



D3.1

Green Job = Dream Job video trailers

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AgriNext Consortium



BC Naklo - Biotehniški center
Naklo



OnP - On Projects
Advising, SL



COAG JAEN - COAG Jaén.
Coordinadora de
Organizaciones Agrarias



IES Galileo - CONSEJERIA
DE EDUCACION - JUNTA
DE ANDALUCIA



CPI - Center RS za poklicno
izobraževanje



ARCTUR - ARCTUR
Računalniški inženiring,
d.o.o.



KGZ Sloga Kranj -
KMETIJSKO GOZDARSKA
ZADRUGA SLOA KRANJ,
Z.O.O.



TUS - Technological
University of the Shannon:
Midlands Midwest



VUKA - Veleučilište u
Karlovcu



SKINK - Skink, d.o.o.

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1. Introduction

Within work package 3 of the AgriNext project students were invited to participate in the Green Job = Dream Job competition. The students created video trailers that best promote vocations of multifunctional agriculture. Here they showed their creativity and ability to present green jobs with their short video trailers. Each country selected the 4 best video trailers to include in the competition. From the four best ones each individual VET organisation had a series of selection criteria from which they voted the best two videos of which the creating teams joined the AgriNext Campus in Cordoba. On the Campus a committee was created to overview and select the best video trailer. On the 25th of April at the Gala of the Campus the best 3 videos from all participating countries were announced.

2. Task 3.1 Instruction for trailers

Overall experience and connection with the WP3 objectives

“Green Job = Dream Job” trailer methodology from WP3 can be used not only as a promotional activity, but also as an effective learner-centred educational approach. Students were not passive recipients of information about Multifunctional Agriculture (MA); they became researchers, planners, scriptwriters, filmmakers, editors, and communicators who had to transform professional and sustainability-related content into a short, engaging audiovisual message.

This approach directly supported the main objectives of WP3:

- increasing the attractiveness of VET in the field of Multifunctional Agriculture,
- promoting awareness of continuous upskilling and lifelong learning,
- developing motivated and entrepreneurial learners,
- highlighting opportunities related to rural development and
- strengthening digital competences among students and teachers.

The experience also showed that video production works particularly well when integrated into the learning process. Students first need sufficient time to understand the topic, investigate examples, connect Multifunctional Agriculture with their own professional field and only then move towards the creative production phase.

Students develop the skills foreseen in trailers making “Green Job = Dream Job”

Digital competences were developed through authentic practical tasks. Students used digital tools for project planning, information searching, collaborative work, script development, storyboard preparation, recording, editing, presentation and dissemination. Students worked with tools such as ChatGPT, Canva, CapCut, Clipchamp, MIRO and PowerPoint, as well as Drone Technology for filming, and progressed through the complete production cycle, from project planning and scriptwriting to filming, editing, and presenting the final result. Technical requirements such as video resolution, landscape format, duration and inclusion of common AgriNext visual elements gave students an opportunity to work according to clearly defined professional specifications. Digital competence development went beyond the technical operation of software.

Students also learned to use digital technologies critically and responsibly. During the scriptwriting process, for example, artificial intelligence could be used to support the development of titles, synopses and scripts, but students were explicitly required to critically assess AI-generated results and verify information using reliable sources.

At the same time, the activity strengthened communication and creative competences. Students had to identify the central message of their video, translate complex professional concepts into accessible language, develop a storyline, communicate through images and sound, and adapt their message to an audience that included potential VET learners and the wider public.

The team-based production process also developed collaboration, project management and problem-solving skills. Students divided tasks, planned activities and resources, managed filming locations and equipment, solved practical problems during production and worked towards a shared final product.

The experience further contributed to entrepreneurial and transversal competences. Producing a promotional video required initiative, creativity, responsibility, decision-making and an understanding of how an idea can be developed into a product for a real audience.

Students developed digital, creative, communication, collaboration and entrepreneurial competences and gained knowledge beyond their primary field of study through authentic practical experience.

Increasing digital competences

Students progressed from planning and content development to independent audiovisual production and dissemination, using several digital environments for different purposes.

The strongest feature of the methodology was that digital tools were not taught in isolation. Students used them to solve real problems and produce an authentic result. They needed to decide which tools were appropriate, create and modify digital content, combine text, images, video and sound, communicate their ideas and meet agreed technical standards.

Teachers also developed their digital and pedagogical competences because they had to support students in using audiovisual and collaborative tools, provide feedback during production, and incorporate video-making activities into their teaching.

[Video Trailers | Green Job = Dream Job Competition](#) should be interpreted as evidence of competence development demonstrated through participation and completed outputs.

Methodology

The [AgriNext Trailers Instructions](#) document sets out the rules and guidelines for the implementation of the “Green Job = Dream Job” competition, aimed at producing promotional video trailers showcasing good practices in Multifunctional Agriculture. It defines the objectives of the competition, target groups, content and technical requirements for the videos, as well as the procedures for registration and submission.

The document also specifies the competition timeline, authorship rules, composition of the jury, and evaluation criteria, with particular emphasis on creativity, innovation, clarity of the message, social value, and dissemination potential.

The final section foresees the selection of the best video trailers from each partner country and their presentation at the “Green Job = Dream Job” Campus in Córdoba, where the overall winning videos were selected. [The Instructions](#) were also published on the project [website](#) to ensure

public access and to support teachers, trainers and other stakeholders interested in replicating the methodology. The project website also provides access to materials needed for the production of the video trailers, including the AgriNext [intro](#) and [outro](#) graphics and the competition promotional [poster](#). It therefore serves as a central information point for competition participants and other interested users.

...er, medium, even non-agriculture can be a dynamic, essential, and thriving sector.

Who Can Participate?

This contest is open to all students enrolled in any educational or professional training program during the 2024/2025 academic year. So, gather your classmates, bring your creativity, and form a team of up to 4 members to participate in this unique challenge!

Important Dates:

Submission Deadline: Extended to **January 31, 2025**
 Winner Announcement: April 2025 at the Green Job = Dream Job Campus in Córdoba, Spain.

Ready to Join?

Get your cameras ready and start brainstorming! Let's make agriculture the dream job of the future!

Contact and Competition Details

- For more information, please contact us [here](#).
- The competition rules can be found [here](#).

Download Contest Materials

- [AgriNext Intro](#)
- [AgriNext Outro](#)
- [Video Trailer Challenge Promotional Poster](#)

Photo gallery



Figure 1 Print Screen from the web page AgriNext. Source: <https://www.agrinext-project.eu/en/news/2024070911295425/lights-camera-action-join-the-video-trailer-challenge/>

Following the initial implementation activities, a dedicated [methodology](#) (Practical Guide for Trainers: How to Replicate the AgriNext Trailer Methodology) was developed to support the production of the video trailers for involved partners. The methodology was subsequently applied during the video production process and provides practical guidance for both students and teachers/trainers. It also includes specific recommendations for teachers and trainers on how to plan, guide and support students throughout the different stages of the production process. The [methodology](#) is publicly available [on the project website](#). The complete Deliverable D3.1 is also published and available on the project website [website](#).

Practical recommendations for teachers and trainers

- Trainers should not begin with filming immediately. Students first need to understand the professional topic, its wider social and environmental context and the purpose of the communication activity.
- A structured production process is very important: Progressively moving through topic exploration, project planning, synopsis, script, storyboard, filming, editing, and presentation makes the activity manageable and enables trainers to provide feedback at several stages rather than only assessing the final video.

- Student ownership should be preserved. The trailers should be produced by students themselves. Teachers and external experts can provide technical and pedagogical support but taking the production process away from students would reduce opportunities to develop digital, creative, communication, and entrepreneurial skills. This principle was considered particularly important during the AgriNext implementation.
- Continuous mentoring is also very important. Short feedback sessions, regular progress checks and reminders helped students maintain motivation and resolve problems before they affected the final product.

These are general recommendations; a more detailed set of recommendations and practical guidance can be found in the methodology [Practical Guide for Trainers: How to Replicate the AgriNext Trailer Methodology](#), on page 13.

3. Task 3.2 Making of trailers

Activity T3.2 was implemented in line with the main objective defined in the project application: under the mentorship of teachers and trainers, students prepared promotional video trailers about multifunctional agriculture. In doing so, they used learner-centred methods and developed digital, creative, communication and collaboration competences.

Students were introduced to the basic concepts of multifunctional agriculture, its role in rural development, and its links with social, environmental, educational and community activities. They also learned about the AgriNext project, the competition rules, technical requirements, evaluation criteria, opportunities for promoting the videos, and the participation of finalists in the Multifunctional Agriculture Skills Campus in Córdoba.

The video trailers were produced entirely by the students themselves. Teachers continuously monitored their progress, provided mentoring, technical and content-related support, gave regular feedback, and helped maintain their motivation. Students received guidance on storytelling, organising ideas, filming, editing, communication, and meeting minimum quality standards, and they had access to appropriate digital tools and equipment.

Through practical work, students encountered a variety of tasks and challenges. By addressing them, they improved their existing knowledge and skills and further developed their competences, particularly in the areas of digital technologies, communication, creativity and teamwork. At the same time, they acquired competences beyond their primary field of education, including audiovisual production, multifunctional agriculture and the promotion of professions. The activity also included elements of acquiring new competences and knowledge relevant to new professional fields. Their competences were therefore developed through authentic practical experience rather than through theoretical learning alone.

The videos produced by students participating in the Open Category and the Consortium Category are available on the project's YouTube channel. They were also published on the project website and on the AgriNext platform - promotional videos. The purpose of the video content is to promote multifunctional agriculture and present its opportunities and good practices in an accessible and engaging way. The videos can also be used as educational and promotional materials for younger generations, helping them to understand the importance and diversity of multifunctional agriculture.

4. Task 3.3 Selection of best trailers

The task was carried out in accordance with the criteria defined in T3.1 and consisted of two phases. The first phase was implemented at national level, with each partner institution (VUKA, BC Naklo, IES Galileo Galilei, TUS) evaluating the video trailers submitted within its own context. The second, European phase involved the selected finalists, who participated in the international part of the project. All participants also signed a consent form authorising the public use and publication of their personal data in accordance with the GDPR. Each participating country was expected to select at least four of its strongest national entries, from which two finalist teams were invited to the international Multifunctional Agriculture Campus in Spain.

The evaluation process was coordinated by IES Galileo Galilei, while each institution was responsible for reviewing the trailers produced by its own students and selecting the most representative entries. The aim was not only to identify videos of the highest audiovisual quality, but also to assess how well they reflected the educational and communication objectives of the project: promoting VET competences, presenting the opportunities offered by Multifunctional Agriculture, showcasing examples of rural excellence, and demonstrating students' ability to communicate innovative ideas clearly through the use of digital tools.

To ensure that the selection process was transparent, objective and comparable across all partner countries, the consortium first developed a common evaluation framework. During one of the Transnational Project Meetings, the partners discussed the criteria to be included in the [evaluation matrix](#) and agreed on their weighting. The criteria covered aspects such as creativity, technical execution, clarity of the message, relevance to Multifunctional Agriculture, communication of the project's values, originality and overall communication effectiveness. The aim was to identify entries in which students demonstrated the ability to create meaningful content, present professional opportunities and highlight the importance of lifelong learning in vocational education and training.

Once the minimum standards and evaluation criteria had been agreed, the evaluation matrix was finalised through an online collaborative process using an Excel document. It then served as the common reference for the local juries, ensuring that all participating institutions applied the same criteria and that the selection process was consistent across all countries. Each partner institution was responsible for establishing its own independent jury, composed of members employed by AgriNext project partner organizations who were not involved in implementation of the project activities. The local evaluation teams used the agreed matrix to assess the submitted trailers. The involvement of several evaluators strengthened the objectivity of the final decisions and helped ensure that the selected entries were genuinely the strongest according to the criteria agreed in advance.

All submitted videos were published on the project's [YouTube](#) channel and shared through AGRINEXT's communication channels and social media. This gave wider visibility to the students' work while also promoting vocational education and training and Multifunctional Agriculture across Europe. Following the evaluation process, two finalist teams, or two video trailers, were selected from each participating country on the basis of the agreed evaluation matrix.

Once partners (BC Naklo, VUKA, TUS and IES Galileo) had completed their national selection, the finalists were officially informed of their success and invited to take part in the international Multifunctional Agriculture Campus in Córdoba, Spain. The event represented the final stage of the competition, during which the overall winning trailer was selected. It also gave the finalists the opportunity to participate in the campus activities, exchange experiences with other European

participants and deepen their understanding of the opportunities offered by Multifunctional Agriculture.

Each country has selected the four best representative of the topic videos of which they have subtitled into their national language and/or English depending on the original video.

4.1 Slovenia

4.1.1 Original - national language

Slovenia - 1st place

Link: <https://www.youtube.com/watch?v=rji6P1u1bDY>

Name of video: Kmetijstvo v koraku z naravo

Description: V kmetijstvu je potrebno delati z naravo, ne proti naravi. Video prikazuje pozitiven vpliv kmetijstva na naravo in pomembnost večnamenskega kmetijstva v današnjem času.

Authors: Aleš Kravanja, Ana Trtnik, David Vrečar, Mark Škerl

Mentor: Katarina Spruk

Organization: Biotehniški Center Naklo

Slovenia - 2nd place

Link: <https://www.youtube.com/watch?v=1xiLLjNDG8>

Name of video: Več kot hrana, kupuj lokalno

Description: V videu je prikazan problem hitre prehrane v sodobnem življenju in Biotehniški center Naklo, ki z izobraževalnimi programi ozavešča o trajnostni pridelavi in predelavi hrane ter pomenu kratkih dobavnih verig in lokalne hrane.

Authors: Lin Logar, Ožbej Malus, Eva Bukovec, Lovro Švab

Mentor: Jure Žalohar

Organization: Biotehniški Center Naklo

Slovenia - 3rd place

Link: <https://www.youtube.com/watch?v=4Mw5XQ1M1v4>

Name of video: Čebelarstvo

Description: V Videu je prikazana pomembnost vloge čebel za ohranjanje narave in čebelarstva v vlogi dopolnilne dejavnosti večnamenskega kmetijstva.

Authors: Živa Rakovec, Erin Vozelj, Sara Šinko, Lara Višnovar

Mentor: Jana Koritnik

Organization: Biotehniški Center Naklo

Slovenia - 4th place

Link: <https://www.youtube.com/watch?v=LkVdXvXDCRg>

Name of video: Dopolnilne dejavnosti na kmetiji

Description: Video prikazuje različne dejavnosti na kmetijah in večnamensko vlogo kmetij, ki se kaže v skrbi za okolje, ohranjanju vitalnosti podeželja in dodatnih virih zaslužka.

Authors: Lucija Valjavec, Aljaž Jakopič, Patricija Logožar, Doroteja Lana Peternej

Mentor: Darja Ravnihar

Organization: Biotehniški Center Naklo

4.1.2 English translation**Slovenia - 1st place**

Link: <https://www.youtube.com/watch?v=rji6P1u1bDY>

Name of video: Agriculture in step with nature

Description: Agriculture is about working with nature, not against it. The video shows the positive impact of agriculture on nature and the importance of multifunctional agriculture today.

Authors: Aleš Kravanja, Ana Trtnik, David Vrečar, Mark Škerl

Mentor: Katarina Spruk

Organization: Biotechnical Centre Naklo

Slovenia - 2nd place

Link: <https://www.youtube.com/watch?v=7bGDYWYeFMs>

Name of video: More than food, buy local

Description: The video shows the problem of fast food in modern life and the Naklo Biotechnical Centre, which raises awareness about sustainable food production and processing and the importance of short supply chains and local food through educational programs.

Authors: Lin Logar, Ožbej Malus, Eva Bukovec, Lovro Švab

Mentor: Jure Žalohar

Organisation: Biotechnical Centre Naklo

Slovenia - 3rd place

Link: <https://www.youtube.com/watch?v=LLTeLLRpstg>

Name of video: Beekeeping

Description: The video shows the importance of the role of bees in nature conservation and beekeeping as a complementary activity to multifunctional agriculture.

Authors: Živa Rakovec, Erin Vozelj, Sara Šinko, Lara Višnovar

Mentor: Jana Koritnik

Organisation: Biotechnical Centre Naklo

Slovenia - 4th place

Link: <https://www.youtube.com/watch?v=OxwZn92ehFM>

Name of video: Complementary activities on the farm

Description: The video shows different activities on farms and the multifunctional role of farms, which is reflected in the care for the environment, maintaining the vitality of the countryside and additional sources of income.

Authors: Lucija Valjavec, Aljaž Jakopič, Patricija Logožar, Doroteja Lana Peternelj

Mentor: Darja Ravnihar

Organisation: Biotechnical Centre Naklo

4.2 Ireland

4.2.1 Original

Ireland - 1st place

Link: <https://www.youtube.com/watch?v=Ygv7DW9FQTI>

Name of video: Farm diversification in Ireland: Dairy and Poultry Option

Description: Combining milk and egg production in a rural farm to generate multiple streams of income

Authors: Keva Keogh, Caoimhe Tully, Millie Rice, Rachel White

Mentor: Simone Maguire and Eamon Mullen

Organisation: Dundalk Institute of Technology, Louth, Ireland

Ireland - 2nd place

Link: <https://www.youtube.com/watch?v=Oy4MXI2t2XA>

Name of video: Farm diversification in Ireland: Bee Option

Description: Producing honey and promoting nature conservation

Authors: Chantelle Ging, Lauren Acheson, Katie Cooney

Mentor: Simone Maguire and Eamon Mullen

Organisation: Dundalk Institute of Technology, Louth, Ireland

Ireland - 3rd place

Link: <https://www.youtube.com/watch?v=5yB0sjJJCe0>

Name of video: Farm diversification in Ireland: Agritourism Option

Description: Promoting rural regeneration and vitality through farm accommodation

Authors: Michael Ryan

Mentor: Simone Maguire and Eamon Mullen

Organisation: Dundalk Institute of Technology, Louth, Ireland

Ireland - 4th place

Link: <https://www.youtube.com/watch?v=bHOKrEyvbAY>

Name of video: Farm Diversification in Ireland: Farm shop

Description: The Cottage in Loughmore Co. Tipperary is a prime example of multifunctional agriculture in action by promoting organic and environmentally friendly farming. Not only does the Cottage source fresh produce from local farms and businesses to sell, it also has boosted local employment in the region as well as promoting rural development. It is managed by the local community and they have provided a wonderful place for people to socially interact while enjoying delicious sustainable meals in traditional-style tea rooms.

Authors: Jennifer Clancy

Mentor: NA

Organisation: Dundalk Institute of Technology, Louth, Ireland

4.3 Spain

4.3.1 Original - national language

Spain - 1st place

Link: <https://www.youtube.com/watch?v=1lq1IMDE9Pw>

Nombre del video: MA for Conserving patrimony

Descripción: Videotrailer descriptivo sobre la influencia de la agricultura multifuncional en la conservación del patrimonio

Autores: Irene Jiménez, Diana Serrano, Alondra Cancel

Mentor: Paula Ledesma

Organización: IES Galileo Galilei

Otro: Se centra en la concepción rural de la agricultura multifuncional

Spain - 2nd place

Link: <https://www.youtube.com/watch?v=gwnSnvz9vKI>

Nombre del video: Traditional agriculture vs Current Agriculture

Descripción: Video comparativo entre la agricultura antigua y la moderna

Autores: Elvira Oños

Mentor: María Pilar Lozano

Organización: IES Galileo Galilei

Otro: Videotrailer centrado en la elaiotécnia moderna y antigua

Spain - 3rd place

Link: <https://www.youtube.com/watch?v=6eEbwaDq3qw>

Nombre del video: Changing the rural life with new employment fields

Description: Video en el que se abren nuevas oportunidades para profesionales de otras especialidades distintas a la agraria gracias al concepto de agricultura multifuncional

Autores: Laura Figueroa, Elena Rodríguez y Chloe Carmona

Mentor: Lola Calderón

Organización: IES Galileo Galilei

Otro: Se enfoca la nueva posibilidad de fomentar el desarrollo rural desde un punto de vista multifuncional

Spain - 4th place

Link: <https://www.youtube.com/watch?v=0Nbi3OnHCuU>

Nombre del video: Raíces de unión

Descripción: Video en el que se expone la agricultura multifuncional con un enfoque colaborativo y de desarrollo rural

Autores: Carla Castellano Guerrero y Carmen Hammi Vázquez

Mentor: Jose Juan Luque

Organización: IES Galileo Galilei

Otro: Se plantea la agricultura multifuncional como una semilla que necesita cuidados y colaboración y cuando florece se convierte en un árbol hermoso y frondoso

Spain - 5th place

Link: <https://www.youtube.com/watch?v=eK818Ron0HY>

Nombre del video: MAcollaborative

Descripción: Video en el que se expone la agricultura multifuncional con un enfoque colaborativo y de desarrollo rural

Autores: Clara María Heis Gimber, Diego Martín Castro, Beatriz Sánchez González y Carmen Fernández Barba

Mentor: Jesús Soria

Organización: IES Galileo Galilei

Otro: Nota de los autores.- Nuestro proyecto es importante porque une la agricultura sostenible con la inclusión social, creando oportunidades para que personas de diferentes contextos trabajen

juntas y se empoderen. Fomenta el trabajo en equipo, el cuidado del medio ambiente y la cohesión comunitaria, mostrando cómo la educación puede transformar vidas. Creemos que debemos ganar porque hemos puesto esfuerzo, creatividad y compromiso en una iniciativa que no solo produce alimentos, sino que también genera impacto social y ambiental. Es un proyecto replicable, con un gran potencial para inspirar a otros y construir un futuro más inclusivo y sostenible.

4.3.2 English translation

Spain - 1st place

Link: <https://www.youtube.com/watch?v=vK3Lxa2Gys8>

Name of video: MA for Conserving Patrimony

Description: Descriptive videotrailer about the influence of multifunctional agriculture on the conservation of heritage

Authors: Irene Jiménez, Diana Serrano, Alondra Cancel

Mentor: Paula Ledesma organization: IES Galileo Galilei

Other: It focuses on the rural conception of multifunctional agriculture

Spain - 2nd place

Link: <https://www.youtube.com/watch?v=D-b95ZD-TtE>

Name of video: Traditional agriculture vs Current Agriculture

Description: Comparative video between ancient and modern agriculture

Authors: Elvira Oños

Mentor: María Pilar Lozano

Organization: IES Galileo Galilei

Other: Video trailer focused on modern and ancient olive oil cultivation

Spain - 3rd place

Link: <https://www.youtube.com/watch?v=NqU9rbAJzhw>

Name of video: Changing the rural life with new employment fields

Description: Video in which new opportunities are opened for professionals from other specialties different from agriculture thanks to the concept of multifunctional agriculture

Authors: Laura Figueroa, Elena Rodríguez, and Chloe Carmona

Mentor: Lola Calderón

Organization: IES Galileo Galilei

Other: It focuses on the new possibility of promoting rural development from a multifunctional point of view.

Spain - 4th place

Link: <https://www.youtube.com/watch?v=pltn6l3ceOY>

Name of video: Roots of Union

Description: Video that presents multifunctional agriculture with a collaborative and rural development approach

Authors: Carla Castellano Guerrero and Carmen Hammi Vázquez

Mentor: Jose Juan Luque

Organization: IES Galileo Galilei

Other: Multifunctional agriculture is proposed as a seed that needs care and collaboration, and when it blossoms, it becomes a beautiful and leafy tree.

Spain - 5th place

Link: https://www.youtube.com/watch?v=wk4uB-_HnSU

Name of video: MA collaborative

Description: Video that presents multifunctional agriculture with a collaborative and rural development approach

Authors: Clara María Heis Gimber, Diego Martín Castro, Beatriz Sánchez González, and Carmen Fernández Barba

Mentor: Jesús Soria organization: IES Galileo Galilei

Other: Note from the authors- Our project is important because it combines sustainable agriculture with social inclusion, creating opportunities for people from different backgrounds to work together and empower themselves. It promotes teamwork, care for the environment, and community cohesion, demonstrating how education can transform lives. We believe we should win because we have put effort, creativity, and commitment into an initiative that not only produces food but also generates social and environmental impact. It is a replicable project, with great potential to inspire others and build a more inclusive and sustainable future.

4.4 Croatia

4.4.1 Original - national language

Croatia - 1st place

<https://www.youtube.com/watch?v=vrkTI-qLFjw>

Naziv: Zeleni posao, posao iz snova: Budućnost poljoprivrede

Opis: Otkrijte kako moderna, održiva i tehnološki napredna poljoprivreda transformira poljoprivredu u smislenu, budućnost usmjerenu karijeru. Od bioplina do donošenja odluka temeljenih na podacima, ovo je priča o zelenoj profesiji koja oblikuje bolji svijet.

Autori: Anja Avakumović, Doris Devčić, Silvija Pavković, Anamarija Pavlović

Mentori: Marijana Blažić, Majda Šavor, Ivana Varičak

Organizacija: Veleučilište u Karlovcu

Croatia - 2nd place

<https://www.youtube.com/watch?v=Ol6TodwKCvU>

Naziv: Proces proizvodnje paškog sira

Opis: Kao jedan od najpoznatijih hrvatskih proizvoda, paški sir nije samo simbol tradicije već i pokretač poljoprivredne diverzifikacije. Proizveden na otoku Pagu, ovaj sir uvelike se oslanja na ovčarstvo, koje samo po sebi podržava bioraznolikost i tradicionalne metode ispaše. Multifunkcionalna poljoprivreda naglašava održivost, a proizvodnja paškog sira je primjer dobre prakse integrirajući lokalne resurse s ekološki prihvatljivim praksama. Fokusirajući se na proizvode poput paškog sira, čuvamo kulturnu baštinu i istovremeno podržavamo ruralno gospodarstvo.

Autori: Filip Belavić, Roko Kazija, Mateo Sopek, Valentina Šalić

Mentori: Marijana Blažić, Majda Šavor, Ivana Varičak

Organizacija: Veleučilište u Karlovcu

Croatia - 3rd place

Link: <https://www.youtube.com/shorts/4vTqwQEDsmk>

Naziv: Vino & ovce: tradicija kvalitete

Opis: Ovaj video otkriva bogatu tradiciju proizvodnje vina i uzgoj ovaca na jugoistočnoj strani Samoborskog gorja. Otkrijte kako klima i tlo ove regije podupiru uzgoj vinograda svjetske klase i održiv uzgoj ovaca. Naučite nešto o proizvodnji vina, i kako visokokvalitetni pašnjaci pridonose kvalitetnoj janjetini. Također ne zaboravite posvećenost iza ovih vremenski zahtjevnih poslova.

Autori: Silvija Pavković

Mentori: Marijana Blažić, Majda Šavor, Ivana Varičak

Organizacija: Veleučilište u Karlovcu

Croatia - 4th place

Link: <https://www.youtube.com/watch?v=JH4X5-xTKZc>

Naziv: Održiva poljoprivreda u Ogulinu

Opis: Ogulin je grad smješten u planinskoj Hrvatskoj, u Karlovačkoj županiji, poznat po bogatoj povijesti, prirodnim ljepotama i tradiciji stočarstva i poljoprivrede. Proizvodnja ovčjeg sira u Ogulinu ima dugu tradiciju, a ovčji sir iz ove regije često je prepoznat po svojoj kvaliteti i prepoznatljivom okusu. Poljoprivrednici u Ogulinu i okolnim područjima uzgajaju ovce generacijama, a sir koji proizvode temelje se na tradicionalnim metodama. Ovo područje poznato je po čistom okolišu koji poljoprivrednicima omogućuje proizvodnju mlijeka i sira visoke nutritivne vrijednosti.

Autori: Mateo Sopek

Mentori: Marijana Blažić, Majda Šavor, Ivana Varičak

Organizacija: Veleučilište u Karlovcu

4.4.2 English translation

Croatia - 1st place

Link: <https://www.youtube.com/watch?v=AGHLWQJ3Cag>

Name of video: Green Job Dream Job: The Future of Farming

Description: Discover how modern, sustainable, and tech-driven agriculture is transforming farming into a meaningful, future-oriented career. From biogas to data-driven decision-making, this is the story of a green profession shaping a better world.

Authors: Anja Avakumović, Doris Devčić, Silvija Pavković, Anamarija Pavlović

Mentors: Marijana Blažić, Majda Šavor, Ivana Varičak

Organization: Karlovac University of Applied Sciences

Croatia - 2nd place

Link: <https://www.youtube.com/watch?v=fely77LaXX4>

Name of video: Process of Producing Pag Cheese

Description: As one of Croatia's most famous products, Pag cheese is not only a symbol of tradition but also a driver of agricultural diversification. Produced on the island of Pag, this cheese relies heavily on sheep farming, which itself supports biodiversity and traditional grazing methods. Multifunctional agriculture emphasizes sustainability, and Pag cheese exemplifies this by integrating local resources with eco-friendly practices. By focusing on products like Pag cheese, we preserve cultural heritage while supporting the rural economy.

Authors: Filip Belavić, Roko Kazija, Mateo Sopek, Valentina Šalić

Mentors: Marijana Blažić, Majda Šavor, Ivana Varičak

Organization: Karlovac University of Applied Sciences

Croatia - 3rd place

Link: <https://www.youtube.com/shorts/uVY5tB4GR-g>

Name of video: Wine & sheep: a tradition of quality

Description: This video explores the rich traditions of wine production and sheep breeding in southeastern ridges of Samobor Mountains. Discover how the regions climate and soil support world-class vineyards and sustainable sheep farming. Learn about the winemaking process, and how high-quality pastures contribute to premium lamb meat. Don't forget the dedication behind these time honored practices that define the areas heritage.

Authors: Silvija Pavković, Paula Vidalin

Mentors: Marijana Blažić, Majda Šavor, Ivana Varičak

Organization: Karlovac University of Applied Sciences

Croatia - 4th place

Link: <https://www.youtube.com/watch?v=8Xy7TGuZGtg>

Name of video: Sustainable agriculture in Ogulin

Description: Ogulin is a town located in mountainous Croatia, in the Karlovac County known for its rich history, natural beauty and tradition of animal husbandry and agriculture. Sheep cheese production in Ogulin has a long tradition and the sheep cheese from this region is often recognized for its quality and distinctive taste. Farmers in Ogulin and surrounding areas have been raising sheep for generations and the cheese they produce is based on traditional methods. This area is known for its clean environment which allows farmers to produce milk and cheese of high nutritional value.

Authors: Mateo Sopek

Mentors: Marijana Blažić, Majda Šavor, Ivana Varičak

Organization: Karlovac University of Applied Sciences

2.5 Open call

Within the work package 3 we included an open call for anyone willing to join the competition. And a few countries responded. Below you will find a list of videos made within the open call and a few extra from the partners that did not make it into the selection.

1. IES Virgen de la Cabeza - Spain

Link: <https://www.youtube.com/watch?v=XXYNArjNgs>

Title: Innovations in MA sectors

2. Finland

Link: <https://www.youtube.com/watch?v=23okPYDUmNs>

Title: Sustainable development and recreational use of forests

3. Hungary - KMASZC Varga Márton Vocational School

Link: <https://www.youtube.com/watch?v=nv7YymXnGi8>

Title: Multifunctional agriculture in a Hungarian school

4. Spain

Link: <https://www.youtube.com/watch?v=AWQmXuqPTr8>

Title: Multifunctional Agriculture Facts

5. Spain

Link: <https://www.youtube.com/watch?v=ElH4AcZ6FZk>

Title: Diversity Multifunctional Agriculture

6. Spain

Link: <https://www.youtube.com/watch?v=q6nOttv2gT8>

Title: The Conquest of Mango

7. Slovenia - BC Naklo

Link: <https://www.youtube.com/watch?v=-Jnc4mWcrFY>

Title: Goat cheese

5 Task 3.4 Organization of MA Skills Campus

The organisation of the Multifunctional Agriculture Skills Campus represented one of the key events of WP3. It was designed as an international learning experience aimed at increasing the attractiveness of vocational education and training in the field of Multifunctional Agriculture, promoting continuous upskilling and lifelong learning, and developing students' digital, entrepreneurial and transversal competences through intensive practical collaboration. Each participating school sent two groups of four students, eight students in total, accompanied by two teacher mentors. The groups were the **national winners** of the “Green Job = Dream Job” competition (1st and 2nd place - see Task 3.3). Each group was required to prepare a “Green Job = Dream Job” video trailer, which was then presented during the Campus. The Campus was developed through a collaborative and gradual process involving all consortium partners. It consisted of a [five day programme](#), with two additional days allocated for travel. The Campus programme was prepared through a collaborative and step-by-step process involving all consortium partners.

The Campus took place in Córdoba over five intensive days, with each day divided into morning and afternoon sessions. The programme combined educational, cultural, creative and experiential activities, including escape rooms based on discovery learning, collaborative challenges, and visits to various sites of interest. Participants visited Córdoba Zoo, the Botanical Garden, natural heritage sites such as the Bat Cave, examples of sustainable tourism, and innovative agricultural and livestock enterprises. These included Vaquena, a company that combines cattle farming with sustainable food production models.

A dedicated organising committee was established in Córdoba to prepare and implement the Campus. It was responsible for preparing the [AgriNext Campus Guidelines](#), pedagogical planning, and the day-to-day implementation of activities. The committee also prepared a [welcome pack](#), which helped participants find their way around and ensured a welcoming experience upon arrival. The pack included interactive city maps with recommendations, project [promotional materials](#) prepared with the support of ARCTUR, branded T-shirts, tote bags containing information materials, and name badges that supported communication and networking among participants.

The highlight of the Campus was the [closing gala ceremony](#), during which the winning video trailer was announced. The event was designed as a celebration of the participants' learning and achievements. It also included an intergenerational performance involving children and older participants, who sang songs related to Multifunctional Agriculture while wearing themed costumes. The performance symbolised the transfer of knowledge between generations and highlighted the inclusive and community-oriented nature of the project. The evening concluded with catering provided by people with disabilities, further demonstrating AGRINEXT's commitment to social inclusion, social responsibility, and cooperation with the local community.

Awarded videos:

1st PLACE: Slovenia

Link: <https://www.youtube.com/watch?v=7bGDYWYeFMs>

Name of video: More than food, buy local.

Description: The video shows the problem of fast food in modern life and the Naklo Biotechnical Centre, which raises awareness about sustainable food production and processing and the importance of short supply chains and local food through educational programs.

Authors: Lin Logar, Ožbej Malus, Eva Bukovec, Lovro Švab

Mentor: Jure Žalohar

2nd PLACE: Spain

Link: <https://www.youtube.com/watch?v=vK3Lxa2Gys8>

Name of video: MA for Conserving Patrimony

Description: Descriptive video trailer about the influence of multifunctional agriculture on the conservation of heritage.

Authors: Irene Jiménez, Diana Serrano, Alondra Cancel

Mentor: Paula Ledesma organization: IES Galileo Galilei

Other: It focuses on the rural conception of multifunctional agriculture.

3rd PLACE: Croatia

Link: <https://www.youtube.com/watch?v=AGHLWQJ3Cag>

Name of video: Green Job Dream Job: The Future of Farming

Description: Discover how modern, sustainable, and tech-driven agriculture is transforming farming into a meaningful, future-oriented career. From biogas to data-driven decision-making, this is the story of a green profession shaping a better world.

Authors: Anja Avakumović, Doris Devčić, Silvija Pavković, Anamarija Pavlović

Mentors: Marijana Blažić, Majda Šavor, Ivana Varičak

Organization: Karlovac University of Applied Sciences

6 Conclusion

The AgriNext WP3 experience shows that short promotional video production can successfully combine vocational learning, digital education, creativity, communication and peer-to-peer learning. The value of the methodology lies not only in the finished trailers, but in the learning process behind them.

Students were required to investigate a professional topic, make decisions, collaborate, communicate, use digital technologies and create content for a real audience. The methodology therefore supported the WP3 objectives of making VET more attractive, increasing awareness of Multifunctional Agriculture and lifelong learning, and strengthening students' digital and transversal competences.

For future implementation, the most important recommendation is to treat trailer production as a complete learning methodology rather than a stand-alone video assignment. When adequate preparation time, structured guidance, student ownership, formative feedback and opportunities for dissemination are provided, the approach is transferable to other VET programmes and can be adapted to a wide range of professional topics.

All the videos are uploaded to YouTube and the AgriNext website.

You can find the AgriNext YouTube here: <https://www.youtube.com/@AgriNextProject>

On the AgriNext website the videos are located here: <https://www.agrinext-project.eu/en/video-trailers/green-job-dream-job-competition/>

The AgriNext campus also has its highlights on YouTube:

[AgriNext Campus in Cordoba - RECAP Day 1.](#)

[AgriNext Campus in Cordoba - RECAP Day 3.](#)

[AgriNext Campus in Cordoba - RECAP Day 4.](#)

[AgriNext Campus in Cordoba - RECAP Impressions.](#)

[AgriNext Campus in Cordoba - RECAP Gala event.](#)

The aim of the videos is to motivate young people to become interested and enthusiastic about multifunctional agriculture and to acquire the necessary knowledge and skills.

For this purpose, the Green Job Dream Job videos will be published on the websites of the VET/university organisations participating in the AgriNext project.

Local primary schools that cooperate in different ways with these VET organisations will be informed about the promotional videos in different ways:

- E-mail to the management and counsellors of the local primary schools about the AgriNext project and the promotional videos produced, which can be viewed on the AgriNext website or on the schools' websites and shared with pupils in the classrooms or other forms of education.
- Presentation of the promotional videos in collaboration with schools in various workshops, promotional activities, visits and presentations of VET programmes.