

AgriNext

Curriculum for Module 1

Guidance Service Provider in Multifunctional Agriculture

Module 1: Information and Communication Channels within the Guidance Service Model (GSM) for Multifunctional Agriculture (MA)

Duration: 6 hours (per 45-minute face-to-face trainings), 2 hours self-preparation (participant reads the contents of the module)

OVERVIEW

The Guidance Service Model presents different areas of guidance and consulting to those who want to start working in Multifunctional Agriculture or those who want to change their profession, as well as to young people who love animals, who want to live in the countryside, who want to work outdoors, who have a good attitude towards nature, who want variable and exciting work, etc. The GSM can help determine what education they might need and what job could be suitable for them.

The module “Information and Communication Channels within the GSM for MA” will present analyses of four already existing GSMs (from Spain, Ireland, Croatia, and Slovenia), examining the systems of the different institutions needed for guiding students, job seekers, and the unemployed. The new model of GSM that suits all four countries presents suggestions for different information flow and communication among institutions, providers, employers, students, and others who are interested in working in Multifunctional Agriculture. The module will also present some of the already existing European platforms suitable for the actors in the job market: EPALE, CEDEFOP, and ESCO.

LEARNING OBJECTIVES

Knowledge

The learner will be able to:

- Describe different GSMs in four countries (Croatia, Ireland, Slovenia, and Spain) and compare them
- Interpret the SWOT analysis of the existing GSM and of the new proposal
- Differentiate the information needed and how to obtain it from different institutions for guiding and consulting employers, students, the unemployed, and farmers in the field of Multifunctional Agriculture
- Compare different European platforms, such as EPALE, CEDEFOP, and ESCO

Skills

Learners will be able to:

- Practice communication within the GSM, with an emphasis on Multifunctional Agriculture
- Collect and use information using publicly accessible European platforms (EPALE, CEDEFOP, ESCO)

Attitudes Acquired

The learner will:

- Adopt positive attitudes towards updating information and communication skills in guiding and consulting persons involved in the job market of Multifunctional Agriculture
- Challenge themselves to introduce more collaboration between actors in the job market

Competences

The learner will be able to:

- Guide/consult with updated information, communication skills, and interest for collaborations with institutes and personnel involved in the job market of Multifunctional Agriculture

Learning Units

Unit 1: Analysis of the Guidance Service Model (GSM)

Unit 2: Proposal of a New GSM

Unit 3: Information within the GSM

Unit 4: Communication within the GSM

Unit 5: European Platforms: EPALE, CEDEFOP, and ESCO

Unit 1: Analysis of the Guidance Service Model (GSM)

Outcomes:

KNOWLEDGE	SKILLS	ATTITUDES
The student is able to: Describe the meaning of Multifunctional Agriculture Compare the existing GSM from Croatia, Ireland, Slovenia, and Spain Conduct a SWAT analysis of the GSM	The student is able to: Collect and use information about the organizations involved in the GSM Conduct a SWOT analysis of existing GSM	The student is able to: Criticize the existing GSM Suggest improvements for the existing GSM

Implementation Plan of Pedagogical Activities:

Date:	Location:	Duration: 90 minutes		
Description of participants: Guidance Service Providers				
Expected number of learners:				
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do
A 1.1	30 min	Icebreaker activity: Choose the photo you like the best	Prepare 30 coloured photographs associated with Multifunctional Agriculture. Encourage the participants to choose one photo, present themselves, and say the reason for choosing the photo.	Each participant chooses the photo that they find the best (the nicest, the most interesting, etc)
A 1.2	10 min	Introduction presentation	Linked to the previous activity, present aims and learning objectives of Module 1	Follow and listen to presentation
A 1.3	35 min	PowerPoint presentation	Presenting PowerPoint presentation of M1	Follow and listen to presentation
A 1.4	15 min	Discussion	Give some examples of guidance services and some sub-questions	Give comments on questions and answer the sub-questions
Material (What I need to have prepared): PowerPoint presentation of M1, 30 coloured photos with a Multifunctional Agriculture theme, activity handouts for module 1: “Icebreaker activity: Choose the photo you like the best” ,				

computer, projector, classroom

References/Sources:

Handbook of content for the training “**Guidance Service Provider in Multifunctional Agriculture**” (made by partners in the AgriNext project)

Deliverable Guidance Service Model - D 1.2 (made by partners in the AgriNext project)

Other notes:

The duration of each activity can be adapted

Unit 2: Proposal of a New GSM

Outcomes:

KNOWLEDGE	SKILLS	ATTITUDES
The student is able to: Interpret the proposal for the new GSM Compare the existing and new GSM	The student is able to: Operate with new GSM in practical situations Conduct a SWOT analysis for the new GSM	The student is able to: Provide constructive criticism on the new GSM

Implementation Plan of Pedagogical Activities:

Date:	Location:	Duration: 45 minutes		
Description of participants: Guidance Service Providers				
Expected number of learners:				
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do
A 2.1	30 min	Teamwork activity	Give instructions about the activity. Give instructions on the activity handout: Use the GSMs to find a solution to the problem. Discuss the meaning of the new GSM.	Divide into groups of 4-5 participants. Choose a group leader, recorder, and reporter. Develop a debate, consult, and find a solution with the help of the GSMs. Read the problem, develop a debate, and prepare a report.
A 2.2	15 min	PowerPoint presentation	Present PowerPoint presentation of M1	Follow and listen to the presentation
Material (What I need to have prepared): PowerPoint presentation of M1, printed Activity Handouts for Module 1: Using the GSMs to find a solution to the problem , pens, paper, flipchart, markers, computer, projector, classroom				
References/Sources: Handbook of content for the training “ Guidance Service Provider in Multifunctional Agriculture ” (made by partners in the AgriNext project) Deliverable Guidance Service Model - D 1.2. (made by partners in the AgriNext project)				
Other notes: The duration of each activity can be adapted				

Unit 3: Information within GSM

Outcomes:

KNOWLEDGE	SKILLS	ATTITUDES
<p>The student is able to:</p> <p>Interpret the meaning of the information</p> <p>Describe information collected from different organizations within GSM</p> <p>Select information needed for the job market of Multifunctional Agriculture for different groups of users: employers, students, persons with disabilities...</p>	<p>The student is able to:</p> <p>Use the same/different information in practical situations</p> <p>Demonstrate a way of getting information from different organisations into GSM</p> <p>Practice the selection of information for different users of the job market in Multifunctional Agriculture</p>	<p>The student is able to:</p> <p>Choose suitable information needed for the guidance/consulting process in Multifunctional Agriculture</p>

Implementation Plan of Pedagogical Activities:

Date:		Location:		Duration: 45 minutes	
Description of participants: Guidance Service Providers					
Expected number of learners:					
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do	
A 3.1	15 min	PowerPoint presentation	Present PowerPoint presentation of M1.	Follow and listen to the presentation.	
A 3.2	30 min	Roleplay	<p>Give instructions about the activity.</p> <p>Give instructions on the Activity handout: Role play: job seeker, employer, career advisor</p>	<p>Form a small group of five participants.</p> <p>Divide the roles in the group: three are job seekers, one is their employer, and one is a career counsellor.</p> <p>Read instructions on the Activity handout: Role play: job seeker, employer, career advisor</p>	
Material (What I need to have prepared): PowerPoint presentation of M1, printed activity handout for Module 1: Role-play: job seeker, employer, career advisor , pens, paper, flipchart, markers, computer, projector, classroom					

References/Sources:

Handbook of content for the training “**Guidance Service Provider in Multifunctional Agriculture**” (made by partners in the AgriNext project)
Deliverable Guidance Service Model - D 1.2. (made by partners in the AgriNext project)

Other notes:

The duration of each activity can be adapted

Unit 4: Communication

Outcomes:

KNOWLEDGE	SKILLS	ATTITUDES
The student is able to: Interpret the meaning of communication Describe basic communication methods	The student is able to: Practice different communication methods	The student is able to: Choose suitable methods of communicating

Implementation Plan of Pedagogical Activities:

Date:	Location:	Duration: 45 minutes		
Description of participants: Guidance Service Providers				
Expected number of learners:				
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do
A 4.1	20 min	Discussion	Encourage discussion on the previous experiences of the activities, and examples of communication skills and methods	Discuss
A 4.2	25 min	PowerPoint presentation	Present PowerPoint presentation of M1	Follow and listen to the presentation
Material (What I need to have prepared): Classroom				
References/Sources: Handbook of content for the training “ Guidance Service Provider in Multifunctional Agriculture ” (made by partners in the AgriNext project) Deliverable Guidance Service Model - D 1.2. (made by partners in the AgriNext project)				
Other notes: The duration of each activity can be adapted				

Unit 5: European Platform EPALE, CEDEFOP, and ESCO

Outcomes:

KNOWLEDGE	SKILLS	ATTITUDES
The student is able to: Differentiate the purpose of the European platforms EPALE, CEDEFOP, and ESCO Recognize useful data on European platforms for guiding/consulting process	The student is able to: Use European platforms EPALE, CEDEFOP, and ESCO for guiding/consulting	The student is able to: Accept the European platform as the tool needed in the process of guiding/consulting

Implementation plan of pedagogical activities:

Date:	Location:	Duration: 45 minutes		
Description of participants: Guidance Service Providers, Jobseekers				
Expected number of learners: 1+ (individual work)				
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do
A 5.1	15	Presentation of individual work	Show the ESCO website, find an occupation example	Use the ESCO website. Go to the occupation tab and locate “cattle breeder” - Look at the essential skills and competencies, essential knowledge, optional skills and competences, and optional knowledge.
A 5.2	10	Presentation of individual work	Show the ESCO’s EURES portal and how to use it with a different example.	Use the ESCO’s EURES Online Portal and find an agricultural job - list the required competencies, experience, and other requirements.
A 5.3	10	Presentation of individual work	Show the learners an example of an online portal (example: Slovenia - Zavod za zaposlovanje).	Find an online employment service active in your area.
A 5.4	10	Presentation of individual work	Use the EPALE portal to find the closest KA2 project partners in your area.	Use the map to locate EPALE organizations in your country.
Material (What I need to have prepared):				

Computer, internet access
References/Sources:
Other notes: The duration of each activity can be adapted