

# AgriNext

## Curriculum for Module 2

### Guidance Service Provider in Multifunctional Agriculture

#### MODULE 2: Opportunities in Multifunctional Agriculture and Rural Areas

**Duration:** 6 hours/ 45 minutes (4 hours face-to-face training, 2 hours preparation)

#### OVERVIEW

Multifunctional Agriculture (MA) is a concept that was established in the 1990s. It is a more in-depth vision of agriculture, which seeks not only the production of quality food and fibres, but also protection of the natural environment and stabilisation of the current population level. Multifunctional Agriculture encompasses various perspectives, including considerations of territory use or agricultural production, with each perspective having its own set of positive and negative externalities. The objective of MA is always seeking to enhance the positive impacts while mitigating the negative ones. In a dynamic society marked by the advancement of new information and communication technologies, the increasing digitalisation of everything that surrounds us, as well as new technological, socio-economic, and geopolitical challenges, professional guidance in Multifunctional Agriculture and rural development is constantly evolving and facing new challenges. A clear example of this is in the field of renewable energies, particularly within the rural productive environment. This encompasses various practices such as the production of biogas from agricultural waste, cogeneration, solar and wind energy, and also agro-tourism, to name a few. Given the above, it falls upon counsellors to be well-versed in the diverse possibilities offered by the rural landscape from the point of view of Multifunctional Agriculture and rural development. These avenues offer highly varied and enriching employment opportunities for the dwindling rural population, with characteristics closely linked to the landscape and its potential use.

#### LEARNING OBJECTIVES

##### Knowledge

The learner will be able to:

- Analyse the possibilities of the labour market in rural areas and in MA
- Enhance the MA skills of participants through various education models
- Identify different resources (funding for rural development) related to training in Europe

##### Skills

Learners will be able to:

- Set up job orientation in rural areas from an environmental improvement perspective
- Select training actions that improve their employability
- Recognise the approved training actions to obtain official professional qualifications

- Choose training programmes and courses depending on their career interest

## Attitudes acquired

The learner will:

- Understand the tools and resources used to enhance the professional competencies of individuals seeking employment in the field of MA

## Competences

The learner will be able to:

- Recognise and update the opportunities in MA and rural areas and include them in employment (career) guidance, linking them to the transversal nature of environmental protection.

## Pedagogical Contents/Learning Units

Unit 1: Summary of jobs in MA and rural area

Unit 2: Opportunities in MA and rural areas

Unit 3: Competences needed for future jobs

Unit 4: Possibilities for formal and non-formal education

Unit 5: European funds for rural development



## Outcomes for Unit 1: Summary of jobs in MA and rural areas

KNOWLEDGE	SKILLS	ATTITUDES
Student is able to: <ul style="list-style-type: none"> <li>Describe the main characteristics of rural areas and multifunctional agriculture.</li> <li>Compare and differentiate between different jobs related to multifunctional agriculture and rural areas.</li> <li>Analyse the existing labour supply in rural areas/in the field of multifunctional agriculture.</li> <li>Classify job opportunities related to multifunctional agriculture according to different criteria.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>Adjust their training to the existing job opportunities in rural areas.</li> <li>Adjust their apprenticeship to existing job opportunities in multifunctional agriculture.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>Evaluate which job opportunities related to multifunctional agriculture and rural areas best suit their interests.</li> <li>Choose between different job opportunities related to multifunctional agriculture and rural areas.</li> </ul>

## Implementation plan of pedagogical activities; Unit 1

Date:	Location:	Duration: 35 minutes		
Description of participants: guide service providers				
Expected number of learners:				
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do
1.1	10 min	Overview	Brief introduction of the topic	Listen and use the speech as a starting point for a discussion
1.2	25 min	Discussion	Moderate the debate	Discussion of the proposed topic

## Material (What I need to have prepared):

Pen, projector, PowerPoint presentation, sign-in sheet, and laptop

## References/Sources:

### Rural areas

[blogs.worldbank.org/sustainablecities/how-do-we-define-cities-towns-and-rural-areas](https://blogs.worldbank.org/sustainablecities/how-do-we-define-cities-towns-and-rural-areas)  
[elconfidencial.com/economia/2019-12-27/despoblacion-espana-vacia-exodo-rural-ciudades\\_2371475/](https://elconfidencial.com/economia/2019-12-27/despoblacion-espana-vacia-exodo-rural-ciudades_2371475/)  
[papers.uab.cat/article/view/v78-entrena](https://papers.uab.cat/article/view/v78-entrena)  
[observatory.rural-vision.europa.eu/?lng=en&ctx=RUROBS](https://observatory.rural-vision.europa.eu/?lng=en&ctx=RUROBS)  
[rural-vision.europa.eu/maps-data/rural-areas-numbers\\_en](https://rural-vision.europa.eu/maps-data/rural-areas-numbers_en)  
[rural-vision.europa.eu/index\\_en](https://rural-vision.europa.eu/index_en)  
[ec.europa.eu/eurostat/statistics-explained/index.php?oldid=587819](https://ec.europa.eu/eurostat/statistics-explained/index.php?oldid=587819)

### Definition and main characteristics of multifunctional farming

[iagua.es/blogs/sandra-ricart/multifuncionalidad-agricultura-oportunidades-y-retos](https://iagua.es/blogs/sandra-ricart/multifuncionalidad-agricultura-oportunidades-y-retos)  
[Valoracion economica de los bienes y servicios medioambientales que presta la agricultura. Metodologias aplicables en contextos de decision.pdf](https://www.repositorio.uab.cat/bitstream/handle/2445/147412/1/Valoracion_economica_de_los_bienes_y_servicios_medioambientales_que_presta_la_agricultura_Metodologias_aplicables_en_contextos_de_decision.pdf)  
[oa.upm.es/2224/](https://oa.upm.es/2224/)  
[laverdad.es/agro/agricultura-multifuncional-campo-20220222211509-ntvo.html](https://laverdad.es/agro/agricultura-multifuncional-campo-20220222211509-ntvo.html)  
[scielo.org.co/scielo.php?script=sci\\_arttext&pid=S0304-28472007000200001](https://scielo.org.co/scielo.php?script=sci_arttext&pid=S0304-28472007000200001)  
[fao.org/3/X2776S/X2776S00.htm#TopOfPage](https://fao.org/3/X2776S/X2776S00.htm#TopOfPage)

### Agriculture and development in rural areas

[gredos.usal.es/bitstream/handle/10366/147201/TG\\_PascualRodr%C3%ADguez\\_Despoblaci%C3%B3n.pdf?sequence=1](https://gredos.usal.es/bitstream/handle/10366/147201/TG_PascualRodr%C3%ADguez_Despoblaci%C3%B3n.pdf?sequence=1)  
[redalyc.org/pdf/174/17412302006.pdf](https://redalyc.org/pdf/174/17412302006.pdf)  
[juntadeandalucia.es/export/drupaljda/1337160963Multifuncionalidad\\_agraria\\_completo.pdf](https://juntadeandalucia.es/export/drupaljda/1337160963Multifuncionalidad_agraria_completo.pdf)

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

[ine.es/dyngs/INEbase/es/operacion.htm?c=Estadistica\\_C&cid=1254736177032&menu=ultiDatos&idp=1254735976614](https://ine.es/dyngs/INEbase/es/operacion.htm?c=Estadistica_C&cid=1254736177032&menu=ultiDatos&idp=1254735976614)

### Complete activities list in CNAE 2009

[cnae.com.es/lista-actividades.php](https://cnae.com.es/lista-actividades.php)

## Other notes:

## Outcomes for Unit 2: Opportunities in MA and rural areas

KNOWLEDGE	SKILLS	ATTITUDES
Student is able to: <ul style="list-style-type: none"> <li>Identify the different opportunities offered by rural areas.</li> <li>Identify the different opportunities offered by multifunctional agriculture.</li> <li>Rank the different opportunities based on their own criteria.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>Illustrate new opportunities offered by rural areas and multifunctional agriculture.</li> <li>Value resources/training in relation to rural areas and multifunctional agriculture.</li> </ul>	Students is able to: <ul style="list-style-type: none"> <li>Choose between different opportunities offered by rural areas and multifunctional agriculture.</li> <li>Evaluate resources in relation to multifunctional agriculture</li> </ul>

## Implementation plan of pedagogical activities; Unit 2

Date:	Location:	Duration: 60 minutes		
Description of participants: guide service providers				
Expected number of learners:				
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do
2.1	10 min	Video session: Multifunctional agriculture	Show one or two videos	Watch the different videos and make a table to identify the fundamental aspects to MA
2.2	30 min	Workshop: Good practices in MA (Work a group)	Guide and supervise the workshop	Search agriculture practices and complete the quiz about "Is it a good practice in MA" to recognize the new opportunities in MA.
2.3	20 min	Workshop SWOT Multifunctional Agriculture	Guide and supervise the workshop	Make a professional SWOT analysis about rural areas and

				Multifunctional agriculture
<p><b>Material (What I need to have prepared):</b>          Computer, screen, speakers, file positive and negative aspect, file quiz, file swot</p>				
<p><b>References/Sources:</b>          Regenerative farming  <a href="https://www.youtube.com/watch?v=Tc81GgUCc40">https://www.youtube.com/watch?v=Tc81GgUCc40</a>          Alternatives to traditional crop and livestock farming          Organic production  <a href="https://www.youtube.com/watch?v=13-RtUcsrDA">https://www.youtube.com/watch?v=13-RtUcsrDA</a>          Agriculture and livestock  <a href="https://www.youtube.com/watch?v=8it2s1KMMAA">https://www.youtube.com/watch?v=8it2s1KMMAA</a>          Agrotourism  <a href="https://www.youtube.com/watch?v=wQSMztaAfn8">https://www.youtube.com/watch?v=wQSMztaAfn8</a>          Day-care centre  <a href="https://www.youtube.com/watch?v=yOGMJvkSbGo">https://www.youtube.com/watch?v=yOGMJvkSbGo</a>          Agriculture and sustainability  <a href="https://www.youtube.com/watch?v=npV6EkZWUmc">https://www.youtube.com/watch?v=npV6EkZWUmc</a></p>				
<p><b>Other notes:</b></p>				

## Outcomes for Unit 3: Competences needed for future jobs

KNOWLEDGE	SKILLS	ATTITUDES
Student is able to: <ul style="list-style-type: none"> <li>▪ Recognise the competences necessary for the development of MA</li> <li>▪ Interpret environmental regulations.</li> <li>▪ Differentiate and compare the private and public goods and functions of a rural area.</li> <li>▪ Recognise social demands regarding new uses of rural areas.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>▪ Demonstrate search, analysis and processing skills for information related to MA.</li> <li>▪ Employ individual and collective negotiation techniques.</li> <li>▪ Take actions to reduce rural depopulation.</li> <li>▪ Apply sustainability goals</li> <li>▪ Evaluate time management.</li> </ul>	Students is able to: <ul style="list-style-type: none"> <li>▪ Accept solutions, alternatives and problem solving.</li> <li>▪ Justify the local use of natural resources.</li> <li>▪ Justify the interrelationships of the different actors in the environment (clients, consumers, competitors, public administrations, etc.).</li> <li>▪ Create and maintain interpersonal relationships.</li> </ul>

## Implementation plan of pedagogical activities; Unit 3

Date:		Location:		Duration: 130 min	
Description of participants: guide service providers					
Expected number of learners:					
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do	
3.1	10 min	Workshop (work in groups)	Guide and supervise the workshop	Self-knowledge tasks, talking and completing a test.	
3.2	15 min	Workshop (work in groups)	Guide and supervise the workshop	Self-knowledge and reflection tasks, discussing and completing a sheet.	
3.3	25 min	Workshop (work in groups)	I guide and supervise the workshop	Search for information, compare it and draw conclusions.	
3.4	10 min	Workshop (work in groups)	Guide and supervise the workshop	Resolution of a practical case.	
3.5	10 min	Workshop (work in groups)	Guide and supervise the workshop	Search for job offers and job requirements	



				in employment services (Students divide into 4 groups, 1 group searches for offers in their country and other 3 groups search for offers abroad)
3.6	30 min	Workshop (work in groups)	I guide and supervise the workshop	Firstly, they write down or draw some ideas. Secondly, they share the conclusions obtained
3.2.2-6	20 min	Workshop (methodology)	I guide and supervise the workshop	They carry out a series of written activities. Students divide into 5 groups and carry out activities mentioned in activity handouts.
3.3.1	10 min	Workshop (methodology)	I guide and supervise the workshop	They write on post-its with farm activities and place them in a calendar or annual planning

### Material (What I need to have prepared):

Paper and pens, computer, access to internet, marker pens, post-it, board

### References/Sources:

Time management

[youtube.com/watch?v=2z-1bLqSOT4](https://www.youtube.com/watch?v=2z-1bLqSOT4)

Teamwork

[youtube.com/watch?v=nK0jyvExMvs](https://www.youtube.com/watch?v=nK0jyvExMvs)

Sources of professional and labour information

[eures.ec.europa.eu/index\\_es](https://eures.ec.europa.eu/index_es)

<https://europa.eu/europass/es/guidance-counselling>

### Other notes:

## Outcomes for Unit 4: Possibilities for formal and non-formal education

KNOWLEDGE	SKILLS	ATTITUDES
Student is able to: <ul style="list-style-type: none"> <li>Identify the possibilities in informal and non-formal Education.</li> <li>Identify the differences between formal, non-formal and informal education.</li> <li>Identify the different resources related to training in Europe.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>Select training actions that improve their employability.</li> <li>Recognize the approved training actions to obtain official professional qualifications.</li> <li>Choose training actions depending on their career interest.</li> </ul>	Students is able to: <ul style="list-style-type: none"> <li>Make decisions.</li> <li>Learn autonomously.</li> </ul>

### Implementation plan of pedagogical activities; Unit 4

Date:	Location:	Duration: 30 min		
Description of participants: guide service providers				
Expected number of learners:				
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do
4.1	10 min	Workshop (work in groups)	I guide and supervise the workshop	They must find an example of formal/non formal education from their country profile. One group finds examples of formal education and the other examples of non-formal educations. Later they present results to one another in step 4.2
4.2	10 min	Workshop (work in groups)	I guide and supervise the workshop	Brainstorming: propose situations in which agricultural knowledge can be acquired and identify the knowledge.
4.3	10 min	Workshop (work in groups)	I guide and supervise the workshop	They must find the europass supplement of

				<p>a degree regarding agriculture. And discuss the relation between the europass supplement and recognition of qualifications thought the statement comparability.</p>
<p><b>Material (What I need to have prepared):</b> Computer and access to internet</p>				
<p><b>References/Sources:</b> Possibilities in formal education in Europe.: <a href="http://europa.eu/europass/eportfolio/screen/course?lang=en">europa.eu/europass/eportfolio/screen/course?lang=en</a> Mooc courses in agriculture in Europe: <a href="https://webgate.ec.europa.eu/intpa-academy/course/">https://webgate.ec.europa.eu/intpa-academy/course/</a> Informal education, employment opportunities in Europe: <a href="http://europa.eu/eures/portal/jy-se/home">europa.eu/eures/portal/jy-se/home</a> Statement of comparability; <a href="https://europa.eu/youreurope/citizens/education/university/recognition/index_en.htm">https://europa.eu/youreurope/citizens/education/university/recognition/index_en.htm</a></p>				
<p><b>Other notes:</b></p>				

## Outcomes for Unit 5: European funds for rural development

KNOWLEDGE	SKILLS	ATTITUDES
Student is able to: <ul style="list-style-type: none"> <li>Analyse the European funding programs and in particular the available subsidies lines.</li> <li>Interpret European funding programs.</li> <li>Compare and differentiate between different European funding programs.</li> <li>Select those European funding programs to which they can have access.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>Adjust their financing needs to the access requirements to European fund programs.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>Evaluate which European funding program is best suited to the characteristics of their entrepreneurship or activity.</li> <li>Choose the line of subsidies that best suits the needs of their entrepreneurship or activity.</li> <li>Evaluate the amount of the grant from European funds for which they are eligible.</li> </ul>

## Implementation plan of pedagogical activities; Unit 5

Date:	Location:	Duration: 30 minutes		
Description of participants: guide service providers				
Expected number of learners:				
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do
5.1	10 min	Workshop (methodology)	Describe shortly: EU funds and explain how to develop the workshop	Listen to the instructions given and ask their doubts and make suggestions
5.2	20 min	Workshop (work in groups)	Supervise the workshop	Form a group (4 to 6 people) and try to match different initiatives with the more suitable fund
<b>Material (What I need to have prepared):</b> Pen, projector, Powerpoint presentation, sign-in sheet, laptop and screen				
<b>References/Sources:</b>				

## Common Agricultural Policy in the European Union

[agriculture.ec.europa.eu/common-agricultural-policy](https://agriculture.ec.europa.eu/common-agricultural-policy)

<https://www.europarl.europa.eu/factsheets/en/section/196/la-politica-agricola-comun-pac-oecd-ilibrary.org/agriculture-and-food/fostering-agricultural-and-rural-policy-dialogue>

[agriculture.ec.europa.eu/common-agricultural-policy/cap-overview/](https://agriculture.ec.europa.eu/common-agricultural-policy/cap-overview/)

## CAP Strategic Plans (includes overviews by country)

[agriculture.ec.europa.eu/cap-my-country/cap-strategic-plans\\_en](https://agriculture.ec.europa.eu/cap-my-country/cap-strategic-plans_en)

## CAP funds

[agriculture.ec.europa.eu/common-agricultural-policy/financing-cap/cap-funds\\_en](https://agriculture.ec.europa.eu/common-agricultural-policy/financing-cap/cap-funds_en)

## Main regulations on EU funds for agriculture

[eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A02021R2116-20220826](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A02021R2116-20220826)

[eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A02021R2115-20230101](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A02021R2115-20230101)

[eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A02021R2117-20211206](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A02021R2117-20211206)

## NextGenerationEU funds

[commission.europa.eu/strategy-and-policy/recovery-plan-europe\\_es](https://commission.europa.eu/strategy-and-policy/recovery-plan-europe_es)

## Horizon Europe funds

[research-and-innovation.ec.europa.eu/funding/funding-opportunities/funding-programmes-and-open-calls/horizon-europe\\_en](https://research-and-innovation.ec.europa.eu/funding/funding-opportunities/funding-programmes-and-open-calls/horizon-europe_en)

## Erasmus+ programme

[erasmus-plus.ec.europa.eu](https://erasmus-plus.ec.europa.eu)

## Guide to EU Funding

[europarl.europa.eu/thinktank/en/document/EPRS\\_STU\(2023\)747110](https://europarl.europa.eu/thinktank/en/document/EPRS_STU(2023)747110)

## Other notes:

