



Presentation of Example Approaches

2nd TG meeting Nurturing agricultural skills

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Skills Development, demand and supply

- Family farm strengths and weaknesses
- Changing context – tech, societal expectations
- Needs vs. wants – farmer perceptions
- Accessibility – provision, cost, learning styles
- Credibility and relevance – trust, acceptability
- Formal and informal – multiple sources
- Different approaches available...

Farming tasks and skills



Doing things right & doing the right things

Efficiency ←		→ Effectiveness
Technical	Organisational	Strategic
Operating machinery	Time-management	Selecting business enterprises
Handling livestock	People management/team-working	Selecting marketing channels
Growing and harvesting crops	Communication	Financial and risk management
Pest and disease control	Adaptive flexibility	Horizon scanning
Record keeping	Adhering to regulations	Life-long learning





Example 1: Demonstration Farms

- Direct observation of other farms
- One-off events or programmed sequence of events
- Opportunities for social interaction and peer networking
- Need to be seen as credible and relevant
- Practical hosting needs good organisation





Example 2: Exchange Visits

- Hands-on involvement on another farm
- Typically, one person for an extended period of time
- Opportunities for social and cultural interaction
- Extended time away from home farm not always feasible
- Matching hosts and participants requires good organisation



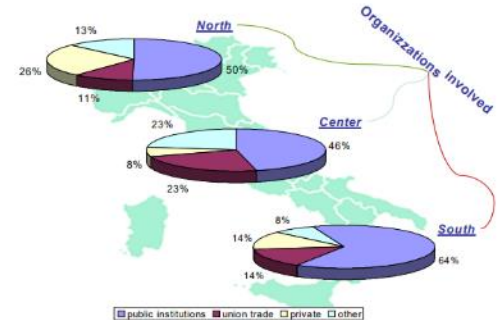
Travel
to Farm





Example 3: Professional Advice

- Offers objective, up-to-date, multiple perspectives
- One-to-one advice can be tailored to farm-specific circumstances
- One-to-many advice offers opportunities for peer networking
- Need sufficient, appropriately trained advisors
- Access can be expensive, and fragmented





Example 4: Collaboration & Producer Organisations

- › Interests aligned with members' interests
- › Trusted and well-placed to support skills development
- › In-house or third-party provision
- › Needs appropriate staffing and financial resources
- › Needs appropriate strategic governance





What works?

- › Need for and relevance of skills development communicated clearly and consistently
- › Support providers are trusted and seen as credible and relevant
- › Opportunities not constrained by accessibility barriers in terms of travel and attendance
- › Recipients of information, advice and training support are treated as customers
- › Range of methods are used to target needs of different groups
- › Opportunities for practical, hands-on learning-by-doing
- › Financial support available where appropriate



Summary



- Skills development essential - new ways of doing things and new things to do
- Examples (others welcome!) show different approaches' strengths and weaknesses
- Yet some common (and familiar) success factors apparent
- Clarity of purpose, perceived relevance and credibility, adequate resourcing are all key



