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

<table>
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<tr>
<th>Efficiency</th>
<th>Effectiveness</th>
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<td>Technical</td>
<td>Organisational</td>
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<td>Operating machinery</td>
<td>Time-management</td>
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<td>Handling livestock</td>
<td>People management/team-working</td>
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<td>Growing and harvesting crops</td>
<td>Communication</td>
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<td>Pest and disease control</td>
<td>Adaptive flexibility</td>
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<td>Record keeping</td>
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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
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
Points for Discussion

• How best to improve demand amongst farmers for skills development?
  - winning hearts and minds?
  - credibility and relevance?

• How best to secure resources to deliver information, training and advice?
  - funding?
  - advisors, facilitators, hosts?

• How best to organise delivery?
  - mode of delivery?
  - who has responsibility?