculture.
2. Participation in the organization of **ECOVIORE**, a fair of organic food production and consumption that every year is hosted in Manresa.
3. Collaboration with the authorities and trade in the design of the regional plan for the organic agriculture and in the elaboration of the main political tools: “Libro Blanco”(White Book)”, “1st Action Plan” and “2nd Action Plan”.
4. Participating in the multidisciplinary group that defines the strategy for “organic agriculture research” in Catalonia. Some research experiences are carried out in the farm of the school.
5. Placements in organic farms and firms. More than 100 agreements every school year with farms and firms of the “organic trade” permit students of the CECA Manresa to do practices in these enterprises.
6. More than 30 technical visits to farms and firms of the “organic trade” are organized every year.



Problem or challenge this Project is facing:

The challenge was always the same: to be an active and innovative agent in the implementation and development of the organic farming in Catalonia

Organization & Management of the project:

The projects number 2 and 5 are coordinated by a teacher of the school that has some hours per week to do the tasks related to them. Nevertheless, the main decisions are taken by the "Teachers' Board of the School"

The Project number 6 is coordinated by the "Teachers' Board" itself.

Projects number 1, 3 and 4 are responsibility of the manager of the school, but as all other projects give support for the "Teacher's Board of the School".

Resources (materials & persons):

School:

A very active and committed team of teachers.
Facilities of the school (classrooms,..) where to do the meetings, workshops and training.
Farm of the school where to do practical training and research experiences.

Firm and/or Community:

- For 24 years the CECA Manresa has been training people, now most of them are organic farmers and entrepreneurs that collaborate as experts with the school.
- Farms certificated as organic (PAE).

Strengths of the Project:

- Pioneer organic farming school in Spain (24 year of experience).
- Example for the organic trade.
- Good relationship with all the stakeholders of the trade.
- Connected with other organic schools in Europe.
- Innovative and dynamic team of teachers

Communication & Dissemination:

For every important activity, the school sends to the Media "communiqués", some information are put on the Net, dissemination by the local radio stations and interviews to the Manager and to teachers are frequently published on specialized magazines of all Spain.

Enlaces:

- Web: www.xtec.cat/ecamanresa
- Youtube: <http://www.youtube.com/watch?v=ixou6eb3uGY&feature=youtu.be>
- Facebook: <http://ca-es.facebook.com/people/Escola-Agr%C3%A0ria-de-Manresa/100003590621941>

Other:

COPCHAVET Project: “Coping with Challenges on Vocational Education and Training”

“Good practices in cooperation School-Business and in Entrepreneurial Competences Learning”

Educational tracks in the farm “can poc oli” of the ECA Manresa

School:

CECA de Manresa
Avda. Universitària 4-6 (Edifici FUB)
08242 Manresa
Tel. 00 34 938749060

ccagraria.manresa@gencat.cat
www.gencat.cat/agricultura/eca/manresa



Description of the project:

The main objective of the Project is to educate people in the topic of the sustainability in agriculture and rural areas. To do that the school offers:

- a) Two educational tracks in its “can poc oli” farm that any people can enjoy at their own rhythm:
 - 1 “Green track” in the East part of the farm introduces visitors to the basic aspects of the “organic farming”. The track disposes in open air of 4 boards and 4 interactive totems”.
 - 2 “Orange track” in the West part of the farm introduces visitors to the basic aspects of “renewable energies”. The track disposes in open air of 7 boards and 3 interactive totems.
- b) Guided visits for groups (previous reservation).
- c) Complementary workshops for primary, secondary schools as well as for high education about: renewable energies, soil fertility and biodiversity in agriculture. All is offered in cooperation with l’Era (Space of Agro ecological Resources), a non lucrative association.



Problem or challenge this Project is facing:

The challenge is to disseminate the technology and possibilities of the organic farming and renewable energies among all the population and specifically among the stakeholders of the “organic trade”.

Organization & Management of the project:

One teacher of the school was assigned to manage the Project. The main decisions in conception and implementation were taken by the “teachers’ board” of CECA Manresa and the experts and enterprises that collaborate in renewable energies training courses.

A small group of experts created the contents and then a designer and a “graphic firm” elaborated the didactical material (boards and interactive totems).

Nowadays the activities of the project are carried out by the school in cooperation with l’Era association.

Resources (materials & persons):

School:

- Boards and interactive Totems in the tracks in “Can Poc Oli” farm of the school.
- Facilities and devices for the workshops.

Firm and/or Community:

l’Era association contributes with:

- A team of experts to do the guided visits
- Didactical resources for students of all levels: primary, secondary schools and high education.

Strengths of the Project:

- The innovation of the project: there are the first interactive didactical resources in organic farming and renewable energies in the country in open air.
- These topics interest more and more to people and the society.
- The location of the school and farm, close to very populated area: Barcelona metropolitan area.
- Good coordination with l’Era association.
- Good skills and attitudes of the team of guides of l’Era association.

Communication & Dissemination:

The “tracks” were inaugurated in May 2011. Some press communiqués were sent to newspapers, some information was put on the Websites (school and others) and a leaflet was created.

A special dissemination plan was made for educational centers.

Links:

- Web:

http://www.associaciolera.org/recursos/Activisme/General/canpocoli_2011-2012.pdf

<http://www20.gencat.cat/portal/site/DAR/menuitem.7d5a409fbe273a69cc497c10d8c0e1a0/?vgnextoid=99ca608347b24110VgnVCM1000000b0c1e0aRCRD&vgnextchannel=99ca608347b24110VgnVCM1000000b0c1e0aRCRD&vgnextfmt=detall&contentid=93604463f33ef210VgnVCM1000008d0c1e0aRCRD>

Other:

COPCHAVET Project: “Coping with Challenges on Vocational Education and Training”

“Good practices in cooperation School-Business and in Entrepreneurial Competences Learning”

Validation of the milk electric conductivity (CE) measure as a method for diagnosis of mastitis in dairy cow/sheep farms

School:

Centro Integrado Agroforestal
 Avda Villava, 55- 31015 Pamplona (Navarra)
 T. 948136609 FAX 948136312
<http://irati.pnte.cfnavarra.es/iesagroforestal/>
<http://centros.educacion.navarra.es/asgyc3rc/>

Person of contact:

Mr. Florencio Niño Villahoz
 e-mail: fninovil@educacion.navarra.es



Description of the Project:

Following the initiative “Innovation Projects” of the Education Department of the regional government of Navarra and in cooperation with advisory services of “ITG Ganadero” and the “Asociación Frisona Navarra (AFNA)” and 11 dairy farms, the Centro Integrado Agroforestal of Pamplona proposed this Project that would permit students to acquire competences related to:

- Diagnosis of “sub clinic and clinic mastitis” by the CMT (California Mastitis Test) method and the milk CE (Electric Conductivity) method.
- Validating method: the milk CE (Electric Conductivity) measure for the diagnosis of sub-clinic and clinic mastitis.
- Participation in the dairy farm controls, checking the physical-chemical and safety (hygienic) parameters of the analysis of milk samples under control of the AFNA (Asociación Frisona Navarra).

The Project was carried out during the scholar year 2009/2010. There were controlled 282 Frisian Holstein cows of 8 farms, and 135 sheeps of Laxa, Assaf and Lacon races, from 3 farms. In total 1.100 milk samples were taken. To all of them were measured the *CMT California mastitis test* and the CE “electric conductivity” by a very “conduct meter” easy to use and to read. Positive samples in any of both methods were sent to the official “Dairy Laboratory of Lekumberri” where was determined the pathogen, the “anti-biogramme” and counted the number of somatic cells (RCS).

The results of both methods were compared and demonstrated that the CE “electric conductivity” measure is good enough to detect Mastitis.

This Project permitted to strength links and cooperation between “Centro Integrado Agroforestal”, farmers and the advisory service firms like ITG Ganadero, the “Asociación Frisona Navarra (AFNA)” and the “Dairy Laboratory of Lekumberri”.

This Project offers to the farmers an easy, simple and cheap method to know if their cows and/or sheeps are affected by Mastitis.



Problem or challenge the Project is facing:

At the same time that students acquire technical competences of their studies in cooperation with the farms/firms, the Project permit:

To deliver to the farmers an easy, cheap and quick method for diagnosis of Mastitis, just by the measure of the CE "electric conductivity" of the milk instead of the *California Mastitis Test-(CMT)* method.

Organization & Management of the Project:

Coordinated by the teacher of the "animal production" module, was carried out by the students of "Centro Integrado Agroforestal", collaborated 11 dairy farms (8 milk cow and 3milk sheep farms) and received technical support of del I.T.G. Ganadero and the Asociación Frisona Navarra (AFNA).

Strengths of the Project:

- Great implication of the farmers because "Mastitis" is a disease that worry a lot to them.
- Good cooperation of Educational Authorities and professional institutions, as:
 - Education Department of the regional government, that promoted this initiative
 - ITG Ganadero, that deliver technical and economical advice to the farmers
 - AFNA (Asociación Frisona Navarra), responsible for dairy control (quality of milk)
- The positive attitude and willingness of the students for participating in an innovative Project in cooperation with farms and firms and that permit to acquire competences in a practical way.

Resources (materials & persons):

School:

- The conductimeter DIST 8 of HANNA firm
- The conductimeter CM35 of CRISON firm
- A vehicle (van) for the transport
- Students of "*Grado Medio Producción Agraria Extensiva*" and "*Grado Superior de Gestión y Organización de Empresas Agropecuarias*"
- Teacher

Firms/Community:

- 282 Frison Holstein cows of 8 farms
- 135 sheeps (Latxa, Asaff, Lacon) of 3 farms
- The use of the Dairy Laboratory of Lekumberri
- Technical support of the ITG Ganadero
- Technical support of the AFNA (Asociación Frisona Navarra)

Communication & Dissemination:

This Project was supported by the Education Department of the regional government of Navarra who chose it to be presented in the National meeting of the "Confederation of VET Schools" carried out in Madrid.

The project was disseminated in all VET schools of Navarra region as well.

Links: (coming soon)

Web:

Other:

COPCHAVET Project: “Coping with Challenges on Vocational Education and Training”

“Good practices in cooperation School-Business and in Entrepreneurial Competences Learning”

**Competition of entrepreneurial initiatives: “IMAGINE YOUR ENTERPRISE”.
Some examples in agrarian sector: “Caex”, “Oleaex”, “Almohadex”, “Lo Nuextro”**

School:

Centro de Formación del Medio Rural Don Benito
 Ctra de Miajadas Km 2
 06400 Don Benito (Badajoz)
 Tel: 924002292

Person of contact:

Mr. Esteban Simancas Redrejo
 e-mail: esteban.simancas@adr.juntaex.es



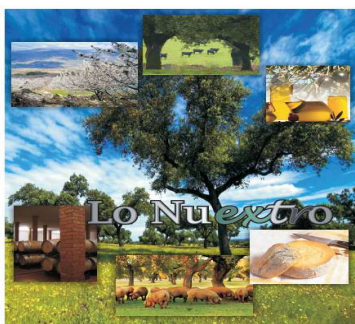
Description of the Project:

“IMAGINE YOUR ENTERPRISE” was a program of Extremadura regional government that had as a purpose to generate entrepreneurial “spirit” among students, giving them the possibility to create their own “business plan” and maybe in a second step their enterprise and jobs.

In order students of VET schools prepare their “business plans”, first at all is proposed to them to analyze the needs and opportunities for business in their town or neighborhood. They are organized in groups and they must convert these needs and opportunities into projects. To do that they receive a “pedagogical dossier” to guide them, and they participate in two training workshops, the first one is “Creative Universe” related with the generation of ideas and creativity; the second one is “Places for Innovation” where students can share their experiences and to know innovative entrepreneurial experiences learning and enjoying at the same time.

Every VET school assigns a teacher to follow the process and to coach students. This teacher is helped by and “local business advisor”, expert in “local development and employment” of the regional government. This “advisor” supervises the “business plan” and the entire project. So, teachers, “local business advisors” and students work together in the generation of new business projects.

The Agrarian VET school “*Centro de Formación del Medio Rural de Don Benito*” has participate in few editions of the competition and some of its projects had been awarded, for example: “**Caex**” a Project of an enterprise dedicated to breed beneficial insects to be used in the biological control of pests; the “**Equine therapy Center of “la Mina”**” about the use of horses in therapy with different handicapped people; the “**Oleaex**” about the production and marketing of biological olive oil; the “**Almohadex**” about the production and marketing of pillows elaborated by carbonized olive kernel; and “**Lo Nuextro**” about a marketing enterprise that promote and sale Extremadura food products, showing the consumer how these products elaborated, and the culture and traditions linked to them.



Problem or challenge this Project is facing:

With this competition students acquire entrepreneurial skills and attitudes that permit them to analyze the needs of their communities, working in groups in the generation of the business idea and in a proactive way to be able to assume business challenges.

This process is not only about the business plan but also how to generate changes in their community for its improvement, it can be social, artistic, cultural changes and even with the participation in the community associations is enough to generate changes.

Organization & Management of the Project:

The 6 competitions done until now were organized by the Extremadura Regional Government.

The projects of the “*Centro de Formación del Medio Rural de Don Benito*” were supervised by a “teacher-coach” and by a “local business advisor”. Some projects as for example “Lo Nuextro” received technical support of local food enterprises about food process, marketing, and business organization.

Resources (materials & persons):

School:

- 1 Teacher-coach
- 1 ICT classroom where students look for information and write their business plan

Firm and/or Community:

- 10 “experts” of the Agency for Young Initiative of the Extremadura regional government (for all the program)
- 1 “local business advisor” to help the teacher-coach.
- Enterprises for technical and economical support

Strengths of the Project:

This competition develops business ideas analyzing the needs and opportunities of local communities. All the ideas are converted in a “business plan”.

The willingness and cooperation received from the local enterprises and the community

Some of these business ideas could generate in the future new enterprises, so jobs.

Communication & Dissemination:

Official Website: www.imaginatuempresa.com

Other links:

http://www.youtube.com/watch?v=SILsiRx6_OQ

<http://www.youtube.com/watch?v=mj-5keZm6nc&feature=related>

<http://www.youtube.com/watch?v=A1r35thRXY0>

<http://www.elperiodicoextremadura.com/noticias/extremadura/un-centro-de-fp-de-don-benito-gana-dos-premios-de-empresa-589110.html>

Other:

As a example of a possible new enterprise generated by the competition we can talk about “Lo Nuextro”. The students that elaborated this business idea continued contacts with regional cooperatives and other local food enterprises interested in the Project. These enterprises think that the Project could help them to enter in foreign markets, first in Italy because its similarities in food consumption and then to other countries.

COPCHAVET Project: “Coping with Challenges on Vocational Education and Training”

“Good practices in cooperation School-Business and in Entrepreneurial Competences Learning”

Initiative “To create their own job, a good alternative”

School:

Escuela de Capacitación Agraria de Tacoronte
C/ Guayonje 68, Tacoronte
38350 Santa Cruz de Tenerife
Tfno: 922.57.33.60
Mail: 38007002@gobiernodecanarias.org

Person of contact:

Mr. Dionisio González Rodríguez
e-mail: dgonrod@gobiernodecanarias.org



Description of the Project:

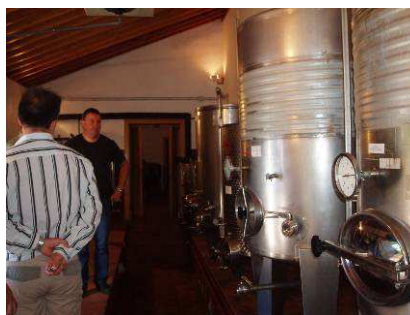
The objectives of the Project were:

- To generate a business idea
- To analyze its technical, commercial and economic-financial feasibility and if possible: to put in practice

All this represents a big effort for the entrepreneur that with his/her work, skills and perseverance reach to create an enterprise that fulfill his/her work expectations, personal realizations and to contribute to the wealth of the Society because his/her business will generate wealth and prosperity in the territory where the firm will settle. This is more important now than in old time for the economical crisis we are assuming.

This Project was created after two previous experiences of the school: the first one was the “entrepreneurial orchard” that unfortunately hadn’t generated any new enterprise and the second one the “entrepreneurial courses” for entrepreneurs.

In the first phase of the Project what we pretend is to transfer to students the basic knowledge about how to create an Enterprise? And afford him/her the information, resources and tools available for young entrepreneurs. All is completed by the study of cases and presentations of other successful entrepreneurs in Agrarian Sector.



Problem or challenge this Project is facing:

The challenge of the Project is to promote the entrepreneurial initiative among the students of the school at the end of their studies.

Organization & Management of the Project:

This project was developed in cooperation with the Tenerife island government (Cabildo), who assigned an advisor in "business and rural development". The teacher of the school organized the program and looked for innovative experiences in Agrarian Sector in Tenerife to be presented to students. Many of these new businesses selected belonged to former students of the ECA Tacoronte, so the engagement and communication was good.

Strengths of the Project:

- This is a Project oriented to students of the last year of the school.
- Local Authorities and private firms are involved.
- Students can learn from real experiences how to start up an enterprise. Most of these experiences (enterprises) are from former students of the school.

Resources (materials & persons):

School:

- School facilities
- Printed material (dossiers)
- Audio-visual devices
- Staff of the school (teacher and other..)

Firms and/or Community:

- Advisor of the "Cabildo de Tenerife"
- Experts from the Chamber of Trade (*Cámara de Comercio*)
- Entrepreneurs from private firms

Communication & Dissemination:

During the VI Entrepreneurial Session carried out the 15 of February 2012, the school created posters and leaflets for dissemination. Dissemination was made through the Websites of the Agricultural Department of the regional government of Canarias and the Tenerife island government (Cabildo).

Links:

- www.agrocabildo.es
- www.gobiernodecanarias.org/agricultura

Other:

COPCHAVET Project: “Coping with Challenges on Vocational Education and Training”

“Good practices in cooperation School-Business and in Entrepreneurial Competences Learning”

Decoration of the scenic art centre (CAES) of Torrepacheco

School:

CIFEA- TORRE PACHECO
Avd. Gerardo Molina nº 20 30700
968578200

Person of contact: M. Hilario Buendia
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Description of the project:

To decorate with plants and artificial flowers common areas of the building (CAES), trying to represent by floral compositions the three arts (architecture, sculpture and painting), and that these compositions are consistent with the architectural style of the building.

Organization & Management of the project:

The organization and project and the management was carried out in each of its phases by the students themselves. Contacts with the CAES, agreement and contract, execution and delivery of the work were made directly by students. The teachers of the school supported them and gave some advice.

Resources (materials & persons):**CIFEA Torrepacheco:**

- Teachers and students of the 2nd year of the medium level VET in Gardening (*Ciclo Medio de Jardinería*)
- Vehicles, tools

CAES of the municipality of Torrepacheco:

- Facilities
- Financing plants and materials

Problem or challenge this project contributes to solve:

- To increase cooperation school-municipality
- To find good places where to implement gardening projects
- To integrate floral composition in public buildings.

**Strengths of the project:**

- Cooperation between the municipality and the school.
- A formal contract signed engage students to deliver the work the date fixed, so the work is made in a professional way.
- The project permitted to finance the plants and other materials
- Personal satisfaction

Communication & Dissemination:

(Activities done during the project)

- Contact and interview before signed the contract.
- To present the idea/project to the CAES
- Dissemination at local level and in the Web of the school.

Links:

- Web:
- You tube / Video:

Other:

COPCHAVET Project: “Coping with Challenges on Vocational Education and Training”

“Good practices in cooperation School-Business and in Entrepreneurial Competences Learning”

EQUAL project “Adelántate”

School:

Centro Integrado de Formación y Experiencias Agrarias
(CIFEA) de Molina de Segura
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30500 - Molina de Segura (Murcia) Spain
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<http://www.murciaeduca.es/ccamolinadesegura/sitio/>

Person of contact:

Mr. Pedro Angosto Cano. (manager)
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Description of the project:

The “Centro Integrado de Formación y Experiencias Agrarias (CIFEA)” of Molina de Segura – Murcia – Spain was one of the partners of EQUAL project “**Adelántate**” promoted by The Woman Institute of the Region of Murcia. The main objective was to develop entrepreneurial competences among women from rural areas of the region of Murcia and facilitate them to generate their own business.

The participation of the school consisted on planning and developing training courses addressed to women who lived in the countryside or in rural areas. It had as main goals the job placement and the establishment of women in the rural environment. As an important part of this, we organized a learning seminar where women who had stood out in their professional activities or, above all, as entrepreneurs gave advice and told them about how they had been able to overtake all difficulties they had to face a long of their initial careers.

Different personalities of the labour world, firms and other institutions participated in training courses. Among all of them, we would like to name some, as for instance: The General Director of HHRR of “Hero Spain Co.” The General Manager of “Frutas Esther Co.” The Technician of Foreign Promotion Programmes of the Chamber of Commerce of Murcia and the owners of “Molina Medioambiental Co.” All of them brave women who had to break the glass ceiling before to achieve to become successful entrepreneurs or to be in charge of important firms and institutions as they are now.



Problem or challenge this project contributes to solve:

The job placement and the establishment of women in the rural environment.

Organization & Management of the project:

This activity was carry out under direct organization of CIFEA of Molina de Segura. We contacted with the participants and we organized all meetings of the seminar. All the meetings and the other activities of the seminar were carried out in the facilities of CIFEA.

Resources (materials & persons):

School:

- Facilities of the CIFEA.
- Teachers and staff.

Empresa y/o Comunidad:

- Speakers / mentors from the firms that collaborated in the project (all volunteers)

Strengths of the project:

- Implication of important firms and institutions of the Murcia's region.
- "Female approach". It permitted good relationship between mentors and participants. As a result three women established by themselves as entrepreneurs in rural areas. Many others took a lot of good ideas and competences that one day could be useful for them.

Communication & Dissemination:

- Communications in Regional Mass Media
- Communications in the official Webs of the different project partners.
- Dissemination of the project among all regional institutions related with women and rural development.

Links:

- Web:
- Youtube / Vimeo:

Other:

COPCHAVET Project: “Coping with Challenges on Vocational Education and Training”

“Good practices in cooperation School-Business and in Entrepreneurial Competences Learning”

Innovative training in agriculture. Experiences of ECA Mas Bové

School:

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Web: www.gencat.cat/daam/ecamasbove

Person of contact: Pilar Pando
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Project Description

Mas Bové Agricultural VET School collaborates with the Department of Agriculture (DAAM) of Catalonia (Spain), the Institute for Research and Food Technology (IRTA), local governments (*Consells Comarcals*), cooperatives, LEADER groups, etc., in the professionalization of the agricultural sector.

After the study and analysis of the needs expressed by the different stakeholders involved in the Agricultural sector (trade) of the region, the school organizes different training actions for farmers.

The kinds of actions are:

- **Technical conferences (*Jornada técnica*)**
Consists in one day of conferences about technical topics where experts from firms and/or official agencies, universities, research and experimentation, etc, present innovations and experiences.
- **Technical Sessions**
Focused in the exchange of experiences and knowledge among technicians/experts and producers in one specific trade or production.
- **“Field Day” (*Jornada de campo*)**
Activities of technology transfer in a real situation (farm/firm) in the frame of a “technical conference” or agricultural fair.

- **Field experiences**

Experimentation conducted by the Institute for Research and Food Technology (IRTA) in the farm of the ECA Mas Bové School with the purpose to validate or contrast some techniques and/or inputs of one trade production. Later, the school will disseminate the results by “field day” or “technical sessions, for example.

- **Seminars of Added Value**

These seminars are planned to afford a fast and efficient answer to the agro-food entrepreneurs who wish to receive a specific training in one aspect of their trade.

It seeks to create a space where to find tools and methodology to increase the potential and possibilities of success of their business.

There are no lectures but presentation and discussion of real experiences between professionals. In these seminars professionals and experts meet to discuss about a problem and how to solve it (Success stories).

- **Distance Training Courses**

Short courses adapted to the needs of the agro-food trade. The student has assigned a coach (teacher of the school) that accompanies and helps him/her during the entire course in order all students could achieve their goals. <http://www.gencat.cat/daam/formació-distancia/>.

These courses are followed on-line using the RuralCat platform (<http://ruralcat.net>), a training and transfer of technology platform created by the Department of Agriculture of Catalonia. For this kind of training specific tools (technical and didactical materials) have been created.

This training is oriented especially to young people that want become farmer (Young Farmer’s Installation Scheme).

- **Classrooms Courses**

Short specific courses carried out entirely at school or one part at school and another one on-line, using in this case, the Moodle platform that disposes the school for these purpose.



Problem or Challenger that this Project contributes to face

- The need to improve knowledge and skills of workers and future workers (i.e young farmers) of the agro-food sector that permit them to find a job or start an agricultural business.
- To contribute to the transfer of technology and entrepreneurial skills acquisition to farmers and other entrepreneurs of agro-food sector.
- To promote the creation of new initiatives in agriculture and/or food processing doing reachable to them tools, methods and innovative strategies.
- To promote entrepreneurship in the agro-rural sector.

Strengths of the project

- Strong link school-territory.
- Coordination with all the stakeholders and according the objectives of the Department of Agriculture (DAAM)
- Experience and specialization of the school, oriented to the agro-food sector.
- Flexibility of the school in order to adapt the offer of training courses/activities to the demands of the sector.
- Multidisciplinarity of the offer and diversity of methods and kind of training activities.
- High level of implementation of ICT in training activities

Resources (materials & persons):

Humans

- 2 teachers and the manager of the school that plan organize and coordinate the project.

Cooperation of:

- Agricultural VET Service of the DAAM
- Agricultural Innovation Service of the DAAM
- Other services of the DAAM in the territory
- DAAM Local Agencies in the territory.
- LEADER groups of the territory.
- IRTA
- Cooperatives and professionals

Material

- Farm / plantations of the school
- Classrooms / auditorium
- ICT classroom and other ICT resources

Communication & Dissemination

- Meetings with the stakeholders of the trade (sector)
- To elaborate a list of persons interested in every kind of training activity
- To elaborate posters / boards to disseminate the activities.
- To send by e-mail the information (programs, boards, etc).
- Dissemination by the Websites of DAAM, RuralCat, and ECA Mas Bové. Also by Facebook of ECA Mas Bové.
- To create a virtual space of Communication and Interaction between participants and participant-teacher by the Moodle platform of the school

Links:

- Web: www.gencat.cat/daam/ecamasbove
- Moodle: <http://agora.xtec.cat/eca-masbove/moodle/>
- Facebook: <http://www.facebook.com/pages/Escola-Mas-Bov%C3%A9/136245463119174>



Organization and Management of the project

The annual working plan is made according to the needs of the trade (sector), detected by:

- Meetings with all the stakeholders of the trade
- Questionnaires answered by participants in previous training courses
- Study of the training priorities for the territory (local government studies)
- Orientations of the Department of Agriculture (DAAM) for the trade and territory

All the courses and activities are reflected in this Plan and must be approved by the Department of Agriculture (DAAM) in order to obtain the financial resources.

The management and organization of the activities are made by the teachers of the ECA Mas Bové, coordinated by a responsible, and in close cooperation with the stakeholders (IRTA, Consell Comarcal, Leader groups, cooperatives, etc.). This is very important, especially when the activity is going to be done in the territory, out of the school.

The control of every training activity is made by the assigned coordinator, who will write the report with the incidences and the evaluation of the activity. This evaluation takes into account the opinion of participants (questionnaire) the teachers and the coordinator.

The financial Management is made by the school (accounting, payment, etc).

Other: