



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

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# Inspiring examples from Member States

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## Lifelong learning & Skills

*Doreen Verbakel*  
2024



# Main drivers



- **Big challenges** on climate, soil- and water quality, emissions, circularity, waste, etc.
  - New sustainable farming practices (no blueprint, tailor-made approach)
  - Technology e.g. AI, sensing, drone
  - Business Case Development
- **Less farmers to renew and maintain sector**
  - Less youth
  - Natural retirement peak
  - Nitrogen policy
  - Country wide labour shortage
- **Brainmaintain and renewal**
  - Improve learning culture and infrastructure
  - Standing on the shoulders of giants



## CHALLENGES FOR LIFE LONG LEARNING

- **Cost of scalability** of post-initial education
  - Highly specialised content
  - Small classes
  - Funding responsibility
  - Logistics (location bound)
- Underdeveloped **learning culture**
  - High percentage self-employed (few learning entry points)
  - Negative learning association
  - 'wasted' hours that can be spend more productively

## LEARNINGS

- **Regional cooperation** works
  - Greenpact (*Partners in research & innovation, employers & employees, training providers, government*)
  - Shared ownership of post-initial education offer
- **Understand motivational drivers and target group** and adapt learning offer as training providers accordingly (*example 1 and 2*)
- Use advisory services as main entry point (*example 2 and 3*)



# Example 1: Green Persona's

## Understand your target group



- Developed for employers in the green sector
- How to better **connect with learning motivation of workers** in the green sector. They do not all share the same motivation, drivers, and preferences
- **Tailoring the learning offer** to specific needs (e.g. when to use online learning, group, implicit, explicit, on the job, etc.)
- So succesful, it is now scaled up



## Sober - get your hands dirty



Employees that are not directly motivated to learn and develop, but have a wait-and-see attitude. I work to live, not the other way around.

GA NAAR DE  
NUCHTERE DOENER

## Goal oriented – go getter



Employees who learn and develop for their own sake and when circumstances clearly ask for it

GA NAAR DE DOELGERICHTE  
AANPAKKER

## Conscious grower



Employees who are eager to learn and consciously spend time for (personal) development when tools and opportunities are handed to them

GA NAAR DE BEWUSTE  
ONTPLOOIER

## Ambitious careermaker



Self-reliant employees who have a strong intrinsic motivation to develop and have clear goals in this area

GA NAAR DE AMBITIEUZE  
CARRIÈREMAKER

**DIALOOG**

Ga in gesprek met de medewerker en leer de mens achter de medewerker kennen. Geef de medewerker voldoende tijd om te wennen aan het idee dat hij/zij iets nieuws mag of moet leren.

**ZEKERHEID**

Bied extra zekerheid in de vorm van een beloning, bijvoorbeeld een salarisverhoging. 'Als je dit doet, krijg je dit.'

**STAPSGEWIJS**

Vraag niet teveel in één keer, ook al is het verplicht. Geef de medewerker het vertrouwen dat hij/zij het kan door (stapsgewijs) positieve (kleine) leerervaringen te bieden.

**MOTIVEER DE NUCHTERE DOENER****BEGELEIDING**

Zorg voor voldoende begeleiding (mentorschap op de werkvloer).

**SFEER**

Maak het allemaal niet te zwaar, breng het met humor en zorg voor gezelligheid. Liever een energiegelovende performer dan een serieuze specialist.

**RUIMTE**

Bied ruimte (mentaal en fysiek) om te leren tijdens werktijd.

**How to motivate 'the sober – just get your hands dirty' employee?**

- They are sensitive to reward – if you do this you get...
- Give the employee enough time to get used to the idea that he or she needs to learn something new
- Take small positive step – don't ask too much at the same time and create mini positive learning associations
- Create visible guidance on the workflow
- It needs to be fun and not serious
- Offer dedicated time for learning
- Make the learning practical
- Make the learning environment safe with people and location this person is familiar with



# PASSENDE LEERVORMEN

## FORMEEL

- Learning on the job  
(bijv. praktijkverklaring)
- Kortdurende cursus/training  
(in kleine groep)
- 1-op-1 coaching  
(op werkplek)
- Microlearning  
(kort en snel)
- Praktijkverklaring

## INFORMEEL / NON-FORMEEL

- Buddysysteem  
(leren van en met collega's)
- Begeleide intervisie

## MINDER PASSEND

- Zelfstudie
- Online trainingen/cursussen
- Langdurige opleidingen/trajecten

### Suitable learning forms

Formal: learning on the job, short trainings in small groups, 1-on-1 coaching on the job, microlearning

Informal: buddy system (learning with colleagues), guided intervisie

Less suitable: selfstudy, online, long courses

### VOORKEUREN VOOR LEREN





## Example 2: Skills Tool for Transition Paths



- Farmers have **more skills than we think**
- What **transition paths** are out there
  - New farming practices, e.g. highly technological advance, nature-inclusive, multifunctional e.g. in combination with health care, a store, tourism, etc.
  - Outside of the sector
- Show **skills mismatch**
- Show **ways how to close skills gap** (e.g. education offer/ advisory services)
- The tool can be used independently or by advisors
- Advisors are currently part of the valorisation process



## Current Skills Profile

- Soft skills
  - *Helicopter view, client oriented*
- Technological skills
  - *Sensor maintenance, data analysis*
- Job related skills
  - *Feed management, administration*

Text mining of vacancies + interviews and survey

## Personal Situation

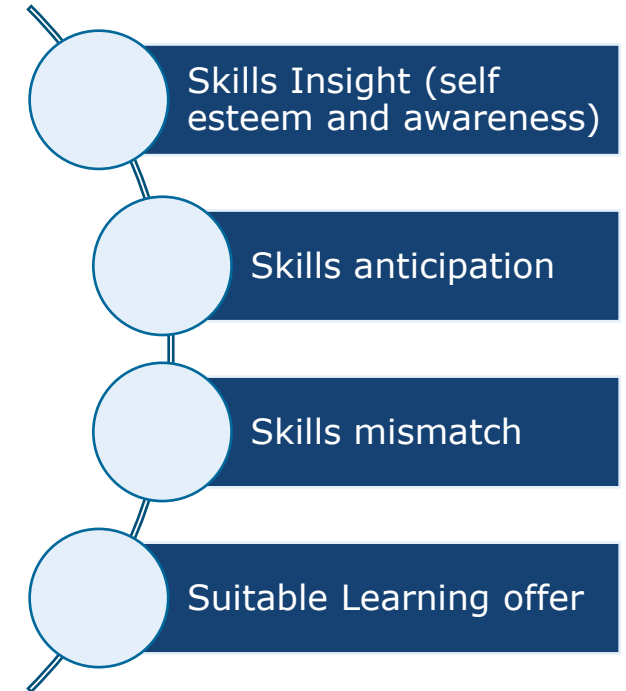
- Personal skills
- Motivation and ambition
- Learning association and capacity

Survey

## Transition pathways

- Retire
- Move to alternative sector
- Continue
  - Highly technologically advanced
  - Nature inclusive
  - Multifunctional
    - Care
    - Tourism
    - Home store
  - Etc.

Comparable skills set + interviews of experienced transitioners





## Example 3: Permanent education for advisors



To uphold registration in BAS register

- 20 PE points per year
  - Of which minimally 6 per recognised expertise area
- Commission established competency Profile
- Assessment framework for accreditation of learning offer and activities
- Learning portal in development
- Quality framework developed for advisory reports
- Mandatory e-learning on writing advisory reports

The main skill required is listening – how to translate the individual to the business – no blue-print



# On which ground?

## **Example 1 and 2**

Collaborative investment from the Greenpact Labour market Acceleration Program.

The Greenpact is funded by the ministry, education providers, companies, etc. The Labour Market Acceleration Program itself is 50% labour market and 50% ministry.

## **Example 3**

CAP: Funding NSP 2023-2027 through innovation on the farm program (see also next slide)



# Other lifelong learning investments

- Innovation on the farm (42 mln European funding)
  - Independent advise vouchers (14.000 vouchers)
  - Company Plan development (900 plans)
  - Demonstration farms (30 farms)
  - Subsidy for learning networks (50 projects)
  - Vouchers for courses on precision agriculture, nature inclusive entrepreneurship, and nitrogen (150 vouchers)
  - Participation in e.g. Horizon, EU CAP network, EIP operational groups
- Groenpact network
  - Connecting AKIS
  - Practice oriented research
  - Labour market monitoring
  - Groen Kennisnet
  - Tailor made knowledge projects



Thank you!

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# **EU CAP Network seminar**

## **‘Skills and lifelong learning for agricultural advisory and training service providers’**

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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>

