



lit.voc

JOB PROFILE

(including literacy demands on the job)

GARDENING

EXAMPLE DENMARK

Literacy and vocation

Content

PART I: OVERVIEW OF TASKS AND FIELDS OF ACTIVITY

- I. Landscape gardener
- II. Nursery gardener

PART II: THE EUROPEAN PROFILE GARDENING

PART III: LITERACY ON THE JOB

PART I

Gardeners

Overview of tasks and fields of activity

Gardening

We operate with two types of gardener: landscape gardener and nursery gardener.

In both working fields it is central, that the gardener has knowledge of and is able to work with: Different plants, shrubs, perennials, summer flowers, bulbs and tubers in summer- and winter condition as well as their classification in the botanical system.

Fields of activity:

Planning, arranging and maintaining green areas for institutions, companies and private persons.

Propagating, growing and pruning plants in indoor and outdoor production areas.

Regulating temperature, light and ventilation in greenhouses.

Improving soil

Weed control

Pest control

Selling and marketing of plants

Giving advice to customers on maintenance and plant care.

Field of activity: **Landscape Gardener**

Working field – landscape gardener

A landscape gardener

- Arranges and maintains green areas
- Establishes and maintains gardens, parks and cemetarys.

As a part of the work includes utilization of:

- Machines such as tractor, trencher and rotary cultivator.
- Handtools such as dutch hoe, cultivator, shovel, spade, broom, rake.

The work also includes:

- Knowledge of the history of garden style
- Measuring areas
- Designing, planning and laying areas with bricks and stones.
- Designing and planning wooden constructions in gardens and parks.

Field of activity: **Nursery gardener**

Working field – Nursery gardener

As a nursery gardener you can work in outdoor gardening, fruit- and berry production, plant nursery and in garden centres.

Their working field is:

- Growing trees, shrubs, perennials and annuals for sale and export.
- Propagating, planting, cultivating, pruning and maintaining plants, shrubs and trees for sale.
- Utilize different fertilizers for different purposes including environmental concerns.
- Regulate temperature, light, water and ventilation in production greenhouses.
- Improving soil and cultivation environment in outdoor plant production.
- Giving advice to customers concerning plants and how to grow them, types of soil as well as fertilizers.
- Giving advice to customers concerning garden equipment.
- Arranging plants for sale, serving customers, receiving payment.
- Communicate with suppliers and taking in deliveries.

PART II

Adult vocational training

The European jobprofile is based on directions from the Danish ministry of education.

Government objectives

The adult vocational training programmes (in Danish arbejdsmarkedsuddannelser or AMU) serve a triple purpose:

- To contribute to maintaining and improving the vocational skills and competences of the participants in accordance with the needs on the labour market and to furthering competence development of the participants.
- To contribute to solving labour market restructuring and adaptation problems in accordance with the needs on the labour market in a short and a long term perspective.
- To give adults the possibility of upgrading competences for the labour market as well as personal competences through possibilities to obtain formal competence in vocational education and training.

Participants may acquire new and updated skills and competences to better their opportunities to managing new and wider job functions and to becoming more flexible on the labour market.

Target group

Adult vocational training programmes have been developed for low skilled and skilled workers. But everybody may participate irrespective of educational background. Only formal entrance requirement is being resident or holding a job in Denmark. In general:

- The programmes are mainly provided for low skilled and skilled workers having a job. Workers and employers in private as well as public sector enterprises may participate in the programmes.
- The unemployed in their first unemployment term may have a combination of adult vocational training programmes of their own selection for 6 weeks. Unemployed with a personal action plan from the job centres/local authorities may participate.
- Immigrants and refugees may follow ordinary courses or courses specifically developed for this group.

Structure and duration

The adult vocational training programmes and affiliated single subjects from the mainstream vocational education and training programme has been organized in joint competence descriptions (FKB). The joint competence descriptions gives an overview of the system for users, guidance staff etc. Every joint competence description corresponds to one job area for low skilled and skilled workers. A competence description consists of:

- A description of the typical workplaces
- A description of relevant competences within the job areas
- A list of adult training programmes and affiliated single subject courses from mainstream vocational education and training programmes leading to those competences.

There are about 120 joint competence descriptions to which are affiliated about 2 800 adult vocational training programmes and 300 single subject courses from the mainstream vocational training and education programme.

They are mainly short vocational training programmes, the duration of which normally varies from half a day to 6 weeks, in average 3 ½ days. It is possible to combine adult vocational training programmes in a package including programmes in the same field at a higher level. □□The training is organized in classes or as open workshops where participants may follow different programmes at different levels in the same room with the same teacher or organized at the workplaces. Normally the training activities take place during working hours. The training activity may also take place outside working hours e.g. during weekends or as distance learning. Language of instruction is normally Danish, but may be other languages.

Content – the training programme

The specific content of the programmes reflect development and demands from sectors with many low skilled and skilled workers. About 500 - 800 programmes are developed or revised every year. In general there are three main types of programmes directed at:

- Specific job/sector related skills and competences, e.g. crafts, technical insight and knowledge of materials
- General skills and competences, e.g. ICT and job relevant mathematics
- Labour management skills and competences, e.g. social communication, organization and management.

In addition there are special programmes for:

- Recognition of prior learning according to the individual competence assessment programmes (IKV) within the adult vocational training programme - with the aim of recognizing competences acquired in education and training, on the labour market or from spare time activities as the basis for composition of an individual training plan including one or several adult vocational training programmes for the participant. See [link til realkompetence fact sheet].

Immigrants and refugees not having adequate Danish language skills to join ordinary adult vocational training courses, may join specifically developed programmes e.g. Danish language courses combined with introductory short training courses and work placement. According to individual needs immigrants and refugees may join a combination of courses for a short or long period, where ordinary adult vocational training courses are combined with Danish language courses and practical training.

Participants with inadequate basic skills and competences may be assessed in reading, writing, arithmetic and mathematics and may receive guidance in this context. Participants may follow preparatory courses for adults with low qualifications and competences in reading, writing and mathematics (FVU) as a supplement and support to the adult vocational training programme/-s.

Governance and financing

The social partners play a major role in the management, priority setting, development, organisation and quality assurance of adult vocational training programmes. At national level a National Council for Adult Vocational Education and Training (REVE) advising the Minister of Education and 11 continuing training and education committees, each responsible for a specific sector of the labour market. The continuing training and education committees have to continuously analyze the need for new competences on the labour market and for developing relevant new joint competence descriptions and adult vocational training programmes. At local level the social partners participate in the governing board at institutions providing adult vocational training programmes e.g. at vocational and technical colleges and commercial colleges. Each institution sets up one or several local education boards for adult vocational training programmes directed at specific local job areas, i.e. job areas corresponding to the joint competence description(-s) that the school has permission to provide.

The adult vocational training programmes are partly publicly financed. The providers operate within a fixed financial framework (EVE) based on taximeter funding according to the Budget and provided by the Ministry of Education (taximeter grant per full-time equivalent participant, a fixed rate per programme). There are different instruments to securing that the fixed financial framework not is exceeded. Once a year the school has to present and negotiate activity and budget targets with the Ministry, i.e. the framework within which the school may decide which programmes they want to provide according to the need in the local area. See The taximeter system.

There are user fees, 500 DKK or 750 DKK per week. Free of user fees are courses in the social and health service, in the pedagogical field, individual competence assessment, and participation by the unemployed in their first unemployment term who attend individually selected programmes for 6 weeks and finally programmes part of a basic adult education plan. The expenditure for user fee is normally paid by the employers. On average the user fee for adult vocational training programmes is about 15 per cent of the total working expenses.

Low skilled and skilled participants are entitled to a fixed allowance financed by the state, the State Grant System for Adult Training (VEU-godtgørelse) corresponding to the level of maximum unemployment benefit rate. Companies paying regular wages to employees participating in adult vocational training programmes are entitled to receiving the grant instead. Expenditures for the allowances are covered by employer's en bloc (AER Arbejdsgivernes Elevrefusion). Expenditures for participation by unemployed after their first term of unemployment are covered by the job centres/local authorities.

There are about 120 schools approved by the Ministry of Education to providing adult vocational training programmes all over the country - the principle being to offer training programmes in all regions. The providers are adult vocational training centres, vocational technical colleges, commercial colleges, agricultural colleges, social and health service schools etc. Most of the schools provide education programmes for adult as well as young people. The schools are mainly state schools, but also a number of private schools provide adult vocational training programmes e.g. driving schools.

Quality assurance

The providers are responsible for meeting the demands of their local labour market and the Ministry supervises provision and quality of the training activities. Moreover, the providers analyze the quality of the training activities i.e. the satisfaction rate is measured systematically among all participants and a representative segment of companies. The results are made available on the Internet by the Ministry.

Sources: www.uvm.dk ([http:// eng.uvm.dk/Education/Adult-Edcation-and-continuing-Training/Adult -vocational-training-in-Denmark](http://eng.uvm.dk/Education/Adult-Edcation-and-continuing-Training/Adult-vocational-training-in-Denmark))

PART III

Gardener

Overview Literacy on the job

Literacy on the job: READING

VERY FREQUENTLY	FREQUENTLY	FROM TIME TO TIME
Working schedules Garden and planting plans Measuring schemes	Labels on plants Directions for fertilizers and pesticides	Security directions for machines and chemicals International directions for naming plants Encyclopaedias on plants and their characteristics Books on garden style Read about maintaining green areas, parks and cemeteries.

Literacy on the job: WRITING

VERY FREQUENTLY	FREQUENTLY	FROM TIME TO TIME
fill out timesheets and forms fill out forms on daily working tasks	Describe a maintaining program for green areas, parks and cemetarys	employment related information e.g. forms, employment agreement pay slips write down the work plan

Literacy on the job: SPEAKING AND LISTENING

VERY FREQUENTLY	FREQUENTLY	FROM TIME TO TIME
listen and respond to verbal instructions and explanations from the supervisor	talk to other colleagues to co-ordinate the work communicate on work issues to co-workers ask clarifying questions to check the information given report the progress made on task given report to manager about anything affecting the job process request assistance from others give information to co-workers communicate with citizens in the working area discuss issues with supervisor if there are problems with the job	participate in team meetings take orders of supplies or equipment from suppliers (face-to-face and over the phone) take in deliveries answer verbal questions during training assessments listen to verbal explanations from people giving training or updates

Literacy on the job: NUMERACY

VERY FREQUENTLY	FREQUENTLY	FROM TIME TO TIME
Measure areas Count supplies and products Note quantities	count supplies and products note quantities	work plans estimate how long a task will take Fill in inventory lists compare quantities with lists and note correct quantities Fill in quantities on lists check bills understand garden plans calculate quantities for a garden plan calculate quantities of products needed for the task record how much time was spent on specific jobs

Literacy on the job: CRITICAL THINKING

VERY FREQUENTLY	FREQUENTLY	FROM TIME TO TIME
<p>the best and most efficient way to complete a job check if your work meets with the standards</p>	<p>deal with contingencies e.g. problems with tools or equipment, injury or accident.</p> <p>Deciding if to do a job by yourself or if help from others needed</p> <p>deal with changes to work plans</p> <p>protect oneself and others</p> <p>discuss and agree on changes to the plan</p> <p>identify if changes need to be referred to co-workers and supervisors</p> <p>decide on the safest way to un-/upload goods on vehicles</p>	<p>identify problems and develop solutions</p>

Literacy on the job: INFORMATION COMMUNICATION TECHNOLOGY

VERY FREQUENTLY	FREQUENTLY	FROM TIME TO TIME
<p>--</p>	<p>--</p>	<p>fill data in data bases</p> <p>operate in-house IT-programs</p> <p>search for information on the internet</p> <p>use mobile phones</p>

VUC Sønderjylland

Simmerstedvej 1
6100 Haderslev

Contact:

Margit Viig Kristensen

MKV@vucsyd.dk

Literacy and Vocation is a Leonardo da Vinci Transfer of Innovation project.

The members of the development partnership:

Zukunftsbau GmbH (leading organization) GERMANY

Gobierno de Navarra, Departamento de Educación – SPAIN

Berufsförderungsinstitut Oberösterreich – AUSTRIA

VUC Sønderjylland – DENMARK

DBAZ Pleven – BULGARIA

Lancaster and Morecambe College - United Kingdom

Further information:

www.literacy-and-vocation.eu



This project is funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.