

**AgriSmart**

Sustainability and  
digital skills for the  
agricultural sector



agri-smart.eu

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## REPORT

# 04-T1: INTERVIEW WITH STAKEHOLDERS ON WBL SECTOR NEEDS

NIENBURG, 10TH OF APRIL 2023, HEIDE REIMER, DEULA NIENBURG



## INTRODUCTION

WBL becomes increasingly important in the training of skilled workers. The AgriSmart project combines modern technologies and sustainability in agriculture. A query of the need or work-based teaching was an important prerequisite for the structure of the toolbox of tools as guidance and instruction aids for mentors and trainers to be built in IO4-T2.

The conduct of the interviews showed what the respondents wanted, or thought would be useful in terms of tools in order to be able to carry out qualitative training or instruction. The aim of these tools is to obtain support to meet the requirements of the labor market in the education and training of skilled workers.

The task IO4-T1 entails the collection of input regarding agricultural WBL, in all its different forms, from the stakeholders themselves (i.e. agriculture associations representatives, representatives of agri-food companies and experienced farmers).

Purpose of the interview was to find out the AgriSmart sectoral needs in WBL according to the labour market. Each project partner was expected to meet at least 5 stakeholders from their own country to be reacted by exploiting their own network. The interviews were conducted according to the instructions previously given. The partnership was asked to select stakeholders how are involved in WBL themes to get an overview about the sectoral WBL needs.

The interviews were conducted between 30. / 11. – 16. / 12. 2022

Agriinstitut: 5 interviewees

Unimi : 5 interviewees

Arid: 5 interviewees

Deula: 5 interviewees



Innovela: 5 interviewees

Exelia: 5 interviewees

All partners conducted their interviews by telephone calls or face to face, or by online meetings. Finally, the partners were asked to upload their responses as a report to UNIMI platform.

**PROFILE OF THE POLLED STAKEHOLDERS:**

| <b>Izpi, Slovakia</b>   |                              |                                     |
|-------------------------|------------------------------|-------------------------------------|
| <b>Interviewpartner</b> | <b>Position</b>              | <b>Company name</b>                 |
| Partner 1               | Zootechnician                | PD Radošinka Veľké Ripňany          |
| Partner 2               | Manager in animal production | PD Chynorany                        |
| Partner 3               | Executive manager            | WOOD spol.s.r.o.                    |
| Partner 4               | Agronomist                   | Poľnohospodárske družstvo Veľký Ďur |
| Partner 5               | Farm manager                 | PD Ivanka                           |
| <b>Arid, Poland</b>     |                              |                                     |
| <b>Interviewpartner</b> | <b>Position</b>              | <b>Company name</b>                 |
| Partner 1               | Educator                     | IHAR                                |
| Partner 2               | Manager                      | MODR                                |
| Partner 3               | Advisor                      | MODR                                |
| Partner 4               | Technician                   | IHAR                                |
| Partner 5               | Agronomist                   | CDR                                 |
| <b>DEULA, Germany</b>   |                              |                                     |
| <b>Interviewpartner</b> | <b>Position</b>              | <b>Company name</b>                 |



|  |   |  |
|--|---|--|
| Partner 1                                | Agronomist/ Trainer/<br>Consulter                               | Steimbker Biogas GmbH  |
| Partner 2                                | Farm owner/<br>Agricultural operation/<br>Agricultural engineer | Christian Sieling Ackerbau und<br>Fleischproduktion  |
| Partner 3                                | Farm owner/<br>Agricultural operation/<br>Agronomist            | Reuter landwirtschaftliche Dienstleistungen  |
| Partner 4                                | Farm owner/<br>Agricultural operation/<br>Agronomist            | Kramer Lohnunternehmen Gaddesbünden  |
| Partner 5                                | Farm manager  | Hof Jeschke Barsin   |
| <b>UNIMI, Italy<br/>Interviewpartner</b> | <b>Position</b>   | <b>Company name</b>  |
| Partner 1                                | Agronomy teacher  | Minoprio <a href="https://www.fondazioneminoprio.it/">https://www.fondazioneminoprio.it/</a><br>Foundation |
| Partner 2                                | Agronomist and<br>researcher                                    | DéVELO <a href="https://labdevelo.wordpress.com/">https://labdevelo.wordpress.com/</a>                     |
| Partner 3                                | Agronomist  | Terrepadane<br><a href="https://terrepadane.it/">https://terrepadane.it/</a>                               |
| Partner 4                                | Agro-technical mentor   | La Boa<br><a href="https://www.laboa.org/">https://www.laboa.org/</a>                                      |
| Partner 5                                | Farmer and mentor   | Terra organica<br><a href="https://www.terraorganica.it/">https://www.terraorganica.it/</a>                |



| <b>Innovela, Belgium</b> |   |   |
|--------------------------|---|---|
| <b>Interviewpartner</b>  | <b>Position</b>   | <b>Company name</b>   |
| Partner 1                | Director of the Agronomical Department of the Haute Ecole de la Province de Liège | Haute Ecole de la Province de Liège                                     |
| Partner 2                | lecturer  |   |
| Partner 3                | Teacher at Provincial Technical Institute of Kortrijk                             | Provincial Technical Institute of Kortrijk                              |
| Partner 4                | Senior Agronomist, Leader for East Africa IITA                                    | Provincial Technical Institute of Kortrijk                              |
| Partner 5                | Lecturer  | Haute Ecole Provinciale de Hainaut - Condorcet                          |
| <b>Exelia, Greece</b>    |   |   |
| <b>Interviewpartner</b>  | <b>Position</b>   | <b>Company name</b>   |
| Partner 1                | Agronomic technologist, trainer   | DEMETRA VET organisation, University of Thessaly                        |
| Partner 2                | Professor/ Agricultural University of Athens                                      | Department of Natural Resource Utilisation and Agricultural Engineering |
| Partner 3                | Professor of Farm Mechanisation   | University of Thessaly  |
| Partner 4                | Trainer in Crop and livestock production  |   |
| Partner 5                | Agronomist  | AgroApps  |



## SUMMARY OF THE RESPONSES

In total, the interviewees were asked 34 questions on the categories GAP, Sustainable Agriculture, Sustainable Water Management, Sustainable Pest and Weed Management, Agriculture 4.0 and Data for Sustainable Production (which are also reflected in the AgriSmart curriculum and therefore in the VOOC and handbook). The aim of the questions was to find out where the needs in WBL lie for trainers and trainees.

### CAP

A high proportion of respondents said they were familiar with the CAP and national strategies. The predominant way in which the knowledge is passed on to mentees is done directly. This means that as soon as this topic comes up in daily work, it is explained directly, and the CAP background is pointed out in the applications. Respondents from all sectors agreed that practical instruction plays a major to very large role. The interviewees commented on measures that would help the mentors.

They want a user-friendly, easy-to-understand, well-prepared option that can be easily integrated into your daily work. For this, however, the mentors must also be well trained. This can be by apps, or mini-courses, or specific, easy-to-understand, easy-to-understand digital manuals and video tutorials. These should be easy to find, accessible to everyone and free of charge.

### Sustainable Agriculture

Most of the interviewees stated that they inform their mentees about sustainable agriculture or train them in it by incorporating this directly into their daily work. In addition, they point to explicit online courses and textbooks. Some teach in working meetings or explicit training sessions. The question about the importance of the usefulness of manuals was evaluated both positively and negatively. A majority of respondents consider manuals useful to some extent but think that most manuals are kept too general. Slightly more than half of the respondents believe they have sufficient teaching material on sustainable agriculture available. 75% of respondents stated that they are constantly educating themselves. When asked what they thought mentors would help with knowledge transfer, some of the respondents stated that mentors should first be well trained. E-learning modules and video tutorials were mentioned as helpful tools. But here, too, attention was drawn to the fact that these are only useful if the quality is good. A good network for the exchange of experience should exist or be founded, which goes beyond national borders.



## Sustainable Water Management

Respondents indicated that water management is playing an increasingly important role in agriculture. Especially in dry areas or areas with sandy soils. However, 67% of the respondents have knowledge about sustainable water management and the knowledge transfer generally takes place by incorporating them into daily work processes and explanations at company meetings. 80% of the respondents stated that they had sufficient teaching material on sustainable water management and about 50% of the respondents are continuously educating themselves in sustainable water management. The respondents consider easy-to-understand and quickly accessible information, webinars, video tutorials on practical applications as helpful tools, but these do not replace practical instruction. Again, the general attitude to the manuals: Often too general, should be freely accessible and free.

## Sustainable Pest and Weed Control

We got different answers to the question of how the interviewees inform and instruct mentees about sustainable pest and weed control. Most respondents prefer the 4-stage training method, others provide information about meetings, courses and further training opportunities. There were also respondents who did not inform. 50% of respondents consider manuals to be important, although they should not be kept so general. 16% of respondents stated that they did not have enough teaching material. Some said there was enough material, but it should be more accessible. 83% of respondents are continuously educating themselves.

When asked what would help mentors, there were a variety of ideas: practical days, the importance of the phytosanitary certificate, more sustainable topics in the standard curricula of the training framework plans, teacher training, manuals that also show the economic part of sustainability.

## Agriculture 4.0

Respondents thought this question was too general and as a result we received very different answers. The respondents stated that mentees are instructed using the 4-step method, instruction in the acquisition of new technologies by external parties, usually the salespeople, in meetings and



video tutorials, during the work processes. Opinions on practice manuals differ because the field is too broad and precision agriculture is difficult to define. 33% of respondents said they did not have enough high-quality teaching material. Only 1 respondent does not continuously educate themselves in digital technologies. Respondents wanted free software and financially subsidized training courses. Some of the respondents consider trade fairs and consulting rings to be useful further education institutions.

### Data for Sustainable Production

The respondents rely on the motivation and initiative of the mentees when it comes to information and training on the use of data. The use of data and the handling of it is not explicitly trained but flows into the daily work processes. 67% of the respondents stated that they were continuously educating themselves and in this question about the manuals the opinions on manuals were positive as long as they are not kept too general. Recommendations on what could help mentors with training and instruction were, video tutorials, practical lessons, lists of available platforms and databases. Some criticized the data landscape as a jungle.

### WBL

Work-based learning is answered very differently by the respondents and, according to the partner reports, its implementation is very much dependent on the training systems of the partner countries. Dual training systems and internship-based learning are favoured by the respondents. Some of the respondents think that the quality of education and training also depends on the competence of the mentors. 80% of respondents do not receive support for further training, some of the respondents participate in trainer networks. The preferred practical instruction methods are the 4-step methods, but also an E-Learning supported lead text course. Visits to field days, workshops, and on-the-job training are recommended.

A detailed compilation of responses is uploaded on UNIMIBOX

### Summary:

WBL is becoming increasingly important in the training of skilled workers. The AgriSmart project combines modern technologies and sustainability in agriculture. A query of the needs for work-based teaching was an important prerequisite for the structure of the toolbox to be built in IO4-T2 of tools as guidance and instruction aids for mentors, trainers, and instructors.





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The conduct of the interviews showed what the respondents wanted or thought it would be useful in terms of tools to be able to carry out qualitative training or instruction. The aim of these tools is to obtain support to meet the requirements of the labour market in the education and training of skilled workers.