

CURRICULUM

Introduction

The Curriculum structure is divided into General (Part A and Part B) and Specific (for each Module: M1, M2, M3, M4).

General Curriculum

Part A includes the name of the educational program, target groups, EQF level, who could train, training description (the aim of the training, transversal competences, learning objectives, list of modules), participant's preliminary knowledge required, pedagogical and methodical recommendations, and self-assessment.

Part B includes the organization of the training for Guidance Service Providers in Multifunctional Agriculture. The training is designed in three forms:

- Face-to-face training
- Self-paced learning (online training)
- Blended learning

Specific Per-Module Curriculum

The training is designed for each of the four modules and for the three different forms of performing the training for Guidance Service Providers in Multifunctional Agriculture with:

- **Face-to-face training:** Curriculum and Implementation Plan for each module of the training (M1, M2, M3, M4).
- **Self-paced learning:** Guide for the learners
- **Blended learning:** Guide for the trainers

Curriculum for each module includes the name of the module, overview, learning objectives, list of learning units, and outcomes of each unit.

GENERAL CURRICULUM

PART A

Training Name: Guidance Service Providers in Multifunctional Agriculture

Target Groups:

- **Guidance Service Providers (GSP):**

Counsellors, career advisors, organisers of the practical training, providers who have direct contact with labour market participants and provide certain public services or work in the field of formal and non-formal education, counsellors in the field of lifelong learning, counsellors for people with additional needs, guidance service providers in the field of Multifunctional Agriculture, private counsellors etc.

EQF level: 6

Trainers

Recommendations for the trainers of the program:

- Education level 6 (EQF level 6)
- Guidance Service Providers from Vocational Schools, Universities, and Lifelong Learning institutions with agriculture programs combined with engineer/teacher of agriculture

Training Description

Aim of the Training

To present existing and new GSMs (Guidance Service Models) in the field of Multifunctional Agriculture (MA) with the aim of better information flow, cooperation, and adaptation to changes in the labour market in rural areas. Raising awareness and motivation for lifelong learning about the opportunities of rural and Multifunctional Agriculture.

Transversal Competences

The learner will:

- Improve their general education, critical thinking skills, problem-solving methods, teamwork, creativity, communication skills, information skills, digital skills, green skills, entrepreneurship skills, etc.
- Have respect for gender equality / equal opportunities
- Raise awareness of sustainable development in rural areas, multifunctional agriculture and lifelong learning

Learning Objectives

Knowledge

The learner will be able to:

- Differentiate information useful for Guide Service Providers (GSP) in the field of Multifunctional Agriculture (MA) and interpret information flow between different organizations within the Guidance Service Model (GSM)
- Recognize opportunities in MA for rural development and new educational programs
- Plan the process of consulting within GSM and have a learner centred approach
- Outline motivation for MA among farmers, students, and other rural populations

Skills

The learner will be able to:

- Operate with information and communication channels within the GSM in the field of MA
- Practice consulting at different levels, demonstrating the process of consulting with different groups of users
- Set up opportunities for education and entrepreneurship in the field of MA for rural development
- Perform methods and practical examples to motivate farmers, students, and other rural populations for lifelong learning

Attitudes Acquired

The learner will be:

- Accepting the importance of durable changes in the labour market in the field of MA and will be motivated to update information and communication channels within the GSM

List of Modules

- **Module 1: Information and Communication Channels within the Guidance Service Model (GSM)**
- **Module 2: Opportunities in Multifunctional Agriculture (MA) for Rural Development**
- **Module 3: The Process of Consulting with GSM**
- **Module 4: Motivation of farmers, students, and Other Rural Populations**

Learner's Preliminary Knowledge Required

Counsellors, consultants, career advisors, organisers of the practical trainings, and other service guidance providers should have qualifications at EQF level 6 formal education.

Self-Assessment

The self-assessment quiz is designed with 24 multiple-choice questions adapted for an online form. It can be used in all three forms of the training (self-paced training, face-to-face, and blended).

The assessment is successful if the learner answers at **least half of the questions correctly**.

Pedagogical and Methodical Recommendations

A Learner-Centred Pedagogy

A Learner-Centred Pedagogy sees learners as autonomous and emphasises the active development of knowledge. Learner-centred approaches require learners to reflect on their own knowledge and learning processes to manage and monitor them. This pedagogical approach changes the role of educator/trainer to one of being a facilitator of the learning process.

Action Learning

In Action Learning, learners engage in action and reflect on their experiences in terms of the intended learning process and personal development. Action Learning increases knowledge acquisition, competency development and values clarification by linking abstract concepts to personal experience and the learner's life. The role of the educator is to create a learning environment that prompts the learners' experiences and reflexive thought processes.

Transformative Learning

Transformative Learning aims at empowering learners to question and change the way they see and think about the world in order to deepen their understanding of it. The educator is a facilitator who empowers and challenges learners to alter their worldviews.

PART B

Face-to-Face Learning¹

Face-to-Face Learning uses an instructional model in which both the teacher or trainer and the learner(s) are physically present, typically in a classroom. Other expressions for Face-to-Face Learning could include In-Person Learning or Classroom Learning.

Notes:

- Face-to-Face Learning is the opposite of Distance Learning
- Blended Learning is a mix of Face-to-Face and Distance Learning

Time and Location

Duration of training: 33 hours (per 45-minute period) which is valued with 1 Credit Point (CP)

For each of the four modules:

- 6 hours face-to-face training
- 2 hours of individual assignment for each module (preparing face-to-face training with reading the contents from the handbook - training contents)
- 1 hour of self-assessment

Face-to-face training should be conducted in the classroom for a maximum of 30 people.

Training Materials:

Computers, internet connection, projector, screen or interactive whiteboard, and the learning materials published on the AgriNext platform including:

- Curriculum
- PowerPoint presentations of modules
- Activity handouts for each module
- Link to modules (content of modules) for learners and trainers edited by consortium partners of AgriNext
- Link to self-assessment quiz

Additional materials:

Pens, crayons, paper, flipchart, markers, sign-in sheet, etc.

¹ Source: Cedefop.

Self-Paced Learning

Self-Paced Learning is an instructional model which gives the learner a degree of flexibility in the choice of time, topics, place, pace or method.² Self-Paced Learning (online training) materials will be publicly available on the AgriNext platform and available for use at any time.

Training materials:

Computer, internet connection, and the e-learning materials published on the AgriNext Platform including:

- Self-Paced Learning Guidelines for Learners (participants)
- Link to curriculum for each module of the training (M1, M2, M3, M4)
- E-material presenting modules: M1, M2, M3 and M4 with a short video presentation and interactive links
- Tasks adapted to online form (H5P application)
- Self-assessment quiz

² Source: Cedefop

Blended Learning

Blended Learning is an instructional model which combines supervised, face-to-face teaching or training (school or work-based) and online or distance activities.³ We recommend using the “Flipped Classroom” and the “Enriched Virtual” Models, which are suitable for the Training for Guidance Service Providers in Multifunctional Agriculture.

In the guide for trainers both models of blended training could be implemented in different ways through different implementation plans. Two proposals are given for the “Flipped Classroom Model” and one for the “Enriched Virtual Model”.

Training Materials:

Computers, internet connection, projector, screen or interactive whiteboard, pens, crayons, paper, flipchart, markers, sign-in sheet, PowerPoint presentations of modules, etc.

Links to:

- **Face-to-Face Learning:** Curriculum for each module of the training (M1, M2, M3, and M4) with implementation plans, PowerPoint presentations of modules, activity handouts / activity sheets for each module (open source, published on the AgriNext platform)
- **Self-Paced Learning:** Self-Paced Learning Guidelines for Learners, e-material presenting modules M1, M2, M3 and M4 with a short video presentation and interactive links, tasks adapted to online form (H5P application)
- **Self-assessment quiz**

³ **Source:** Based on Bonk, C. J. & Graham, C. R., 2006; Cedefop.