

Activity Handout for Module 2:

Opportunities in Multifunctional Agriculture (AM) for Rural Development

Contents

Summary of jobs in MA and rural areas

A 1.2 Discussion on MA and Development in Rural Areas (25 min)

Opportunities in MA and rural areas

A 2.1 Video Session (10 min)

Competencies needed for future jobs

A 3.1 Self-knowledge (10 min)

A 3.2 Deepening self-knowledge (15 min)

A 3.3 Academic training, professional, and occupational information (25 min)

A 3.4-3.6 Academic training, professional, and occupational information (10 min)

A 3.7 Sustainability Mindset (90 min)

A 3.8-3.10 Sustainability in Livestock Farming (15 min)

Possibilities for formal and non-formal education

A 4.1 Formal, non-formal, and informal education (15 min)

A 4.2 Formal education (10 min)

A 4.3 Formal and informal education (10 min)

European funds for rural development

A 5.1 European funds are available for rural development (30 min)

Unit title	Summary of jobs in MA and rural areas
Activity Number: A 1.2	Duration: 25 min
Learning outcomes	<ul style="list-style-type: none"> Describe the meaning of multifunctional farming Formulate multifunctional farming
Aim of activity	<ul style="list-style-type: none"> Defining rural areas and multifunctional farming Debates about MA and development in rural areas
Description of activity	Discussion on MA and development in rural areas
Material required	Pen, projector, PowerPoint presentation, sign-in sheet, laptop, and screen
Step-by-step instructions for the activity	<ol style="list-style-type: none"> The trainer briefly introduces him/herself. The trainer briefly introduces the topic of rural areas and multifunctional farming. A discussion on the topic is moderated by the trainer.
References/Sources	<p>Rural areas</p> <p>https://blogs.worldbank.org/sustainablecities/how-do-we-define-cities-towns-and-rural-areas</p> <p>https://www.elconfidencial.com/economia/2019-12-27/despoblacion-espana-vacia-exodo-rural-ciudades_2371475/ (Eng. Why rural exodus is a global phenomenon beyond empty Spain)</p> <p>https://papers.uab.cat/article/view/v78-entrena (Peri-urbanisation processes and changes in city models)</p> <p>https://observatory.rural-vision.europa.eu/?lng=en&ctx=RUROBS</p> <p>https://rural-vision.europa.eu/maps-data/rural-areas-numbers_en</p> <p>https://rural-vision.europa.eu/index_en</p> <p>https://ec.europa.eu/eurostat/statistics-explained/index.php?oldid=587819</p> <p>Definition and main characteristics of multifunctional farming</p> <p>La multifuncionalidad de la agricultura: oportunidades y retos (Eng. The multifunctionality of agriculture: opportunities and challenges)</p> <p>Valoracion economica de los bienes y servicios medioambientales que presta la agricultura. Metodologias aplicables en contextos de decision (Eng. Economic valuation of environmental goods and services provided by agriculture. Methodologies applicable in decision-making contexts)</p> <p>https://oa.upm.es/2224/ (Eng. Towards a Multifunctional Agriculture)</p> <p>https://www.laverdad.es/agro/agricultura-multifuncional-campo-20220222211509-ntvo.html (Eng. Towards a Multifunctional Agriculture in Campo de Cartagena)</p> <p>https://www.fao.org/3/x2777e/X2777E00.htm</p> <p>Agriculture and development in rural areas</p> <p>Despoblación y proyectos de desarrollo rural: un gran problema social y multiples soluciones (Eng. Depopulation and Rural Development Projects: A Major Social Problem and Multiple Solutions)</p>

<https://www.redalyc.org/pdf/174/17412302006.pdf> (Eng. Agriculture, rural development, and environmental sustainability)

https://www.juntadeandalucia.es/export/drupaljda/1337160963Multifuncionalidad_agraria_completo.pdf (Eng. Agricultural Multifunctionality Rural Development and Public Policies: New Challenges for Agriculture)

National Statistics Institute (Spain), National Classification for Economic Activities (CNAE)

https://www.ine.es/dyngs/INEbase/es/operacion.htm?c=Estadistica_C&cid=1254736177032&menu=ultiDatos&idp=1254735976614

Complete activities list in CNAE 2009

<https://www.cnae.com.es/lista-actividades.php>



Unit title	Opportunities in MA and rural areas
Activity Number: A 2.1	Duration: 10 min
Learning outcomes	Formulate the potential of multifunctional farming as a job opportunity in rural areas
Aim of activity	Debates about MA, development, and jobs in rural areas
Description of activity	Video session
Material required	Pen, sign-in sheet, projector, laptop, and screen
Step-by-step instructions for the activity	<ol style="list-style-type: none"> 1. The trainer plays some videos on regenerative farming, alternatives to traditional crop and livestock farming, and the relationship between agriculture and sustainability (20 minutes overall). 2. After watching the videos, the students make their comments on the videos shown. The trainer moderates the discussion on the topic.
References/Sources	<p>Regenerative farming https://www.youtube.com/watch?v=NcIAUVluX4E (Eng. What is Regenerative Agriculture?)</p> <p>https://www.youtube.com/watch?v=vWApHtc5aGY&t=42s (Eng. Regenerative Agriculture: The Future?)</p> <p>https://www.youtube.com/watch?v=lYQnJGv7SaM (Eng. Regenerative Agriculture: The Power of the Soil)</p> <p>https://www.youtube.com/watch?v=Tc81GqUCc40 (Eng. Marc Gràcia - The Basis of Regenerative Agriculture and the Polyfarming Project)</p> <p>https://www.youtube.com/watch?v=yogRM60N3IU (Eng. María Sánchez has regenerated her natural pasture by applying regenerative agriculture)</p> <p>Alternatives to traditional crop and livestock farming https://www.youtube.com/watch?v=13-RtUcsrDA (organic production) https://www.youtube.com/watch?v=HIKYk5B3kZk (organic production) https://www.youtube.com/watch?v=WQdivQln570 (complementarian crops) https://www.youtube.com/watch?v=8it2s1KMMAA (agriculture + livestock) https://www.youtube.com/watch?v=imasvRLNiqE (snails farm) https://www.youtube.com/watch?v=qPmM53koAtQ (tasting) https://www.youtube.com/watch?v=wQSMztaAfn8 (agrotourism) https://www.youtube.com/watch?v=yOGMJvkSbGo&t=90s (day-care centre) https://rural-vision.europa.eu/events/fostering-social-entrepreneurship-rural-areas-through-local-action-2023-05-</p>

	<p>11_en?fbclid=IwAR3TKRpWua3WB4QfmV6V3hwGEyiuDIOk0Vea8S4fm0G5gRt0FT305UCxU</p> <p>Agriculture and sustainability https://cor.europa.eu/en/engage/studies/Documents/Study_the_cost_of_non_rurality.pdf https://www.youtube.com/watch?v=LHIQNY-Ch0w (Eng. The Living Soils) https://www.youtube.com/watch?v=npV6EkZWUmc (Eng. AlVelAl, a True Story)</p> <p>https://www.youtube.com/watch?v=sjAaEiJ5rgc (Eng. Documentary " THE GREEN RESET") https://ruralpact.rural-vision.europa.eu/index_en</p> <p>Agriculture and sustainability outside the EU https://www.youtube.com/watch?v=LUQD04ksv2w (Eng. Self-sufficient and sustainable integral farm) https://www.youtube.com/watch?v=qSRVOQgTQ-k (Eng. INTEGRAL FARM. Self-sustainable proposal)</p> <p>https://www.youtube.com/watch?v=txVeM7BHIDs (Eng. Sustainable Farm)</p>
--	---

Unit title	Competencies needed for future jobs
Activity Number: A 3.1	Duration: 10 min
Learning outcomes	The student will be able to identify their talents and strengths
Aim of activity	The activity allows the student to recognise the talents for which they stand out by comparing their choices with those that other people who know them have chosen for them
Description of activity	Self-knowledge
Material Required	Paper and pens, computer
Step-by-step instructions for the activity	<ol style="list-style-type: none"> 1. The professional counsellor proposes a personality test to know and recognise the talents of the user: the “Gallup Talent Questionnaire” or something similar (questionnaire attached). 2. With the answers provided by the colleagues and the ones given by the own student, the student can reflect on their talents and strengths.
References/ Sources	CUESTIONARIO 34 TALENTOS GALLUP (Eng. Questionnaire 34 Gallup Talents)

Unit title	Competencies needed for future jobs
Activity Number: A 3.2	Duration: 15 min
Learning outcomes	The student is able to identify and describe their own knowledge, skills, attitudes, values, and beliefs
Aim of activity	To promote self-knowledge, discover personal interests and possible areas for improvement
Description of activity	Deepening self-knowledge
Material Required	Paper and pens, computer
Step-by-step instructions for the activity	<p>The aim of the activity is to have students reflect on</p> <ol style="list-style-type: none"> 3. Knowledge (know): acquired in formal education 4. Skills (know-how): acquired in formal, non-formal, and informal education 5. Attitudes (knowing how to be): acquired in formal, non-formal, and informal education 6. Values: what guides your life, what you want to be present in your life 7. Beliefs: limiting and empowering beliefs that can limit or facilitate your job search and your personal and professional development 8. Personal/professional SWOT <p>In order to do that, we will follow the next instructions:</p> <ol style="list-style-type: none"> 1. In the reflection, students must analyse what knowledge, skills, and attitudes they have and how they have developed them, giving examples (ditto for the SWOT). 2. For values and beliefs, three values that are important to the student in question must be determined. 3. Regarding beliefs, at least two beliefs that could influence work must be included, explaining how they would affect them. 4. If the students find themselves very lost when carrying out the activity, they can consider the results of the previous activity and perform the tests provided below in order to get more ideas: <p>https://www.psicologia-online.com/test-de-personalidad-16-factores-16-pf-3314.html (Eng. Deciding Your Professional Project, EL GR)</p>

	https://www.educaweb.com/orientacion/intereses-profesionales (Eng. Personality Test: 16 factors (16 PF))
References/ Sources	



Unit title	Competencies needed for future jobs
Activity Number: A 3.3	Duration: 25 min
Learning outcomes	The student will be able to select a job offer related to the agriculture field in the Eures network and identify the requirements for that position
Aim of activity	<ul style="list-style-type: none"> To get in contact with the Eures network To be able to identify and analyse a professional profile related to the agriculture field To determine the requirements for a job offer related to the agriculture field To compare the requirements found and their studies and to determine if more training is advised in order to get a job position in the agriculture field
Description of activity	Academic training, professional, and occupational information
Material Required	Computer and access to the internet
Step-by-step instructions for the activity	<p>The activity consists of:</p> <ol style="list-style-type: none"> Through the EURES NETWORK, we will analyse the professional profiles required for the professional field of agriculture in one or more reference countries The student will determine what the professional requirements are for jobs in the agricultural sector in their country We enter the EURES website through the following link: https://eures.ec.europa.eu/index_es We follow this route: Job seekers. Find a job. We can find job offers by country, productive sector, or profession The career counsellor introduces the parameters related to the user of the guidance service, and we review the necessary requirements for each job offer. In the “Job requirements” section, we can find the requirements for the job and compare them with our users’ current training, determining if they need to take any type of training.
References/ Sources	https://eures.ec.europa.eu/index_es (Eng. EURES (European Employment Services))

Unit title	Competencies needed for future jobs
Activity Number: A 3.4	Duration: 10 minutes
Learning outcomes	The student will be able to advise a user working in the agriculture field
Aim of activity	<ul style="list-style-type: none"> • To be able to look for information in order to counsel someone who wants to take a new path in their professional life • To advise workers in the agriculture field
Description of activity	Academic training, professional, and occupational information
Material Required	Computer and access to the internet
Step-by-step instructions for the activity	<p>Practical case. User profile: working person who wants to seek employment in Malta as a farmer. He has 2 years of work experience working on beef farms, especially in reproduction and cleaning tasks. But he has never dedicated himself to the task of animal nutrition.</p> <p>What would you recommend?</p>
References/ Sources	

Unit title	Competencies needed for future jobs
Activity Number: A 3.5	Duration: 10 minutes
Learning outcomes	The student will be able to advise a user working in the agriculture field in any country from in the European Union
Aim of activity	<ul style="list-style-type: none"> • To be able to look for information in order to counsel someone who wants to take a new path in their professional life • To recognise the skills necessary for the development of Multifunctional Agriculture (MA) • To advise workers in the agriculture field
Description of activity	Academic training, professional, and occupational information
Material Required	Computer and access to the internet
Step-by-step instructions for the activity	<ol style="list-style-type: none"> 1. Search for job offers and job requirements in the country's own employment services. Let's continue with the example of Malta. 2. Click on agriculture, fishing, and environment. 3. Click on vacancy search. 4. Review the requirements of the published offers.
References/ Sources	https://recruitment.gov.mt/en/page/home

Unit title	Competencies needed for future jobs
Activity Number: A 3.6	Duration: 10 minutes
Learning outcomes	The student will be able to advise a user working in the agriculture field in any country in the European Union
Aim of activity	<ul style="list-style-type: none"> To be able to look for information in order to counsel someone who wants to take a new path in their professional life To recognise the skills necessary for the development of Multifunctional Agriculture (MA) To advise workers in the agriculture field
Description of activity	Academic training, professional, and occupational information
Material Required	Computer and access to the internet
Step-by-step instructions for the activity	<ol style="list-style-type: none"> 1. Locate the website of the Employment Service in your country. 2. Choose a job offer related to agriculture. 3. Look for the requirements, skills and competencies demanded. 4. Discuss the common elements that we found out. 5. Establish the common requirements, skills, and competencies.
References/ Sources	https://ec.europa.eu/social/main.jsp?langId=en&catId=101

Unit title	Competencies needed for future jobs
Activity Number: A 3.7	Duration: 90 minutes
Learning outcomes	<ul style="list-style-type: none"> • Reflect on the principles of sustainability • Share the conclusions obtained about the ecological, spiritual, emotional, and productive levels
Aim of activity	<ul style="list-style-type: none"> • Representing each other and encouraging conversation • Debates about MA
Description of activity	Sustainability mindset
Material Required	Marker pens, post-it, board (outdoor activity)
Step-by-step instructions for the activity	<ol style="list-style-type: none"> 1. Locate a physical place that inspires tranquillity and silence. 2. Read the “12 Sustainability Mindset Principles” document. 3. Write down or draw the ideas that arise. 4. Share the conclusions obtained with the entire group. 5. Write down these ideas on coloured “post-its” and paste them on the blackboard, mural, or wall as they correspond to the ecological, spiritual, emotional, or productive level.
References/ Sources	Rimanoczy, I. (2020). The Sustainability Mindset Principles: A Guide to Developing a Mindset for a Better World (1st ed.). Routledge. https://doi.org/10.4324/9781003095637

Unit title	Competencies needed for future jobs
Activity Number: A 3.8 - 3.10	Duration: 15 minutes
Learning outcomes	<ul style="list-style-type: none"> • Reflect on the principles of sustainability • Recognise the needs of disadvantaged rural areas • Evaluate the importance of the landscape in rural areas • Recognise the territorial distribution of a population
Aim of activity	<ul style="list-style-type: none"> • Representing each other and encouraging conversation • Debates about sustainability and livestock
Description of activity	Sustainability in livestock farming
Material Required	Laptop, WiFi connection
Step-by-step instructions for the activity	<ol style="list-style-type: none"> 1. Make a virtual walk through a farm. 2. Carry out an activity to consolidate different concepts and terms directly related to a new vision of more sustainable livestock farming. 3. Debate about sustainability and livestock.
References/ Sources	https://agriskills.eu/en/modules/1/2 https://agriskills.eu/en/modules/2/1 https://agriskills.eu/en/modules/3/1

Unit title	Competencies needed for future jobs
Activity Number: A 3.11	Duration: 90 minutes
Learning outcomes	<ul style="list-style-type: none"> • Recognise the skills necessary for the development of Multifunctional Agriculture (MA) • Resolve and manage conflicts
Aim of activity	<ul style="list-style-type: none"> • Plan cooperative work • Evaluate and manage time
Description of activity	Time management
Material Required	Marker pens, post-it, board
Step-by-step instructions for the activity	<ol style="list-style-type: none"> 1. Write different routine tasks on an agricultural property on post-its. 2. Note below their timing (daily, weekly, monthly, biweekly, or annually). 3. Note below their estimated duration. 4. Draw a schedule on the board as a table with 8 columns. 5. Place the post-its with weekly activities in the gaps. 6. Debate about the obtained results.
References/ Sources	

Unit title	Possibilities for formal and non-formal education
Activity Number: A 4.1	Duration: 15 min
Learning outcomes	<ul style="list-style-type: none"> • The student is able to self-evaluate and analyse what type of training actions he needs to improve. • To design their own professional integration training itinerary.
Aim of activity	<p>To know the Europass Profile.</p> <p>To learn how to complete the Europass Profile.</p> <p>To identify the user 's training needs.</p>
Description of activity	Formal, non-formal, and informal education
Material Required	Computer and access to the internet.
Step-by-step instructions for the activity	<ol style="list-style-type: none"> 1. We will use the Europass profile: educational and training experiences, language skills, digital skills, project information, volunteer experiences, and other achievements can be registered and archived securely. 2. Create your Europass profile.
References/ Sources	https://europa.eu/europass/en/europass-tools/europass-profile

Unit title	Possibilities for formal and non-formal education
Activity Number: A 4.2	Duration: 10 min
Learning outcomes	Recognise approved training actions to obtain official professional qualifications.
Aim of activity	To know how to request the recognition of qualifications. To know which entity to request the recognition of qualifications.
Description of activity	Formal education
Material Required	Computer and access to the internet
Step-by-step instructions for the activity	<ol style="list-style-type: none"> 1. On the Europass website, select Europass Supplement to the degree, download two examples of supplement to the degree (in two languages that you speak), and compare the information collected. 2. Answer the next question. If you want to request a comparison of the degree from your country with respect to the same degree from another member country of the European Union, from which entity would we request the “statement of comparability”?
References/ Sources	https://europa.eu/europass/en/learn-europe/diploma-supplement https://europa.eu/youreurope/citizens/education/university/recognition/index_en.htm https://europa.eu/youreurope/citizens/education/university/recognition/index_en.htm

Unit title	Possibilities for formal and non-formal education
Activity Number: A 4.3	Duration: 10 min
Learning outcomes	<ul style="list-style-type: none"> Identify the training path necessary to access employment opportunities. Use training as a means to generate sustainable competitive advantages over time.
Aim of activity	Learn about education levels in different countries through the Europass supplement to be able to get a job in MA in any country in the EU.
Description of activity	Formal and informal education
Material Required	Computer and access to the internet
Step-by-step instructions for the activity	<ol style="list-style-type: none"> Once the skills have been accredited and the formal training title has been obtained, there is a correlation at the European level, which is materialised with the Europass supplement. Search examples of the Europass supplement for your country, in relation to the VET of the agricultural professional family. Search on your country's website for the Europass supplement to the title of a technical or higher technical degree in the agricultural professional family, both in your language and in English.
References/ Sources	<p>https://europa.eu/europass/en/learn-europe/certificate-supplement</p> <p>https://www.todofp.es/que-estudiar/loe/agraria.html (Eng. Titles by Professional Families)</p> <p>https://europa.eu/europass/en/europass-tools/european-qualifications-framework</p>

Unit title	European funds for rural development
Activity Number: A 5.1	Duration: 30 min
Learning outcomes	Learning about the options for financing MA activities with European Funds
Aim of activity	Analyse the European funding programmes to find the line of subsidies that best suits the needs of an entrepreneur or activity
Description of activity	European funds are available for rural development
Material required	Pen, projector, PowerPoint presentation, sign-in sheet, laptop, and screen
Step-by-step instructions for the activity	<ol style="list-style-type: none"> 1. The trainer briefly describes some EU funds and explains how to develop the workshop. 2. The students listen to the instructions given and ask their doubts. 3. The students group (4 to 6 people) and try to match different initiatives proposed by the trainer with the more suitable European fund.
References/Sources	<p>Common Agricultural Policy in the European Union The common agricultural policy at a glance The common agricultural policy: 2023-27 The Common Agricultural Policy (CAP) Fostering agricultural and rural policy dialogue Study on the ENRD and the NRNs' contribution</p> <p>CAP Strategic Plans (includes overviews by country) https://agriculture.ec.europa.eu/cap-my-country/cap-strategic-plans_en</p> <p>CAP funds https://agriculture.ec.europa.eu/common-agricultural-policy/financing-cap/cap-funds_en</p> <p>Main regulations on EU funds for agriculture https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A02021R2116-20220826 https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A02021R2115-20230101 https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A02021R2117-20211206</p> <p>NextGenerationEU funds https://commission.europa.eu/strategy-and-policy/recovery-plan-europe_en</p> <p>Horizon Europe funds https://research-and-innovation.ec.europa.eu/funding/funding-</p>

	<p>opportunities/funding-programmes-and-open-calls/horizon-europe_en https://op.europa.eu/en/publication-detail/-/publication/1f107d76-acbe-11eb-9767-01aa75ed71a1</p> <p>Erasmus+ programme https://erasmus-plus.ec.europa.eu/</p> <p>A Guide to EU Funding https://www.europarl.europa.eu/thinktank/en/document/EPRS_STU(2023)747110</p>
--	---

