
Autumn 2021 /spring 2022

Create SDGs council and youth ambassador

With an overall focus from the agriculture organizations on being climate neutral by 2050, it will be even more necessary for education to work both with a based global political and local practicality.

Through the student council at Asmildkloster Agricultural School, an SDG Council is established. The Council intends to work on the school's implementation of the SDGs in practice. Students are consulted in relation to a sustainable focus on daily life at the school. This could be in connection with reducing the use of hard copies, reducing garbage, etc. The students themselves can make suggestions on how they experience the school's work with the SDGs, and they can also make suggestions to people who can give a presentation to the school's students and staff about the SDGs and sustainability.

The school's choice of SDGs are the focus points for the SDGs' work at Asmildkloster Agricultural school, which the school wants to work with. This has been approved by the school's boards, administration, and student council. Initiatives are being worked on within the following SDGs.

Objective 4: Quality education

Sub-objective 4.3: Give everyone the opportunity to go to higher education.

"All women and men must have equal access to higher quality education by 2030 at an affordable price. It can be technical or craft education or university."

Sub-goal 4.6: Teach everyone to read, write and count

"By 2030, we must ensure that all young people and a significant proportion of adult men and women can read, write and count."

Sub-objective 4.7: Teach sustainable development and citizenship

"By 2030, we must ensure that all students acquire the knowledge and skills they will need to support sustainable development. This includes education in sustainable lifestyles, human rights, gender equality, promoting world citizenship, as well as appreciation of cultural diversity and the contribution of culture to sustainable development."

Objective 12: Responsible consumption and production

Sub-objective 12.2: Use and manage natural resources sustainably

"By 2030, we must achieve sustainable use and management of natural resources."

Sub-target 12.3: Halve global food waste per person

"By 2030, we must halve the global food waste per person, both in business and at the consumer. We must also reduce food waste in production and supply chains, including loss of crops after harvest."

Sub-objective 12.8: Broad understanding of sustainable lifestyles

"By 2030, we must ensure that people everywhere have the relevant knowledge and information to promote sustainable development and live their lives in harmony with nature."

Objective 13: Climate action

Sub-objective 13.1: Strengthen resilience and adaptation to climate-related disasters

"We must strengthen the resilience and adaptability of all countries so that they can better withstand climate-related risks and natural disasters."

Sub-objective 13.3: Building knowledge and capacity to address climate change

"We need to increase general knowledge and awareness of the possibilities of both slowing global warming and adapting to climate change. This must be done at both individual and institutional level. At the same time, we must increase our capacity to predict and reduce the damage as early as possible."

Objective 15: rural life

Sub-objective 15.1: Preserve and restore ecosystems on land and in fresh water

"By 2030, we must preserve and restore ecosystems on land and in fresh water and use them sustainably. This applies in particular to forests, wetlands, mountains with a lack of water, in accordance with international agreements."

Sub-objective 15.5: Protect biodiversity and natural habitats

"We must take immediate action to stop biodiversity decline and reduce natural habitat degradation. By 2030, we must protect endangered species and prevent their extinction."

The Student Council meets already once a month, therefore the SDGs Council will also be grouped once per month.

By the end of 2021, the SDGs Council will work on nominating a committed student for UNESCO – the Danish youth ambassadors' team. The youth ambassador will participate in drawing the school's sustainability profile. The youth ambassador must help inspire the school's students to engage in the school's work on the SDGs. This is done by the young ambassador attending various meetings and events through UNESCO, where inspiration is brought home to Asmildkloster Agricultural School

Work on green transition in farmer training

A green agenda is needed to mobilise a united front against sustainable development. The agriculture and food sectors are an important part of the green transition, but also pose a major challenge, including water consumption. Therefore, it is crucial that the agricultural vocational schools work to strengthen the students' green skills and knowledge. According to UNESCO's Practical Guide, 2017, green competencies are defined as knowledge, abilities, values and mindset necessary to live, develop and support a sustainable and resource-efficient society. STEM and green competences are closely linked. Implementation of STEM in the teaching of agricultural education is well under way. By adding the next element, namely green competences, these focus areas can complement each other, further strengthening the farmers, women and employees of the green industries of the future.

Therefore, it is crucial that the students' at Asmildkloster Agricultural School get their sustainable and innovative mindset nurtured from the first day of school in agricultural education. It seems like an incalculable task for students because they find it difficult to see how they as individuals can make changes. This is where we will work with the students, show them the possibilities with technologies, and point them into the SDGs so that they can work in depth with those who make sense on the individual farm, so that they have the prerequisites to support sustainable development in our common society both from a conventional and ecological point of view. Creativity and innovation, i.e. STEM-based teaching, are therefore essential elements for achieving success in implementing the SDGs in agricultural education.

In connection with Asmildkloster Agricultural School being a member of the UNESCO Associated school in 2021, we have initiated a process that addresses a master plan for a green transformation of our institution. Our goal is therefore to extend the SDG concept to become an integral part of agricultural education, so that we continue to work to support sustainable development in day-to-day education, for the benefit of the society of the future.

The SDGs are a concept we now know well, but there is still a long way to go before students and teachers become familiar with how to work specifically with the UN Sustainable Development Goals during the education, and in that profession the students are trained for. The SDGs cannot be achieved without us all being well equipped with knowledge and skills. Just as students need to have a thorough knowledge of how to care for pigs or harvest the field, students must also have a thorough knowledge of what the SDGs are and how they can support sustainable development.

Green transition and sustainable development is a process and not an objective, and is about much more than education. The process must spread to all areas of education and the institution's enterprises, and can therefore benefit the overall concept of sustainability. However, teaching will be the focus area, as we can work here with both the teachers' and students' mindset and the development of competences that can support sustainable development in the green education and business.



With sparring from the school's collaborators, we will work on how the teaching at the agricultural education can have a 'SDGs identity', so that the students can acquire competences within sustainable development that both take into account the subject-professional content, didactics and promote the students' innovative and creative mindsets for a green transition in the agricultural industry.

As a follow-up to the development of competences, in the form of thematic day, the model is further developed with objectives of implementation and anchoring. It will therefore be a dynamic process, where the goal is that the SDGs and sustainable development will spread like rings in the water beyond all subjects in agricultural education. The objectives of our work with the SDGs will therefore be worked on in different ways, depending on the professional and didactic content of the subject.

Inconcrete terms, we shall:

- Organise thematic days for teachers and students with a focus on understanding the SDGs and sustainable development.
- Implement various student activities as an inspiration forum focusing on innovation, sustainability and entrepreneurship.
- Develop and implement a model for how innovation and sustainability, and in the long term all subjects, in agricultural education can help to advance the SDGs, i.e. how the subjects can have a UN Sustainable Development Goals identity.
- Work with the students' and teachers' mindsets so that the SDGs become a natural and integral part of the content of the subjects and the education of the pupils
- Involve knowledge and cases from the network cluster in the teaching, with a view to knowledge sharing and inspiration.

We will benefit from the experience and knowledge we have gained from an ongoing project 'STEM in agricultural vocational training'. Here, the activities are based on the Inseros Engineering process, which strengthens students in a circular thinking, where ideas and problem solving are generated that can increase students' STEM skills. The interaction with STEM-based teaching can further strengthen the activities in implementing the SDGs in subjects such as Sustainability, which in the long term can contribute to the implementation of the SDGs throughout agricultural education.

Strong teaching environments - in all subjects

We will examine the local and concrete challenges within the two target groups - women in traditional male occupations and men in traditional women's subjects. As the farmer's education is a traditional male-dominated education, our focus will be on attracting women to traditional male occupations.

Our studies will form the basis for the implementation of initiatives and activities that can support educational environments that ensure well-being and a good framework for students within the target group. The initiatives must be developed into concepts and must be part of the overall work to ensure attractive educational environments at Asmildkloster Agricultural School.

We have mapped out a number of relevant initiatives and activities — e.g., networks, trade cafes, role models, professional ambassadors, special initiatives in relation to internship agreements and physical frameworks. We want to establish a unified teaching environment that helps to both attract and retain students from the target group and thereby ensure more skilled workers for the future.

Several activities and efforts must be developed and tested that meet the needs and wishes of the students for an educational environment that supports both well-being and learning. The concepts developed on the basis of the work on activities and efforts will form part of Asmildkloster Agricultural School's overall work with attractive educational environments and will contain activities under four headings: the start-up of vocational training, the time at school, internships and completion of vocational training.

Our goals and success criteria are therefore related.

- *Strengthened knowledge of the target group's wishes and needs in relation to an attractive educational environment*

The success criterion here is that interviews with girls in training for farmers and teachers at Asmildkloster Agricultural School create a knowledge of the needs and wishes of the target group, which the school can actively use in the development of attractive educational environments - here both in terms of physical frameworks, learning environments, professional development and the overall 'daily life' of the school - including activities that extend into the time between 04:00 p.m. and 08:00 a.m.

- *Developing and establishing an attractive educational environment that supports the theme Of Women in Traditional Men's occupations.*

The criterion for success here is to develop a wide range of activities that meet the needs of women in order to find farmer training attractive and to complete the training.

- *Development and implementation of concepts for working with an attractive educational environment*

The success criterion here is that Asmildkloster Agricultural School has a comprehensive and tested concept for working with attractive educational environments that benefit the women in traditional male occupations.