

## Module 1

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

## INTRODUCTION

Models are created to help users visualise and understand the role each organisation plays in different systems. The Guidance Service Model (GSM) in the field of Multifunctional Agriculture (MA) shows the role of all stakeholders, organisations, and institutions involved in career and professional counselling. GSM as a tool helps guide service providers and other participants in the MA labour market to find their way around the necessary information and embrace the most comprehensive approach possible.

## OVERVIEW

The GSM 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 Croatia, Ireland, Slovenia, and Spain), 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 the 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, and 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

## Abbreviations/Acronyms

<b>GSM</b>	Guidance Service Model
<b>GSP</b>	Guidance Service Provider
<b>MA</b>	Multifunctional Agriculture
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>IES</b>	Information Exchanging Spot

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# 1. Analysis of the Guidance Service Model (GSM) in the Field of Multifunctional Agriculture (MA)

## 1.1. Introduction

Think about the following questions:

*Which institutes are involved in guidance service processes (career, professional, entrepreneurship, etc.) in the field of Multifunctional Agriculture? What are the roles of these institutes? Do they have a network for cooperation and exchanging of information? How many institutions does someone have to visit if they want information and guidance to change their profession to become a farmer?*

The Guidance Service Model (GSM), created by AgriNext consortium partners from Croatia, Ireland, Slovenia, and Spain, was designed to answer the questions above. The model also tries to include a number of known institutions in the field of MA.

In the centre of the GSM is the job market, which is characterised by a clash between:

- labour supply (businesses, farms, farms with complementary activities, sole traders, and social enterprises) and
- labour demand (students in practical training with work-based learning, job seekers looking for a job for the first time or wanting to change jobs, unemployed people who have lost their jobs, and people with special needs).

Companies and other employers can communicate directly with job seekers, either through recruitment services or through direct contact. In most cases, however, the job search or recruitment is carried out through Guidance Service Providers or through other various platforms.

In the case of Multifunctional Agriculture (MA), as well as in other areas, advice can be divided according to its content into general, specialist, business-related, advice for people with special needs, or other categories. The boundaries between the different areas are often blurred, as some organisations intervene in several of the areas described.

### Activity:

Watch the video [Your Career in Agriculture](https://www.youtube.com/watch?v=dxvFLy6Z8zg)<sup>1</sup> to see how technology is connected with agriculture and to learn which skills are necessary when working in agriculture. Which technology do you think will have the most influence on the future of Agriculture?

You can also watch [The 20 Highest Paying Jobs in Agriculture](https://www.youtube.com/watch?v=avYtbyGKpWo)<sup>2</sup> to learn about different jobs that are connected with agriculture. Which of these job options would you like to further explore?

<sup>1</sup> <https://www.youtube.com/watch?v=dxvFLy6Z8zg>

<sup>2</sup> <https://www.youtube.com/watch?v=avYtbyGKpWo>

## 1.2. Multifunctional Agriculture

Agriculture has always been crucial to the growth of rural communities and the shaping of rural landscapes. However, there is a current debate about how agriculture will affect rural areas in the future. Although it still plays a significant role in the creation of wealth and employment in many rural areas today (directly and indirectly), agriculture's dominance in the rural economy is waning. Nevertheless, there are indications that society is developing some new ideas about the function of agriculture at the same time. Society increasingly expects agriculture to provide services relating to the environment and landscape, water management and flood control, social care and cohesion, among other things, in addition to its economic contribution to food production. One of the reasons is that agriculture still consumes the vast majority of land in the EU - more than 50% - while another is that rural areas are increasingly transitioning from being productive to being consumptive - that is, needing to perform social, recreational, or maintenance functions (Potter and Tilzey, 2005).

“The OECD Declaration of the Agricultural Ministers Committee (Maier and Shobayashi, 2001) defines the multifunctionality of agriculture as follows:

*“Beyond its primary function of producing food and fibre, agricultural activity can also shape the landscape, provide environmental benefits such as land conservation, the sustainable management of renewable natural resources, and the preservation of biodiversity, and contribute to the socio-economic viability of many rural areas. Agriculture is multifunctional when it has one or several functions in addition to its primary role of producing food and fibre.” (Ref. 11)*



Figure 1: Vegetable Farming. Source:

[https://stock.adobe.com/si/search?get\\_facets=1&order=relevance&safe\\_search=1&search\\_page=9&k=agriculture&clickref=1100lxR6HZKx&mv=affiliate&mv2=Freepik&as\\_camtype=as](https://stock.adobe.com/si/search?get_facets=1&order=relevance&safe_search=1&search_page=9&k=agriculture&clickref=1100lxR6HZKx&mv=affiliate&mv2=Freepik&as_camtype=as)

### Activity:

Watch the video [Netherland - Multifunctional agriculture](#)<sup>3</sup> to see how a Dutch family combines managing a pig farm and a day-care centre. Do you think these business activities are compatible?

<sup>3</sup> <https://www.youtube.com/watch?v=yOGMJvkSbGo>

## 1.3. Lifelong Guidance Systems in Croatia, Ireland, Slovenia, and Spain

The Euroguidance Network is composed of national resource and information centres for guidance and is a co-operation of centres throughout Europe, linking together various Career Guidance systems. The main target groups of Euroguidance are guidance practitioners and policy makers from both the educational and employment sectors. All Euroguidance centres share the common goals of supporting the development of the European dimensions of lifelong guidance, supporting competence development of guidance practitioners and raising their awareness on the value of international mobility, and providing information and communication on the European dimensions of guidance.

You can find an interactive map and other information on [the Euroguidance website for National Guidance Systems](#)<sup>4</sup>.

### 1.3.1. Guidance System in Croatia

In Croatia, comprehensive lifelong guidance, career counselling, and information services are accessible to all individuals, whether they are students, employed, unemployed, or contemplating a career transition. These valuable services, promoting lifelong learning and career development, are offered for free by national authorities within the education and employment sectors. The Ministry of Science and Education and the Ministry of Labour and Pension System oversee the provision and development of lifelong guidance in Croatia.

These two are further supported by different national, regional, and local level authorities, including the:

- Croatian Employment Service (national, regional, and local branches)
- Education and Teacher Training Agency
- The Agency for Science and Higher Education
- The Agency for Vocational Education and Training
- Adult Education
- And more

In 2015, the Forum for Lifelong Career Guidance was established to unite key stakeholders from the above-mentioned sectors. The primary aim of this policy advisory network is to foster the development of more effective and systematic policies in the field of lifelong guidance.

Read more about Croatia's Lifelong Guidance System at:

- <https://euroguidance.eu/guidance-systems-and-practice/national-guidance-systems/guidance-system-in-croatia>
- [https://www.agrinext-project.eu/mma/AgriNext\\_D1.2\\_Guidance\\_Service\\_Model.pdf/2023090715140260/?m=1694092442](https://www.agrinext-project.eu/mma/AgriNext_D1.2_Guidance_Service_Model.pdf/2023090715140260/?m=1694092442).

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<sup>4</sup> <https://euroguidance.eu/guidance-systems-and-practice/national-guidance-systems>

### 1.3.2. Guidance System in Slovenia

Slovenia has well-established guidance and counselling systems offering support:

- Educational and training institutions
- The Employment Service of Slovenia
- Various institutions specialising in career guidance

For young individuals, guidance is accessible through school counsellors, career counsellors at university career centres, and guidance counsellors at any of the 12 Career Centres affiliated with the Employment Service of Slovenia.

Adults have the opportunity to access free guidance services at the Career Centres provided by the Employment Service of Slovenia. Additionally, they have the option of educational guidance provided at 17 regional adult education guidance centres, which operate under the umbrella of the Slovenian Institute for Adult Education.

Read more about Guidance Systems in Slovenia at:

- <https://euroguidance.eu/guidance-systems-and-practice/national-guidance-systems/guidance-system-in-slovenia>
- [https://www.agrinext-project.eu/mma/AgriNext\\_D1.2\\_Guidance\\_Service\\_Model.pdf/2023090715140260/?m=1694092442](https://www.agrinext-project.eu/mma/AgriNext_D1.2_Guidance_Service_Model.pdf/2023090715140260/?m=1694092442)

### 1.3.3. Guidance System in Spain

The Spanish Guidance System offers universal access to educational and career guidance services for individuals at any life stage, encompassing those in education or training, the employed, the unemployed, and those engaged in lifelong learning. Given Spain's high level of decentralisation, guidance is administered by various institutions and organisations belonging to both the Central Government and the Autonomous Communities (regions). These include:

- Educational system
- Employment system
- Social Partners: Chambers of Commerce, Employers' Organisations and Trade Unions
- Private organisations

The Educational Law - known as LOMLOE, December 2020 - establishes national legislation, recognising "Guidance as a student's right" as a key factor for educational quality. It emphasises personalised training contributing to comprehensive education in knowledge, skills, and values.

It is mandatory for regional administrations to provide specific services and resources, including specialised professionals, ensuring scholastic success. This falls within a common framework that respects the responsibilities of each provider as well as the Autonomous Communities, and aims to optimise results and position lifelong guidance as a complement to support lifelong learning.

Education authorities and schools of Autonomous Communities manage their own educational, vocational, and professional guidance bodies, while schools, VET centres, and universities offer their own services providing information, support, guidance, and advice. Employment authorities, complemented by Social Partners (trade unions and employers' organisations), also provide professional guidance services, aligned with national legislation for employment public services.

Read more about Guidance Systems in Spain at:

- <https://euroguidance.eu/guidance-systems-and-practice/national-guidance-systems/guidance-system-in-spain>
- [https://www.agrinext-project.eu/mma/AgriNext\\_D1.2\\_Guidance\\_Service\\_Model.pdf/2023090715140260/?m=1694092442](https://www.agrinext-project.eu/mma/AgriNext_D1.2_Guidance_Service_Model.pdf/2023090715140260/?m=1694092442)

### 1.3.4. Guidance System in Ireland

In Ireland, national guidance services receive funding from both the state and private practices. The delivery of these services varies based on factors such as relevant policies, staff resources, client demographics, and institutional settings.

Within the education and training sector, guidance services can be integrated into overall programmes or coordinated for specific education and training initiatives. Department of Education (DoE) funded guidance is available in Post-Primary schools, Further Education and Training (FET) programmes, and Vocational Education and Training (VET), including the Adult Educational Guidance Initiative (AEGI), Post-Leaving Cert/Colleges of Further Education (PLC/CFE), and Youth Reach/Community Training Centres (CTCs).

In the Higher Education Sector, student support services encompass Career Offices, Mature Student and Access Offices, International Offices, and Disability Support. Public Employment Sector guidance services, provided through the Irish Department of Social Protection (DSP), are available in Intreo offices, Employability services, and local employment and job placement services.

Education and Training Boards Ireland (ETBI) oversees and advances guidance practices across all education areas, influencing Department policy. ETBI also hosts the Euroguidance Centre Ireland. Lifelong Guidance in Ireland caters to education, training, and the labour market, with tailored approaches for different client groups, such as students and adult learners.

Read more on

- <https://euroguidance.eu/guidance-systems-and-practice/national-guidance-systems/guidance-system-in-ireland>
- [https://www.agrinext-project.eu/mma/AgriNext\\_D1.2\\_Guidance\\_Service\\_Model.pdf/2023090715140260/?m=1694092442](https://www.agrinext-project.eu/mma/AgriNext_D1.2_Guidance_Service_Model.pdf/2023090715140260/?m=1694092442)



## 1.4. Guidance Service Model (GSM) in the field of Multifunctional Agriculture (MA)

The AgriNext consortium has created an in-depth report about the [Guidance Service Model](#)<sup>5</sup>, which you can find on the project website. The first part of the report compiles and analyses existing Guidance Service Models from the four partner countries (Croatia, Ireland, Slovenia, and Spain). The second part designs a new Guidance Service Model by combining the country models and introducing new ideas and approaches. Lastly, a PDF brochure compiles the new AgriNext Guidance Service Model.

The Existing Guidance Service Model in Croatia, Slovenia, and Spain

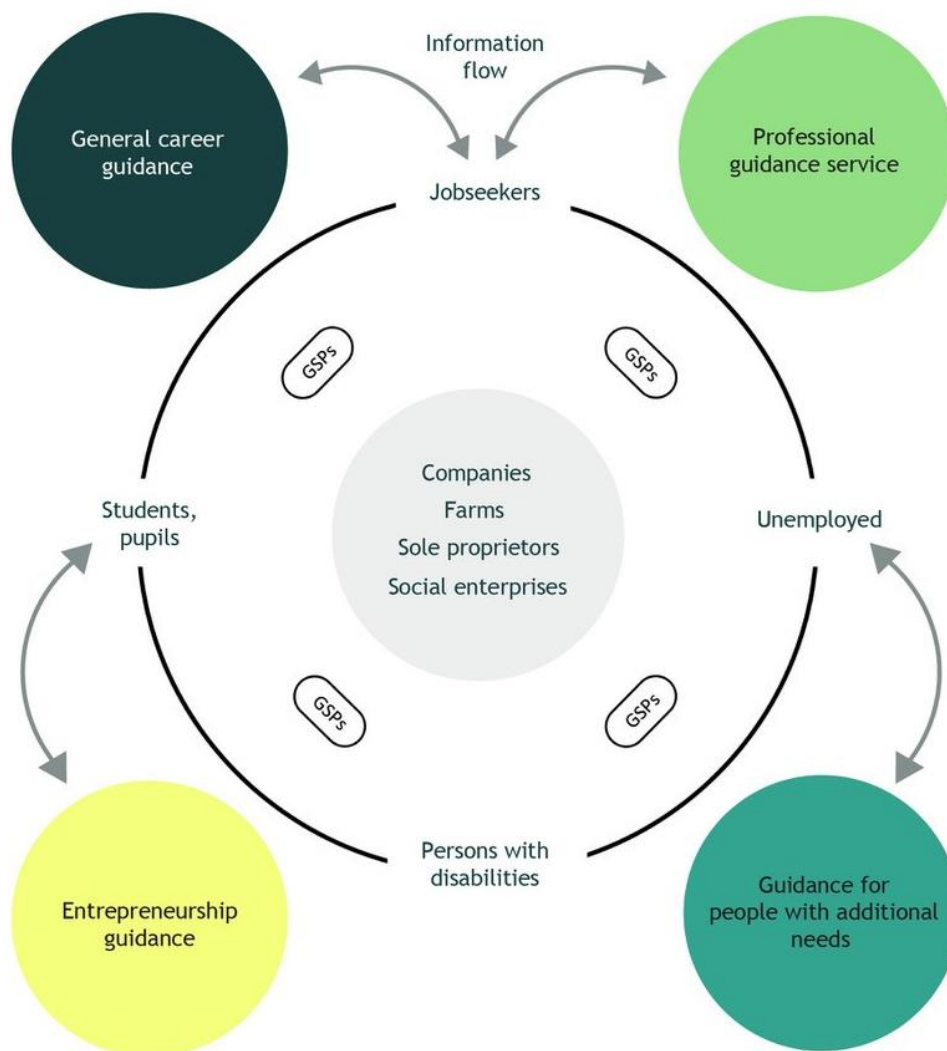


Figure 2: Existing Guide Service Model in Croatia, Slovenia, and Spain  
Source: <https://www.agrinext-project.eu/en/about-the-project/deliverables/>

<sup>5</sup> [https://www.agrinext-project.eu/mma/AgriNext\\_D1.2\\_Guidance\\_Service\\_Model.pdf/2023090715140260/?m=1694092442](https://www.agrinext-project.eu/mma/AgriNext_D1.2_Guidance_Service_Model.pdf/2023090715140260/?m=1694092442)

Additionally, a [database of existing lifelong learning opportunities in the field of MA<sup>6</sup>](#) is accessible on the AgriNext website. The database presents a compilation of training and learning opportunities in MA (Multifunctional Agriculture) available in the consortium countries (Croatia, Ireland, Slovenia, and Spain).

### 1.4.1. GSM in Croatia

**General guidance services** are carried out by the Croatian Employment Service (CES) and Career Information and Counselling Centres (CISOK) and are for all group users and all areas of activity. Through the mentioned institutions, unemployed people, job seekers, pupils, students, and anyone else can get information about opportunities for career development at the national level. In addition, they organise workshops on career management skills, entrepreneurship, and creating professional opportunities in general. Private employment agencies can provide a wide range of services and are more often focused on target groups or target activities. University centres provide career development services for students from component faculties, while career development centres at higher education institutions that educate students in the field of agriculture provide specific services for these students.

**Professional guidance** in the Republic of Croatia is carried out in the public and private sectors and within various associations. It is most often implemented within the system of education and work, i.e., employment. Some organisations carry out professional guidance activities for several groups of users, and some for the target groups or targeted areas of activity.

**Targeted professional guidance services for the field of agriculture** are provided by organisations such as the Ministry of Agriculture, state agencies, professional chambers, farmers' associations and various other professional organisations or educational institutions that implement educational programmes in the field of agriculture.

**Support for entrepreneurship** is organised through the Croatian Chamber of Economy and the Croatian Chamber of Trades and Crafts, entrepreneurship centres, business incubators, development agencies, regional competence centres, private consulting companies, etc. They provide supportive information, provide legal advice, organise business training, and help create business plans.

**Vulnerable groups** on the labour market (people with special needs, women victims of violence, former addicts, etc.) have difficult access to the labour market and often to professional guidance services. These individuals can contact advisers at the Croatian Employment Service or other associations that look after the interests of certain vulnerable groups. ([Ref. 7](#))

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<sup>6</sup> <https://www.agrinext-project.eu/en/search/>

Table 1: Institutes and organisations involved in GSM of Croatia

Institutions and Organisations			
General guidance service	Professional guidance service	Entrepreneurship guidance service	Guidance for people with special needs
Croatian Employment Service (CES)	Ministry of Agriculture	The Croatian Chamber of Economy	Advisors at the Croatian Employment Service
Career Information and Counselling Centres (CISOK)	Croatian Agency for Agriculture	Croatian Chamber of Trades and Crafts	Associations that gather members of certain vulnerable groups
Employment agencies	Croatian Agency for Agriculture and Food	Regional centres of competence	
University career development centres	Croatian Chamber of Agriculture (CCA)	Entrepreneurial support institutions	
	Croatian Chamber of Agronomists (CCA)	Development agencies	
	Local Action Groups (LAGs)	Private consulting companies	
	Croatian Rural Development Network (HMRR)	County and City Offices for Economy	
	Croatian Organic Farmers Associations Alliance		
	Institutions for adult education (public colleges, secondary schools, universities etc.)		

Source: [agrinext-project.eu/mma/AgriNext\\_D1.2\\_Guidance\\_Service\\_Model.pdf/2023090715140260/?m=1694092442](https://agrinext-project.eu/mma/AgriNext_D1.2_Guidance_Service_Model.pdf/2023090715140260/?m=1694092442)

## 1.4.2. GSM in Slovenia

**General guidance services** for labour market needs are provided by organisations that are more connected/oriented towards connecting with employers (jobseekers) and those that are more oriented towards lifelong learning driven by labour market demands or the desire for personal growth. Both strands address job seekers and their career paths.

[The VKO Point<sup>7</sup>](https://www.vkotocka.si/vko/) - Lifelong Career Orientation (I Know Where I'm Going) - is the central website for all providers of lifelong career orientation services in Slovenia and policymakers in this field, and within it is the Modular Training for Career Counsellors (MUKS), which is a multidisciplinary non-formal training programme for Lifelong Guidance Service Providers in the field of VKO. The Ministry of Education runs the Basic Skills Portal (OSV Portal) with online classrooms for self-learning information and advice for adults.

**Career guidance** is provided within secondary and higher education institutions, mainly for further education or reorientation and for the first experience with employers within the educational programmes (practical training with work and other practical training). Universities have Career

<sup>7</sup> <https://www.vkotocka.si/vko/>

Centres where students are informed about various calls for applications, scholarships, extracurricular activities, volunteering, study mobility opportunities, workshops for personal growth, events such as meetings with employers, practical training advice, etc.

In the area of **Multifunctional Agriculture and rural development**, guidance services work in two areas:

- guidance during vocational training and studies, or for retraining and validation of informally acquired skills, and
- in the area of agricultural advice, which is aimed at those engaged in agriculture and complementary activities and rural development.

The Chamber of Agriculture and Forestry and its regional units act as a link between agricultural policy (the Ministry of Agriculture, Forestry, and Food and its subcontractors) and the research (the Agricultural Institute) and educational spheres, providing a public advisory service for agricultural holdings. In addition to these organisations, the implementation of the Common Agricultural Policy, and in particular rural development, is carried out by the Slovenian Local Action Groups (Slo. LAS).

The network of support for **entrepreneurship guidance services** in Slovenia is diverse and extensive. It reaches into the vocational education system, which runs compulsory modules (e.g., entrepreneurship and marketing) and various project activities. Various ministries call for projects and other financial incentives for a wide range of training and consultancy activities to promote entrepreneurship in line with EU policy: developing entrepreneurial ideas, preparing business plans, setting up businesses, establishing incubators and competence centres, awarding prizes to successful entrepreneurs, etc.

After finishing primary school, **people with special needs** can either enrol in adapted (or specialised) education for those with severe mental disabilities, who are later placed in care and work centres, or they can get a job, especially in social/disability enterprises. In Slovenia, there are associations and institutions that work professionally with individuals and families who have members with disabilities. The project Developing Models of Counselling for Vulnerable Groups identifies the following areas of counselling for people with disabilities: development of speech, motor, and social skills; training in work skills; promotion of independence; training for life success; and spiritual counselling. ([Ref. 7](#))

Table 2: The main institutes and organisations involved in GSM of Slovenia

Institutions and Organisations			
General career guidance	Professional guidance service	Entrepreneurship guidance	Guidance for people with special needs
General Guidance Services linked to employers	Organisations providing career guidance in Multifunctional Agriculture during training	The Slovenian Public Agency for the Promotion of Entrepreneurship, Internationalisation, Foreign Investment, and Technology (SPIRIT)	Rehabilitation providers operate as a public service within a network of employment rehabilitation providers
Ministry of Labour, Family, Social Affairs, and Equal Opportunities	Institute of the Republic of Slovenia for Vocational Education and Training (CPI)	Chamber of Commerce	Career Centres at universities

Employment Service of Slovenia	CMEPIUS	Chamber of Crafts and Enterprise	The Association of Employment Rehabilitation Providers in the Republic of Slovenia and its members (Slo. ZIZRS)
Employment agencies (AGADO, ATAMA, Adecco, Optius, etc.)	Agricultural and food schools (VET)	Competence Centres	Guidance at schools
Guidance Services linked to lifelong learning	People's Universities, Faculties (career centres)	Incubators	
Ministry of Education, Science, and Sport	Organisations providing advice on Multifunctional Agriculture and rural development	Consulting companies for entrepreneurship	
Slovenian Institute for Adult Education	Ministry of Agriculture, Forestry and Food		
Community of Higher Education Institutions (SVŠ)	Chamber of Agriculture and Forestry of Slovenia-CAFS		
The National Education Institute	Farm institute of Slovenia		
Development, Disability, and Maintenance Fund	LAGs		
People's Universities			
Non-profit organisations			

Source: [agrinext-project.eu/mma/AgriNext\\_D1.2\\_Guidance\\_Service\\_Model.pdf/2023090715140260/?m=1694092442](https://agrinext-project.eu/mma/AgriNext_D1.2_Guidance_Service_Model.pdf/2023090715140260/?m=1694092442)

### 1.4.3. GSM in Spain

Due to the political organisation system in Spain (with 17 Autonomous Communities), this country presents an infinity of territorial organisation units with their own management bodies, which present specific entities related to career guidance.

Regarding **Multifunctional Agriculture**, there are no entities that provide guidance to employers or workers since this concept is relatively new and the administrations have not yet had time to take it on board. However, Multifunctional Agriculture has been put into practice in Spain intuitively with the help of public and private administrations.

Numerous Spanish organisations provide **general guidance services** linked to employers. The State Public Employment Service (SEPE) is an autonomous body attached to the Ministry of Labour and Social Economy. The SEPE, together with the Public Employment Services of the Autonomous Communities, form the National Employment System in order to contribute to the development of employment policy, manage the unemployment protection system, and guarantee information on the labour market.

Active employment policies are transferred to the employment services of the Autonomous Communities. The Autonomous Communities have competencies in employment matters: training, labour guidance, and intermediation between labour supply and demand.

Local governments (City Councils) offer **employment guidance services** aimed at unemployed residents in the municipality. They consist of professional seminars with counselling or individual attention. Some of the themes are the following: design of personalised itineraries of insertion that include, among other actions, the definition of the professional objective, organisation of the job search, self-knowledge so that the job seeker knows his or her possibilities in the labour market, how to improve his or her capacities, job search tools, knowledge of the labour market, etc.

Placement agencies are regulated by Royal Decree 1796/2010 of December 30, 2010. They are public or private entities that carry out activities aimed at providing jobs to unemployed people. To achieve this, they assess the profiles, skills, or knowledge of unemployed people and carry out actions related to job search, such as guidance, professional information, or personnel selection.

Organisations and institutions providing **professional guidance services in Multifunctional Agriculture** are in charge of managing the agricultural and livestock farms in their area of competence; they are hierarchically dependent on the respective Regional Ministries of Agriculture.

There are two formats of Vocational Training Centres; on the one hand, the Secondary Education Institutes (IES) and, on the other hand, the Integrated Vocational Training Centres.

Agrarian associations, such as [COAG](http://www.coag.org/)<sup>8</sup>, [UPA](https://www.upa.es/)<sup>9</sup>, and [ASAJA](https://www.asaja.com/)<sup>10</sup>, are different organisations at the national and regional levels that have autonomy, usually at the provincial level. However, their primary focus lies more on offering training and services to their members than on offering professional guidance services.

Popular Universities throughout Spain are grouped in the Spanish Federation of Popular Universities, which, according to this Federation, represents the Popular Universities and the Territorial Associations of Popular Universities (ATUP) as a meeting place for the exchange of experiences, methodological systematisation, collective reflection, and theoretical production.

Organisations providing **entrepreneurship guidance services** include educational programmes to promote entrepreneurship (Entrepreneurship Classrooms and Innicia in Andalusia) and the Spanish Chamber of Commerce, a public law corporation whose purpose is the representation, promotion, and defence of the general interests of Spanish companies.

Business incubators are organisations designed with the aim of helping to create young companies and supporting entrepreneurs in terms of technical and financial issues, advising them to evaluate their ideas and guiding them to consolidate their businesses.

Andalusia Emprende and its Business Support and Development Centres (CADE) are public bodies of the Andalusian government that help start-up, develop, and consolidate business ideas with specialised services, provided by a qualified technical team of specialists from a wide network of centres present throughout the region.

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<sup>8</sup> <http://www.coag.org/>

<sup>9</sup> <https://www.upa.es/>

<sup>10</sup> <https://www.asaja.com/>

Municipal Institutes of Economic Development (IMDEEC) (in Córdoba) are organisms of the municipalities at the service of entrepreneurship and the productive fabric, which seek to promote the economic and social development of the municipality.

O.N.C.E. is a state-wide foundation created for the Cooperation and Social Inclusion of **People with Disabilities**. The foundation provides people with disabilities of working age with professional qualifications and the necessary job skills to be able to access the labour market with equal opportunities, by means of training actions.

Table 3: The main institutes and organisations involved in GSM of Spain

Institutions and Organisations			
General career guidance	Professional guidance service	Entrepreneurship guidance	Guidance for people with special needs
The State Public Employment Service (SEPE)	VET Centres: Secondary Education Institutes (es. IES) and Integrated Vocational Training Centres (es. CIFP, CPIFP)	Chambers of Commerce	Cooperation and Social Inclusion of People with Disabilities founded from O.N.C.E.
Employment services of the Autonomous Communities	Agrarian associations: COAG, UPA, ASAJA	Business incubators	
Local governments (City Councils)	Spanish Federation of Popular Universities: Popular Universities and the Territorial Associations of Popular Universities (ATUP)	Development Centres (CADE)	
Placement agencies		Municipal Institutes of Economic Development (IMDEEC -in Córdoba-).	
Institutions at municipal level with competences in the field of career guidance		Andalusia Emprende and its Business Support and Development Centres (CADE)	

Source: [agrinext-project.eu/mma/AgriNext\\_D1.2\\_Guidance\\_Service\\_Model.pdf/2023090715140260/?m=1694092442](https://agrinext-project.eu/mma/AgriNext_D1.2_Guidance_Service_Model.pdf/2023090715140260/?m=1694092442)

## 1.4.4. GSM in Ireland

### Existing Guidance Service Model in Ireland

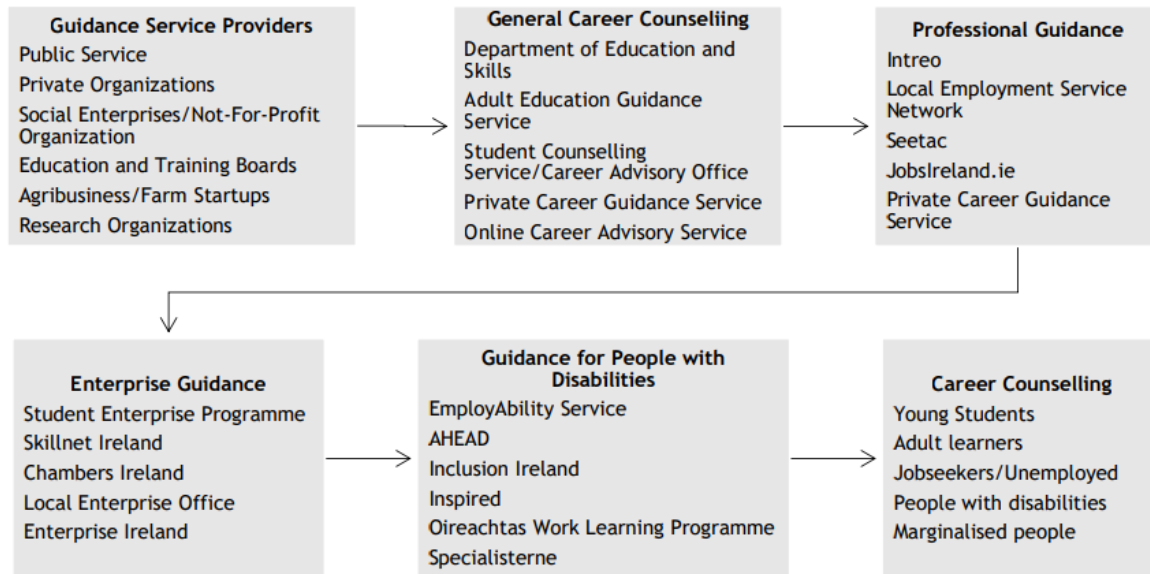


Figure 3: Existing Guidance Service Model. Source: [https://www.agrinext-project.eu/mma/AgriNext\\_D1.2\\_Guidance\\_Service\\_Model.pdf/2023090715140260/?m=1694092442](https://www.agrinext-project.eu/mma/AgriNext_D1.2_Guidance_Service_Model.pdf/2023090715140260/?m=1694092442)

In Ireland, career and professional/employment guidance are both provided nationally through public service (state), private practice, and non-government organisations (NGOs). More specifically, guidance is provided in Post-Primary Schools (for students aged 12-18 years) by the Department of Education and Skills; in Second Level (Further/Vocational Education and Training) by the Adult Educational Guidance Service and Youth Reach/Community Training Centres; and in the Third Level (Higher Education) through the Student Counselling Service and Careers Advisory Offices. Career guidance follows well-defined stages or processes where the individual and GSP work together to develop and implement a career action plan. In Vocational Education and Training, GSP supports individuals to make the right decisions and to help them make those decisions within the context of their career life.

#### General Career Guidance

According to the national guidelines, Career Guidance in Schools refers to a range of learning experiences provided in a developmental sequence that assists students in developing self-management skills that will lead to effective choices and decisions about their lives. It encompasses the three distinct but interconnected areas of personal and social development, as well as educational and career guidance.

Private career guidance is available through the Institute of Guidance Counsellors (IGC), the professional body for guidance counsellors in Ireland. Career guidance counsellors assist individuals in making better career decisions by focusing on their preferences, interests, values, aptitudes, skills, and life stories. The IGC provides a list of private practice practitioners/counsellors for information purposes only but does not recommend individual guidance counselling and does not accept responsibility for any private arrangement between guidance counsellors and clients.



## Professional/Employment Career Guidance

Compared to education and career guidance, professional/employment guidance within public employment services lacks cohesion and is poorly defined and understood, where it is arguably an essential aspect of welfare and employment support services.

Intreo is Ireland's national employment service under the Department of Social Protection, responsible for employment and professional support for jobseekers and employers. Professional guidance counsellors at the Intreo offices work directly with individuals to prepare for and find work and assist employers seeking to fill job vacancies. They provide support and services to persons who desire to change careers, upskill or reskill, identify suitable training opportunities, and connect them with employers actively looking to hire people. The Local Employment Service Network (LESN) is a network of community-based employment services managed by local development companies and NGOs. The LESN aims to meet the needs of each individual client and the local environment within which they operate. The LESN community-based model of guidance services incorporates activities to understand people experiencing complex challenges (rather than just skill deficits or a lack of career clarity) and using therapeutic approaches (e.g., caring, listening, and even as simple as a friendly welcome) to positively impact a person's journey towards the labour market. Seetac is a private company with skilled professionals across Ireland that supports people in acquiring the right skills to access new opportunities. They provide training and support to individuals to find work or help boost career prospects through developing new or transferrable skills.

## Guidance for Persons with Special Needs

In Ireland, the National Disability Authority is responsible for providing practical guidance to support the full inclusion of disabled people in communities, schools, and workplaces. Both the national government and private/non-governmental organisations offer a range of career and professional/employment services to persons with disabilities.

## Entrepreneurship Guidance

The Student Enterprise Programme is an exciting and rewarding programme that encourages students to try their hand at running a business to become entrepreneurs while still in school. The Student Enterprise Programme and the designated Student Enterprise Co-ordinator, guide student entrepreneurs in enhancing creativity, improving communication skills, providing practical uses for topics of business studies, encouraging students to consider self-employment as a career choice, and equipping students with the skills to set up and run their own businesses.

Skillnet Ireland is a business support agency of the Government of Ireland, responsible for advancing the competitiveness, productivity, and innovation of businesses through enterprise-led workforce development. Mentors/guidance counsellors assist business owners in improving their performance through expert business mentoring. It is a free, structured, online business-support programme designed to provide small and medium-sized companies (SMEs) with business mentoring, skills, and specific business needs.

Chambers Ireland is the largest Irish business network, with a geographic reach and membership base that spans cities, towns, and communities nationwide. The Chambers provide training and networking opportunities for entrepreneurs to develop their business skills and talent, ensuring they can learn from others' experiences and work closely with SMEs to help them thrive in the business environment. Members of the chambers work with local business leaders to help their businesses find opportunities and expand their client base.

The Local Enterprise Offices are a one-stop shop for seeking information and support on starting or growing a business in Ireland, for new entrepreneurs and existing small business owners.

Enterprise Ireland is the national agency responsible for the growth of Irish enterprises in world markets. They work with Irish enterprises to help them start, grow, innovate, and win export sales in global markets.



Figure 4: Candidates waiting for a job interview. Source: [https://www.freepik.com/free-photo/candidates-waiting-job-interview\\_12751559.htm#page=2&query=jobseekers%20counselling&position=18&from\\_view=search&track=ais](https://www.freepik.com/free-photo/candidates-waiting-job-interview_12751559.htm#page=2&query=jobseekers%20counselling&position=18&from_view=search&track=ais)

## 1.5. SWOT Analysis of Existing GSM

Table 4: SWOT analysis of GSM in Croatia, Ireland, Slovenia, and Spain

INTERNAL FACTORS	
S – STRENGTHS / ADVANTAGES	<p><b>Croatia</b></p> <ul style="list-style-type: none"> <li>• Traditionally an agricultural country with a relatively well-organised support system.</li> <li>• There are numerous organisations that offer information/help to farmers.</li> <li>• Information organisations are evenly distributed throughout the country.</li> <li>• Many young people have taken over or are taking over agricultural holdings from older generations.</li> <li>• Modern knowledge in the field of MA is used.</li> <li>• Good climatic conditions.</li> </ul>
	<p><b>Slovenia</b></p> <ul style="list-style-type: none"> <li>• A diversified network of career advisers.</li> <li>• Advisers at different stages of the career path.</li> <li>• Funding for different forms of career guidance at the national level and from EU funds.</li> <li>• Possibility to involve the public and private sectors in career guidance.</li> <li>• Decentralisation of guidance - local and regional.</li> <li>• Good diversification of formal education.</li> <li>• Large range of non-formal education.</li> </ul>
	<p><b>Spain</b></p> <ul style="list-style-type: none"> <li>• Existence of educational and vocational guidance services.</li> <li>• A large presence of such services throughout the national territory.</li> </ul>
	<p><b>Ireland</b></p> <ul style="list-style-type: none"> <li>• Nation-wide career guidance centres for post-primary, second-level, and third-level students, including adult guidance.</li> <li>• Adequate and accessible career guidance centres within the local communities.</li> <li>• Specialised career guidance services for people with disabilities, marginalised persons, and entrepreneurs.</li> <li>• Guidance in schools encompasses the three separate but interlinked areas of personal and social development, educational guidance, and career guidance.</li> <li>• Career guidance is integrated with entrepreneurship education for young students.</li> <li>• Expert and knowledgeable guidance practitioners.</li> <li>• Career guidance is a well-developed profession with clear guidelines, standards, qualification requirements, and provision at the degree and postgraduate levels.</li> <li>• Well-defined stages/processes of career guidance services to suit individual skills, interests, and values.</li> <li>• In-person contact with a career guidance counsellor.</li> <li>• Mostly free of charge.</li> </ul>

### Croatia

- Insufficient connection to Guidance Service Providers.
- Insufficient qualification of employees for career counselling.
- There is insufficient awareness among farmers about the need for continuous training.
- Insufficient financial resources for better-quality information.
- Insufficient IT literacy among farmers, especially the elderly.
- Poor communication between the system and end users.
- Insufficient presence of advisers in the field.
- Lack of individualised support for farmers based on the "one-stop shop" principle.
- Each organisation deals mainly with a narrow scope of work.
- Old and poorly educated population of family farm owners.
- Lack of legal support for farmers (in the sense of help to ensure that the business is in accordance with the laws).

### Slovenia

- Scattered information and contacts.
- Poor information on Multifunctional Agriculture and rural development among general advisors.
- Poor visibility of the work of advisers from different organisations.
- Poor networking between career advisers and professional advisers.
- Farmers' interest in the non-formal, up-to-date training offered is low or lacks motivation.
- Low awareness of the importance of lifelong learning/training in professional and soft skills.
- Non-transparency of non-formal training.
- Poor communication or understanding (what one wants or expects) between labour market stakeholders.

### Spain

- Lack of knowledge of Multifunctional Agriculture on the part of the Public Administrations.
- Poor organisation of the public guidance system.
- Duplicity of bodies.
- Excessive decentralisation.
- Lack of public policies for its study, development, and implementation.
- Lack of public funds for guidance and counselling.
- Lack of specialisation among guidance counsellors.

### Ireland

- Difficulty accessing career guidance on short notice.
- High fee to access private career guidance.
- Lack of expert career guidance in newer/modern professions or in response to the changes and needs in the labour market.
- Little or no mentoring programme for entrepreneurs.
- Compared to career/education guidance, professional/employment guidance lacks cohesion. It is poorly defined and understood, and has been less developed through the public employment services, where it is arguably an essential aspect of employment support.

## EXTERNAL FACTORS

### O - OPPORTUNITIES/POSSIBILITIES

#### Croatia

- Applications for projects financed by the European Union and the possibility of using structural funds.
- Mutual connection with research organisations with the aim of applying for "bigger" projects.
- The possibility of connecting with other production units in clusters/cooperatives for the purpose of strengthening all stakeholders.
- Organisation of promotional activities, workshops, and networking opportunities.
- The possibility of continuous education and training in the field of a certain profession.
- Use of various training opportunities abroad.
- Better connection of different economic sectors within the country (e.g., agriculture and tourism).
- Synergistic action of all stakeholders in the system for the purpose of enabling export competitiveness.
- Ensuring funds for better information for farmers.

#### Slovenia

- Awareness of opportunities in the areas of Multifunctional Agriculture and rural development.
- Maintaining and expanding rural jobs and maintaining rural population density.
- Identification of new career paths within Multifunctional Agriculture and rural areas.
- Improved communication and information among the stakeholders in the MA labour market.
- Motivation for lifelong learning and updating of training in the field of MA.
- Common points of information gathering, communication, and cooperation between career advisors from different fields.

#### Spain

- Generation of new business models.
- Change in the production system.
- Improvement of the financial and economic profitability of farms.
- A more eco-sustainable model with greater environmental awareness.

#### Ireland

- Knowledgeable career guidance is needed in apprenticeships.
- Career guidance in a newer profession (e.g., AI, Big Data, etc.).
- One-on-one mentoring, particularly for entrepreneurs.
- Career guidance is linked to employment.

### Croatia

- Insufficient allocations for agriculture in general.
- Insufficient financial subsidies in the agricultural system.
- Insufficient availability of services for micro-entrepreneurs.
- Lack of free time for farmers to apply for and work on projects.
- Lack of continuous measures and support for agricultural development.
- Insufficient and expensive workforce.
- Uncompetitive import of food products.

### Slovenia

- Reduced funding for advisory work.
- Reduced funding for agriculture and rural development.
- The competitiveness of other professions has reduced interest in Multifunctional Agriculture.
- Unfavourable legislation concerning the work of advisers and the conditions for formal and non-formal training.

### Spain

- There is no culture in Spain regarding the application of Multifunctional Agriculture.
- Resistance to change and to introducing innovations in the agricultural sector.

### Ireland

- Career guidance services are only an extension of the main activities of public career guidance centres or private organisations.
- Conflicting role of career guidance services with welfare services and pension services.
- Role conflict for guidance counsellors, who are often required to move between administrative duties and the demands of professional practice, creating ambiguity and tensions.

Source: [https://www.agrinext-project.eu/mma/AgriNext\\_D1.2\\_Guidance\\_Service\\_Model.pdf/2023090715140260/?m=1694092442](https://www.agrinext-project.eu/mma/AgriNext_D1.2_Guidance_Service_Model.pdf/2023090715140260/?m=1694092442)

## 2. Proposal for New Guidance Service Model (GSM)

### 2.1. Introduction

Think about the following questions:

*Can we improve the model of the existing GSM? Which weaknesses can be improved, and which opportunities should be considered? How do you make the model simple and user friendly?*

Models are created to help users visualise and understand the role each organisation plays. Models also help users understand how changes applied to one area might affect changes that another area delivers.

The purpose of the GSM is to depict or visualise the role of participants and users and their collaboration in the labour market, which allows us to have an overview of those organisations/institutions involved in career counselling for someone who wants to work professionally in Multifunctional Agriculture.

Both the new GSM model and the existing GSM are intended for different groups of users who are included in the MA career counselling system. The existing GSM model has connected organisations and institutions from various fields of consultancy, intended for all those who appear in the labour market in the field of MA (job providers, employers, company farms, sole proprietors, and social enterprises) as well as the users (employed, job seekers, schoolchildren, students, and consultants).

The new GSM model identified three areas that needed to be modified or added to the existing model. This assessment was established by conducting a SWOT analysis of already existing GSMs in the countries of Croatia, Ireland, Slovenia, and Spain. The modifications/additions include:

- Setting up an Information Exchange Spot, or IES (on the AgriNext Platform).
- Creating a clear division of roles according to levels of consultation: consultants as contractors work directly with the labour market as well as with advisers who as intermediaries, facilitate the transfer and implementation of decisions and innovations proposed by political decision-makers. Ultimately, the political decision-makers hold the authority to make final decisions. Each participant in this process has a distinct role aimed at fostering effective communication, implementation, and decision-making.
- Facilitating the effective transfer of information within and between individual levels.
- Focus on rural opportunities.

## 2.2. Presentation of the New GSM

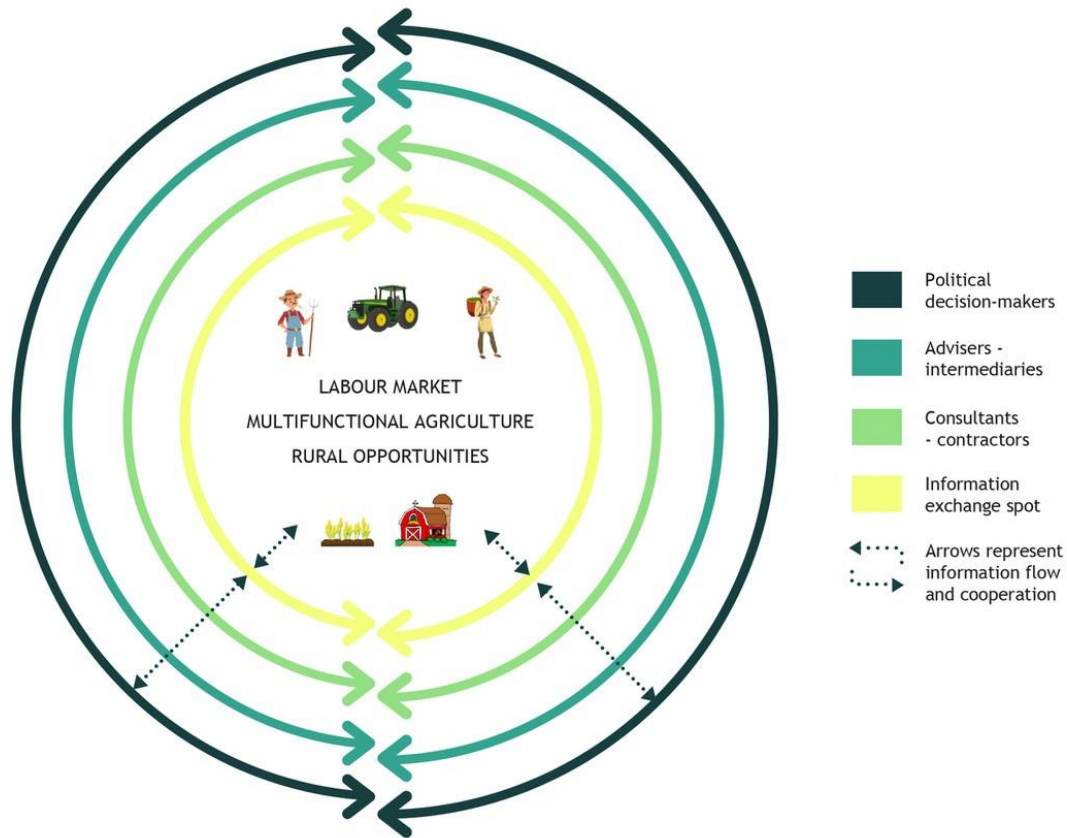


Figure 5: New GSM

Source: [https://www.agrinext-project.eu/mma/AgriNext\\_D1.2\\_Guidance\\_Service\\_Model.pdf/2023090715140260/?m](https://www.agrinext-project.eu/mma/AgriNext_D1.2_Guidance_Service_Model.pdf/2023090715140260/?m)

The model focuses on the labour market for Multifunctional Agriculture (MA) and rural opportunities. The supply and demand of labour within the agricultural sector fluctuates according to demographic developments (ageing population, migration, etc.), agricultural and environmental policies, climate change, technological developments, digitisation and robotization, young people’s interest in Multifunctional Agriculture and rural conservation, etc. In response to the rapid changes in the labour market, the model identifies opportunities that are manifested within the Common Agricultural Policy 2023-2027 and other strategic documents, which are in line with Sustainable Development and the European Green Deal, serving as the starting points for new education and training initiatives.

The model suggests opportunities for the creation of new formal and non-formal training in response to rapid changes in the labour market in the field of MA and the possibility of integrating into existing formal training (flexibility and adaptability of the learning system).



Table 5: Different areas of rural opportunities.

Ecology	Society	Technology	Entrepreneurship / Business	Personal development
Climate change	Legislation and regulation	Technological developments	Entrepreneurship and marketing	Adaptations in occupational safety
Conservation and protection of nature and cultural heritage	Rural connectivity and accessibility	Digitalisation and robotics	Management and governance	Ethical attitudes
Multifunctional Agriculture, reflected in its role in rural areas	Building alliances within and across sectors			Functional literacy
				Communication skills
				Personal growth



Figure 6: Robot spraying fertilizer in a field. Source: [https://www.freepik.com/free-photo/robot-spraying-fertilizer-vegetable-garden\\_65134569.htm#page=2&query=agrinext&position=26&from\\_view=search&track=ais](https://www.freepik.com/free-photo/robot-spraying-fertilizer-vegetable-garden_65134569.htm#page=2&query=agrinext&position=26&from_view=search&track=ais)

Advisers who meet both job providers/employers and job seekers come from various fields, such as career counselling, vocational counselling, and counselling for people with disabilities, and operate at different levels as indicated in the GSM:

- **Counsellors** - public or private providers who have direct contact with labour market participants, offering certain public services in areas such as formal and non-formal education, lifelong learning, interest associations, guidance for people with disabilities, etc.

- **Consultants** - acting as intermediaries, operating at the following level and linking policymakers with practitioners.
- **Political decision-makers and funders** - these stakeholders influence policy and funding decisions.

The arrows within the GSM indicate the cooperation and information exchange between different advisors within and between the different levels. Integration between the different organisations and advisors is poor, as is the flow and transparency of information regarding advice in the field of MA.

The new GSM for MA incorporates an "Information Exchange Spot" (IES), which is a place to exchange information for all the above-mentioned areas (career counselling, professional counselling, business/financial counselling, counselling for people with disabilities, etc.) and levels (extension agents, intermediary counsellors, policy makers, etc.).

The IES should be organised physically by region - it can be integrated into existing organisations - and a single platform will be created, the AgriNext platform. The IES should be kept up-to-date.

The IES will include short descriptions and links to:

- all the necessary platforms, a compendium of all projects with short descriptions and links, short descriptions of all the organisations and contacts of the persons responsible for each area of counselling, a compilation of all formal and non-formal education and training, a "competencies market" where competences needed by employers and those offered by job seekers are gathered, etc.
- a digital tool to ensure compatibility between the competencies needed and those offered.

The roles of counsellors at different levels in the model must be clearly defined: responsibilities, roles, tasks, target groups, cooperation, etc.

According to the analyses of the reviews of the previous career guidance models, the consultants and providers are more user-oriented and less provider- or employer-oriented. It is necessary to target specific employers who are a potential match for given users and to guide them through well-posed questions in order to obtain the desired information needed to advise the user.

By linking up with other stakeholders in the Multifunctional Agriculture market and advisors/experts, the cooperation between job providers and job users will be more effective. ([Ref. 7](#))

### 3. Information within the GSM

#### 3.1. Introduction

Think about the following questions:

*How can we properly utilize the vast amount of information available today? Do we possess the ability to discern between true and false information? Can we characterize our current society as an information society? Do we have the skills necessary to identify accurate information? Does the information vary between the levels within the GSM?*

In our daily lives, we now use more information than ever before. In both developed and developing nations, the amount of information available via radio, television, internet, books, newspapers, and magazines has increased significantly. Information flows between parties, including individuals as well as organisations, have increased, making interactions more information-intensive. There is an increased amount of information on economic activities as more people, even in developing nations, work in the service sector.

In order to make decisions about what and how much to buy, consumers can now access more information than ever before. Similarly, workers can access more information about the jobs that are available and the working conditions, and producers can access more information about the supply of inputs and the demand for output.

“The term information society has been proposed to refer to the post-industrial society in which information plays a pivotal role. In various definitions that have been proposed over the years, there are five underlying characteristics of an information society: technological, economic, sociological, spatial, and cultural.” (Ref. 5)



Figure 7: Post-it notes.

Source: <https://pixabay.com/images/search/communication/?page=2>

#### 3.1.1. Information Literacy

The United Nations Education, Science, and Culture Organisation (UNESCO) states that

*“Information Literacy empowers people in all walks of life to seek, evaluate, use, and create information effectively to achieve their personal, social, occupational, and educational goals. Information-literate people are able to access information about their health, their environment, their education, and their work and to make critical decisions about their lives.”*

Information literacy calls for users to possess the skills necessary to use information and communication technologies and their applications to obtain and generate information in a digital environment. Computer literacy (ICT skills) and media literacy (understanding a variety of mediums and formats by which information is transmitted) are two other related literacies that are closely connected. For instance, using the internet and navigating hypertext multimedia documents require both technical internet usage skills and literacy skills to interpret the data. ([Ref. 10](#))

According to the American Library Association (ALA, 1989), “Information Literacy is a set of abilities requiring individuals to recognise when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

The International Federation of Library Associations and Institutions (IFLA) defines information literacy as “The knowledge, the attitudes, and the sum of the skills needed to know when and what information is needed; where and how to obtain that information; how to evaluate it critically and organise it once it is found; and how to use it in an ethical way.”

In today's knowledge-based society, information is essential for making the right decisions. Many innovative concepts of knowledge collection, such as lifelong learning, MOOCs (Massive Open Online Courses), virtual learning, and many more, are founded on information literacy.

The ability to search for and understand sources of accurate information (facts, knowledge, and data) is referred to as information literacy. Many different types of information are available in a variety of formats from a multitude of sources, such as records, the media, libraries, community resources, the internet, and so on.

## TYPES OF INFORMATION LITERACY

- **Digital Literacy** refers to the capacity to access, understand, evaluate, recognise, and communicate information via various social media platforms like Facebook, LinkedIn, Snapchat, and others.
- **Media Literacy** includes newspapers, TV, radio broadcasts, magazines, and so on, and plays a crucial role in personal growth, social development, and lifestyle choices.
- **Computer Literacy** refers to a comprehensive understanding of computers, software, hardware, and related technology, as well as their functionality.
- **Network Literacy**, which is closely related to computer and digital literacy, is the ability to access, evaluate, and retrieve information via the internet. ([Ref. 4](#))

## 3.1.2. Data, Information, and Knowledge

**Data** is unrelated facts stored and presented in various forms, such as web pages, sensors, devices, audio, video, networks, log files, social media, applications, and many more. It is typically alphanumeric (letters and numbers), but can also include symbols, images, or sounds. Data is

generated in real-time and on a massive scale, and its significance is only revealed after processing. For example, numbers, such as financial transactions, age, temperature, and steps from the house to the office, can provide valuable information when analysed and interpreted.

**Information** is comprised of meaningful and purposeful data that facilitates decision-making. By processing data within a specific context, we can derive meaningful insights and assign proper significance to the information.

**Knowledge** emerges when human experience and insight are applied to information, giving it purpose. It is the result of transforming data and information into a set of rules that facilitate decision-making. Due to its theoretical or practical nature, knowledge, unlike data, cannot be stored. The ultimate goal of knowledge is to create value. (Ref. 3)



Figure 8: Data, Information, Knowledge

Source: <https://pixabay.com/illustrations/sign-transport-panel-board-229112/>

The word “data” comes from the Latin plural “datum”, meaning “something that is given”. Organisations, institutions, and agencies collect data for various purposes. There are several types of data:

1. Primary data - first-hand data, selected precisely for the given purpose
2. Secondary data - data collected by someone else, collected for another purpose
3. Qualitative data - descriptive data that can be observed but cannot be calculated
4. Quantitative data - which focuses on numbers and mathematical calculations and can be used in calculations
5. Internal data - private data collected within an organisation
6. External data - data that is collected and processed from outside an organisation

The word “information” comes from the Latin word “informare”, which could be translated as “to put into shape”. This describes processed data presented in an appropriate, understandable manner. We process data by tabulating, analysing, or otherwise processing it to improve interpretation.

As we need to interpret and analyse data, the potential for misinterpretation exists. Such misinterpretation can lead to incorrect conclusions, and we refer to this as the data being misleading. This is frequently attributed to incomplete data or a lack of context. ([Ref. 8](#))

#### Activity:

Watch this short film about [Data, Information, and Knowledge](#)<sup>11</sup> to better understand the differences.

Watch [Developing Understanding using the DIKW Pyramid](#)<sup>12</sup> to learn how this simple model is used to help explain understanding.

### 3.1.3. Information within GSM

As previously mentioned in the above section “1.3 Lifelong Guidance Systems in Croatia, Ireland, Slovenia, and Spain”, the Euroguidance Network is composed of national resource and information centres for guidance and is a co-operation of centres throughout Europe, linking together various Lifelong Guidance systems.

You can find more information about national guidance systems across Europe, including an interactive map, on the [Euroguidance Network website](#)<sup>13</sup>.

### 3.1.4. Information in the Area of General Career Guidance

General career guidance for labour market needs is provided by organisations, which are:

- more connected/oriented towards employers (job seekers) and those
- more oriented towards lifelong learning, driven by labour market demands or the desire for personal growth.

The table below offers insight into general guidance services that are offered by various organisations. It is divided into two categories.

*Table 6: Some information from the area of General Career Guidance*

<sup>11</sup> <https://www.youtube.com/watch?v=sljSY05JE9Q>

<sup>12</sup> [Developing Understanding using the DIKW Pyramid \(youtube.com\)](#)

<sup>13</sup> <https://euroguidance.eu/guidance-systems-and-practice/national-guidance-systems>

General career guidance in planning and applying the policy of the labour market includes...	Lifelong career guidance includes...
National Employment Policy and its implementations	Job placement and employment counselling
Suggest legislation linked with strategic documents	Providing career guidance
Funding for active employment policy measures through various education, training, and employment programmes	Coordination of the European Programme for Adult Learning (EPAL), promoting a culture of lifelong learning
Identifying deficit occupations	Various research, programmes, projects, and events of lifelong learning
Applying labour market legislation	Formal and non-formal education programmes
Providing unemployment insurance	Educational programmes for counsellors/providers
Issuing work permits and recruiting foreigners	Foundations for learning support (counselling and evaluation)
The production of analytical, developmental, and other professional materials in the field of the job market	Accessibility and awareness of the importance of lifelong learning and non-formally acquired skills
Providing labour market information and information of public interest	
Announcing calls for student work and job vacancies	
Creating a network of employers	

### 3.1.5. Information in the Area of Professional Guidance Services

In the area of Multifunctional Agriculture (MA) and rural development, guidance services are provided in two areas:

- guidance during vocational training and studies, or for retraining and validation of informally acquired skills, and
- agricultural advice, which is aimed at those engaged in agriculture and complementary activities, and rural development.

The table below offers insight into professional guidance services that are offered by various organisations. It is divided into two categories.

*Table 7: Some information from the area of Professional Guidance Service*

Professional guidance services in vocational training and studies of agriculture includes...	Professional guidance services in agricultural advice includes...
Formal and informal educational trainings and studies for lifelong learning opportunities in the field of MA	Following and implementing the Common Agricultural Policy (CAP)

Competence and other employability skills linked to MA	The promotion and implementation of the Agricultural Knowledge and Innovation System (AKIS) within the CAP
Studying the labour market of MA trends and preparing occupational profiles and competence-based occupational standards	Financial assistance, such as incentive funds, investment loans, subsidies, grants, fees, and interest rates, adapted to the needs of MA
Development of the methodology and preparation of modern modular-based educational programmes	Advisory services to farmers on agrotechnical practices, farm management, marketing, and product promotion
Training and upgrading the skills of teachers, practitioners, and trainers in vocational and professional education	Assistance in the field of food safety, veterinary, and phytosanitary protection of plants and animals
Providing professional support and advice to vocational and professional education providers	Improvement of food production and processing
Promoting and coordinating various development and innovation projects in vocational schools	Food and animal feed control, doing analyses in laboratories, and ensuring compliance with European Union standards
Developing modern teaching materials and learning technologies in vocational education	Providing good agricultural practice and educating the population about food safety
Participation in EU professional organisations and networks for vocational and professional education	Providing support in the development of rural areas and assistance in obtaining support for agricultural producers
Networking and speed-dating with employers	The establishment of various registers and databases related to agricultural holdings
Consultations on challenges abroad, entrepreneurship, internships, etc.	Creating local development strategies and directing and monitoring their implementation, including the use of support funds
Personalised career advice to help students manage their career path effectively	Advocating the interests of local stakeholders from rural areas in the processes of creating, adopting, and implementing policies and regulations
Conducting research and development in the field of agriculture, in order to increase productivity and improve efficiency	
The sharing of scientific research	
And much more	

### Activity:

Watch this short clip [EIP-AGRI Operational Groups: collaborate to innovate](https://www.youtube.com/watch?v=VUZaTD2VkJk)<sup>14</sup> to find out how collaborating with different partners in Operational Group projects can help farmers find innovative solutions to challenges they are facing, and how these projects can lead to new opportunities.

<sup>14</sup> <https://www.youtube.com/watch?v=VUZaTD2VkJk>



### 3.1.6. Information in the Area of Entrepreneurial Guidance

Today, the support network for entrepreneurship is diverse and extensive, extending through international and national incentives and reaching into the school system.

The table below provides insights into some entrepreneurship guidance services.

*Table 8: Some information from the area of Entrepreneurship Guidance Service*

<b>Entrepreneurship guidance services include..</b>
Helping in the search for public and private financing and requesting incentives for start-up business activities
Project tutoring with personalised advice and support throughout the process of business creation, development, and consolidation, with a specialised consulting service
Personalised business training based on the entrepreneur's prior knowledge and their needs for optimal management of the company
Business hosting, which can help in the initial phase of the entrepreneurial project or in the development and consolidation process
Networking with other companies and organisations for the exchange of knowledge and experiences and establishing possible ways of cooperation
Knowledge of various educations in the fields of business, employment, legal regulations, and the development of specific professional competencies
Preparation and implementation of EU projects, information on tenders, support in the creation of businesses and strategic plans, education, and seminars
Promoting competitiveness, providing financial aid to launch business projects, and offering help with carrying out procedures and obtaining the necessary certifications
And much more

### 3.1.7. Guidance for People with Disabilities/ Vulnerable groups

It is a fundamental principle of a democratic society to ensure that people with special needs have equal rights and opportunities to get and keep the jobs of their choice and according to their abilities.

International legislation emphasises the right of persons with disabilities to appropriate training and career counselling, or, in short, to a system of full rehabilitation aimed at finding a place for persons with disabilities in the open labour market.

The table below offers insight into the guidance for people with disabilities/vulnerable groups that are offered by various organisations.

*Table 9: Some information from the area of guidance for people with disabilities/vulnerable groups*

<b>Guidance for people with disabilities/vulnerable groups includes...</b>
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Providing information on measures to encourage employment, education, and employment opportunities
Creating individual professional employment plans and generally supporting career development
Organising various education programmes for vulnerable group members and informing them about various opportunities for education and development
Helping find employers who will make the most of their abilities while appropriately accommodating their challenges
Using a person-centred approach, working with participants to explore their skills, interests, and career aspirations
And much more

## 3.2. Information Use for Different Groups of the Job Market

In the labor market, employers encounter various inquiries and requirements when seeking to hire new staff. They must discern the essential competencies for each role and adhere to legal guidelines. Employment agencies provide indispensable assistance by disseminating job openings, sourcing qualified candidates, and offering legal counsel. Additionally, they orchestrate events aimed at fostering connections between employers and potential hires, particularly in fields experiencing talent shortages. This section delves into the instrumental role of employment counselors in aiding employers to navigate the recruitment process adeptly.

### 3.2.1. Labour Supply - Employers

Think about the following questions:

*What information do employers need when hiring job seekers? Are they able to ask the questions they are interested in, regarding employment? Which competencies are important for the advertised position?*

Employment agencies provide employers with comprehensive support in finding suitable personnel and offer other services through employer offices. Specially qualified advisers can help employers by:

- helping to announce job vacancies
- giving advice and support in finding qualified and motivated candidates
- providing space for job interviews with the cooperation of the consultants
- assisting in filling out applications and forms within the scope of their services
- providing information on current incentives for employment and training of the unemployed
- providing information about the employer's legal obligations when hiring a new employee
- raising awareness among employers about various important topics on the labour market (the position of older workers on the labour market, decent work, employment of the disabled, employment of foreigners, etc.)
- connecting and cooperating with various partners on the labour market, for example, with employers' associations

Counsellors for employers can organise various employment and career events, such as:

- presentations of vacancies, professions, employers, etc.
- mini job fairs, for recruitment in occupations where there is a shortage of qualified candidates on the labour market
- speed dating
- other similar events

### 3.2.2. Labour Demand

Jobseekers, vulnerable groups, the unemployed, students, and pupils should ask themselves an array of questions:

*Which job is right for me? Would I rather spend most of my working time outside in the fields? Would I rather participate in rural development projects or collect food samples? Would I like to work in a laboratory? Or would I prefer to work in a commercial environment? What are the job opportunities with my skills?*

The career counselling process is comprehensive and complex. The jobseeker can meet with a career counsellor at various stages in their career path, when they need information such as:

- determining their own personality traits, values, beliefs, interests, knowledge, and abilities
- learning more about their own personality traits: upbringing in the family, social environment, wishes, self-knowledge, motivation, etc.
- creation of employment and career goals and activities to help achieve them
- acquiring professional knowledge and skills
- inclusion in active employment policy measures
- managing their career and learning job search skills
- removing barriers to employment due to health problems

## 4. Communication within the GSM

### 4.1. Introduction

Think about the following questions:

*Are communication skills important for professional and personal growth and success? What words, tone of voice, written documents, and communication channels should be utilized to maximize understanding? Do different types of communication channels effectively reach the intended recipient?*

The origin of the term “communication” can be traced back to the Latin word “communicare”, signifying the act of sharing or making common. Defined as the process of “understanding and sharing meaning”, communication involves the expression of meaning through both oral and written forms, encompassing not just what is said but also how it is conveyed.

Do you enjoy writing? Is it simple for you to call a stranger or speak in front of a large group of people? Perhaps someone has told you that you do not speak clearly or that your grammar needs to be improved. Does that make you want to communicate more or less? It may be a positive challenge for some, while it may be discouraging for others. In any situation, however, your ability to communicate is essential to your self-concept.

Effective communication involves understanding others' words, tone of voice, nonverbal gestures, and written documents, as well as active listening and reading, which provide clues about their values and priorities.

Clear communication skills, both oral and written, are crucial for personal growth and success. Improving these skills can enhance relationships, job prospects, and global impact.

The National Association of Colleges and Employers, lists the following top five as personal qualities or skills potential employers seek:

- Communication skills, both verbal and written
- A strong work ethic
- Teamwork skills (working well with others, group communication)
- Taking initiative
- Analytical skills

### 4.2. Communication Process

To better understand the communication process, we can break it down into a series of eight essential components, each of which plays a crucial role in the overall process:

1. Source
2. Message
3. Channel
4. Receiver
5. Feedback
6. Environment
7. Context
8. Interference

The **source** is the one that conceives, creates, and sends the message. In a public speaking situation, the source is the person giving the speech. He or she conveys the message by informing the audience of new information. The speaker additionally transmits a message with his or her tone of voice, body language, and clothing choice. The speaker starts by deciding on the message - what to say and how to say it. Finally, by observing the audience's reaction, the source determines how well the message was received and responds with clarification or additional information.

The **message** composes the stimulus or meaning created by the source for the receiver or audience. It involves the use of words to convey meaning and encompasses various aspects such as nonverbal cues, organisation, grammar, style, and other elements that contribute to its conveyance.

The **channel** is the pathway through which a message (or messages) travel between the source and the receiver. Channels can be both written and spoken. Written channels can include letters, memos, newspapers, articles, emails, tweets, etc. Spoken channels can include face-to-face communication, speeches, phone calls, radio, video calls, etc.

The **receiver** receives the message from the source, analysing and interpreting the message in ways that could be both intended or unintended by the source, sometimes leading to misinterpretation. In the role of a receiver, one engages their senses such as listening, seeing, touching, smelling, and/or tasting to perceive and comprehend the message.

**Feedback** consists of messages that the receiver transmits back to the source. When you respond to the source, consciously or unconsciously, you are providing feedback. Whether conveyed verbally or nonverbally, these feedback signals enable the source to gauge the effectiveness and accuracy (or lack thereof) of the message. Additionally, feedback offers a chance for the receiver or audience to seek clarification, express agreement or disagreement, or suggest ways to make the message more engaging. Increased feedback correlates with enhanced communication accuracy.

The **environment** refers to the overall atmosphere - both physical and psychological - where messages are transmitted and received. Various elements such as surroundings, people, animals, and technology can significantly influence your communication.

The **context** of the communication interaction is made up of parts that influence the message such as the setting, scene, and expectations of the individuals involved. Environmental cues may play a role in shaping the expectations regarding language and behaviour among the participants, either directly or indirectly.

**Interference**, also known as noise, refers to anything that obstructs or alters the intended meaning of the message from the source. This interference can originate from various sources, whether external or internal/psychological. Such noise disrupts the typical encoding and decoding process of the message as it travels through the channel between the source and the receiver.



Figure 9: Communication

Source: <https://unsplash.com/s/photos/communication>

You can learn more about the communication process from “[Business Communication for Success](#)”<sup>15</sup> (2015) by the University of Minnesota under the Creative Commons License. ([Ref. 1](#))

### 4.3. Communication Channels

Communication channels are the pathways through which you are communicating. The medium or channel is the means through which a message is transmitted, and the most suitable channel depends on the audience, message, and communication purpose. You can choose to communicate through traditional channels like memos, letters, face-to-face meetings, and phone calls, as well as through digital media such as emails, text messages, videoconferencing, blogs, and websites. For effective communication, it is important to have a clear understanding of the audience to ensure the chosen channel effectively conveys the message.

<sup>15</sup> <https://open.lib.umn.edu/businesscommunication/>

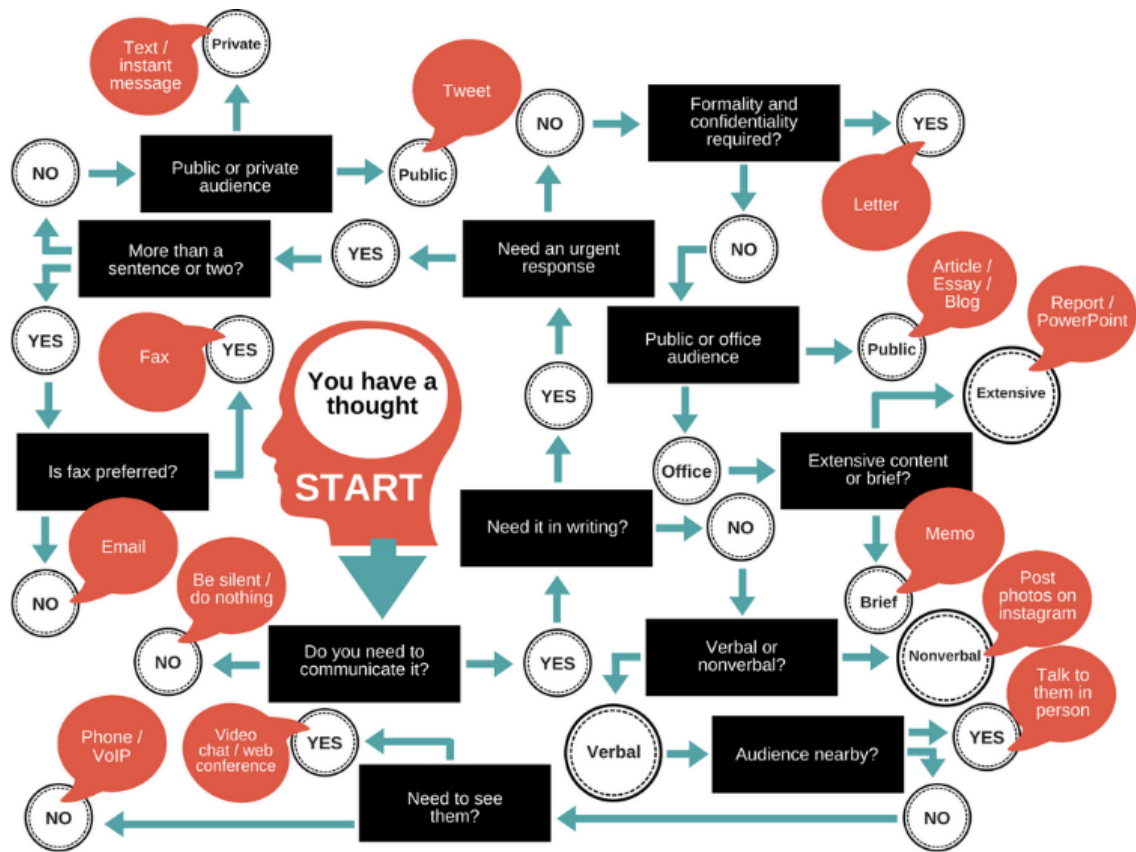


Figure 10: Channel Selection Process Flow Chart.

Source: <https://kpu.pressbooks.pub/communicationsatwork/chapter/2-3-selecting-appropriate-channels>

The four primary types of media are oral, written, visual, and digital/electronic.

**Oral media** includes face-to-face (F2F) communication such as speeches, presentations, dialogues, meetings, and interviews. This kind of communication allows immediate feedback between the sender and receiver and also incorporates non-verbal cues. Oral communication is most appropriate when delivering sensitive, personal, or bad news.

**Written messages** are used to communicate routine, everyday information to audiences inside or outside of an organisation. These include memos, reports, letters, proposals, notes, etc.

**Visual media** are communication formats where one or more visual element plays a central role in conveying the message, supported by minimal text. This could include SlideDoc, infographics, illustrations, etc.

**Digital or electronic media** has largely replaced printed messages. Using digital media requires some degree of technical skills. This media includes websites, blogs, wiki, social media, etc.

**Communication channels** can be classified according to their use, and choosing the correct communication channel should be based on the purpose of the communication.

- **Face-to-face:** when delivering sensitive or bad news, sharing personal information, when you want to be persuasive
- **Voice-Mail:** brief and simple messages, when sender does not need an immediate response

- **Telephone:** when face-to-face interaction is not necessary, and the sender needs an immediate response
- **Text:** quick notes, associations, what to do, when written record is necessary
- **E-mail:** written record is necessary, communicating with a large group, immediate acceptance, automatic reply is possible
- **Online forums/sites:** to share ideas with a wide audience, to provide opportunities for interaction with and revision of information ([Ref. 2](#))

### Activity:

Click on the hyperlink to find a form for the [Channel Selection Process](#)<sup>16</sup>. Like the *Channel Selection Process Flow Chart* in Figure 10, it will guide you through the process of selecting the correct channel for communication.

**Social media** can be used for a variety of purposes. The acronym **SLIM** stands for the four main uses of social media: Sharing, Learning, Interacting, and Marketing.

**Sharing** - Social media allows for various ways of sharing information and ideas. You can publish your own ideas in writing, with pictures, or through videos and voice recordings. You can also link your audience to interesting articles, pictures, and videos. The information you share can be either private or public.

**Learning** - Social media can be a valuable personal learning tool. You can easily get information about your friends and family, as well as learn about what is going on in your community and around the world. The rapid flow of information allows for immediate access to the latest news. These days, breaking news is often broadcast first via social media before it makes its way to traditional media like TV and newspapers. Social media can also reveal public sentiment on big issues or opinions on more trivial matters like new restaurants or movies, making it an essential tool for staying informed and connected.

**Interacting** - The interactive nature of social media eliminates traditional time and distance barriers, allowing face-to-face communication via video chat technologies like Skype. Mobile devices and platforms like Facebook, Instagram, LinkedIn, and Twitter (now known as X) facilitate digital chatting and texting with friends and family, and even allow interaction with media members, government officials, professional athletes, and celebrities.

**Marketing** - Social media is increasingly utilised for marketing and promoting businesses, non-profits, and individuals. Businesses utilise these platforms to promote their products and services, while non-profit organisations leverage them for fundraising and the promotion of charity events. Individuals use social media to market themselves to prospective employers. Social media also allows for the promotion of ideas and important events. ([Ref. 9](#))

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<sup>16</sup> <https://forms.office.com/Pages/ResponsePage.aspx?id=JNkb7GoKqUqqicmAMWwESWx-bsAEhm5Jh7fCDiEBByVUOUUzQ09SRU9XMLZKTjIKTzBHRUNWUkVUVS4u>



## 5. European Platforms - EPALE, CEDEFOP, ESCO, and others

In Europe, there are various career guidance tools and resources available to help individuals make informed career choices and plan their professional development.

These tools are often provided by governments, educational institutions, and organisations to support career development. Some of the common career guidance tools and services in Europe include:

- **Public Employment Services (PES):** Many European countries have public employment services that offer career guidance, job search assistance, and information about employment and training opportunities.
- **EUROPASS:** Europass is a European initiative that provides a set of online tools and information to help individuals manage their careers and learning. It includes tools for creating CVs, language passports, and a Europass Diploma Supplement for transparency of qualifications.
- **ESCO (European Skills, Competences, and Occupations):** ESCO is a European framework for identifying and categorising skills, competencies, and occupations that can be used in career guidance and job matching.
- **National Career Guidance Portals:** Many European countries have their own national career guidance portals, providing information on education and training options, job opportunities, and career planning resources.
- **EURES (EUROpean Employment Services):** EURES is a network of European employment services that provides job mobility information and support across EU and EEA countries. It offers services to both job seekers and employers.
- **Euroguidance Centres:** Euroguidance is a European network of centres that offer guidance on learning opportunities, qualifications, and careers in Europe. These centres provide information to guidance practitioners and the public.
- **Online Career Assessment Tools:** Various online career assessment tools and tests are available to help individuals assess their skills, interests, and aptitudes and explore suitable career options.
- **Career Counselling Services:** Many educational institutions, including universities and vocational schools, offer career counselling services to their students. These services provide one-on-one guidance and support for career planning.
- **Private Career Coaching Services:** Private career coaches and counselling services are available in many European countries for individuals seeking personalised career advice and support.
- **Mentoring Programmes:** Some organisations and institutions in Europe offer mentoring programmes that connect experienced professionals with individuals seeking guidance and advice in their career development.
- **Job Boards and Recruitment Websites:** Online job boards and recruitment websites often provide career-related information, job postings, and tools to help job seekers match their skills with job opportunities.

- **Employability Workshops and Seminars:** Various workshops and seminars are organised by public and private entities to enhance employability skills, such as resume writing, interview preparation, and job search strategies.

It's important to note that the availability and extent of these career guidance tools and services can vary from one European country to another. Individuals seeking career guidance should check with local career centres, educational institutions, and relevant government agencies for resources that are specific to their region or country.

If we shift our focus to free-to-use, open-source, and internet-based career guidance solutions, there are multiple resources available online to help young people make positive choices in their careers, for example:

- [Design my Future](http://www.designmyfuture.eu/)<sup>17</sup> - provides evidence-based free resources to help young people make positive choices.
- [Euro Guidance Network](https://euroguidance.eu/)<sup>18</sup> - is a network of national resource and information centres for guidance.
- And many more.

## 5.1. EPALE

[EPALE](https://epale.ec.europa.eu/en)<sup>19</sup>, also known as the Electronic Platform for Adult Learning in Europe, is a European, multilingual, open membership community of adult learning professionals, including adult educators and trainers, guidance and support staff, researchers and academics, and policymakers.

Funded by the Erasmus+ programme, EPALE is part of the European Union's strategy to enhance learning opportunities for all adults. Its focus is on supporting and strengthening the adult learning professions. EPALE facilitates connections and learning among members across Europe through its blog posts, forums, and the Partner Search tool, complemented by physical gatherings.

EPALE provides a wealth of high-quality, accurate information relevant to adult learning practitioners. Over time, more and more of this content is provided by the members themselves through active community engagement.

With a strong editorial policy centred on the adult learning community, EPALE is dedicated to ensuring that all of their users feel welcome on the site and trust the information presented on this platform. Day-to-day operations are managed by a Central Support Team assisted by 37 National Support Teams across Europe. EPALE is committed to involving users throughout the development of the platform, ensuring that it meets the users' expectations and provides them with the necessary information to stay up-to-date with developments in adult learning across Europe.

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<sup>17</sup> <http://www.designmyfuture.eu/>

<sup>18</sup> <https://euroguidance.eu/>

<sup>19</sup> <https://epale.ec.europa.eu/en>

## 5.2. CEDEFOP

[CEDEFOP](#)<sup>20</sup> stands for the European Centre for the Development of Vocational Training. It is a decentralised EU agency based in Greece. CEDEFOP's primary mission is to support the development of Vocational Education and Training (VET) policies and systems in Europe. The agency provides research, analysis, and information on vocational training and education to assist European Union member states in improving and modernising their VET systems.

CEDEFOP works to promote cooperation and the exchange of best practices in vocational training among EU countries. It plays a crucial role in the development of the European Qualifications Framework (EQF), which helps to ensure that qualifications are recognised and comparable across different EU member states.

In short, CEDEFOP focuses on advancing and harmonising vocational education and training across EU countries, promoting skill development, and facilitating the exchange of information and best practices in the field.

## 5.3. ESCO

[ESCO](#)<sup>21</sup> (European Skills, Competences, and Occupations) is a multilingual classification system for European Skills, Competences, Qualifications, and Occupations. ESCO is a framework and database developed by the European Commission to support the labour market and education and training activities within the European Union (EU) and European Economic Area (EEA) countries.

ESCO provides a common language for describing and categorising skills, competences, qualifications, and occupations, which is useful for various purposes, including:

1. **Employment and Labour Market:** ESCO helps match job seekers with job vacancies by providing a standardised way to describe job requirements and individual skills and qualifications.
2. **Education and Training:** It assists in aligning education and training programmes with the skills and competencies demanded by the labour market.
3. **Public Employment Services:** ESCO aids in the categorisation and classification of job vacancies, making it easier for public employment services to provide job matching services.
4. **Policy Development:** Governments and organisations can use ESCO for labour market analysis, policy development, and monitoring labour market trends.

ESCO is available in 28 languages and is structured hierarchically, with a broad classification of skills, competencies, qualifications, and occupations, making it a versatile tool for various stakeholders in the labour market and education sectors across the EU and EEA. It contributes to labour market transparency and mobility by providing a common reference framework for understanding and describing skills and employment opportunities.

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<sup>20</sup> <https://www.cedefop.europa.eu/en>

<sup>21</sup> <https://esco.ec.europa.eu/en>

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## 7. CONCLUSION

Multifunctional Agriculture is a globally accepted guided principle for the role of farms. Farms can have private goods and economic outcomes with food production, livestock breeding, and complementary activities (agriculture tourism, food processing, day-care, direct food selling, education programmes, etc.). In the context of MA, agricultural activity can also shape the landscape, provide environmental benefits such as land conservation, sustainable management of renewable natural resources, and the preservation of biodiversity, and contribute to the socio-economic viability of many rural areas.

Multifunctional Agriculture should be the generator of new business models (more eco-sustainable models with greater environmental awareness), changes in production systems, and improvements to the financial and economic profitability of farms.

Existing GSMs in Croatia, Ireland, Slovenia, and Spain show numerous public and private organisations and institutes that offer guidance services in four areas: general, professional, entrepreneurship guidance, and guidance for people with special needs. These services are well distributed and accessible within the local communities throughout the countries. In each of these countries, diversified networks of guidance services at different stages of the career path are provided. The guidance services in educational systems (universities, vocational education and training, etc.) and lifelong learning are very well developed and supported by the responsible Ministries of Education. There is good diversification of formal education in the agriculture sector and a large range of non-formal education. Guidance in schools encompasses the separate but interlinked areas of personal and social development, entrepreneurship education, educational guidance, and career guidance. Processes of career guidance services suit individual skills, interests, and values with in-person contact with career guidance providers. Public guidance services are usually free of charge.

The SWOT analysis of the existing GSMs show some weaknesses. Networking between career advisers, professional advisers, and other stakeholders on the job market in MA is not established, while information and contacts are scattered. The visibility of GSP activities from different organisations is not clear. Information on MA and rural development among general advisors and on the part of public administrations is poor. There is low awareness among farmers regarding lifelong learning and training in professional and soft skills, and bad transparency in non-formal training, especially because of the insufficient IT literacy of farmers (especially the elderly). The presence of GSPs in the field is insufficient, and there is a lack of individualised support for farmers based on the "one-stop shop" principle. More sufficient financial resources for better quality information and skilled GSPs are needed, as there is a lack of expert GSPs in newer/modern professions and in response to the changes and needs in the labour market.

In the middle of the new Guidance Service Model is Multifunctional Agriculture and rural development. This aims to raise awareness of opportunities in these areas for inclusion in formal and non-formal education, new professions, and entrepreneurship opportunities, as well as maintaining and expanding rural jobs and rural population density.

Improving communication and information among the stakeholders in the MA labour market and improving their motivation for lifelong learning and updating of training in the field of MA should be done with the Information Exchanging Spot (IES) in the new GSM. For the four countries (Croatia, Ireland, Slovenia, and Spain) in the AgriNext project, IESs will be provided on the AgriNext platform and could be organised physically as part of the Business Incubators for Rural Excellence. IES for the field of MA serve as points of information exchange in the areas of general career counselling, professional counselling, entrepreneurship counselling, and counselling for

people with special needs. Information is available for the different levels: stakeholders on the job market of MA, direct GSP, GSP intermediaries, and policymakers.

The role of the policymakers' market in the last level of The New GSM is very important, especially in the legislation field and for establishing funds to support better information and communication among farmers and other stakeholders in the fields of MA, education, and motivation for lifelong learning, as well as for more qualified and informed GSPs.

The existence of multiple online tools for guidance services is both a pro and a con for both GSPs and users. On the one hand, they offer countless opportunities for both sides of the market, but they can also fool and confuse the GSPs and users with old or non-verified data, which is why we must educate the counsellors and consumers on this topic.