

## Module 2

# Opportunities in Multifunctional Agriculture (MA) for Rural Development

## INTRODUCTION

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

## OVERVIEW

This module focuses on the relationship between Multifunctional Agriculture and development in rural areas. Both concepts of rural areas and MA are described, together with the historical link between them. The key to professional opportunities offered by MA is to enable the maintenance of farm income and the diversification of productive activities, this is highlighted through practical examples from Europe and America. This module shows the necessary competencies for human resources, encompassing both formal and non-formal education, and the different resources to access training in the field of MA. Finally, it describes the key features and eligibility criteria for accessing important rural development funds currently available in the European Union, with a specific emphasis on aspects relevant to MA and development in rural areas.

## LEARNING OBJECTIVES

### Knowledge

The learner will be able to:

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

## Skills

Learners will be able to:

- Set up job orientation in rural areas from an environmental improvement perspective
- Select training actions that improve their employability
- Recognise the approved training actions to obtain official professional qualifications
- Choose training programmes and courses depending on their career interest

## Attitudes Acquired

The learner will:

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

## Abbreviations/Acronyms

<b>CAP</b>	Common Agricultural Policy
<b>CNAE</b>	In Spanish, Clasificación Nacional de Actividades Económicas. That is, National Classification of Economic Activities
<b>EAFRD</b>	European Agricultural Fund for Rural Development
<b>EAGF</b>	European Agricultural Guarantee Fund
<b>EAGGF</b>	European Agricultural Guidance and Guarantee Fund
<b>EAM</b>	European Agricultural Model
<b>EU</b>	European Union
<b>INE</b>	In Spanish, Instituto Nacional de Estadística. That is, National Statistics Institute
<b>MA</b>	Multifunctional Agriculture
<b>SWOT</b>	Strengths, Weaknesses, Opportunities, and Threats
<b>UN</b>	United Nations



## INDEX

1.	Summary of jobs in MA and rural areas .....	4
1.1.	Introduction.....	4
1.2.	Rural areas .....	4
1.3.	Concept of multifunctional farming .....	6
1.4.	Agriculture and development in rural areas.....	6
1.5.	Jobs in rural areas .....	7
2.	Opportunities in MA and rural areas .....	8
2.1.	Introduction.....	8
2.2.	Regenerative farming, a return to the past or a look into the future? .....	8
2.3.	Alternatives for agriculture and livestock farming .....	8
2.4.	Agriculture and sustainability .....	9
3.	Skills needed for future jobs .....	10
3.1.	Introduction.....	10
3.2.	Search, selection and processing of information .....	10
3.3.	Professional skills: new challenges .....	11
3.4.	Professional skills: the importance of soft skills.....	11
4.	Possibilities in formal and non-formal education. ....	12
4.1.	Introduction.....	12
4.2.	Formal education .....	12
4.3.	Non-formal education .....	12
4.4.	Informal Education.....	13
5.	European funds for rural development .....	14
5.1.	Introduction.....	14
5.2.	Common Agricultural Policy in the European Union.....	14
5.3.	CAP funds .....	14
5.4.	Other European funds useful for rural areas .....	15
6.	References/links .....	17
7.	Conclusion .....	21

# 1. A Summary of Jobs in MA and Rural Areas

## 1.1. Introduction

Predominantly, rural regions account for almost half of Europe's area and around 20% of Europe's population lives in rural regions according to Eurostat (Urban-rural Europe - demographic developments in rural regions and areas). However, most of these areas are among the least favoured regions in the EU, with a GDP per capita well below the European average. According to Eurostat (Statistics on rural areas in the EU), the rate of 18- to 24-year-olds living in rural areas of the EU who neither study nor work is 3.7 points higher than those living in cities in the same age group.

Europe has experienced a general decline in the profitability of traditional agriculture and livestock farming, coupled with decreasing population and ageing rural population in recent decades. Multifunctionality is one strategy to combat these trends, particularly as agricultural policies and consumer preferences increasingly demand environmentally friendly farming practices.

## 1.2. Rural Areas

There is no universal or scholarly consensus to define rural areas and furthermore, each country may have its own legal status for these areas. However, an attempt can be made to narrow down the concept of rural areas and outline their common characteristics, especially when compared to their urban counterparts. Thus, in the context of this module, we should understand rural areas as territories represented by an evident predominance of farming activities, predominance of the natural environment (as opposed to the artificiality of urban areas), with a low population density, and low or scarce availability of services such as infrastructure and communications.

These rural areas are territories where agriculture and livestock farming have been the core economic activities for centuries, so they are closely linked to the agrarian culture. Over time, the historical distinction between rural and urban areas has become increasingly blurred, both by the transfer of population between the two "worlds" and by the physical convergence between them. This transition is characterised by rural exodus at the beginning and peri-urbanisation over time.



*Figure 1. Rural landscape in South Spain.*

### 1.3. The Concept of Multifunctional Agriculture

Following the shift in the Community Agricultural Policy from 1992 and Agenda 2000, which transitioned from a traditional productivity approach - focused on providing food to citizens at affordable prices and ensuring a decent and reasonable income for farmers - to a multifunctional approach centred around rurality, farming production underwent a significant transformation. This new approach emphasises not only the necessity of food production but also the importance of environmentally friendly practices, with the CAP (Common Agricultural Policy) serving as the guarantor.

Accordingly, Multifunctional Agriculture generates both private goods - such as food, agricultural raw materials, and rural tourism - and public goods. These public goods are further divided into social benefits, including contribution to the viability of disadvantaged rural areas, protection of cultural and heritage values associated with the rural environment, or protection against rural depopulation, as well as environmental benefits like the protection of landscape values, promotion of biodiversity, and reduction of soil erosion practices.

But how to value them?



Figure 2. Products from Multifunctional Agriculture.

### 1.4. Agriculture and Development in Rural Areas

Rural areas are historically linked to agriculture and livestock farming as the main productive and economic activities, which have been the driving forces in shaping the landscape and its people. Despite the progressive urbanisation of society and the diversification of sources of wealth and employment, rural development continues to be inseparably linked to the future of agriculture and livestock farming. These activities have evolved with the times, progressively incorporating technical and technological advances to produce food more efficiently and safely, with the concept of sustainability becoming increasingly important, both from a legal point of view and due to the demands of consumers and society itself.

In this regard, alternative production models are emerging, including regenerative farming and circular economy practices. These models view food production as part of a broader chain, rather than the sole focus and without sacrificing other crucial aspects.

Above all, there is the pressing issue of depopulation. The rural world as we know it is disappearing, villages are emptying, the population in rural areas is ageing, few people are taking over, and the agricultural heritage is degenerating...



Figure 3. The 'Dehesa' is a Mediterranean wooded pastureland in the Spanish countryside and is an important source of diversity and wealth.

## 1.5. Jobs in Rural Areas

Many professional occupations are linked to the rural environment, especially with the multifunctionality approach. Thus, in recent decades, exotic crops (such as some tropical fruits or superfoods), innovative production models (such as greenhouse crops, hydroponics, aquaponics, ICT-based agricultural solutions or circular economy), new uses for agricultural waste (such as composting or water reuse) or the emergence of complementary activities to strictly agricultural ones (such as agrotourism, oil and essence production or selling handcrafted products) have been added to traditional agricultural and livestock production. The range of professional opportunities for the inhabitants of rural areas has therefore diversified.

In Spain, the National Classification of Economic Activities (CNAE-2009) has been created, which is the result of the international revision process known as Operation 2007 and has been drawn up following the conditions set out in the Regulation approving NACE Rev.2. The purpose of this classification is to establish a hierarchical set of economic activities that can be used to:

- Foster the implementation of national statistics that can be differentiated according to established activities.
- Classify statistical units and entities according to the conducted economic activity.

Thus, each economic activity is identified with a numerical code that allows for its classification (REGULATION (EC) No 1893/2006 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL, 2006). As an example, group "A" is made up of "agriculture, stockbreeding, forestry, and fishing" activities, with 0121 being the code for "cultivation of vines", 0146 the code for "pig farming" and 0230 the code for "collection of wild products, except wood". Some activities do not have specific codes, e.g. agrotourism, so in these cases, it is necessary to use equivalent activities which are included in the list (in this case, 5590 "other accommodation", in the group "I").

## 2. Opportunities in MA and Rural Areas

### 2.1. Introduction

The Agrarian world maintains a stronger attachment to tradition than other communities and activities. In many cases, practices of the centenary, even millenary origin are followed, although they are updated in line with scientific and technical advances, to obtain greater, more efficient production that is better suited to current needs.

In this sense, Multifunctional Agriculture offers productive alternatives that can help rural areas continue to enjoy socio-economic dynamism, fix the population, and provide a quality life for the rural population.

### 2.2. Regenerative Farming, a Return to the Past or a Look into the Future?

With the growing interest in sustainability and environmental consciousness, new practices and models are appearing. Sometimes it is more a question of updating long employed techniques that are starting to become obsolete.

It is in this context that we can situate the paradigm of regenerative agriculture, a concept coined in the early 1980s, which represents a model that goes beyond organic farming. In regenerative agriculture, soil health is the key.

### 2.3. Alternatives for Agriculture and Livestock Farming

Intensive agriculture and livestock farming typical of the second half of the 20th century (at least in the most developed countries) have seen the emergence of new production models or new activities. Not only to better respond to the challenge of sustainability but also to the challenge of profitability as farming incomes based on traditional activities are gradually being cut back. Diversification is (almost) necessary, and new employment and market niches are appearing.

Some of these alternatives are organic production, complementary crops (combining different crops on the same farm), introducing new crops or livestock (kale, chia, quinoa, mango, pistachios, ostriches, snails), the use of innovative techniques (hydroponics, aquaponics), social farming, animal therapy (equine therapy), education (farm schools), organising tastings (wine, oil, fruit), and rural tourism and agrotourism, to name but a few.



Figure 4. Agrotourism and equine therapy are two examples of activities in Multifunctional Agriculture.



## 2.4. Agriculture and Sustainability

Agriculture is one of the anthropogenic activities with the greatest capacity to modify the landscape. For millennia, humans have broken up natural areas to cultivate them, have used natural pastures for their livestock, have modelled the relief and vegetation cover (cutting down forests, creating pastures, terracing hillsides, introducing allochthonous species and crops, modifying the course of rivers and streams, etc.), mainly for agricultural or livestock purposes.

Agricultural activity was no longer (as) sustainable as the population increased, and thus the need to produce food, mechanising farming and the use of industrial fertilisers, pesticides, etc., were introduced. The change from a traditional, small-scale agricultural model, using local varieties and breeds, without the addition of chemicals, to a high-production, intensive system, affecting a much larger area of land, had a considerable environmental impact.

Some interesting examples of this relationship, both at the European and American levels, are included in the references/links section.



*Figure 5. Strawberry crop in a greenhouse.*

## 3. Skills Needed for Future Jobs

### 3.1. Introduction

The agricultural sector, specifically Multifunctional Agriculture, faces great challenges that hinder its development and sustainability. These are derived from inherent factors related to agricultural activity, of both intrinsic and extrinsic nature at the level of the micro- and macroenvironment of the business fabric. Some of these factors include environmental aspects, the mechanisation of the agricultural sector, the increasing complexity of production processes, the emergence of artificial intelligence, or relations with other countries derived from geopolitics at a planetary level, among others.

To achieve a European Agricultural Model (EAM) aligned with the directives of the European Council of the European Union that is versatile, sustainable, and competitive as well as a model that is embodied in the concept of multifunctionality, it is necessary to have human capital that is fully aware of the turbulent environment in which economic and work activity takes place, who are capable of adapting to said environment and generating a successful response (Gaupp-Berghausen, M. *et al.*, 2022).

### 3.2. Search, Selection, and Processing of Information

We are faced with a labour market that is constantly changing to respond to the new needs of the system. For this reason, professional guidance becomes an essential element to help provide people with advice, information, and training to facilitate their integration into the labour market or enhance their employability in a sector that is still being developed.

Information is one of the essential aspects of any professional guidance programme. In the process of searching, selecting, and processing information, we must keep in mind that there are three major areas of information about which every person should question, consult, receive advice, or reflect before deciding about their professional future, these are:

1. Academic training
2. Self-knowledge
3. Professional and occupational information

Considering all the above, we are going to break down the process:

- The search for information must be carried out using reliable sources, especially in the information age where alongside reliable data, there is an abundance of unreliable or inaccurate information. So, how do we know if a source is reliable? We must resort to primary sources and consult the authenticity of the source, without forgetting to compare the information obtained and paying special attention to the details.
- Next, continue with the selection of the information. This involves filtering based on the credibility of the source while simultaneously, evaluating the relevance of the information obtained with your search criteria.
- The last step entails processing the gathered information, which involves organising and analysing it to ensure its relevance and applicability to your needs.

Nowadays, MA is increasingly at the heart of public debate. On the one hand, it holds a positive image for producing quality food, on the other hand, it is questioned by the numerous deviations in development, such as intensive livestock farming, the waste of resources, and even food scandals. Performance, in many cases, is determined by decisions made by individual companies in the short-term without considering either long-term business considerations or social responsibility. Agricultural production must face new challenges to maintain social acceptance and to ensure its long-term existence.

Social partners play a prominent role in career guidance and vocational training. In different Member States, their role in the development of vocational training and continuing education varies and, apart from their involvement in training institutions, they assume a key role in training and education in general. (PECO Institut e.V. AgriSkills, Berlin, 2016).

### 3.3. Professional Skills: New Challenges

The Multifunctional Agriculture sector presents us with new challenges that demand innovative solutions, which are a fundamental factor for the growth and development of countries.

Proposing this development from three perspectives:

- Technological, allowing us to use scientific-technological knowledge for the production or improvement of materials, devices, products, procedures, and services.
- Social, with a purpose to improve the living conditions of the population.
- Sustainable, showing the ability of a society to cover people's basic needs without harming the ecosystem or causing damage to the environment, and without compromising the ability of future generations to satisfy their needs (Pierre Labarthe, 2009).

### 3.4. Professional Skills: The Importance of Soft Skills

In the process of guiding individuals towards successful employment, we must recognise that professional skills are an essential factor, which allows us to adapt to the changes and needs presented by the market. On the one hand, technical competencies, or hard skills, provide us with the technical knowledge necessary for the development of our work occupation. On the other hand, the transversal competencies, or soft skills, are essential for the successful development of professional work, emphasising teamwork, negotiating skills, initiative, communication, time management, emotional intelligence, or autonomy, etc.

## 4. Possibilities in Formal and Non-Formal Education

### 4.1. Introduction

Formal education is the vital pillar for comprehensive development of the individual, both personally and professionally. It is the main engine for the evolution of the society to which it belongs. However, there is also a need to supplement this training with competencies, skills, and knowledge from non-school environments, also known as non-formal training.

### 4.2. Formal Education

According to ISCED-2011, formal education is institutionalised, intentional, and planned by public organisations and private bodies accredited for the purpose of establishing the formal educational system of the country. Thus, formal education programmes and corresponding certifications that comply with ISCED-2011 are officially recognised (ISCED, 2011).

Formal education is what students receive through an educational institution. It is a structured process designed to provide specific knowledge, skills, and abilities to achieve certain academic and professional objectives. This type of education is what students receive in schools, institutes, vocational training centres, and universities. It is conducted through a curriculum with established regulations, which have different levels and which grants the student an official academic qualification. Additionally, it has a study plan that must be covered within a specific period.

The main objective is to develop the intellectual potential of students through the acquisition of knowledge and skills that facilitate their access to the world of work.

Possibilities in formal education in agricultural areas in Europe can be found on Europass. Courses from countries including Belgium (FR+NL), Czechia, Estonia, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Serbia, Slovenia, Sweden, and Turkey can be accessed by using the following link <https://europa.eu/europass/eportfolio/screen/course?lang=en>

Database of the existing lifelong learning opportunities (formal and non-formal) in the field of multifunctional agriculture in Croatia, Irish, Spain, and Slovenia can be found on the website of the project AgriNext (further on AgriNext platform): <https://www.agrinext-project.eu/en/about-the-project/results/>

### 4.3. Non-Formal Education

According to ISCED-2011, non-formal education is education that is institutionalised, intended, and organised by an education provider but is not standardised. Non-formal education is characterised by being an alternative or complement to people's formal education, within the process of lifelong education and training. It is aimed at all age groups, the programmes are of a shorter duration and/or intensity (usually in the form of courses, seminars, or workshops) and are not necessarily integrated into defined itineraries (Valdez Melgar, 2011b)

Therefore, non-formal education (not in school) is a learning process that is not within the educational system. This education is related to everyday experience, interests, and personal values. It includes adult basic education, adult literacy, or preparation for school equivalency. In addition, it involves learning professional skills.

In general, non-formal education leads to accreditations that are not officially recognised or may not even be reflected in any accreditation. However, it is possible to obtain educational certifications by official validation of knowledge acquired exclusively through participation in non-formal programmes (OECD, 2022)

Within this type of education, we can find workshops, debates, courses, etc. Among the topics to be discussed, we can find those related to health, gender, equality, or ecology, among others.

For example, the EU International Partnerships Academy provides free access to 26 different topics, ranging from agriculture, budget support, disability, fragility, food security, trade and gender. MOOC courses in agriculture in Europe: <https://webgate.ec.europa.eu/intpa-academy/>  
Informal Education

It is non-institutionalised learning, not programmed or intentionally acquired, although it may be oriented. It refers to experience gained in daily life, in the family circle, at work or in the local environment.

Employment opportunities in Europe for acquiring informal education are linked below:

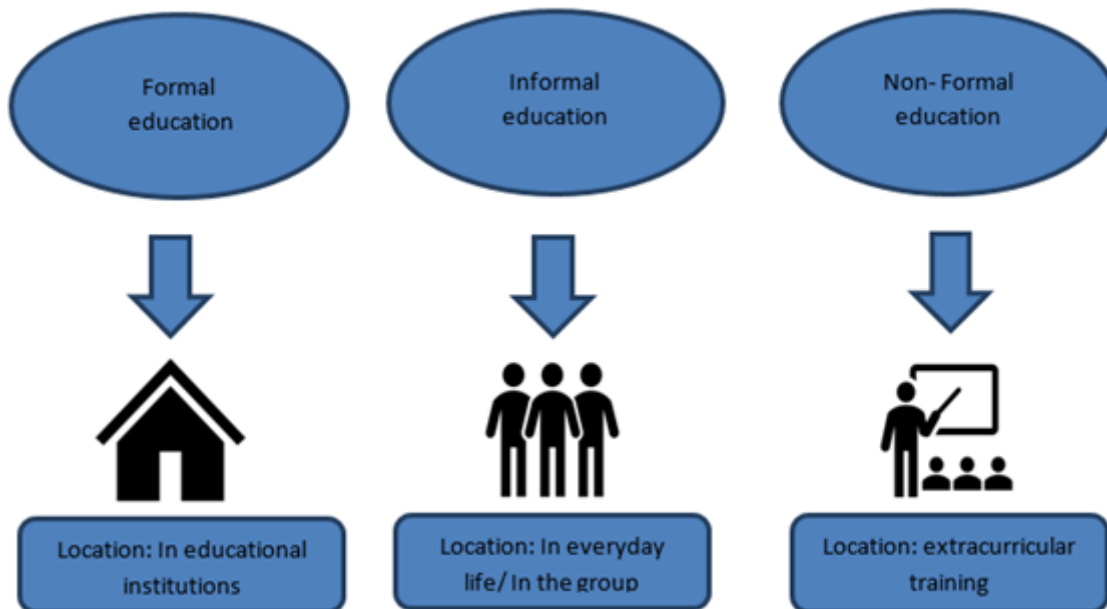


Figure 6. A graphical summary of three forms of education: formal, non-formal and informal.  
Source: <https://peleproject.wordpress.com/formal-informal-and-non-formal-learning/>.

## 5. European Funds for Rural Development

### 5.1. Introduction

Rural development in recent decades has been highly dependent on the availability of economic funds from the European Union, especially when it comes to undertaking costly investments or modernising the production process.

Despite the decrease in subsidies for territories, due to changes in agricultural policy criteria and the emergence of new Member States to support, various funds are still available to finance activities in rural areas.

### 5.2. Common Agricultural Policy in the European Union

With the creation of the common market (Treaty of Rome, 1958), the 6 founding countries adopted a Common Agricultural Policy, starting in 1962, which regulated farming activity with economic and social objectives, aiming to protect the interests of producers and consumers. The CAP is common to all EU member countries and is managed and financed by the EU budget.

The CAP has undergone 5 major reforms over the years, to adapt to current needs and incorporate new economic aims (guaranteeing food security through viable agricultural production, improving competitiveness and the distribution of value in the food chain), environmental aims (sustainable use of natural resources and combating climate change), and territorial aims (ensuring the economic and social dynamism of rural areas). Thus, the CAP 2023-2027 includes 10 specific objectives, seeking to be greener, fairer, and more competitive than its predecessors. (European Commission, nd).

### 5.3. CAP Funds

Traditionally, the common agricultural policy has been financed through a single fund, the European Agricultural Guidance and Guarantee Fund (EAGGF), replaced in 2007 by the European Agricultural Guarantee Fund (EAGF) and the European Agricultural Fund for Rural Development (EAFRD).

For the period 2021-2027, the CAP has been allocated EUR 387 billion: EUR 291.1 billion from the EAGF and EUR 95.5 billion from the EAFRD.

The CAP is structured around two pillars: a first pillar, fully financed by the EU, consisting of direct payments and measures on agricultural markets (76.8% of the budget); and a second pillar, co-financed by EU and regional or national funds, consisting of rural development measures (23.2%) to support rural areas and respond to the economic, environmental, and social challenges of the 21st century (European Commission, 2019).

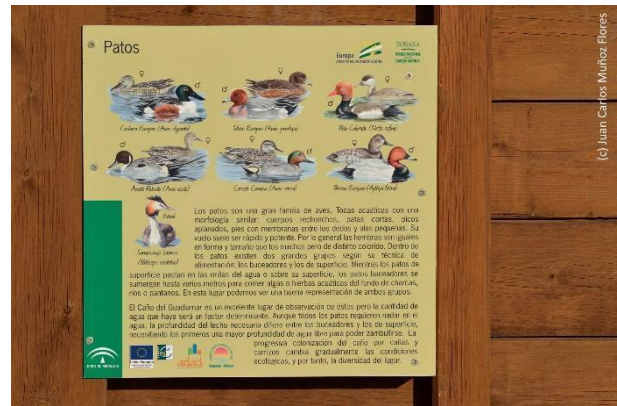


Figure 7. Activities partly financed with European funds.

## 5.4. Other European Funds Useful for Rural Areas

There are other sources of EU funding which, while not initially (or not exclusively) aimed at promoting rural development, can finance related activities.

As an example, NextGeneration EU is a temporary recovery instrument provided with 806.9 billion EUR to repair the economic and social damage caused by the coronavirus pandemic. Its funds feed into several programmes, two of which are particularly relevant to this module: Horizon Europe (0.54 billion EUR) and Rural Development (0.81 billion EUR).

Horizon Europe is the EU's main funding programme for research and innovation, with a budget of 95.5 billion EUR (2021-2027). It addresses climate change, helps to achieve the UN Sustainable Development Goals and boosts EU competitiveness and growth, all of which are strongly linked to the world of agriculture.

Erasmus+ is the EU's programme to support education, training, youth, and sport in Europe. It has an estimated budget of 26.2 billion EUR, which makes it possible to fund projects targeting groups in rural areas. AgriNext is an example.

Details regarding funding programmes can be found here - [EU funding programmes - European Commission \(europa.eu\)](#)



Figure 8. Brochure of the Erasmus+ project EUWAY.





## 6. Conclusion

The multifunctional agricultural approach, which is more comprehensive and environmentally responsible than the more aggressive production systems implemented by the middle of the last century, allows for a wider range of professions related to the rural economy, such as renewable energies, ICT, or tourism. Young people not only find a professional outlet in traditional agriculture and livestock farming but can continue living in rural areas while at the same time finding a source of income in other activities linked to the rural environment.

Without entering assessments regarding the advisability of adopting this model (the historical context must always be considered), the fact is that farming activities have had and continue to have an impact on the territory in which they are carried out and that society's position concerning environmental issues has changed, whether due to the application of restrictive regulations, greater social awareness, or market issues. The agriculture (livestock) territory relationship remains an increasingly urgent and important challenge.

In the guidance process that accompanies people for their future insertion into the labour market, we must keep in mind that the search for information must be present in three areas (academic, personal, and occupational).

Both academically and occupationally we must be prepared to identify the new challenges that the multifunctional agriculture sector presents to us. Recognising and participating in development processes from the technological, social, and sustainable fields. On the other hand, we must focus on self-knowledge, since we cannot forget that currently in personnel selection processes not only are professionals with technical skills required, but people with high development in soft skills are sought. These skills have currently become an indispensable element for a more competitive performance of work teams and for establishing more solid and trusting work relationships.

Although for years, formal education has been the basis for the development of a person, today its combination with practical training and non-formal education is essential. Formal education provides the theoretical basis and non-formal education allows applying skills and knowledge in real environments. This is beneficial both for people, who achieve comprehensive professional development, and for companies that are looking for qualified talented workers.

Non-formal and informal learning play an important role in supporting the development of essential interpersonal, communicative, and cognitive skills, such as critical thinking, analytical skills, creativity, problem solving and resilience, which facilitate the transition of young people to adulthood, active citizenship and working life, according to the European Council. Improving cooperation between different learning frameworks helps promote multiple learning approaches and contexts.

The agriculture sector has been a priority for the EU since its creation, which is why a Common Agricultural Policy has been developed to guarantee food production for citizens, not only by regulating the sector but also by providing a large budget to promote farming production under common standards.

Over time, the incorporation of new member states (and therefore a larger population, which requires much greater production), the need for better integration with the environment and other factors have led to the adaptation of the CAP and the redistribution of the budget, but today agriculture, livestock farming and rural development continue to be key axes in European policies, which is reflected in the available funds for promoting these activities.

## 7. References/Links

The links provided below are meant for a deeper understanding of this module and are organised in thematic clumps.

### Links

#### Rural Areas

Why the rural exodus is a global phenomenon beyond the emptied Spain, (original in Spanish). Accessible online: [https://www.elconfidencial.com/economia/2019-12-27/despoblacion-espana-vacia-exodo-rural-ciudades\\_2371475/](https://www.elconfidencial.com/economia/2019-12-27/despoblacion-espana-vacia-exodo-rural-ciudades_2371475/)

Peri-urbanization processes and changes in city models, (original in Spanish). Accessible online: (<https://papers.uab.cat/article/view/v78-entrena>)

Rural Observatory, EU. Accessible online: <https://observatory.rural-vision.europa.eu/?lng=en&ctx=RUROBS>

EU rural areas in numbers. Accessible online: [https://rural-vision.europa.eu/maps-data/rural-areas-numbers\\_en](https://rural-vision.europa.eu/maps-data/rural-areas-numbers_en)

Rural Pact community platform, Rural Vision, EU. Accessible online: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A02021R2115-20230101>

#### Definition and Main Characteristics of Multifunctional Farming

Ricart Casadevall, Sandra (2014). *The multifunctionality of agriculture: opportunities and challenges*, (original in Spanish). Accessible online: <https://www.iagua.es/blogs/sandra-ricart/multifuncionalidad-agricultura-opportunidades-y-retos#:~:text=Es%20decir%2C%20la%20agricultura%20multifuncional,y%20patrimoniales%20asociados%20al%20medio>

Albadalejo, J., (2022), Towards a multifunctional agriculture in the Campo de Cartagena, (original in Spanish). Accessible online: <https://www.laverdad.es/agro/agricultura-multifuncional-campo-20220222211509-ntvo.html>

Gutiérrez San José, Pablo Valero Ubierna, Constantino (2008), Towards multifunctional agriculture. Accessible online: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A02021R2117-20211206>

#### Agriculture and Development in Rural Areas

Guide to EU Funding - 2023 edition, EU Parliament. Accessible online: <https://www.redalyc.org/pdf/174/17412302006.pdf>

Multifunctional agriculture - From farm diagnosis to farm design and institutional innovation (more articles). Accessible online: <https://www.sciencedirect.com/journal/journal-of-environmental-management/vol/90/suppl/S2>

#### Regenerative Farming

Marc Gràcia - The basis of regenerative agriculture and the Polyfarming project, CREAM (short video, original in Spanish with English subtitles). Accessible online: <https://www.youtube.com/watch?v=Tc81GqUCc40>



## Alternatives Farming

Young and farmer...around Europe, Spanish organic farmer (short video). Accessible online: <https://www.youtube.com/watch?v=13-RtUcsrDA>

Young and farmer...around the Europe, Italy, Chiara Consoli, agritourism (short video). Accessible online: <https://www.youtube.com/watch?v=wQSMztaAfn8>

Young and farmer...around the Europe, Netherland - Multifunctional agriculture (short video). Accessible online: <https://www.youtube.com/watch?v=yOGMJvkSbGo&t=90s> (day-care centre)

## Agriculture and Sustainability

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