Blue Region Initiatives for Developing Growth, Employability and Skills in the farming of finfish

Erasmus+ Centres of Vocational Excellence

Dag Willmann, Trøndelag County Authority
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STUDENTS AT THE SCHOOL’S SITE FOR SALMON FARMING

Is operated in partnership with: Måsøval
«BLUE COMPETENCE CENTRE»
A GOD METAPHOR FOR HITRA AND FRØYA ........ IF THE FISH HAD BEEN A SALMON.
The aquaculture industry is target for a critical spotlight!

“Fish farmers denies and explains away environmental problems”

“You see that the dorsal fin is completely eaten”

- Oppdrettere forneker og bortforklarer miljøproblemer

Source: SYSLA FISK

Source: NRK Brennpunkt
Why this commitment to aquaculture vet development?

- The aquaculture industry has a common (international) reputation to maintain and improve!
- In Norway, we can make this lesson from the oil and gas industry:
  - Norwegian Equinor → involved in extraction of oil-sand in Alaska.
    - Created a lot of negative attention towards the company.
  - It does not help that the company runs a relatively environmental friendly activity in Norway? --> Has to apply for all activity!
  - Equinor is considered as a wealthy company and is automatically a target for critical spotlight from the public opinion.

- The aquaculture industry is also considered as a increasingly wealthy industry and is therefore (deserved or not?) exposed to exactly the same mechanisms from the public opinion.
  - The industry is still struggling with myths about widespread use of antibiotics in disease control.
• An internationally coordinated and innovative aquaculture education, constantly being developed in line with the technology and biology development in the industry, is crucial to the aquaculture industry's opportunities for further growth!
• Bridges wants to play a pioneering role in this!
GURI KUNNA AND EU-PROJECTS - «TRACK RECORD»

- «TiTus» - 2012-2015 (finished)
  - Romania/Italy/Norway
- «Optimal» - 2016-2019 (finished)
  - Norway/Scotland/Belgium/Ireland
- «BlueEDU» - 2016-2018 (finished)
  - Norway/Scotland/Belgium/Greece
- «ASK for BEST PRACTICE» - 2018-2021 (ongoing)
  - Norway/Scotland/Iceland
  - Trøndelag County Authority / Guri Kunna VGS is «Lead partner»
- «BlueMentor» - 2019-2022 (ongoing)
  - Norway/Scotland/Iceland
  - Guri Kunna VGS is «Lead partner»
- «BRIDGES» - 2020-2024 (ongoing)
  - Norway/Iceland/Sweden/Finland
  - Trøndelag County Authority / Guri Kunna VGS is «Lead partner»
- EU grant ≈ 6,7 mill EURO’s
Contacts both in politics and in the industry

From left:
- Norwegian Minister of Fisheries, Odd Emil Ingebrigtsen.
- Norwegian Minister of District and Digitization, Linda Hofstad Helleland.
- The undersigned, Dag Willmann.

- Four of Norway's largest salmon producers in the region:
  - SalMar (headquarters)
  - Lerøy Mid Norway (headquarters)
  - MOWI
  - Måsøval (headquarters)
  - Hatcheries and a Cod farm
The BRIDGES partnership:
«Bridges» in (very) short terms: Develop VET schools to become world-class regional HUBs / drivers for competence, innovation and entrepreneurship development related to Aquaculture VET (higher VET) and innovation/entrepreneurship guidance!
FROM VET SCHOOLS TO CENTERS OF VOCATIONAL EXCELLENCE

2020-2024

GOALS

INDUSTRY

- Develop VET supply to better offer training based up on industry demands
- Introduce new VET methods that are more time- and cost efficient
- Students receive more efficient aquaculture training
- Establish school-industry partnerships

Strengthen Vocational Education and Training (VET) and Higher VET

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BRIDGES improves and streamlines VET. The VET schools are the initiators for organizing a common meeting arena towards the industry. BRIDGES applies learning outcome descriptions: what knowledge and which skills are wanted. BRIDGES challenges the industry to formulate their VET demands and specifications.

**Regional Competence Resources Unify Inspire Transform**

**What**

BRIDGES offers VET that is combining theory with practice in new ways. BRIDGES describes how VET schools may set up and establish regional competence centers that quickly responds on farming industry demands. BRIDGES demonstrates how regional competence centers may get an active role within innovation and entrepreneurship in the region.

**1. Work-based learning for VET**

**2. Regional competence center**

**3. Innovation in the region**

**Why**
The project idea:
VET providers as HUB’s for:
More responsive and high-quality VET delivery
Regional development, innovation and entrepreneurship

Key deliverables:
- Work-based integration of learning innovation
- Framework of shared learning outcomes
- Aquaculture work-based learning resources
- VET responsiveness towards industry needs
- VET enhanced regional development, innovation and entrepreneurship

Continuous communication and feedback (stakeholders):
- Aquaculture Skills Foresight Forum(s)
- Company micro-forums
- Industry in Education Partnerships
- Workshops and Conferences
- Education Exhibition Trade Fair
- Innovation Camps (organized by VET schools)

Piloting:
Testing/validation of the key deliverables.

Evaluation:
Descriptions and evaluation of the key deliverables.

Quality assurance:
Driven by industry needs.

The main project result:
An innovative and responsive model for:
- Regional delivery of high-quality VET
- Innovation/entrepreneurship guidance.
Transferable to European VET

12 partners
11 WPs
40 deliverables
Challenge: BIG differences in education systems!

EU / Scotland:

Curriculum

Based on documentation and rights!

Scandinavia / Norway:

Curriculum

Based on trust!
11 WORKPACKAGES / 40 DELIVERABLES

1. Project management (TC)
   D1.1 Project management handbook
   D1.2 Partner agreements
   D1.3 Meeting minutes
   D1.4 Management reports

2. Preparation - Aquaculture Skills Foresight Forum (Salmar)
   D2.1 Communication guideline
   D2.2 Common Competence Framework

3. Implementation - Framework of shared learning outcomes (TC)
   D3.1 Learning outcome
   D3.2 Framework of shared learning outcomes (FSLO)
   D3.3 Updated ESCO standards

4. Implementation - Work-based learning innovation (ELS)
   D4.1 Work-based learning delivery team guidelines
   D4.2 VET practitioner development guidelines
11 WORK PACKAGES WITH 40 DELIVERABLES

5. Implementation - Aquaculture work-based learning resources (TC)
   D5.1 Recognition and accreditation of prior learning
   D5.2 Re-purposing existing e-learning digital resources
   D5.3 Development of aquaculture e-learning resources
   D5.4 Evaluation of assessment instruments and methods
   D5.5 Individual learning and assessment plans

6. Implementation - Aquaculture work-based learning pilots (Holar)
   D6.1 Norwegian aquaculture work-based pilots
   D6.2 Icelandic aquaculture higher VET work-based learning pilot
   D6.3 Icelandic aquaculture VET work-based learning pilot
   D6.4 Finnish aquaculture VET work-based learning pilot
   D6.5 Swedish aquaculture VET work-based learning pilot

7. Quality assurance (ICF)
   D7.1 Common Competence Framework (CCF)
   D7.2 Framework of shared learning outcomes
   D7.3 Learning Resources
   D7.4 Assessment Instruments
11 WORK PACKAGES WITH 40 DELIVERABLES

8. Evaluation (BCC)
   D8.1 Pilot feedback data analysis
   D8.2 Delivery team internal evaluations
   D8.3 External project evaluation

9. Dissemination (TC)
   D9.1 Bridges web-site
   D9.2 Events, networks and associations
   D9.3 Hard copy publications
11 WORK PACKAGES WITH 40 DELIVERABLES

10. Implementation - VET responsiveness towards industry needs (BCC)
   D10.1 Industry Forum – Annual meeting to explore Aquaculture VET demand and supply
   D10.2 Company micro-forums
   D10.3 Industry in Education Partnerships
   D10.4 Vocational and Education Exhibition Trade Fair
   D10.5 Aquaculture Workshops and Conferences (*European Aquaculture VET Conference?*)

11. Implementation - VET enhanced regional development, innovation and entrepreneurship (UNAK)
   D11.1 Handbook Supporting Development of SME Innovation
   D11.2 SME Action Plan checklist
   D11.3 BRIDGES – Knowledge triangles
   D11.4 Toolbox for SMEs Innovation Ecosystems
   D11.5 Innovation Camps
   D11.6 BRIDGES Methodology for Pedagogical Entrepreneurship
WHAT IMPACT CAN BRIDGES HAVE?

- 5 million Euro’s to spend on innovation and development of aquaculture education and innovation/entrepreneurship guidance.
- Approximately 12 full-time equivalents (FTE) during four years.
  - Project management.
  - Aquaculture expertise from both industry and the VET sector.
  - Financial and Activity reporting.
WHAT IMPACT CAN BRIDGES HAVE?

- A fantastic opportunity to further develop Scandinavian Aquaculture VET as well as methodology for innovation and regional business and community development.
- As a model for successful European development in the aquaculture industry and VET sector.

Something good must come out of this, don’t you think? ☺
Thank you for your attention! 😊

www.bridges.eu

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