EU CAP Network Seminar 'Skills and lifelong learning for agricultural advisory and training service providers'

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Funded by the European Union

The state-of-play in skills and lifelong learning for agriculture advisory and traning service providers

Aine Macken-Walsh
EU CAP Network Support Facility for Innovation and Knowledge exchange | EIP-AGRI

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State of play: 'skills and lifelong learning'

› Speeding up' the twin green and digital transition

› Mutually reinforcing, for society and for agriculture

The challenge:

- The skills (*what?*)
- The people (*who?*)
- Lifelong learning (*how?*)

The response:

- Enhanced delivery mechanisms
- Increased attractiveness
- Embedding learning in enabling policy and practice

Jobs of the future – technology related

› 65% of children starting primary school will end up in **professions that do not currently exist.** The World Economic Forum (2016) (OECD, 2023. 14)

› '75% of the workforce by 2020 – '**tech-savvy, hyper-connected** millennials ' (Block et al., 2023 – 'Farmers of the Future'

› 'One-third of all new jobs will be **technology** related by 2030' (KPMG, 2019)

› Is this a daunting prospect for today's society?

Most significant 'mismatch' and gaps: skills and agriculture

The largest skills gaps are: **social skills and teamwork, problem solving, quality control** and **equipment maintenance**'

(OECD, 2023, 6)

Skills needs in agriculture, forestry and fishing across some OECD and non-OECD countries (2015)

(OECD, 2023, 14)

Legend: Critical shortage · Shortage · Surplus · Critical surplus
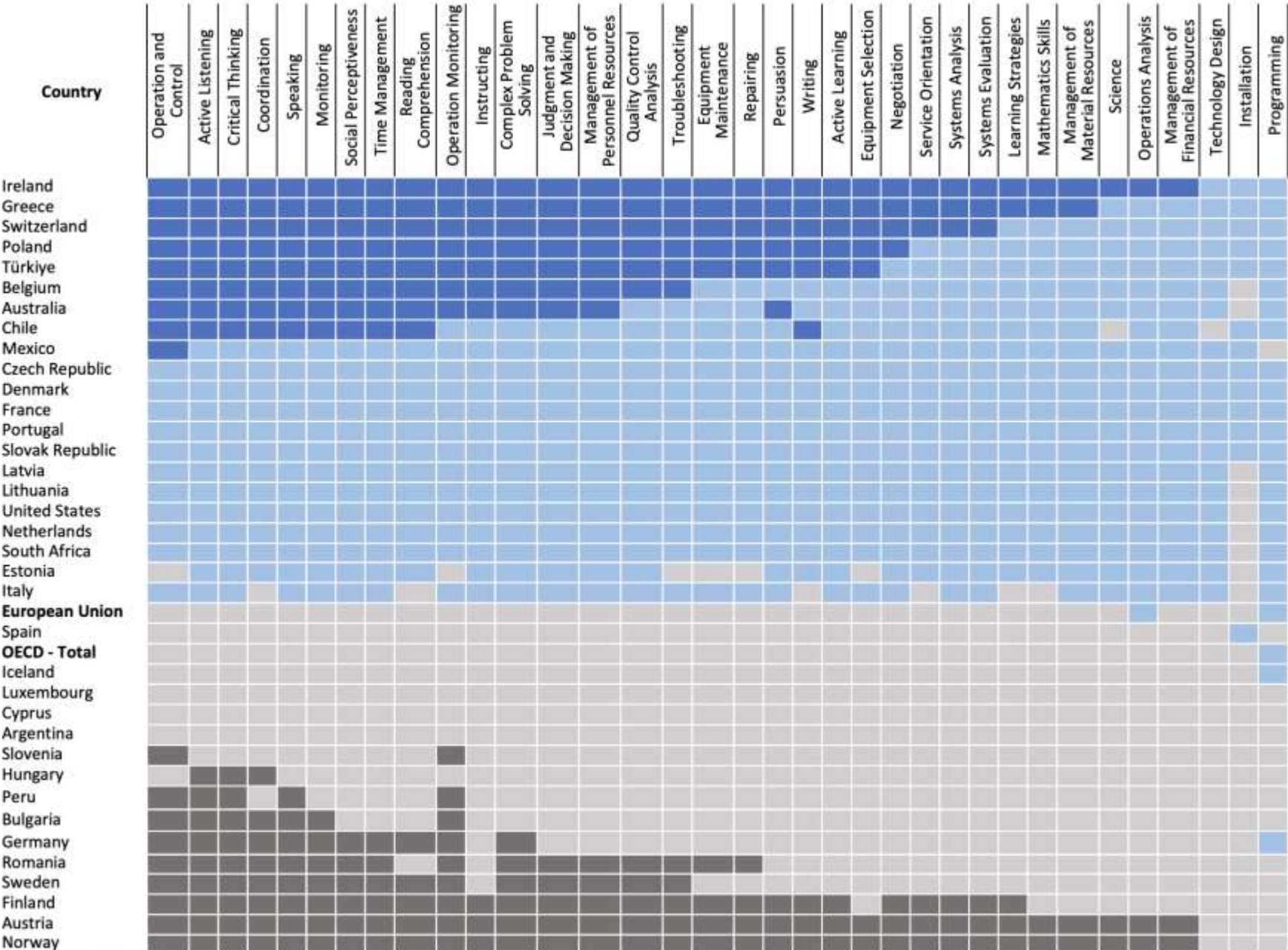
Examples of skills within categories

- Operation and control
- Active listening
- Critical thinking
- Coordination
- Speaking
- Monitoring
- Social perceptiveness
- Time management
- Reading comprehension
- Operation monitoring
- Instructing
- Complex problem solving
- Judgement and decision-making
- Management of personnel resources
- Quality Control Analysis
- Troubleshooting
- Equipment maintenance
- Repairing

- Persuasion
- Writing
- Active learning
- Equipment selection
- Negotiation
- Service orientation
- Systems analysis
- Systems evaluation
- Learning strategies
- Mathematics skills
- Management of material resources
- Science
- Operations analysis
- Management of financial resources
- Technology design
- Installation
- Programming

(OECD, 2023, 14)

Technology oriented skills

- **Operation and control**
- Active listening
- Critical thinking
- Coordination
- Speaking
- Monitoring
- Social perceptiveness
- Time management
- Reading comprehension
- Operation monitoring
- Instructing
- Complex problem solving
- Judgement and decision-making
- Management of personnel resources
- **Quality Control Analysis**
- **Troubleshooting**
- **Equipment maintenance**
- **Repairing**

- Persuasion
- Writing
- Active learning
- Equipment selection
- Negotiation
- Service orientation
- Systems analysis
- Systems evaluation
- Learning strategies
- Mathematics skills
- Management of material resources
- Science
- Operations analysis
- Management of financial resources
- **Technology design**
- **Installation**
- **Programming**

(OECD, 2023, 14)

'Soft', relational, social skills

- Operation and control
- **Active listening**
- **Critical thinking**
- Coordination
- Speaking
- Monitoring
- **Social perceptiveness**
- Time management
- Reading comprehension
- Operation monitoring
- Instructing
- **Complex problem solving**
- **Judgement and decision-making**
- Management of personnel resources
- Quality Control Analysis
- Troubleshooting
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- Persuasion
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- **Active learning**
- Equipment selection
- **Negotiation**
- Service orientation
- Systems analysis
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- Programming

(OECD, 2023, 14)

Interactive exercise

Of the following skills, which is in greater deficit?:

> Active Listening or Technology?
> Programming or Social Perceptiveness?
> Negotiation or Technology Design?

Implications for achieving the Twin Transition?

> 'Soft' skills are important

> For technology to achieve 'greening':

    user learning

    user appreciation

    the user interface

Who?

- Family owner-operators
- Family members/workers
- Hired workers
- Seasonal workers
- Hired workers form local regions
- Casual employees
- Unremunerated workers (family/local)
- Migrant/'foreign' workers
- Transient workers
- Indigenous peoples

- Women
- Youth
- Older farmers
- New entrants
- Professional farm personnel
- Farm managers
- Qualified farm personnel
- Cooperative/organisation personnel
- Contractors
- Farm advisors

'Inclusiveness'

› 'Equal access to training/learning' goes hand in hand with

› 'Equal rights to the use of land'

(OECD, 2023, 6)

'Entering the occupational category of farmer' –
The powerful role of education in forging access
(Deming et al., 2016)

How?

> Formal learning

> Informal learning

> Life-long learning

Enhanced delivery mechanisms

Embedding learning in enabling policy and practice

Increased attractiveness
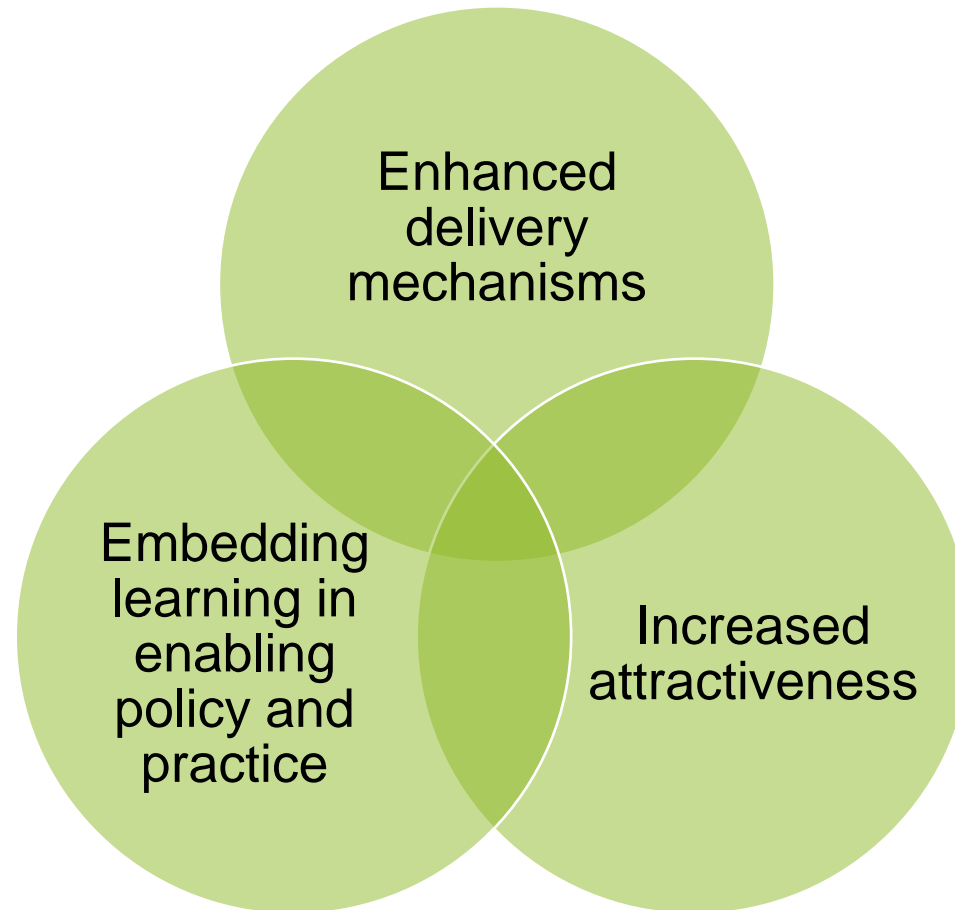
Skills and Lifelong Learning?

› 'The agricultural labour force generally engages less in training than other sectors ' (OECD, 2023, 11)

› Farmers have higher participation in *informal* learning, training & upskilling– farm extension, industry and farmers' organisations: *a valuable opportunity*

› Advisors and other AKIS actors: similar informal opportunities

› Horizontal and vertical lifelong learning opportunities

› Inclusive learning opportunities (gender and the MAA)

› A combined 'learning ecology'

Advisors

› Vital in AKIS

› Roles in:
  › Transferring knowledge and innovation
  › Capturing farmers' needs
  › Acting as innovation brokers
  › Participating in and sharing knowledge from EIP-AGRI innovative projects

› Learning occurs and can be optimised in these activities!

› Lifelong learning of advisors: through, within and parallel to the lifelong learning of farmers/clients

Attractiveness

Ingeno (2023)

Learning embedded in the AKIS:

> Farmers

> Advisors

> Innovation brokers

> Training providers

> Managing Authorities

> Farmer and forester organisations

> Vocational Education & Training (VET) representativ

> CAP SPs

> Operational Groups

> Horizon projects

> NSUs

> Researchers

Harrahill et al., 2022
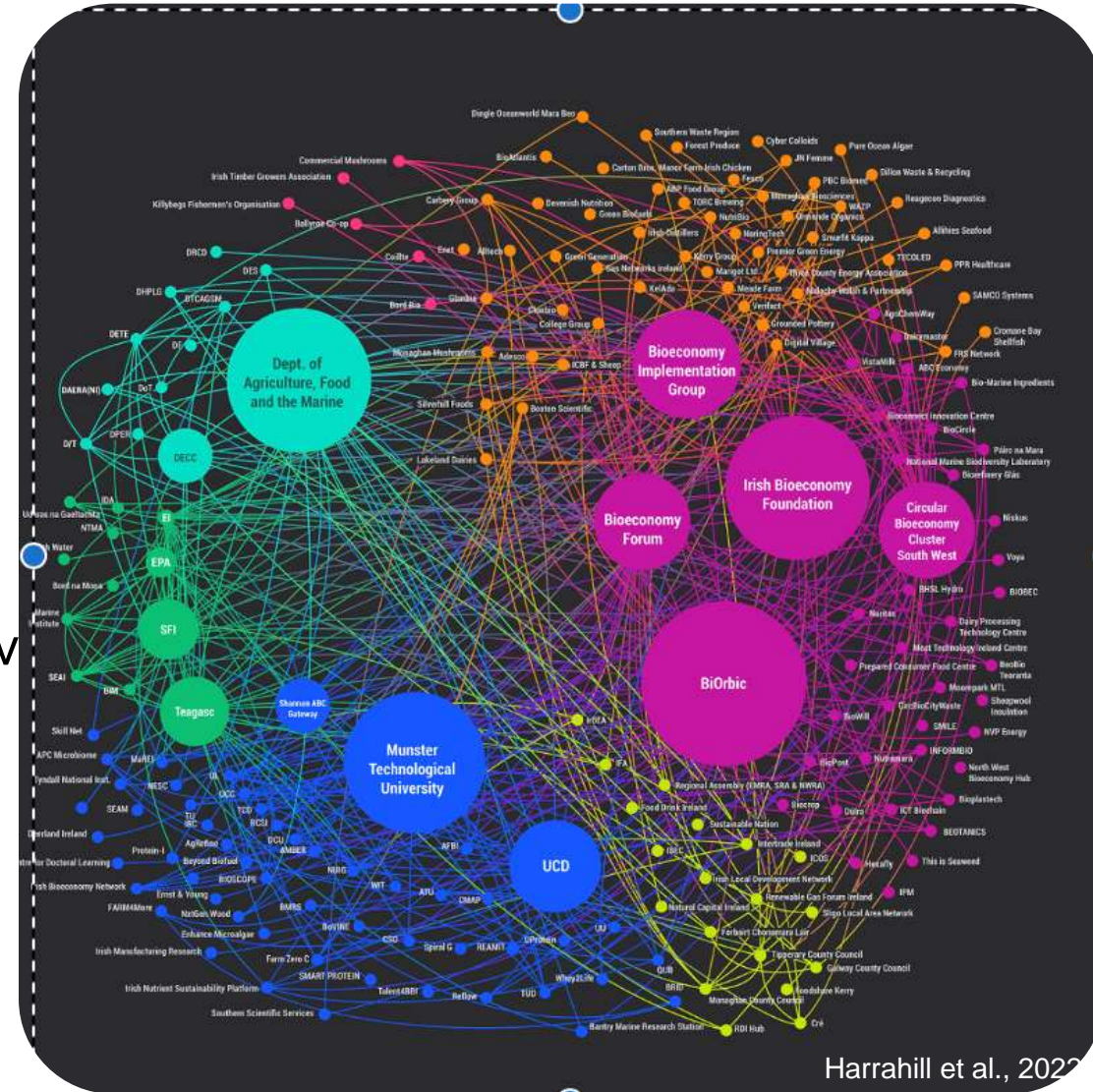
Our focus today:

› Interactive session 1: **Existing and new methods and training and provision of skills** *(inclusive, interactive, social, relational, team working)*

› Interactive session 2: **Enhancing the attractiveness of lifelong learning for advisors, trainers, farmers and foresters** *(inclusive, flexible, responsive, informal & informal learning)*

› Interactive session 3: **Opportunities, enablers and support: inspiring 'how to' examples from CAP and beyond** *(inclusive, peer-to-peer, interactive, systems-based, AKIS knowledge diversity and flow)*

MakeIt Toolkit

> 15 behaviour change strategies

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All information on the seminar is available on the event webpage:

https://eu-cap-network.ec.europa.eu/events/eu-cap-network-seminar-skills-and-lifelong-learning-agricultural-advisory-and-training