

Virtual Visiting Professor Program - PSU Open Mobility

“Special Forum and Research Discussion”

Organized by

Faculty of Natural Resources, Prince of Songkla University, Hat Yai campus, Thailand

and

Czech University of Life Sciences Prague, Czech Republic

March 3-4, 2022

THU 3 MAR 2022 | 04.00 – 06.00 PM (Thailand time) or 10.00 – 12.00 AM (Czech time)

Welcome to Join Virtual Visiting Professor Program - PSU Open Mobility  
“Special Forum and Research Discussion”  
THU 3 MAR 2022 | 04.00 – 06.00 PM (Thailand time) or 10.00 – 12.00 AM (Czech time)

- 04.00 – 04.50 PM (10.00-10.50 Czech time)
  - The project management (practical examples of the SIMPLE, PISAI, ASK Asia)
- 04.50 – 05.00 PM (10.50-11.00 Czech time)
  - Break 10 mins
- 05.00 – 05.50 PM (11.00-11.50 Czech time)
  - The Employability of agricultural students in Thailand

By Ing. Petra Chaloupková, Ph.D., dr. h. c.  
From Czech University of Life Sciences Prague, Czech Republic

**Sustainable Partnerships in Asia: Students', Universities' and Employers' Perspectives**  
Petra Chaloupková & Jana Mandíková  
Czech University of Life Sciences Prague  
Faculty of Tropical AgriSciences

**Methodology**

- Online survey among Erasmus Mundus alumni (N=352)
- Qualitative semi-structured interviews with employers
- National workshops + Focus group discussions
- Regional workshop
- 1 joint study + 6 country studies

Map of Asia showing countries: CAMBODIA, CHINA, INDONESIA, VIETNAM, THAILAND, MONGOLIA.

www.askasia.culps-prague.eu

**Results**

Knowledge of European context

Professional network

Existence of the university

Experience abroad

Educational and training

Practical experience

Language

Most important point for candidate background evaluated by employers (Mongolia)

www.askasia.culps-prague.eu

**Lessons learnt**

- English: essential
- Technical Skills: not a priority
- Horizontal and Soft Skills: key need
- Practical experience (Internships): often demanded by employers

**SIMPLE**

Support of International Platform Merging Labour and Education

Petra Chaloupková & Jana Mandíková, Czech University of Life Sciences Prague, Czech Republic

www.projectSIMPLE.eu E-mail: projectSIMPLE@vfu.cz.cz

**Key questions**

1. Are **students** interested to work in agriculture?
2. What are expectations by **employers**?
3. What are experiences by **alumni/graduates**?

Co-funded by the Erasmus+ Programme of the European Union

PISAI 2017-2020

Agriculture Skills Knowledge Asia

SIMPLE

**Importance of agricultural education**

- ✓ The agriculture is a **crucial part of economy** of every country & the single **biggest employer** in many countries.
- ✓ Despite the importance of agriculture, **interest among young people** in this sector and agricultural studies is **decreasing worldwide**.
- ✓ The importance of higher agricultural studies has been increasing following the demand for **agricultural professionals**.

**Importance of agricultural education in Thailand**

- ✓ Employment in agriculture 30.9 % (FAO 2017), **lack of skilled professionals** in the agricultural sector.
- ✓ Agriculture is often seen as an **unattractive sector**, parents do not want their children working as farmers due to the perception that this implies hard work with insufficient profits.
- ✓ Enrolment rates in higher education (university) in Thailand is 2.4 % (UN Data, 2015).
- ✓ Among **main challenges** for students are low level of **English** (ICDE, 2015) and **absence of critical thinking skills** (Sivaneer 2013).

**Most important skills and competences according to employers**

Skill/Competence	CMU	KU	KU	PSU
responsibility	45	40	35	30
communication	40	35	30	25
capacity to learn	35	30	25	20
capacity to adapt to new situations	30	25	20	15
capacity to generate new ideas	25	20	15	10
capacity for analysis and synthesis	20	15	10	5
capacity for critical and self-critical thinking	15	10	5	0
interpersonal skills	10	5	0	0
ability to work in a team	5	0	0	0
capacity to work in a team	5	0	0	0
offering and receiving ideas	5	0	0	0
research skills	5	0	0	0
language skills	5	0	0	0
capacity for applying knowledge in practice	5	0	0	0
research skills	5	0	0	0
critical thinking skills	5	0	0	0

- ✓ Responsibility
- ✓ Time management
- ✓ Capacity to work in a team

**Conclusions**

- ✓ **English: essential**
- ✓ **Technical Skills: not the only priority**
- ✓ **Horizontal and Soft Skills: key need**
- ✓ **Practical experience (Internships): often demanded by employers**

Professional networks

Better social status

Shorter job searching

Career advancement

**Motivation to work in agriculture**

Motivation Statement	CMU	KU	KU	PSU
I would like to have my own farm	45	40	35	30
My parents work in agriculture	40	35	30	25
My parents encouraged me to study agriculture	35	30	25	20
My family owns land	30	25	20	15
I would like to be a manager in a collective farm	25	20	15	10
I do not want to work in agriculture	20	15	10	5

Participant: [Name]

Participants: [List of names]

Participants: [List of names]



FRI 4 MAR 2022 | 03.00 – 05.00 PM (Thailand time) or 09.00 – 11.00 AM (Czech time)

Zoom Meeting

Recording

The role of transformational leadership and leaders' skills for new agricultural cooperatives in post-soviet countries

Jiri Hejkrlik, Petra Chaloupkova, Tetyana Sokolska  
Faculty of Tropical Agrisciences  
Czech University of Life Sciences Prague  
Czech Republic

CU Faculty of Tropical Agrisciences

COVID-19 Impact on Lifestyle Behaviour

Participants: 12, Chat, Share Screen, Record, Reactions, Apps

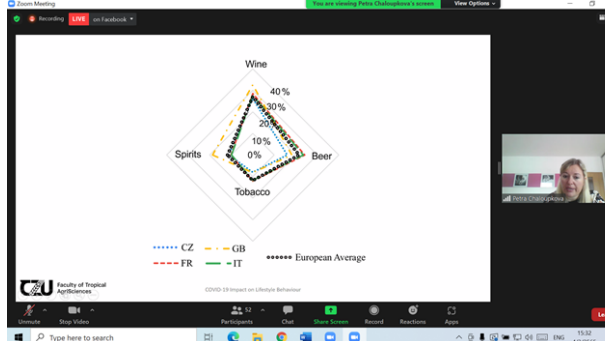
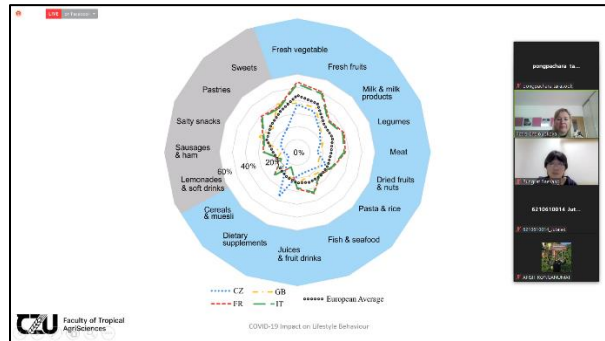
Zoom Meeting

Recording

Limiting Factors of the Development of Agro-cooperation in Ukraine

- Imperfect, outdated, uncoordinated legislation that does not meet the international standards
- Large farms are not interested in cooperative relationships development
- Low rural self-government practices
- The peasants' lack of awareness of the essence of cooperation, the lack of trust in institutions and between people
- Humiliation of the role of the leader, as well as the unwillingness of the vast majority of participants to adhere to the cooperative principles developed by the world practice
- National me
- Lack of knowledge

Participants: 12, Chat, Share Screen, Record, Reactions, Apps



Zoom Meeting

Recording

The Role of Leaders in Establishment of the Cooperative

	Leaders Mean (SD) n= 24	Members Mean (SD) n= 89	t-test (p-value)
Knowing well other members before establishment of coop	3.42 (0.93)	3.26 (0.76)	0.426
How many other members of the family joined the cooperative	0.74 (1.05)	0.70 (0.73)	0.857
Importance of external financial support	2.92 (0.88)	2.93 (1.07)	0.954
Importance of other farmers (neighbors)	2.13 (0.54)	2.05 (0.80)	0.683
Importance of other farmers from the cooperative	2.46 (0.72)	2.09 (0.98)	0.209
Importance of family	2.17 (0.64)	2.31 (1.11)	0.555
Importance of friends	2.43 (0.77)	2.43 (0.92)	0.366
Importance of current leaders (board)	3.23 (0.97)	3.40 (0.84)	0.442
Importance of visits in other cooperatives	2.13 (0.90)	1.76 (0.92)	0.119
Government extension agents	1.78 (0.67)	1.83 (0.90)	0.838
Provisional governmental support	2.50 (0.88)	2.24 (1.20)	0.345

\* - denotes 0.01 significance. \*\* - indicates 0.05 significance

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Recording

Results

- A total of 854 respondents from four selected European countries completed the survey.
- Overall, respondents were primarily female (67%), between 20 and 39 years old (61%), university graduates (83%), and working as employees (61%).
- Students represented 33% of all respondents.
- The ratio of positively tested respondents or their family members during the first wave of the pandemic was 11%.

Participants: 12, Chat, Share Screen, Record, Reactions, Apps

Zoom Meeting

Recording

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Recording

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Participants: 12, Chat, Share Screen, Record, Reactions, Apps

Zoom Meeting

Recording

References

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ORIGINAL ARTICLE

The role of transformational leadership and leaders' skills for new agricultural cooperatives in post-soviet countries

Jiri Hejkrlik<sup>1</sup> | Petra Chaloupkova<sup>1</sup> | Tetyana Sokolska<sup>2</sup>

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