

Addressing the current and Future skill needs for sustainability, digitalization and the bio-Economy in agricuLture: European skills agenDa and Strategy

D4.2: Report and analysis of the training experimentation	
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fields ADDRESSING THE CURRENT AND FUTURE SKILL NEEDS FOR SUSTAINABILITY, DIGITALIZATION AND THE BIO-ECONOMY IN AGRICULTURE: EUROPEAN SKILLS AGENDA AND STRATEGY - AGREEMENT 612664-EPP-1-2019-1-IT-EPPKA2-SSA-B



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1. Introduction

1.1. Task Description¹

Task 4.2 involves the Setup and running of Training pilots. The implementation of the training pilots will be running under AERES coordination to ensure the proper functioning of the training. Trainers who participated in Task 4.1 will participate as instructors. The training will be offered in country-language. Partners of the country where training is offered will select a small number of trainees (minimum 15 per country), in initial (students) and continuing training (farmers, foresters and advisors) following the criteria established in Task 3.1. For learners in initial training, the training will be followed by a stage/apprenticeship to complete the occupational profile requirement, both at the land and industry level. For farmers or farm advisors and foresters the offer will be modular, so they can study only the content they need, and they can skip the work based period. This modularity will offer in practice an infinite number of curricula to the trainees. The small-scale tests will include every module of the training for trainees.

The goal of the Task is to analyse the results of the pilots, to collect and evaluate feedback for improvement of the training material.

The training material has been prepared by the partner organisations in the Fields project, and made available in a learning platform². This learning platform is open to anybody to register and make use of the material.

The pilots have taken place in the period from the summer of 2023 up to April 2024.

1.2. Set up of the pilots

The training will be performed in the seven following countries by the partner organisations:

1. Spain: UCLM (In cooperation with CONFAGRI from Portugal)
2. France: AC3A
3. Italy: INFOR
4. Austria: AP, LVA
5. Netherlands: AERES
6. Finland: PA
7. Ireland: ICOS

As prescribed in the project document each partner selects a number of trainees, a minimum of 15 per country, and organizes a pilot training either for initial training (students) or continuing training. Applicable modules for piloting are selected.

UCLM and CONFAGRI PT, have cooperated in the pilot, this was not planned but agreed between the partners, so they could provide pilots in both countries.

¹ Summary of Task description in Project document Fields (page 176)

² <https://fields.learnskills.ie/login/index.php>

2. Implementation of the pilots

2.1 Planning of the pilots

After the meeting in Vienna, where training material was shared and trainers were trained to use the material, a planning was made for the pilot training sessions. See the table below.

Table 1: Planning of the pilot training

	Period	Nr trainees	Type of students	Modules / lessons	Methodology
Netherlands					
Aeres	April - Feb 2024	45	VET-students EQF 4	Nutrition Alternative feed sources Reducing emissions Responsible use of antibiotics Animal welfare & health	Classroom teaching Practicals in Field Practical assignments during internship Classroom assignments .
	Oct 2023	15	VET-students EQF 4	Biodiversity Biodiversity as a resource	Classroom teaching Classroom assignments Assignment in Field
	Feb 2024	60	VET-students Poultry entrepreneurs EQF 4 (Kenya)	Nutrition Alternative feed sources Reducing emissions Responsible use of antibiotics Animal welfare & health	Classroom teaching Practicals at Poultry Farms
Austria					
AP	Summer 2023	23	plant operators	Biomass	Workshop Site visit Technical Training
LVA	Summer/ Autumn 2023	15		HACCP	
BLT	June 2023	class	VET students EQF 4 & 5	Operate digital hardware	Innovation farm
Spain Portugal					
UCLM CONFAGRI	February / March 2024	15-25	Farmers, technicians, VET students	Sustainable irrigation Irrigation management Advisory & Evaluation	Online theory 43 % Personal work 45% Field work 12 %
Finland					
Pro-Agria	Aug-Dec 2023	15-25	Advisors, trainers, development managers	Entrepreneurship Bioeconomy Sustainability Digitalisation Life Long Learning	Lecture Asynchronous learning Home assignment Online workshop

France					
AC3A	Oct-Nov 2023	15 (18 and 16 part)	VET Students (1st yr)	Conservation farming Organization & Planning SMART Organization & Planning Prioritizing	
Italy					
INFOR	Feb-Apr 2024	15	Students - Bachelor degree Unemployed people Graduates of high school EQF5	Soft skills& Entrepreneurship Sustainability (most of it) Bioeconomy (Introduction, Bio-mass, Innovation) Digitalisation (Circular manu-facturing, Digital sustainability, Food processing, basic statistics)	Apprenticeship Class & study visits E-learning Assessment Total 600 hrs
Ireland					
ICOS	Summer 2023	25	Farmers Professionals Educators EQF 4	Bioeconomy awareness Agr Policy	Online Assessment

- ☑ Total number of trainees planned to be trained approx. 270
- ☑ Total number of modules planned to be piloted: 33

2.2 Collecting Results of the pilots

Results have been collected in 2 ways:

- 1) A questionnaire sent out for Task 4.2 to collect feedback from trainers for evaluation of the pilots.
- 2) Evaluation of the implementation of the pilots, provided by the partners to the respective National Roadmaps.

Ad 1) AERES sent out a questionnaire aiming at collecting information to suggest improvements, consider moderations or implement corrections. This questionnaire was aimed at trainers.

A copy of the questionnaire (through forms) is attached in Annex 1.

Ad 2) The evaluations of the implementation of the pilot trainings have been attached in Annex 2 of this report. The originals can be found in the National Roadmaps of each country and in Deliverable 2.4. Feedback from these reports have been included in this report.

For Task 2.4 – The National Roadmaps - a questionnaire for trainees has been prepared in order to verify if the KPI's set in Task 2.4 have been fulfilled. Outcomes of these questionnaires can be found in D 2.4.

3. Results and analysis

Below the results of the pilots are shown.

3.1 Results

Key numbers are as below:

Table 2: Overview of feedback received

Organisations	Responses (trainers/courses)	Nr of types Lessons	Total trainees	EQF 4	EQF 5
10	27	33	901	49%	51%

Partner countries running pilots were 7, in Austria 3 partner organisations ran pilots and in Finland one sister-organisation of Pro-Agria (KPEDU) ran a pilot voluntarily. Thus, in total 10 organisations contributed to pilots and to creating feedback for evaluation of the pilots.

Also to be mentioned is that UCLM and CONFAGRI PT agreed to cooperate and make the pilot accessible for trainees both from Spain and Portugal.

As planned the partner organisations were going to train a total of approx. 270 trainees. As we see in the table above the number of trainees has been exceeded enormously. This difference had been caused by both Pro-Agria en UCLM attracting numbers of trainees, higher than expected. Aeres had the opportunity to expand the pilot to Kenya and provide training for a large group.

Below the results of what was accomplished in the pilots.

One extra remark is that ICOS registered 25 trainees in a pilot training. In reality ICOS trained many more trainees. This is explained in annex 2, section on Ireland.

In the next table, data of the pilots are presented.

Table 3: All pilots run by partner organizations

Organisation	Module	Nr lessons	Target group	Numbers	Level
KPEDU	Sustainability	1	VET students	50	EQF 4
LVA	Digitalisation	1	Adults LLL, Professionals	12	EQF 5
Pro-Agria	Bioeconomy	1	Professionals (e.g. advisors)	192	EQF 5
	Sustainability	1			
	Digitalisation	1			
	Soft skills& Entrepreneurship	2			
AC3A	Soft skills& Entrepreneurship	4	Professionals (e.g. advisors)	28	EQF 5
AP	Sustainability	1	Professionals (e.g. advisors), Farmers	35	EQF 4
FJ-BLT	Digitalisation	1	VET students, Adults LLL, Professionals (e.g. advisors), Farmers	47	EQF 5
Aeres	Sustainability	6	VET students, Poultry trainers&farmers (Kenya)	105 265	EQF 4
UCLM	Sustainability	11	Professionals (e.g. advisors)	130	EQF 5
INFOR	Soft skills& Entrepreneurship	1	VET students	12	EQF 5
ICOS	Bioeconomy	1	Professionals, Farmers, Educators	25	EQF4
	Sustainability	1			
Total	Bioeconomy	2		901	Total EQF 4 EU EQF 4 Kenya EQF 5
	Sustainability	21		177	
	Digitalisation	3		265	
	Soft skills& Entrepreneurship	7		421	
	Total	33			
		Lessons			

Trainers

All partner organisations had more than one trainer involved in the pilots. In total 32 trainers worked with one or more lessons in pilot training.

3.2. Analysis

From the questionnaires sent out by AERES (See annex 1) 27 replies were received.

3.2.1 Number and types of trainees

The target set for the Pilot training was a minimum of 15 trainees per country, which would lead to a total of 105 trainees. In 3.1 it is explained that the number of trainees has exceeded the targeted number and that differences were mainly made by UCLM, Pro-agria and Aeres.

A remark has to be made that a large number of trainees of Aeres are Kenyan trainers and farmers, which took part in the pilots as the opportunity was there and was used by Aeres.

Without the 303 Kenyan trainees though, still a total of 598 trainees were trained in Europe, still exceeding the required number.

Overall a very diverse group of trainees were trained, from farm advisors, to VET students and Kenyan farmers! This is a good result, but also means that feedback received is from a specific angle.

3.2.2 Target groups reached

The target groups mentioned in the task description are expected to represent both trainees in initial training (students) as well as in continuing training (farmers, foresters and advisors).

Summarised from Table 3 we see the following:

Table 4: Number of trainees per targetgroup

Target group	Nr	%
VET Students	214	24%
Adults & Professionals	422	47%
Kenyan Poultry farmers	265	29%
Total	901	100

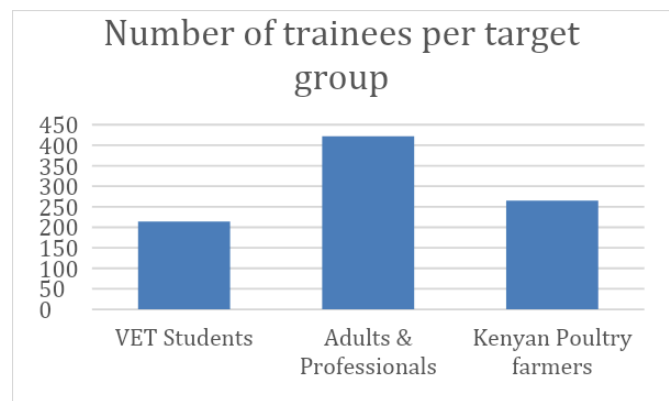


Figure 1: Number of trainees per targetgroup

Of the total of trainees, roughly a quarter were VET students and half were adults and professionals in continuous training in Europe.

If we only look at the European target group we see that one third were VET students and two thirds were trainees in continuous training.

3.2.3 EQF 4 versus EQF 5

In Europe:

EQF 4: 177 trainees were trained on EQF4

EQF 5: 421 trainees were trained on level EQF 5

An extra 265 Kenyan trainees were trained at EQF4

No correlation can be seen between type of target groups and EQF level (See Table 2.)

3.2.4 Length of training and methodology

Training courses provided show many different shapes. If we look how many trainees per type of training we see the following:

Table 5: Different types of training given and number of trainees per type of training.

Partner	Length of training	Methodology	nr trainees
LVA	1 day training	In class & Online	12
AP	1 day training	In class & Practicals	24
KPEDU,	One lesson or session (1 hr - 4 hrs)	In class & Online	50
FJ-BLT	One lesson or session (1 hr - 4 hrs)	In class & Online	47
ICOS	One lesson or session (1 hr - 4 hrs)	Online & Assessment	25
AC3A	One lesson or session (1 hr - 4 hrs)	Online	28
AP	One lesson or session (1 hr - 4 hrs)	In class & Practicals	11
Aeres	One lesson or session (1 hr - 4 hrs)	In class & Practicals	38
Aeres	One lesson or session (1 hr - 4 hrs)	In class, assignment & Assessment	27
Pro-Agria	Lesson series, 7 sessions	Online	192
UCLM	Lesson series, 7 sessions	Online	130
Aeres	Lesson series, 8 weeks, 1 lesson /wk	In class & Practicals at working place	40
INFOR	Lesson series	In class & Online	12
Kenya (Aeres)	Lesson series, 1 week (40 hrs)	In-class & Practicals	265
			901

If we group the trainings roughly on one-day training, one session and lesson series, we see in Figure 2 (below) that the proportion of trainees per type of training is as follows:

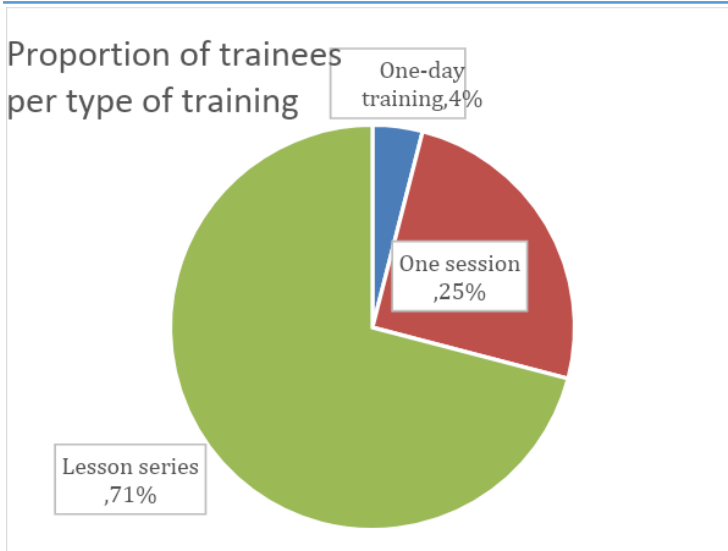


Figure 2: Length of training and proportion of trainees

The largest group of the trainees have received a series of lessons, this included both online and face-to face training. It is difficult to distinguish how many trainees received face-to-face training compared to on-line training as often the trainers used a combination of methods.

3.2.5 Ways of using the training materials

The training material is offered as a complete package for each lesson, consisting of a syllabus, lesson content, visual materials, background materials, completed with practical assignment(s) and an assessment.

When trainers prepare a training, they will use the material in different ways. Some might use the material exactly and completely as offered, others might use only bits and pieces, which is called ‘cherry picking’.

Through feedback from the trainers we saw the following on the use of the training materials:

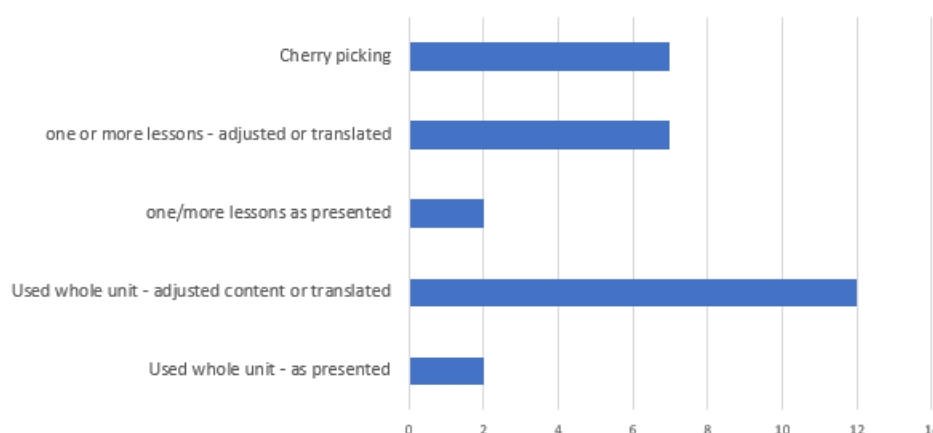


Figure 3: The way the training material was used by trainers. The numbers are the amount of answers that were received for a certain manner.

From the figure it shows that in most cases the trainers make use of the materials in a flexible way: They adjust the content or translate it. Some are cherry picking, meaning they choose parts of the content and slides that suit their needs. This proves that it was a good decision of the project team to prepare the material in document types which are easy to adjust.

3.2.6 Usefulness of the material

Trainers were asked to score the usefulness of the material on a scale from 1 (useless) to 5 (very useful). The outcome was as follows:

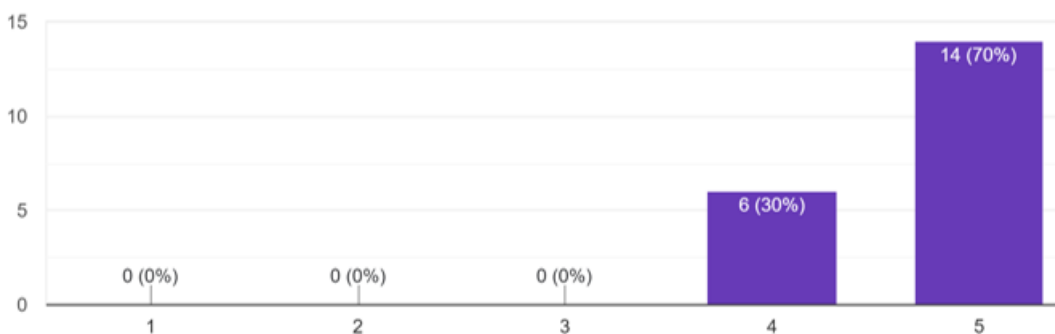


Figure 4: Usefulness of the training material scored by trainers

It shows that trainers do appreciate the training materials, they score the usefulness in categories 4 and 5.

On the question **‘Which (aspect of the) training material was especially useful to you, please specify:’**, Trainers mentioned that they appreciate specific lessons that are relevant to their target groups and also the additional content provided, the practical assignments and visual materials.

Other specific remarks by trainers:

- “The training material delivers very good guidelines and basic material, that can be adapted to the needs of specific courses.”
- “We found the specific learning material that we were looking for, which is usually tricky. Besides, the lesson formats with many graphical figures plus the descriptions provide the tools necessary to be applied in class and used as an example for practical classes, all together setting the basis for solid knowledge in the field.”

3.2.7 Which material is new to trainers

Trainers were asked which lesson(s) in the training materials were new to them, meaning not yet easily available in existing materials.

Replies were the following:

- Sustainable animal nutrition pigs (S400)
- Introduction to entrepreneurship (K051) - We haven't had this theme in our trainings highlighted this way before. Although most of the content was more or less familiar, none of the material was available before this training.
- Understanding the bioeconomy (B010). We haven't had this theme in our trainings highlighted this way before. Although most of the content was more or less familiar, none of the material was available before this training.
- Sustainability (S010): The whole webinar was new and after that we have had several contacts from our organization, which included questions about our sustainability program, timetable and specific question about contents.
- What is digitalisation (D010A): the definition section in regards to digitalization, digitization etc.
- Lifelong learning and continuous learning CPD (K101): We haven't had this theme in our trainings highlighted this way before. Although most of the content was more or less familiar, none of the material was available before this training.
- S-680
- S-170 Biodiversity and agricultural practices
- D130_Digital_ Sustainability (Innovations for sustainable and targeted plant protection)
- D050A_Farm_management_information_system (Assistance systems for intelligent and efficient field work and harvesting - field robotics)
- D150_transferring_data_from_application_-_data_exchange (Automation and robotics in farmyard and indoor management)"
- B010 Bioeconomy awareness

3.1.8 Feedback for improvement

From trainers questionnaire

- K063-'Organization_and_Planning_prioritizing_work_effectively': Useful tips to put into practice easily
- K074-'Team building': Lack of practical info/too much theory"
- Specific training, with practical tips and tricks, pleasant atmosphere, time for questions and discussion, very satisfied
- "The content and visuals are clear
- The importance of the practical about monitoring soil organisms is difficult to grasp for animal husbandry students."
- The student group was very pleased to participate in the pilot project and learn about these topics. They were also pleased to have access to the learning platform from our project.
- "They found the information on Bioeconomy useful & practical, but would like some case studies (best practices).
- The policy module gave a good understanding of policy drivers & How it all works in Europe."

Highlights on feedback from the reports on implementation (D2.4 and Annex 2)

Austria

The available material from the developed FIELDS Modules includes an enormous quantity of learning materials, individually adaptable. In Austria, the implementation of the FIELDS training material worked well, and trainers could use them to a wide extent. In particular, the slides could be used to demonstrate lots of theoretical but necessary background information. The practical part of the trainings was perceived as positive.

Finland

The number of participants (192) exceeded the initial target (25) by far. This showed that the topics that were chosen for the online webinars were highly interesting and conceived as important to advisors working in ProAgria (See for more details Annex 2)

The number of actual participants also show that the method chosen (online webinar + self-study) was a practical one and made it possible for a major part of the whole ProAgria personnel to take part in the training.

Students highlighted the following points: “the interactivity”, “the practical examples and application by professionals, which were very revealing”

Italy

I appreciated all the opportunities provided, including being able to use the training materials even after the course was finished

I would like to have more practical part and to have the opportunity to meet more consultants or entrepreneurs in the field

I am satisfied with the experience although I would have liked more choice on internship options

I found the experience very inspirational

I appreciated more technical notions that I had not acquired during my academic studies

All students were motivated to work in the Agri-Food sector after following the training

Netherlands

Some of the material has to be made more practical for teaching at VET level, it is important that the teacher can add practical experience to the content while teaching.

Spain

In general, the participants have followed the classes with great interest, expressing a high degree of satisfaction with the contents of the course and appreciating that the contents have focused on topics of practical application for their professional life.

Ireland

The two modules (Bio-economy and policy) are of extreme use to our membership and supported by national policy, including the national bioeconomy strategy. We would foresee that these modules continue to run on a regular basis. We have also added additional bioeconomy related materials based on industry needs and to further support Ireland's national bioeconomy strategy implementation.

4. Conclusions

As described in the introduction, the goal of Task 4.2 was to analyse the results of the pilots and to collect and evaluate feedback for improvement of the training material.

If we look back at the prescriptions of the pilot training, the results of the training pilots do easily meet and even pass the number of participating partner organisations and trainees set. UCLM and CONFAGRI PT cooperated in the pilot, CONFAGRI has contributed to this Task even if they were not mentioned as a partner organisation for this task.

The number of trainees exceeded the prescribed number, mainly caused by high number of registrations for pilot training run by UCLM and Pro-Agria. Aeres increased the numbers with an extra training for Kenyan farmers.

Concerning trainees, the aim was to train both trainees in initial training (VET students) as well as trainees in continuous training (professionals). Both target groups have been reached. Of the European trainees 1/3rd were VET students, 2/3rd were professionals and adults in continuous training.

The type of trainings given were roughly divided in: one session of 1- 4 hrs, one day training and a lesson series, consisting of several lessons of the Fields modules. 71% of trainees received a lesson series of a couple of days.

Overall we can say that numbers set in the prescription of the training pilots were easily met and even exceeded.

Most of the trainers adjusted or translated the material to their own needs, quite a few cherry-picked from the materials. This shows that the way the project decided to develop the material in accessible files, was a good decision. It suits the needs of trainers who want to adjust it to their own needs, and it suits those who like to use the material as it is delivered.

The usefulness of the material was scored high by the trainers. The hard work of the partners to prepare the material, following strict guidelines in order to guarantee quality and unity, has showed to be successful.

Several lessons provided are valuable as trainers give feedback that the topics are new to them or they had not seen materials on these topics before.

Feedback for improvement

Most feedback given is positive on the materials. Few mention that there is too little practical information in some lessons and that the trainers need to be experienced in the field of the topic to be able to add relevant practical examples. Practical examples are appreciated by trainees.

Overall we can conclude that the pilot training has been implemented successfully.

The trainers and trainees appreciate the available material, the quality and the large quantity of it. And also the fact that the material is still freely available, even after the course is finished.

Annex 1 – Questionnaire to collect feedback from trainers

Fields Task 4.2 - Trainer questionnaire

B I U  

Fill this questionnaire separately for each course / lesson group

Name of your organization

Short answer text

Name(s) of trainer(s)

Short answer text

Which lesson(s) have you piloted?

List Code and name, e.g.: S190-Soil as a resource

Long answer text

What is your target group

Tick more boxes if necessary

- VET students
- Adults LLL
- Professionals (e.g. advisors)
- Farmers
- Other...

At which level did you conduct the training

- EQF 4
- EQF 5

How many learners in your course

Short answer text

Length of your course

- One lesson or session (1 hr - 4 hrs)
- Lesson series (fill number of sessions and total nr of hours below)
- Other...

Methodology used

(Tick more boxes if methodologies combined)

- In class / face-to-face
- Online
- At the working place / Practicals / In the field
- Assignments
- Assessment
- Other...

In what manner did you use the teaching material

- Used whole unit - as presented
- Used whole unit - adjusted content or translated
- Used one or more lessons as it is presented and no (major) adjustments
- Used one or more lessons as presented, but adjusted or translated
- Cherry picking (using content, pictures or practicals separately)
- Other...

How useful was the material ?

	1	2	3	4	5	
Not useful at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very useful

Which (aspect of the) training material was especially useful to you, please specify.
(E.g. unit as a whole, specific lesson(s), format of the lesson, additional content, visual material, assignment, etc).

Long answer text

.....

Which lesson(s) in your course were new to you (not yet available in existing material)
Name the code of the lesson, if needed specify on parts of the material
(The aim is to identify if we filled skill-gaps)

Long answer text

If you have any feedback from learners please provide it here

Long answer text

Any other feed back

Long answer text

Annex 2 - Reports of Implementation of Pilots of each country (D2.4)

D2.4 can be found through the management Portal of Fields or through the general website³

I Austria

4.7 Training activities Implementation

For the pilot trainings, the 3 Austrian partners chose the following lessons: B060_Biomass production as part of the bioeconomy module by partner AP, D190_Food processing technical skills as part of the digitalisation module by partner LVA, and D120_Operate digital hardware as part of the digitalisation module, by partner BLT.

The courses were held as presence meetings (B060, D120) and as a hybrid seminar (D190) at the FIELDS partners locations. The employed trainers were all professionals, are experienced in their field of knowledge, and were asked beforehand to use/include the FIELDS learning material. The courses took place in June 2023 (B060, D190) and in September 2023 (D120).

Overview on costs

Here is an overview about the used and needed efforts to carry out the respective pilot trainings in Austria – in relation according to the envisaged cost plan:

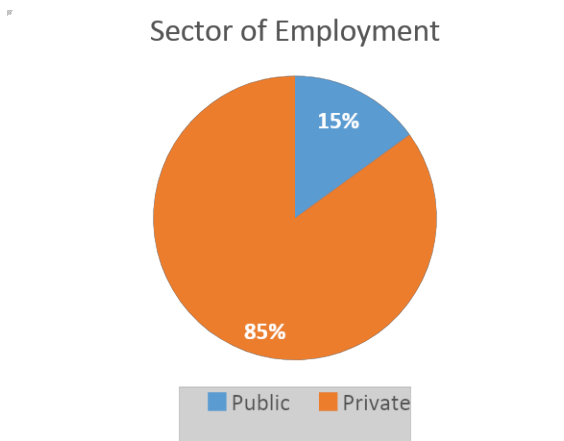
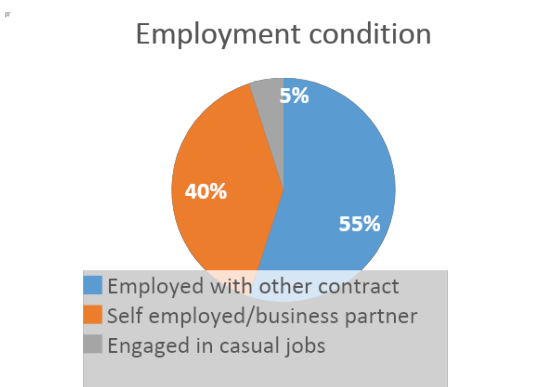
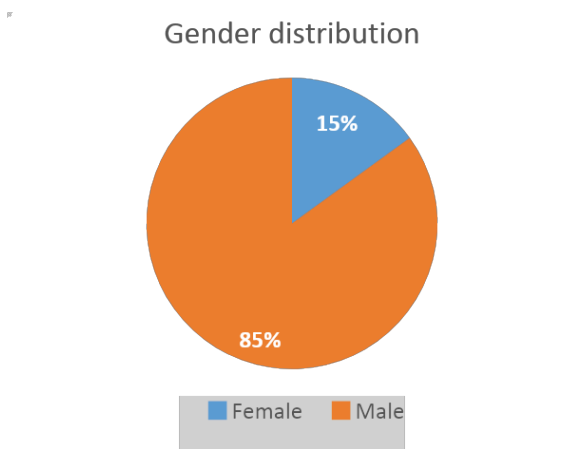
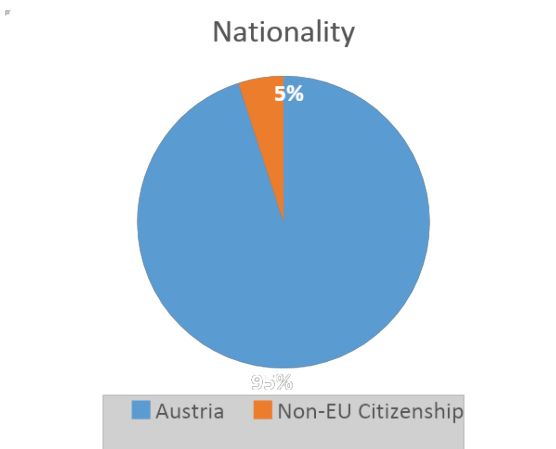
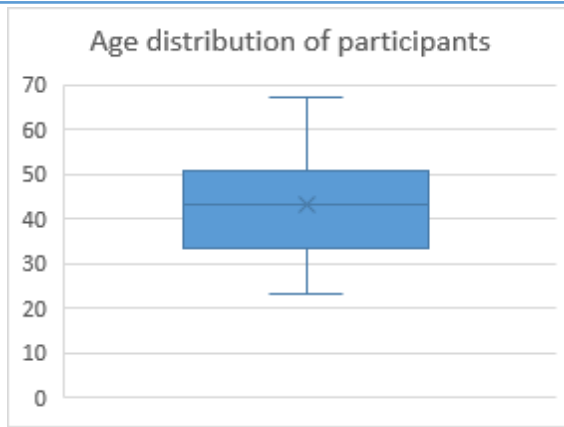
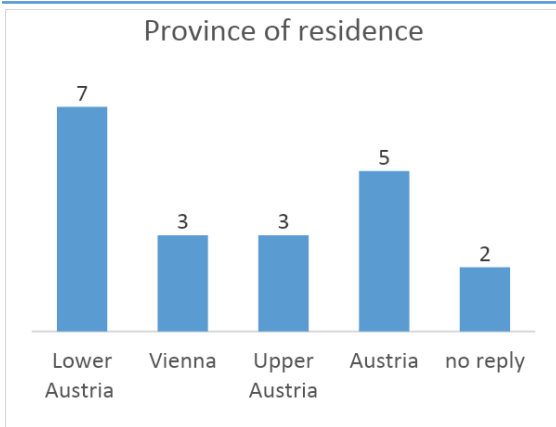
Budget Pilots - Austrian partners

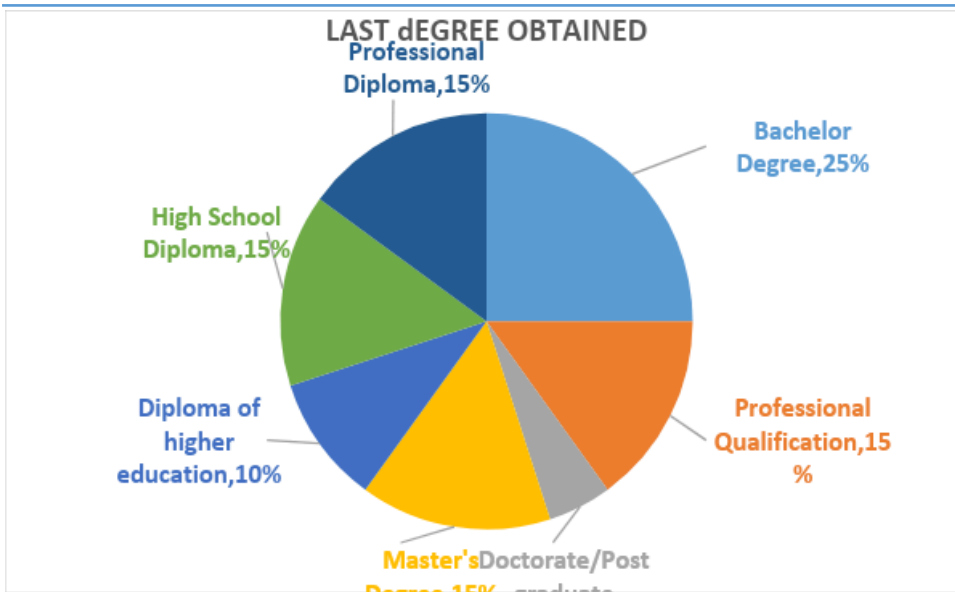
Item	hours	days	€/day	Total cost
Teacher/Trainer/Researcher	LVA: 8 FJ: 16 AP: 16	1 2	320,00 €	LVA: 320,00 € FJ: 150,00 € AP: 640,00€
Materials & software				LVA: 250,00 € FJ: 110,00 € AP: 0,00 €
others				LVA: 550,00 € FJ: 200,00 € AP: 0,00 €
Total costs				2 220,00 €

The available material from the developed FIELDS Modules includes an enormous quantity of learning materials, individually adaptable. In Austria, the implementation of the FIELDS training material worked well, and trainers could use them to a wide extent. In particular, the slides could be used to demonstrate lots of theoretical but necessary background information. The practical part of the trainings was perceived as positive. In total, a number of 103 people participated in the pilots. 20 questionnaires were answered.

Following, the collected feedback from the students who participated in the courses is represented. First, general information about the participants is shown in the following graphs:

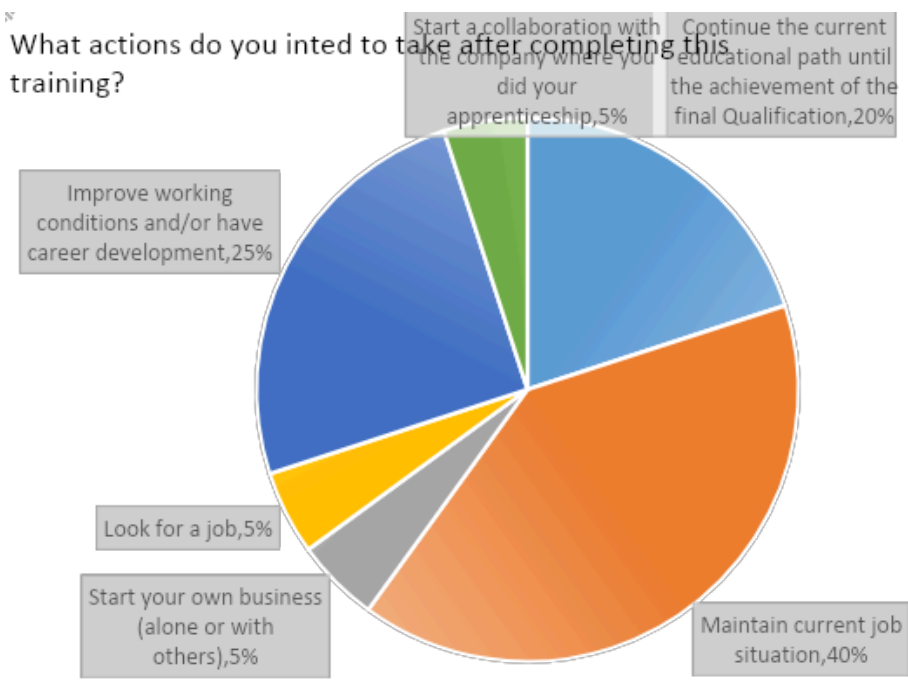
³ <https://www.erasmus-fields.eu/documents/>





The participating students had diverse educational backgrounds (see Figure x). The main motivation that prompted the students to attend the pilot courses was the option for their personal interest/growth (50%), whereas for 25% it was proposed by the company they are working for and for 25% it was a mandatory training.

55% of those who filled the questionnaire, gained a certificate for the training. The general feedback can be resumed as very positive and satisfying for the participants. Students highlighted the following points: “the interactivity”, “the practical examples and application by professionals, which were very revealing”. Although the carried out Austrian pilot trainings had a high percentage of work experience activities (70%), one suggestion of improvement was to “still allow more time for the practical part”.



II France

Training activities implementation

Curricula/Module chosen: Soft Skills Module, focusing on the following lessons

- K063 on management of time and activities (in full)
- K074 on Entrepreneurship, management of teams and projects and Leadership – partially

Stakeholders involved (teachers, how did you enrolled participants, location...): AC3A set up the testing by creating 2 webinars targeting Chamber of Agriculture and associated entities staff. Invitations were sent over by the internal communication channels for the 4 chambers of agriculture in the Atlantic area.

The training was elaborated by AC3A and associated staff members from the Chambers of Agriculture: Alexandre MORIN (AC3A), Pierre CORDEL and Ugo DENIS (Chamber of Agriculture Normandy), Pauline GILLAR (Chamber of Agriculture Nouvelle Aquitaine).

Calendar of the actual course:

Webinar 1: “Supporting "agriculture entrepreneurs" and innovators in agriculture. Who to best support innovations for agriculture and develop your entrepreneurial side. 01/02/2024, 1,5 Hours.

Webinar 2: “Group work and individual organization: discover ways to better organize and prioritize your tasks; work effectively with others to boost your creativity and resolve conflicts.” 08/02/2024, 1,5 hours.

Overview on costs: no costs apart from staff cost to create the content, set up and conduct the webinars

Comments on to the actual implementing of the Modules/Curricula (from the Teachers’ perspective and from your own perspective):

AC3A and Chambers of agriculture are not training bodies and don’t have direct access to students and trainees. Some experts within the Chambers are sometimes asked to teach or speak at agricultural schools. Those were reached to and content from the FIELDS was offered for them to test in the class. However the timing was not compatible as most of those already have their training material done well in advance. The training content from FIELDS is interesting for them and may be incorporated in future training session, but not in the timing of the project. Setting up a specific training for FIELDS content within those occasional training sessions also was not an option.

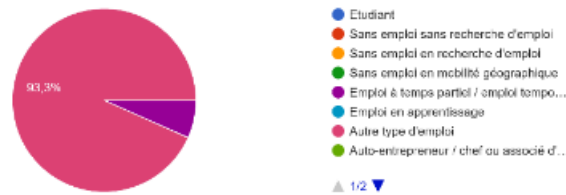
AC3A resolved to perform an internal training using staff and colleagues from the network of chambers as “students” and to do so, selected the most appropriate content to perform a training session aimed as a work-specific training webinar.

*Assessment and quantification of the success indicators: Results and impact**

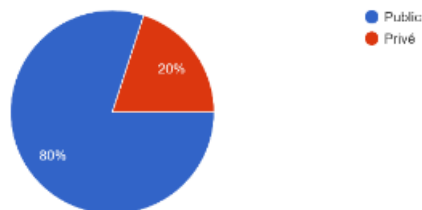
- Number of companies in the course:
 - Webinar 1: 16 different companies, including 10 different Chambers and 6 external partners
 - Webinar 2: 6 different companies, including 5 different Chambers and 1 external partner
- Number of students attending the course:
 - Webinar 1: 28 registered participants, 25 attending
 - Webinar 2: 24 registered participants, 18 attending

- Number of certificates achieved: no certificate issued
- Percentage (%) of audio visual learning vs class learning: 100% online
- Interest of trainees in working in the agrifood sector after completion of the course: All of them are already working in the agricultural sector and wanted to broaden their knowledge and experience.
- Issues with training/additional comments: the main constraint has been availability to register and attend the course during the job hours.

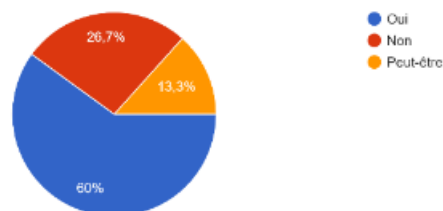
Situation professionnelle
15 risposte



Secteur d'emploi
15 risposte



Est-ce que cette formation vous a fait songer à travailler dans le secteur de l'agriculture, de l'industrie alimentaire ou de la sylviculture ?
15 risposte



III Finland

Training activities implementation

Curricula/Module chosen

Recent studies and surveys that have mapped the future skills needs of Finnish agriculture show that future skills needs will focus on digitalization, the bioeconomy and sustainable and responsible agriculture. In addition to these, today's working life increasingly requires continuous learning and entrepreneurial skills, whether it is about being an entrepreneur or an entrepreneurial way of working.

The aim of the FIELDS pilot training course "Current Skills in Agriculture" is to introduce learners to entrepreneurship, digitalisation, bioeconomy, sustainable and responsible agriculture and continuous learning through training materials built in cooperation between European educational institutions and training organizations.

At the same time, the pilot training will provide a good taster of this set of training materials, which will be freely available to trainers. This was its function as a practical way to promote the training materials to potential trainers for them to use with farmers etc. after the FIELDS project. For this purpose a visual training material catalogue was prepared by ProAgria.

It was recommended to attend the training as a whole (7 x 1,5h online webinar + self-study), but it was also possible to attend only some of the online training sessions.

- Welcome to the training! (Krista Mikkonen)
 - Short presentation of the FIELDS project
 - Different ways in which participants can make use of the training material produced by the FIELDS project
 - Overview of the e-learning course "Current skills in agriculture"
 - Clarifying participant expectations and defining one own learning objectives
- Introduction to Entrepreneurship (K051) (Krista Mikkonen replaced Karoliina Aalto)
 - Farmers are entrepreneurs. How do we take this into account as part of ProAgria's expert work?
 - Interactive lecture using FIELDS training materials
 - How is internal entrepreneurship reflected in your work at ProAgria? Group work
- Basic understanding of the bioeconomy (B010) (Krista Mikkonen replaced Karoliina Aalto)
 - Animated video lecture watched together + reinforcement of memory using Kahoot.
- Sustainability in agriculture (S010) (Suvi Anttila replaced Karoliina Aalto)
 - Interactive lecture using FIELDS training materials
 - Sustainability as part of the ProAgria brand
- What is digitalisation? (D010A) (Jarkko Ilonen replaced Karoliina Aalto)
 - What does digitalisation look like on a farm? Grab 1-3 everyday pictures and take them with you to the webinar.
 - Interactive lecture using FIELDS training materials
- Lifelong and continuous learning (K101) (Krista Mikkonen)
 - Interactive lecture using FIELDS training materials

- Follow-up: Go through your personal development plan. What changes would you like to make to it based on the day's training? Discuss this with your team leader.
- What's next? (Krista Mikkonen)
 - Brainstorming workshop
 - Collecting anonymous training feedback

Stakeholder involved

The pilot training evolved from the preliminary plan quite a lot. On one hand the number of lessons covered in the pilot training diminished quite a lot and on the other hand the number of actual participants increased dramatically. This change based on the training needs discussions within ProAgria. They highlighted the following needs:

- “Basic training” for new employees, which covers the broad current topics relating to agricultural advisory work. The live training should be compact to leave enough space for practical learning that is supported with peers, team leaders and local subject matter experts that guide the introduction period of a new employee in the regional ProAgria centers.
- “Teasers” for trainers to experience the use of FIELDS training materials to assess the usefulness and attractiveness of materials based on their own experiences.
- Open access to all the webinars without requirement to sign in or commit to the whole pilot training to meet the needs of the learners to to be involved and participate in learning flexibly according to their own priorities.

Due to staff reduction needs within the Association of ProAgria Centers, the original leading trainer of the pilot training was dismissed before the start of the training. She was replaced by three other trainers. The unexpected change caused extra work load among the trainers and also in organizing the pilot training. From the feedback of the pilot training the extra efforts paid off since the quality of the training was estimated to be high.

The trainers for each online webinar were chosen according to their subject matter expertise. Only bioeconomy lesson was taught by a non-professional. This was due to the unexpected change of the trainer explained above. This webinar was based in the video lecture provided in the FIELDS training materials and with it, even a novice in bioeconomy was able to give the training.

The pilot training and individual online webinars were promoted in many different occasions during spring and autumn 2023. The promotion efforts included one-to-one discussions with ProAgria managers and directors to find the best and most useful content to the pilot training and also to decide the best way to give the training. Due to these discussions the whole staff of ProAgria (more than 600 employees) were given the permission to participate in the training according to their individual needs and priorities. Experts, who give training to farmers were also targeted as a potential participant group and also the coordinators of different subject matter networks.

To allow easy and flexible access to the pilot training the live training was done online. Self-learning was done locally and closely tied to one’s own work. There was no requirement to enroll to individual webinars. The online webinar invitation was sent to all people working in ProAgria.

Calendar of the actual course

Month	Webinars	Self-study	Total
August	<ol style="list-style-type: none"> Welcome to the training! 1,5h online training Tue 15.8.2023 at 14-15.30 Introduction to Entrepreneurship (K051) 1,5 online training Tue 29.8.2014 at 14-15.30 	<p>Setting up one's own learning goals, planning the learning path and identifying indicators of progress (16h)</p> <p>Recognizing entrepreneurial skills from a client farmer and creating a plan with the farmer on how to develop them (16h)</p>	35h
September	Basic understanding of the bioeconomy (B010) 1,5h webinar Tue 12.9. at 14-15.30	What is bioeconomy in the Finnish agriculture context? Individual reflection and peer-discussions (16h)	19,5 h
October	<ol style="list-style-type: none"> Sustainability in agriculture (S010), 1,5h webinar Tue 3.10. at 14-15.30 What is digitalisation? (D010A) 1,5h online training with pre- and post-assignments Tue 17.10. at 14-15.30 	<p>Sustainable farming -concepts in ProAgria – how do I apply them in my work? Reflection, applications, assessment, learnings and new idea generation. UN goals – how do they inspire our thinking? (16h)</p> <p>Real life examples from farms in Finland of digitalisation. Testing and sharing experiences of using AI applications in one's work. (16h)</p>	35h
November	<ol style="list-style-type: none"> Lifelong and continuous learning (K101) 1,5h webinar with follow-up assignments Tue 7.11. at 14-15.30 What's next? Joint brainstorming based on the pilot training 1h online workshop Tue 21 Nov 14-15 	Go through your personal development plan. What changes would you like to make to it based on the day's training? Discuss this with your team leader. (8h)	11h
Total approximately 100h			

Overview on costs

The costs include work hours of trainers and online facilitators, training coordinators, Kahoot -licence and pilot training lecture materials translation (including subtitles to bioeconomy video).

Item	hours, days	€/Day	Total cost
Trainers, online facilitators	100 hours, 14 days	270€/Day	3780€
Software licences			468€
Translation	52,5 hours, 7 days	187€/Day	1309€
Promotion	38,25 hours, 5 days	270€/Day	1350€
Coordination	37,5 hours, 5 days	187€/Day	935€
Total cost			7842€

Comments on to the actual implementation of the Modules/Curricula

The implemented pilot training was a huge success in ProAgria. The number of participants (192) exceeded the initial target (25) by far. This showed that the topics that were chosen for the online webinars were highly interesting and conceived as important to advisors working in ProAgria.

The number of actual participants also show that the method chosen (online webinar + self-study) was a practical one and made it possible for a major part of the whole ProAgria personnel to take part in the training.

From the training materials most useful were the lifelong learning (K101) introduction to entrepreneurship (K051) and basic understanding of bioeconomy (B010). Basic understanding of the bioeconomy (B010).

The material for lifelong learning has already been used after the pilot training as a part of internal training to proagria personnel. It includes different models and practical tips to continuous learning and was easily supplemented with internal material and guidelines. ProAgria is based on expertise and continuous learning is essential for us. Thus this training will continue to be a regular part of our yearly training plan.

Introduction to entrepreneurship material was adjusted to ProAgria needs by including an easy SWOT -analysis to the entrepreneurial skills described in the original material. The learners analyzed a familiar entrepreneur to themselves while the skills were presented by the trainer. They also made a plan how they could help the entrepreneur to develop the different entrepreneurial skills based on that light SWOT-analysis. Based on this developed material also a version that was directed to the entrepreneurs themselves has already been developed and the training has been given. In this version the entrepreneurs used the SWOT -analysis as a self-reflection tool and coached themselves to create a motivating skills development plan for themselves.

Understanding bioeconomy was particularly useful because of the unfortunate change to a trainer who was not an expert in bioeconomy. The video with added Finnish subtitles was sufficient to introduce the subject matter to begin a more in-depth peer-discussions and learning.

The material for sustainability in agriculture (S010) was also useful since it gave a basic structure for the trainer of what could be included in a basic training in this subject matter. Since there is a special interest and a lot of internal guidelines of this topic in ProAgria, not much of the original material was used in the training.

From What is digitalization (D010A) only the slide differentiating the concepts of digitization and digitalization was used. The trainer is one of the leading experts in this subject matter in Finland and had a strong vision of what he want's to include in the training. Also, many new AI development steps had been taken in between the original FIELDS material being produced and this training to take place, thus significant new issues needed to be included in the training.

All in all, the training materials provided a great example of what to take into consideration in the different topics and even though they were not fully used, they very much helped to design the training and rise the quality level of it.

Assessment and quantification of the success indicators: Results and impact

Number of companies in the course: Only ProAgria

Number of students attending the course: 192 adult learners (ProAgria personnel) in the official pilot training. After the pilot training the "Introduction to entrepreneurship (K051)" lesson was applied to farmers in another webinar (17.11.2023), where a total of 108 farmers participated. Also one vocational school in Finland took the initiative and made their own pilto training using FIELDS material but outside the project. From this, no statistics were found unfortunately.

Number of certificates achieved: 0. For ProAgria personnel certifications are not essential.

Percentage (%) of audio-visual learning vs class learning: 0% of traditional classroom training. Approximately 10% of online training and 90% of self-study.

Interest of trainees in working in the agrifood sector after completion of the course: Not a relevant question, since the participants of the pilot training already work in ProAgria (agricultural advisory organization).

Issues with training/additional comments:

If yes, what did you value the most? And what could be improved?
4 answers

I am just a novis in AI use in my work, this theme is useful

New information

I could change my thinking about entrepreneurship and skills of it. It is difficult to get people talking when they are maybe prepared just to listen.

The content of the digitalization webinar

Are you satisfied with the lessons followed? Any comments on how the training activities were organized and conducted?

7 answers

Yes

ok

These trainings were useful and easy to take part.

They were quite useful for gaining bigger picture of future and also already current state of affairs in agriculture. Well organized, thank you for persons who came up with these themes and for those who presented the lessons.

Lessons were good and it helped to become a good teacher

Yes, I'm satisfied.

What is the main motivation that prompted you to attend this course?

17 vastausta



IV Italy

4.7 Training activities Implementation

Title of the Course: Ecogestione E Bioeconomia Per L'efficiamento Energetico Ambientale Delle Imprese (Eco-Management And Bio-Economy For Environmental Energy Efficiency Of Enterprises)

N. of Participants: 12

Gender: 50% MALE – 50% FEMALE

Employment condition: 100% Unemployed

Training certification:
REGIONAL SKILL VALIDATION CERTIFICATE

A skills validation certificate is an official document issued by a recognized institution or body that formally certifies the skills and knowledge acquired by a person through work, training or personal experiences. This certificate, which may be issued as a result of formal training or experiences in non-formal/informal settings, is the result of an assessment process that may include examinations, practical tests, interviews, or the submission of a portfolio of experiences.

Module chosen:

B010 – B015 – K011 – K072 – K073 – K074 – K102 – S010 – S252 – S258 – S630 – S700

Percentage (%) of audio-visual learning vs class learning: 90% of traditional class room training. Approximately 10% of online training.

Teachers involved: Carlo Colomba – Ramona Lasagno – Luigi Stallone – Mauro Ferracin – Fabio Landorno – Daniele Cavallari – Piergianni Pasquale – Roberta Roggero – Massimo Piana – Dario Cottafava – Giorgio Gallo – Valentina Cavanna – Carmelo Nola



Calendar: December 2023 – April 2024

EQAVET INDICATORS:

- 1 – Indicator n. 3. Participation rate – 90%
- 2 – Indicator n. 4. Completion rate – 100%
- 3 – Indicator n. 5. Placement rate – not yet computable
- 4 – Indicator n. 6. Satisfaction rate – 100%
- 5 - Indicator n. 9. Material quality – 100%

Trainees Profile:

All Trainees were asked to fill in a Student Questionnaire provided by the Vet Provider Infor Elea through Google form. The following tables show the results of the Questionnaire whose main objective was to collect both personal and qualitative data both on Trainees and Training Course.

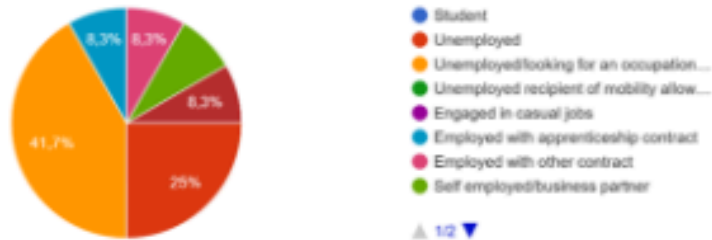
Age
12 risposte



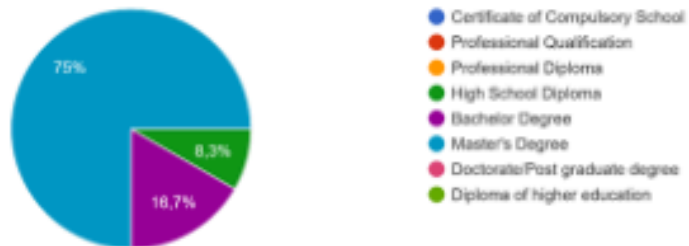
Nationality
12 risposte



Employment condition
12 risposte



Last degree obtained
12 risposte



What is the main motivation that prompted you to attend this course?
12 risposte



Comments on the Work/Practical experience of the course:

I appreciated all the opportunities provided, including being able to use the training materials even after the course was finished

I would like to have more practical part and to have the opportunity to meet more consultants or entrepreneurs in the field

I am satisfied with the experience although I would have liked more choice on internship options

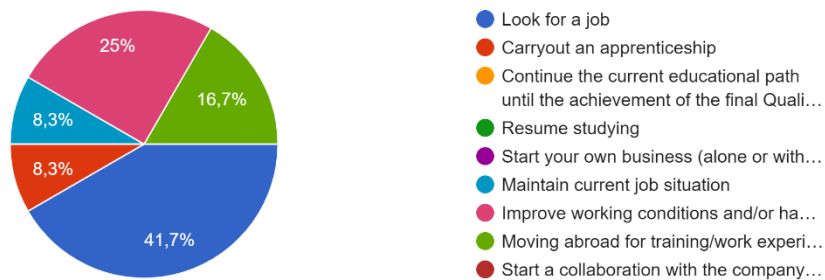
Apprenticeship gives the opportunity to put what has been learned into practice. I liked the faculty and fellow students. I found the experience very inspirational

It's an opportunity offered to students who wanted it, which I think is very useful to put into practice what they learned

I appreciated more technical notions that I had not acquired during my academic studies

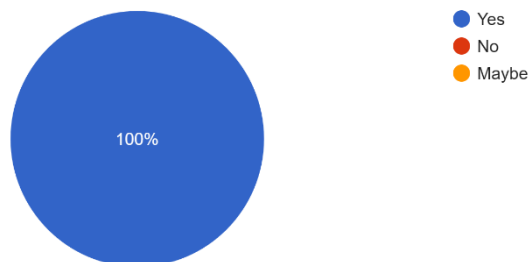
What actions do you intend to take after completing this training?

12 risposte



Did this course made you consider working in the Agri-food industry?

12 risposte



V The Netherlands

4.4 Training activities implementation

As described in section 3.2 and 3.3 of this document the Government in the Netherlands is focusing on more sustainable policies, coupled to the transition agenda Circular Economy. According to this policy, the bio-economy must contribute to the objectives of sustainable production.

The Fields report on trends and scenarios for the European agrifood and forestry sectors, distinguished between three scenarios: Sustainable Pathways, Established Pathways and High Tech Pathways. The difference in trends between the scenarios in which the agrifood sector is changing most: Sustainable Pathways and High Tech Pathways. Considering trends we see dual development in the Dutch agri-food sector: companies moving to a high-tech focus, companies moving to a sustainability focus and a mix of both. This means there is also attention in education and training to skill development for either or for a combination of scenarios. As Dutch policy moves towards more sustainable production while a focus on high-tech remains, a mix of both scenarios seems most realistic for the coming decade.

Considering the above, focal points of attention in education and training are the following (Section 3.2.1.):

- Circularity of production throughout the food chain (as one of the main objectives of current Dutch agricultural policy)
- Environmental pollution, with a focus on animal farming and manure management
- Animal welfare
- Biodiversity maintenance
- New sources of protein production
- Digitalization of farms and smart food industries
- Multifunctional farming and short food supply chains

- *Modules chosen*

Based on these focal points, Aeres has chosen to develop the following modules:

S150 What is Biodiversity

S160 Biodiversity as a resource

S170 Biodiversity impacted by practices

S400 Sustainable Animal nutrition

S410 Sustainable Feed Sources

S420 Livestock Reducing Emissions

S430 Animal Welfare

S440 Responsible Use of Antibiotics

D055A Farm management precision animal health system

- *Modules piloted*

S150 What is Biodiversity, S160 Biodiversity as a resource

Lessons are included in the curriculum on 'Including nature management in farming systems'.

The Fields training material is used, and partly adapted to the target group. Apart from classroom teaching an assignment is given which students have to fulfill during their apprenticeship.

S420 Livestock Reducing Emissions, S430 Animal Welfare

These lessons are taught in the lesson series Introduction to Poultry Production. The lessons have been taught in a Poultry unit: the Poultry Innovation Lab at Aeres MBO Barneveld. Apart from theoretical teaching the student have carried out practical assignments, such as Climate measurements of poultry barn; Manure measurements with ammonia.

S400 Sustainable Animal nutrition, S410 Sustainable Feed Sources,

These lessons have been integrated in a lesson series on Basic Animal Nutrition. The Fields material has been used – translated into Dutch. The lessons have been taught in the classroom.

S440 Responsible Use of Antibiotics

This lesson has been integrated in a lesson series on Poultry health

K051_ Introduction to entrepreneurship

This lesson has been piloted in the training for Kenyan trainers and farmers

● Stakeholders involved

The main stakeholder group is the students in Aeres Barneveld VET. Other stakeholders are Kenyan trainers and farmers, the colleague teachers in Aeres and trainers and students in the ATCI (Aeres International Training Centre).

● Aeres students

Most of the piloting is done integrated in the lesson program of the school, which is specialized in Animal husbandry. Students are youngsters in the age between 16-19 years old. They are in formal education in the Aeres VET, to become a dairy farmer, pig husbandry keeper or poultry farmer. About 2/3rds have a farm at home. It is important to train them on current and future skills, as they are the farmers of the future. As the curriculum of the Education is defined, the Fields training modules have been integrated in existing lesson series.

● Aeres Barneveld teachers

The teachers involved in piloting were Ilse Mastenbroek, Jan Gundelach and Marg Leijdens.

● Kenyan poultry trainers and - farmers

Kenyan poultry trainers and – farmers is a specific group of stakeholders. Both trainers and farmers have been trained in Kenya using the Fields training materials on Sustainable Animal nutrition, Sustainable Feed Sources and entrepreneurial skills. These trainers and farmers have enrolled for the training through a development programme. Intercontinental exchange of materials was very appreciated. Based on the first poultry training in Central province in Kenya, another training was launched in Western Province in May 2024 in Kenya.

● Calendar of the actual course

Month	Lessons	Trainees	Total hrs ● Teaching ● Preparation ● Practicals
June 2023	<u>S420 Livestock Reducing Emissions,</u>	Students yr 2 Poultry specialization	2 hrs 1,5 hr 2 hrs
September – October 2023	<u>S150 What is Biodiversity,</u>	Students year 2 Dairyfarm specialization	2 x 2 hrs 2 hrs

	<u>S160 Biodiversity as a resource</u>	Students year 2 Dairyfarm specialization	2x 2 hrs 2 hrs
	<u>S400 Sustainable Animal nutrition</u> <u>S410 Sustainable Feed Sources</u>	Students year 1	2 x 2 hrs 2 hr
	<u>S440 Responsible Use of Antibiotics</u>	Students yr 3 Poultry specialization	2 hrs 1,5 hr
	<u>S430 Animal Welfare</u>	Students yr 3 Poultry specialization	2 hrs 1,5 hr 2 hrs
February 2024	<u>S400 Sustainable Animal nutrition</u> <u>S410 Sustainable Feed Sources</u> <u>S430 Animal Welfare</u> <u>S440 Responsible Use of Antibiotics</u> K051 Introduction to entrepreneurship	Kenyan trainers and farmers	40 hrs 10 hrs
May 2024	<u>S400 Sustainable Animal nutrition</u> <u>S410 Sustainable Feed Sources</u> <u>S430 Animal Welfare</u> <u>S440 Responsible Use of Antibiotics</u> K051 Introduction to entrepreneurship	Kenyan trainers and farmers	40 hrs 10 hrs

Overview on costs:

Teaching in Aeres VET has no extra costs, as the lessons were integrated in running lesson programmes. Costs for Training in Kenya cannot be specified as the trainer was hired on voluntary basis in the setting of a larger development programme.

Comments on to the actual implementing of the Modules/Curricula

The implemented pilot training was a success in Aeres. The use of the Fields training material improved the quality of lesson series. It is an added value that VET students are trained on future skills as they are the farmers of the future.

Some of the material has to be made more practical for teaching at VET level, it is important that the teacher can add practical experience to the content while teaching.

Some of the modules were planned to be implemented during English lessons, for example the video's prepared for the bioeconomy topics. Due to time constrains this was not possible in the period for piloting, but will still be done in another moment.

Aeres had an extra chance to train Kenyan trainers and farmers. The training and the materials on current and future skills were highly appreciated. As said above, in this case too, it is of high importance that the trainer is able to add applicable practical examples to the content, during the course. This means that the trainer needs to be knowledgeable and experienced.

From the training materials most useful were the poultry production modules (S400, S410, S420, S430, S440) introduction to entrepreneurship (K051).

Also the practical studies in the Poultry Innovation Labs and assignments at the farmers did help a lot to make the theory alive.

Assessment and quantification of the success indicators: Results and impact

Number of companies in the course: Aeres VET students and Kenyan trainers and farmers

Number of students attending the course:

- 78 student learners (Aeres students in the official pilot training).
- 265 Kenyan trainers and farmers

These number of participants exceeded the initial target (75) by far.

Number of certificates achieved: No certificates were issued for the Aeres VET students, as the lessons were integrated in the existing lesson series. Training is part of the total curriculum, at graduation students receive a certified diploma.

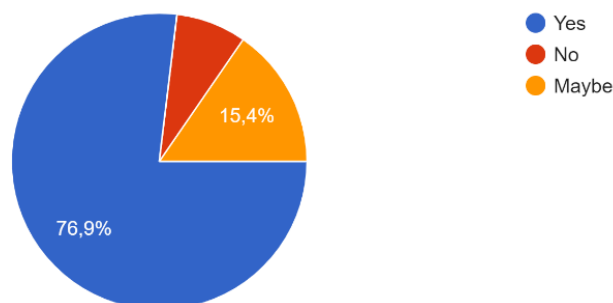
Learning: 80 % of traditional class room training. Approximately 10% practical work and 10% self study.

Interest of trainees in working in the agrifood sector after completion of the course:

Most of the Aeres VET students will be working in the agri-food sector. Many of them will become independent animal husbandry farmers, others will be employed or work in the agri-food chain.

Did this course made you consider working in the Agri-food industry?

78 antwoorden



VI Spain

Training activities Implementation

Curricula/Module chosen: TRAINING COURSE: Keys to Sustainable Irrigation Management and Management in the Face of Climate Change (MaRiSos)

Stakeholder involved (teachers, how did you enrolled participants, location...): TEACHERS: José M^a Tarjuelo, Alfonso Dominguez, Angel Martinez, J. Antonio Martinez, J. Jesús. Pardo, Higinio Martinez, J. Emerito Gómez.

Website with course information was generated, including registration of participants <https://crea.uclm.es/crea/MARISOSEspecializationCourse>

Calendar of the actual course: 54 h online for 6 weeks (from 6 February to 14 March 2024), 15 h face-to-face (12-13 April in Albacete (Spain) and 26-27 April 2024 in Barcelos (Portugal)), 56 h personal work.

Overview on costs: 17.850 € (10.500 € staff, 5.600 € documentation, 1.750 € travel and accommodation)

Comments on to the actual implementing of the Modules/Curricula (from the Teachers' perspective and from your own perspective): In general, the participants have followed the classes with great interest, expressing a high degree of satisfaction with the contents of the course and appreciating that the contents have focused on topics of practical application for their professional life.

Assessment and quantification of the success indicators: Results and impact*

- Number of companies in the course: 46
- Number of students attending the course: 130 registrants of which 95 have regularly attended more than 50% of the classes and 60 more than 90% of the classes.
- Number of certificates achieved: 95 certificates have been issued
- Percentage (%) of audio visual learning vs class learning: 20%
- Interest of trainees in working in the agrifood sector after completion of the course: Most of them are already working in the agricultural sector and wanted to broaden their knowledge and experience.
- Issues with training/additional comments: the main constraint has been having to combine the course with her job.

VII Ireland

Training activities implementation

Curricula/Module chosen: Bioeconomy Awareness and Agricultural Policy (S700)

Stakeholder involved: for the bioeconomy awareness training, this was offered to all participants that participated in our Bioeconomy conference. Additional participants were recruited via social media posts, flyers and in conjunction with the national bioeconomy forum. This was also promoted at a young farmer recruitment roadshow in 3 locations across the country.



The Agricultural Policy module was delivered as part of our member development programme and our director development programmes. These were incorporated at a local level based on (in-house) training requirements agreed with our members.

We also developed a promotional video for the bioeconomy, which can be found here: https://youtu.be/JoUCFMNck-E?si=cKXmqtjJ5Kx_v09

Calendar of the actual course: The bioeconomy Awareness programme was solely online (100% e-learning) and the Agricultural Policy module was delivered in-person and virtually the latter of the two sessions was a half-day session.

Overview on costs: Circa €55,000 (€ 36,000 (e-learning development costs and platform hosting -some of which were pre-funded in curricular development) Documentation €1,200, Events €3,000, €8,800 staff and €6,000 promotional video's and summary video's)

Comments on to the actual implementing of the Modules/Curricula (from the Teachers' perspective and from your own perspective): In Feedback on both modules was very positive. Material was relevant and could be applied in practice.

Assessment and quantification of the success indicators: Results and impact*

- Number of companies in the course: >120
- Number of students attending the course: 205 + 169 participants were enrolled onto the programme and/or attended the bioeconomy awareness events. 25 participants participated in the Policy module
- Number of Training days: 3,740 (bioeconomy) and 25 (policy).
- Number of certificates achieved: N/A.
- Percentage (%) of audio visual learning vs class learning: N/A
- Interest of trainees in working in the agrifood sector after completion of the course: N/A -
- Issues with training/additional comments: The two modules are of extreme use to our membership and supported by national policy, including the national bioeconomy strategy. We would foresee that these modules continue to run on a regular basis. We have also added additional bioeconomy related materials based on industry needs and to further support Ireland's national bioeconomy strategy implementation.



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