

Key challenges in implementing in-farm/company training as the core of the new Dual Bachelor in the DualAFS project.

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Dual Curricula – Study and Work Practice in Agriculture and Food Safety

❖ EU funded Erasmus+ project dedicated to strengthen practice oriented higher education for Livestock Sciences and Agribusiness in Albania & Kosovo

Practice partners:

Livestock and Rural Development Centre, Albania

Kosovo Food and Veterinary Agency, Kosovo

Kosovo Association of Milk Producers, Kosovo

Agricultural Centre of Technology Transfer, Korce, Albania

Associated (practice) partners:

Quality Assurance Agency in Higher Education, Albania

Nucleus-Albania

Association AGRINET, Albania

1. Agriculture University of Tirana
2. University “Fan Noli” Korce
3. University of Prishtina
4. University of Mitrovica “Isa Boletini”

EU Partners

- ✓ Nuertingen-Geislingen University
- ✓ Savonia University of Applied Sciences

WHY THIS PROJECT ???



To address
challenges

Youth unemployment rate 27%

Paradox – Farms & companies are in search of
Skilled workers

There is a mismatch between professional training
& education and labour market needs

We are struggling to keep youth in Albania &
rural areas – Emigration tendencies are negative!!

Assessment of required professional practical skills according to graduates recruitmens by the private sector (n = 142).

Skills	1	2	3	4	5	Mean	Median
➔ In-company training during studies	12,2%	10,1%	23,7%	42,5%	11,5%	3,3	4,0
➔ Studies, practical training abroad	9,2%	20,4%	24,6%	37,3%	8,5%	3,2	3,0
Continuous training (LLL)	5,0%	16,6%	19,4%	48,2%	10,8%	3,4	4,0
Development of a business plan	12,4%	16,1%	21,2%	42,3%	8,0%	3,2	4,0
Organisation of various activities in the fields of volunteering, social affairs, NGOs, etc.	17,9%	29,3%	32,1%	19,3%	1,4%	2,6	3,0

Scales from 1 to 5: **1 - nothing; 2- too little; 3 - average; 4 - a lot; 5 - too much.**

WHAT IS THIS INITIATIVE ABOUT ?

1

Introducing Dual Studies in
**Livestock Animal-Product
Safety (LAPS) /AUT**

2

Introducing Dual Studies
"Agribusiness Management"
UNIKO

Combines **practical training** at the workplace with
classroom-based training or **training centers**

Joint efforts – **making together** universities,
private sector & public institutions

Trainees/students are employees with **special status**

Components of "Dual System"

Cooperation agreements/contracts defining the rights of:

- ❖ Students
- ❖ Employers
- ❖ HEI-s

Application of a combined approach

- ❖ Work based training in company & university

State support in a sustainable way

- ❖ Including "Dual System" as a policy priority

Financial incentives for work-based learning

- ❖ State contribution
- ❖ Company
- ❖ University
- ❖ NGO-s

DUAL Curriculum BSc in Livestock & Animal Product Safety (LAPS)

Study years	Semester/ Practice period	Time	Weeks	Contact h/Week	Workload (hours)	ECTS (1ECTS=25h)
1st Year	Sem. I	3rd We/Oct -2nd We/ Febr	15	≤ 25	750	30
	Sem. II	1st We/March-2nd We/Jun	15	≤ 25	750	30
	Total: 1st Year		30		1500	60
2nd Year	Sem. III	3rd We/Oct -2nd We/ Febr	15	≤ 25	750	30
	Sem. IV	1st We/March-2nd We/Mai	10	≤ 25	500	20
	Practise 1 (In-Farm)	3rd We/Mai-End Juli	10	25	250	10
	Total: 2nd Year		35		1500	60
3rd Year	Sem. V	3rd We/Oct -2nd We/ Febr	15	≤ 25	750	30
	Sem. VI					
	Practice 2 (Ext. service)	March	4	30	100	4
	Practice 3 (In-Farm)	April - End July	16	30	500	20
	BSc Thesis	During Practice 3			150	6
	Total: 3rd Year		35		1500	60
Total	Years: I+II+III					
	Theory		70 (70%)		3500	140 (78%)
	Practice + Thesis		30 (30%)		1000	40 (22%)
	Total		100		4500	180

Design of Dual Bachelor Curricula on “Agribusiness Management”

☐ Study Period: 3 academic years

☐ Full Time: 102 weeks

✓ 63 Weeks Theory

✓ 39 Weeks Professional Practice & Thesis

 61.8 %

 38.2 %

☐ Total Workload: 180 ECTS

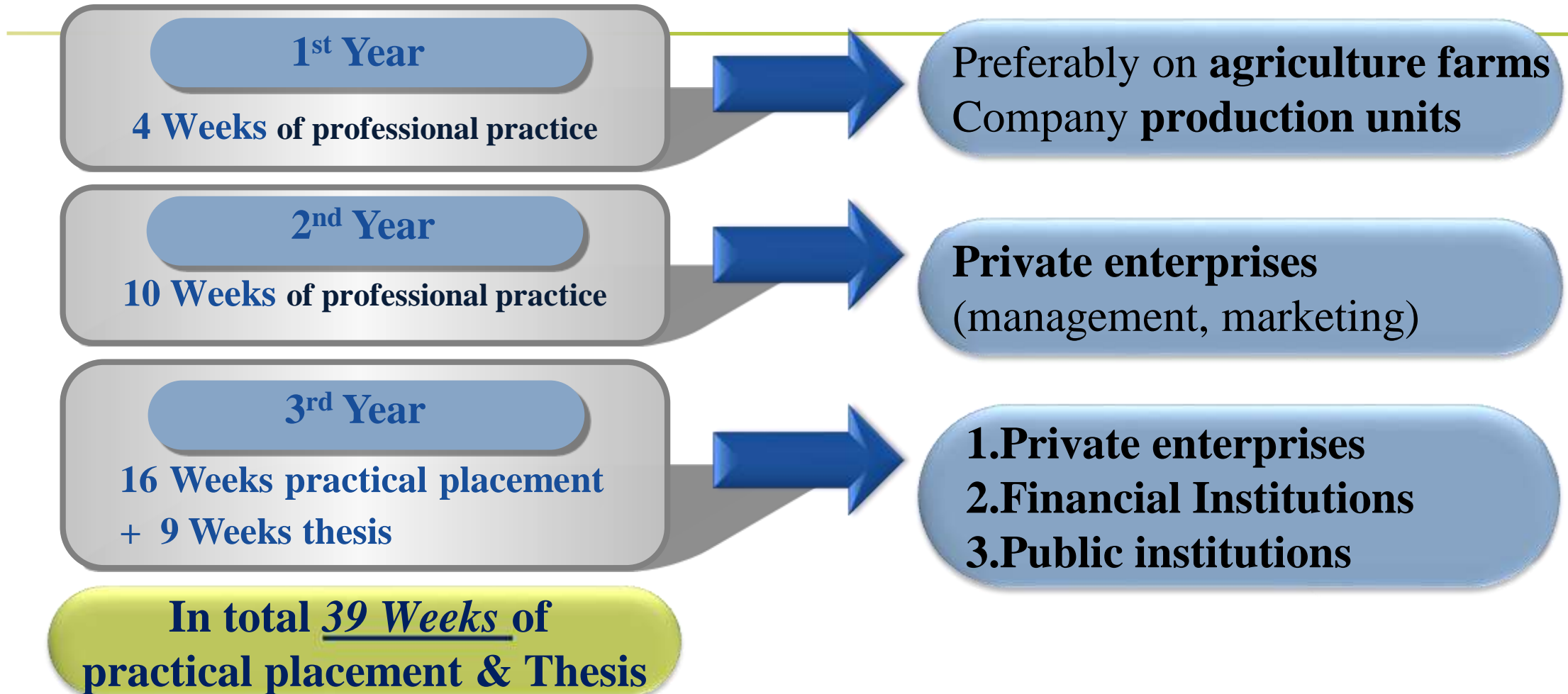
✓ 1535 Theoretical Hours in Auditorium

✓ 2965 Independent Work (*Professional Practice & Thesis Included*)

 34.1 %

 65.9 %

Structure of Practical Part in "Agribusiness Management"



Important Pillars for Completing a Professional Practice/Internships



➤ **Finding a supervisor/leading the students**

➤ **Create a work plan**

➤ **Visiting the work place**

➤ **Discuss progress during internship**

➤ **Organizing meeting with the work partner representatives**

➤ **Performance of students on work partners**

➤ **Report preparation**

➤ **Oral presentation**

Avantazhet e Modelit “Dual”: Çfarë përfitojnë studentët???

Familiarization of students with the farm, business in the agricultural sub-sectors and their functioning since the time of studies.

Facilitating the transition from the "world of education" to the labor market, through familiarity with the farm & business.

Advantage in employment interviews as a result of familiarity with the requirements of employers & better practical knowledge.

Bachelor students with high practical knowledge, serve as an impetus for increasing the theoretical and practical level of second cycle studies.

Based on the German experience, students of the "Dual" program can benefit in addition to the Bachelor's degree and Professional Certificate, which evidences practical training.

Partners for Conducting Professional Practice of Students

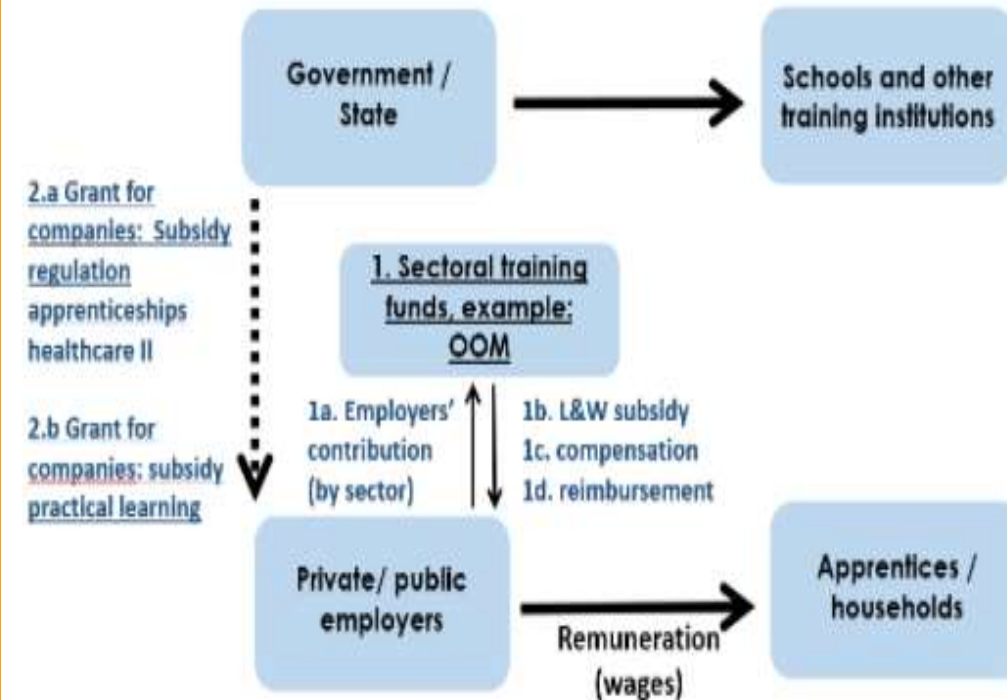
- Medium and large farms (Mixed farms)
- Agri-business operators (on farm and off farm activities)
- Associations
- Storage & collection companies
- Agro-tourism units
- Production companies
- Food processing companies
- Non governmental organizations
- Financial institutions
- Central and local public institutions (municipality, agencies, etc)
- Centers of technology transfer in agriculture

European Models for Financing Dual System...

JOINT MODEL The Dutch example

- ✓ Being registered as a work placement company/contract
- ✓ Get accredited
- ✓ Subsidy scheme for companies offering work-based learning.
- ✓ Subsidy depends on the number of weeks the participant received practical guidance
- ✓ Extra subsidy for agriculture...

Max 2,700 € for a work placement/year



Aspects of Application of Programs Integrated with Practice

Graduates who have completed dual secondary education / implementation of the Dual system in vocational secondary education

Graduates who have completed high school and come from rural areas



**Studentët
Potencialë**

Graduates who have completed vocational high schools in agriculture, livestock, economics & tourism programs

Graduates who have completed high school & come from families that have farms / businesses in agriculture, livestock, agritourism

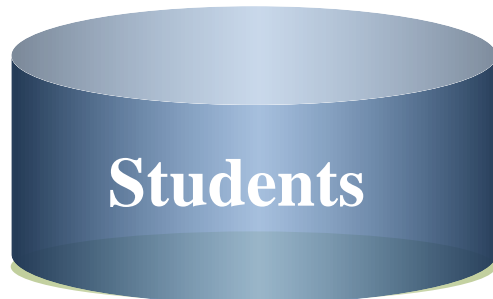
The benefits of Joint Efforts & Responsibility of Actors



- ✓ Economic impact
- ✓ Qualitative productivity
- ✓ Be competitive
- ✓ A better image



- ✓ Get integrated
- ✓ Enhance professional capability
- ✓ Internationally oriented



- ✓ Increased employment opportunities
- ✓ Professionally developed



Ideas for Implementation of Dual Study Programs

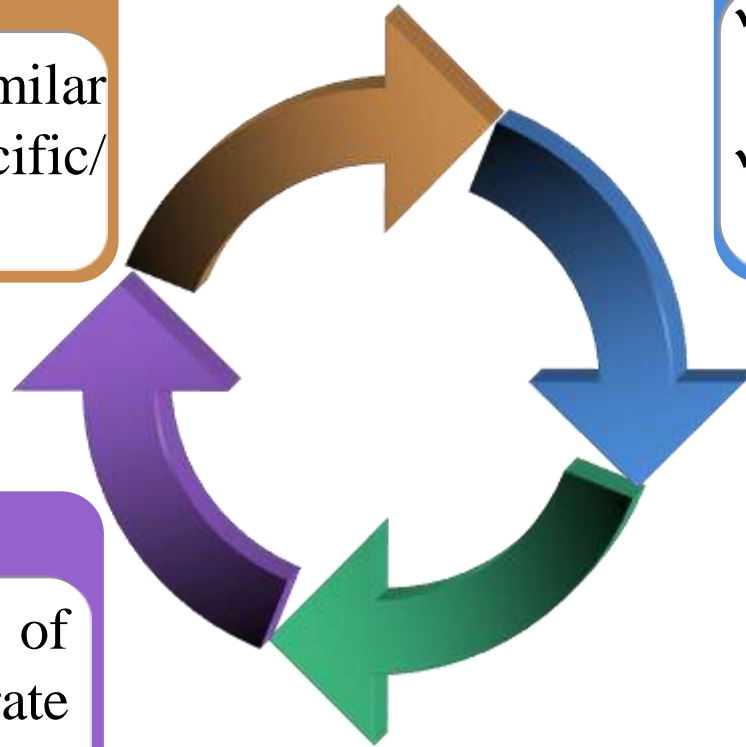
Engagement of Stakeholders

Medium/Large farms

- ✓ Cooperation between similar farms in search of specific/technical skills

Clusters

- ✓ Stimulating the creation of educational clusters that operate in the respective regions



Public & Training Institutions

- ✓ Involvement of public institutions in local & central level
- ✓ Coordinated training institutes with private sector partners

High Schools & Professional Schools

- ✓ Counseling of graduates based on the advantages of Dual higher education programs

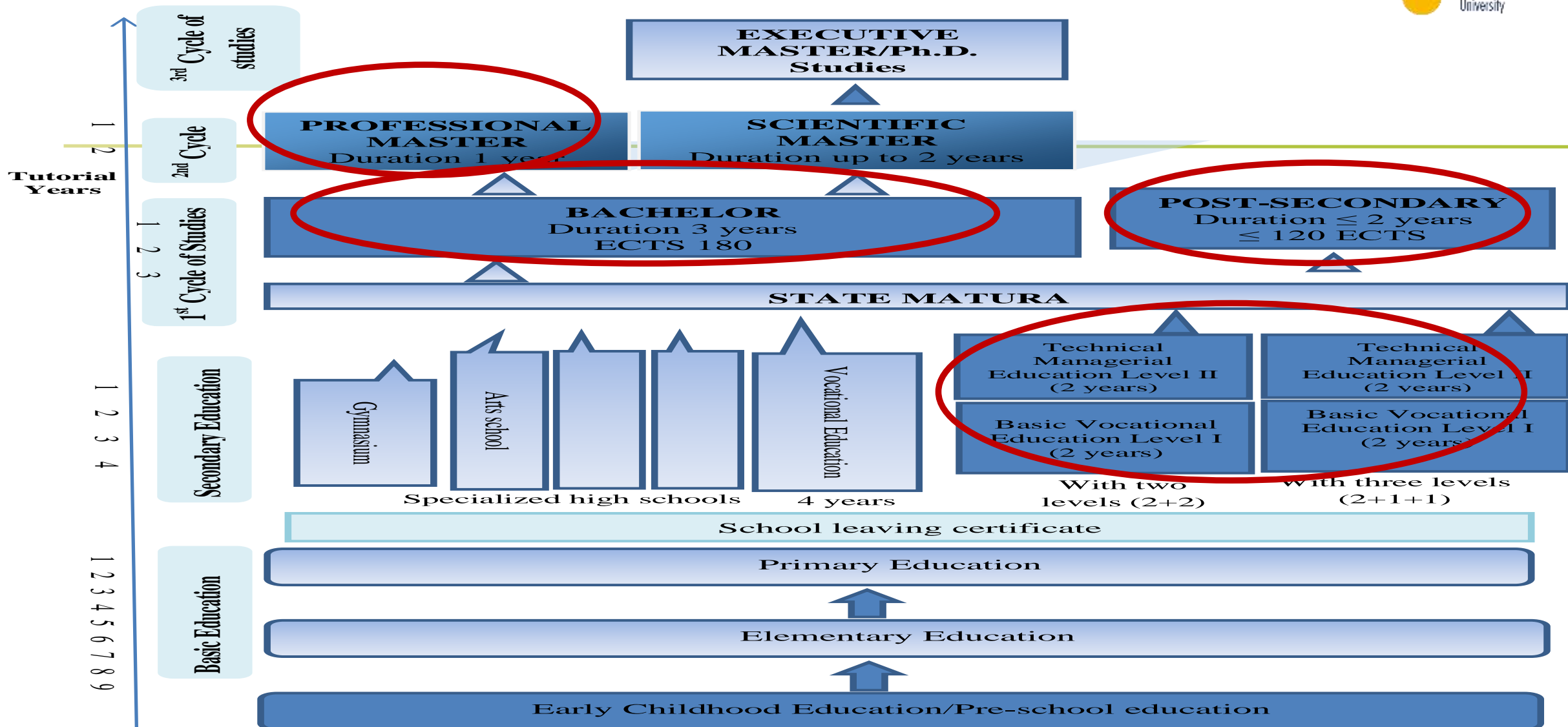
Legal framework on Professional Higher Education “Dual System” in the Albanian context

*The Albanian Law on Higher Education (80/2015) names **vocational** higher education as “**Higher Professional Education**” in several cases.*

(Article 18) Vocational higher education may be offered not only by Colleges but also by Universities: all types of higher education institutions may offer vocational higher education study programs.

(Article. 81) Advanced education courses & professional courses may be offered by all types of Higher Education Institutions in the form of Life-Long Learning (LLL). These courses conclude with certificates of vocational education.

(Article. 75) Describes characteristics of second cycle study programs. Characteristics of Professional (vocational) Master's Degree program (MP) vs. Scientific Master Degree (MSc). The curriculum of the PM is clearly application-oriented and professional.



Vocational Education system = Vocational Secondary Education + Vocational Higher Education

Levels	Programs
Vocational Higher Education (VHE)	Professional Master (level 7 AQF)
	Bachelor (level 6 AQF)
	Post-secondary professional Diploma (level 5 AQF)
Vocational Secondary Education (VET)	Vocational High Schools (4 yrs) (level 4) Vocational secondary schools (2 and 2+1 yrs) (level 3 and 4)

Regulatory framework: What can be improved?

- ✓ According to Bologna Standards, the 1st cycle of university degree is defined as "*Bachelor*", not as "*Bachelor of Science*" or "*Professional Bachelor*", as other countries of Europe and USA (with at least 180 ECTS and 3 years or 6 semesters). I.e. the legislator has almost with intention chosen this type of bachelor to include or represent all types of bachelor.
- ✓ **Law on Vocational Education and Training (15/2017)**, regulates dual education in secondary education. **Article 22** defines dual training between trainees & companies, referring to the provisions of Labour Code. The terms "**students**" and "**universities**" are **never mentioned**.
- ✓ **Regulation (2020) on the Implementation of in-company training in VET system**, the WLP are involved not only in the implementation of practical training, but also in the organization and implementation of the practical examination of students.
- ✓ "**Employment Promotion Act**" (no. 15/2019), recognizes vocational training as part of active employment programs & describes the financial support in the form of grants. In this context, could also be included "**students of dual courses**".

Regulatory framework: What can be improved?

- ✓ While a good legal framework for the participation of WLP in VET system, already exists, there is no specific regulation for this aspect in the legal framework of higher education in Albania.

This leads to the question:

- What could we use for the implementation of dual in-farm/company training in VHE (esp. BA level) from the experience existing at the VET level?

Or asked differently:

- Could the experience of our countries in the implementation of in-company training at VET level also be useful for in-company training at VHE level (esp. BA level) ??
- very simply: in this issue, we as universities can also learn from the VET experience!

Regulatory framework: What can be improved?

- ✓ Of course, these are two different levels (some even call them separate systems!), but we believe that a **holistic approach to the issue of practical training of students at all levels of the vocational education system** would be useful for our countries and could create synergies.
- ✓ Why?
- ✓ Our countries do not have a sufficient tradition in the field of practical training at all levels of the educational system. Therefore, all the **experience gained especially in the last two decades with the generous support of foreign partners should be developed and extended with great attention**, including in higher education.
- ✓ The problem has many similarities, because it is essentially about the **legal framework and financial support for cooperation between educational institutions, companies and the state to realize on-the-job training for students**.

The Role of Associations / Chambers of Commerce & Farm / Business Organizations

- Identification and selection of farms / businesses
- Participate as a third partner in the agreement between the university and the farm / business
- Intermediary role for the internship contract between the student and the farm / business
- Dissemination of information to farms / businesses
- Participate in the diversification of student internship programs
- Representation of farms / businesses in the evaluation of professional practice (gradually)
- Co-signer of the certificate of professional practice, along with the farmer and lecturer
- Gradual transfer to the role of co-signer of the Student Vocational Training Certificate (eg. for the title "Master" similar to "Meister"), for students of Dual programs

Role of the State (MASR - MARD) in the Implementation of the "Dual" System

- ✓ Completion of the legal and sub-legal framework for dual programs and development of students' professional practices
- ✓ Recognition of the status of Farms/Businesses of Student Training
- ✓ Recognition of the contribution of farms / businesses in the realization of dual studies, especially of professional practice
- ✓ Proposing supportive incentives for farms / businesses that accept and guide students to develop professional internships
- ✓ Supporting universities to improve the infrastructure for practical training, so that they respond to the dynamics of the development of technology of agricultural and livestock production

Possibilities of subsidizing professional practices Proposals



Incentivat

The private sector accepts students for professional internships & is reimbursed by the state (application to programs)

Farmers' groups, companies, NGOs, etc. create a separate fund for the cost of training and are exempt from business taxes

Award of bonus points by ARDA in the procedure of evaluation of applications of farms & businesses for financial support

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